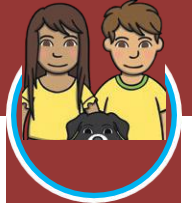




# Phonics

## Intent, Implementation, Impact and Progression Map



At Priestley Smith School we strive to ensure that all children can become successful fluent readers to the best of their ability in either print or braille. In order to do this we provide every child with high quality phonics as this plays a key role in children developing word decoding skills. We recognise that children with little or no vision take much longer to learn new things than their sighted peers, so in order to achieve reading fluency every child from Foundation Stage to Year 6 will receive phonic lessons four days a week. Students in the Secondary Department who are working in *Thrive* and *Aspire* groups will also access discrete phonics sessions in order to maximise their reading abilities. Every lesson has clear precise structure of revisit, teach, practise and apply. This allows for a recapping of previous knowledge and time to embed new learning, this can then be practised and applied in both reading and writing every day. Throughout lessons children are also taught how to read and spell tricky words (words that cannot be sounded out e.g. was, you) so that they are confident with these. Children learning braille will be taught contractions in addition to tricky words. At Priestley Smith we teach children in small groups according to which Phonics stage they are working at and whether they are print or braille users. The groups are reviewed half-termly and children will be moved as needed. Groups will be across year groups and children will be taught by stage not age.

### Intent

To enable our students with a visual impairment to access and enjoy reading independently.

To provide consistent, high quality phonics teaching which is accessed by all children regardless of gender, age, ability, disability, ethnic origin, faith, culture, social circumstances and reading preference.

To ensure that the teaching of synthetic phonics is systematic and progressive throughout Primary School and Secondary School (where appropriate) to support phonetic knowledge and understanding.

To ensure that children who read print and braille have secure phonetic knowledge, understanding and skills so that they can decode words confidently and apply this when reading and writing.

To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.

To enable children to use phonic awareness across the curriculum.

To provide children with strategies to identify and decode 'tricky words' and contractions.

To enable children who are able to access the phonic screening test in print or braille.

## Implementation

Children will receive four discrete phonics sessions a week following the Twinkl phonics scheme. Sessions for Upper Infants, Lower Juniors and Upper Juniors will be immediately after lunch to enable children to move around the school and work within their small ability group.

All children in the Lower Infants Class will receive daily level 1 phonics sessions, which focus on developing the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds and will be the same for future print and braille users. These sessions will be taught during the morning session so that children who are ready to progress can join in phonics groups in the afternoons.

Children in Upper Infants and above will be taught in small phonics groups of between 2 and 4 children. These groups will be split according to whether children are learning print or braille and differentiated according to ability.

Children learning to read print will follow the order of the Twinkl phonics scheme. Within levels 2-4 learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing. Due to children with Visual impairments needing longer to learn information by sight, they will be introduced to one new sound a week. This will be monitored regularly and more sounds will be introduced if learners are ready. After level 4, the coherently planned sequence of lessons within Level 5 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By Level 6, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words (see progression information). 'Tricky Words' will be taught consistently for each phase of phonics to aid High Frequency Word recognition and spelling.

Children learning braille will follow the 'Hands on' reading scheme. They will learn letters and sounds in a different order to print users so that similar braille letters are not confused. Within this scheme, some numbers, punctuation marks and contractions are taught alongside letters. The order of braille letters is as follows:-

- **LEVEL 1**
- A G B L I K FOR
- **LEVEL 2**
- C D O T H AND
- **LEVEL 3**
- E M P S N THE
- **LEVEL 4**
- U Y R F X Numbers 1-5 Capitals Full Stop Question Mark Comma
- **LEVEL 5**
- V W J Q Z Numbers 6-10

Children learning braille will receive additional 1:1 braille sessions each week within school from a braille tutor. Once children have completed Grade 1 Braille, they will begin to learn Grade 2 braille, where there are many contractions relating to digraphs and trigraphs within the phonics scheme.

Some children experiencing difficulties relating to Cerebral Visual Impairment may struggle to learn to read through phonics and may need to be taught whole-word reading. If children are making little or no progress within the phonics scheme, we will assess on an individual basis and decide whether or not whole-word reading may enable greater progress.

## Impact

Children will make progress through the different phases of phonics and make progress from their own individual starting points.

Children will develop their ability to read independently through print or braille, which will help them to access information in the world around them.

Children will become confident and resilient in tackling unfamiliar words by applying learnt knowledge and skills to segment, blend and read words which are real and nonsense.

Children will demonstrate high levels of engagement in phonics and will apply their phonological knowledge when reading and writing.

Children will have an increased recognition of tricky words, high frequency words and contractions when reading and apply these when writing.

Children will use and apply their phonic knowledge across the curriculum.

## Progression for Print Users

### Level 1

**By the end of Level 1, children will:**

- have experienced a wealth of listening activities including songs, stories and rhymes;
- be able to distinguish between speech sounds and many will be able to blend and segment words orally.

Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving on to Level 2 as these speaking and listening activities continue.

Aspect 1 Environmental Sounds	Aspect 2 Instrumental Sounds	Aspect 3 Body Percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice Sounds	Aspect 7 Oral Blending and Segmenting
<ul style="list-style-type: none"> <li>• Notice sounds around them.</li> <li>• Recognise that different objects make different sounds.</li> <li>• Start to identify and name sounds.</li> <li>• Talk about environmental sounds, describing and comparing them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore instrumental sounds.</li> <li>• Build awareness of how to use instruments to make sounds.</li> <li>• Start to identify the sounds of familiar instruments, naming them.</li> <li>• Build awareness of how you act upon an instrument affects the sound it makes.</li> <li>• Talk about instrumental sounds, describing and comparing them.</li> <li>• Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the sounds their bodies can make.</li> <li>• Join in and copy actions of familiar songs.</li> <li>• Join in and copy body percussion patterns and sequences.</li> <li>• Build awareness of how they can change body percussion sounds.</li> <li>• Create their own sequences of body percussions.</li> <li>• Join in with longer sequences of body percussion.</li> <li>• Describe body percussion.</li> <li>• Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes.</li> <li>• Recognise familiar rhythms and rhymes.</li> <li>• Recognise that words rhyme.</li> <li>• Copy and keep a simple beat.</li> <li>• Join in and copy breaking words into syllables with a beat.</li> <li>• Play with rhyme. Make up their own rhyming words.</li> <li>• Complete sentences with their own rhymes orally.</li> <li>• Break words down into syllables with a beat.</li> <li>• Create their own beat.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore initial sounds of words.</li> <li>• Select objects with a given initial sound from a choice of two.</li> <li>• Identify initial sounds of words.</li> <li>• Match to objects with the same initial sound.</li> <li>• Play with alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different mouth movements and sounds.</li> <li>• Copy different voice sounds and mouth movements.</li> <li>• Recognise different voice sounds.</li> <li>• Make a variety of different voice sounds, including animal sounds.</li> <li>• Say speech sounds clearly.</li> <li>• Talk about voice sounds.</li> <li>• Describe and compare voice sounds.</li> <li>• Create their own ideas for voices of characters/imitating voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the initial sounds of words.</li> <li>• Build awareness that words can be broken up into sounds.</li> <li>• Choose the correct object when hearing the word broken into single sounds.</li> <li>• Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.</li> <li>• Segment CVC and VC words into their individual sounds.</li> <li>• Start to blend the sounds of longer words.</li> <li>• Identify how many sounds are in a CVC or VC word.</li> </ul>

## Level 2

**By the end of Level 2, children should be able to:**

- give the phoneme when shown any Level 2 grapheme;
- find any Level two grapheme, from a display, when given the phoneme;
- orally blend and segment CVC words;
- blend and segment in order to read and spell (using magnetic letters) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock;
- read the five tricky words - the, to, I, no, go.

	1	2	3	4	5	6
<b>Sounds</b>	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, ff, l, ll, ss	all Level 2 GPCs

**Tricky Words**

to, the

no, go, I

## Level 3

**By the end of Level 3, children should be able to:**

- give the phoneme when shown all or most Level 2 and Level 3 graphemes;
- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;
- blend and read CVC words (single-syllable words consisting of Level two and Level three graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.

	1	2	3	4	5	6	7	8	9	10	11	12
<b>Sounds</b>	j, v, w, x	y, z, zz, qu, ch	sh, th, th, ng	ai, ee, igh, oa	oo, oo, ar, or	ur, ow, oi, ear	air, ure, er	all Level 3 GPCs	all Level 3 GPCs	trigraphs and consonant digraphs	recap j, v, w, x and vowel digraphs	all Level 3 GPCs

**Tricky Words Reading**

all Level 2 tricky words

he, she

we, me, be

was

my

you

they

here

all, are

was, my (recap)

we, they (recap)

all Level 3 tricky words

**Tricky Words Spelling**

the, to

no, go, I

the, to, no, go, I

## Level 4

**By the end of Level 4, children should be able to:**

- give the phoneme when shown any Level 2 and Level 3 grapheme;
- find any Level 2 and Level 3 grapheme, from a display, when given the phoneme;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- be able to spell the tricky words - he, she, we, me, be, was, my, you, her, they, all, are;
- write each letter, usually correctly.

	1	2	3	4
<b>Sounds</b>	CVCC words	CCVC words	Adjacent consonants	Polysyllabic words
<b>Tricky Words Reading</b>	said, so	have, like, come, some	were, there, little, one	do, when, out, what
<b>Tricky Words Spelling</b>	he, be, we, she, me	was, you	they, are, all	my, here

Level 5

**By the end of Level 5, children should be able to:**

- give the phoneme when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly;
- Use alternative ways of pronouncing and representing the long vowel phonemes.

Week										
	1	2	3	4	5	6	7	8	9	10
<b>Sounds</b>	'ay' saying /ai/	'oy' saying /oi/	'ie' saying /igh/	'ea' saying /ee/	'a_e' saying /ai/	'i_e' 'o_e'	'u_e' 'e_e'	'ou' saying /ow/	long vowel sounds	'ch' saying /c/ 'ch' saying /sh/
<b>Regular Spellings</b>	day may say play clay tray spray crayon	toy boy joy enjoy destroy annoy employ royal	pie lie tie die cried tried spied fried	sea bead read seat meat heap treat least	snake game cake ate same make name came	bike time pine prize bone home note alone	use cube fume tube these theme even complete	our about cloud scout sprout proud sound ground	apricot kind wild lion human gold hotel both	school Christmas chemist chord echo chef prachute chute
<b>Common Exception Words Reading</b>	could should	would want	oh their	Mr Mrs	love your	people looked	called asked	water where	who why	thought through
<b>Common Exception Words Spelling</b>	said so	have like	some come	were there	little one	do when	what could	should would	want their	Mr Mrs

Priestley Smith Specialist VI School Phonics Intent, Implementation and Progression Map

	11	12	13	14	15	16	17	18	19	20
<b>Sounds</b>	'ir' saying /er/	'ue' saying /yoo/ and /oo/	'ew' saying /yoo/ and /oo/	'y' saying /ee/	'aw' and 'au' saying /or/	'ow' and 'oe' saying /oa/	'wh' saying /w/	'c' saying /s/ 'g' saying /j/	'ph' saying /f/	'ea' saying /e/
<b>Regular Spellings</b>	stir girl bird shirt dirt third first thirteen	due venue fuel argue clue glue true blue	few new dew stew blew chew grew drew	very family body happy sunny furry crunchy hairy	saw paw draw yawn August launch laundry astronaut	low slow window own toe hoe doe goes	white whisper whiskers whine whale which while wheel	gem magic giant ginger cell city face slice	phone dolphin elephant alphabet photo microphone graph orphan	head bread ready deaf healthy weather instead breakfast
<b>Common Exception Words Reading</b>	work house	many laughed	because different	any eye	friend also	once please	live coming	Monday Tuesday	Wednesday brother	more before
<b>Common Exception Words Spelling</b>	love your	people looked	asked called	water where	who why	thought through	work house	many laughed	because different	any eye
	21	22	23	24	25	26	27	28	29	30
<b>Sounds</b>	'ie' saying /ee/	suffix -ed	suffix -s and -es	suffix -er and -est	'tch' saying /ch/	adding -ing and -er to verbs	'are' and ear' saying /air/	've' saying /v/	'ore' saying /or/	prefix un-
<b>Regular Spellings</b>	chief brief field shield priest shriek thief relief	jumped looked gaspd yelled hunted started shouted wished	skirts raincoats hoodies bracelets glasses buses boxes wishes	louder fresher quicker colder loudest freshest quickest coldest	catch match fetch witch stitch ditch crutch kitchen	playing helping teaching singing player helper teacher singer	stare care share dare tear wear bear pear	horse mouse bronze freeze give serve dance voice	more core sore score shore adore before explore	unwell unkind unlock unfair untie undo unpack unsafe
<b>Common Exception Words Reading</b>	January February	April July	scissors castle	beautiful treasure	door floor	bought favourite	autumn gone	know colour	otherdoes	talk two
<b>Common Exception Words Spelling</b>	friendalso	please once	live coming	Monday Tuesday	Wednesday brother	more before	January February	April July	scissors castle	beautiful treasure



## Level 6

**By the end of Level 6, children should be able to:**

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others;
- spell most common exception words correctly.

Week										
	1	2	3	4	5	6	7	8	9	10
Spelling Pattern	'y' saying /igh/	'dge' and 'ge' saying /j/	adding -es to words ending in y	'gn' saying /n/	'kn' saying /n/	adding -ed, -ing to words ending in y	'wr' saying /r/	'le' saying /l/	adding -er, -est to words ending in y	'el' saying /l/
Regular Spellings	by try dry sky fly sly spy reply	edge hedge badge bridge change large orange challenge	flies cries spies replies babies teddies carries hurries	gnome sign gnaw gnat design gnarl gnash	knight knee knot knife knock know knapsack knowledge	copied copying worried worrying annoying annoyed studying studied	wrong wren wrist wrap write wrote wring wreck	bubble middle table apple little puddle giggle cuddle	happier happiest easier easiest funnier funniest luckier luckiest	camel travel chisel squirrel tunnel funnel towel tinsel
Common Exception Words Spelling	door floor	bought favourite	autumn gone	know colour	other does	talk two	four eight	world work	poor great	break steak
Grammar	capital letters and full stops	proper nouns (names)	plural nouns	alphabetical order (1) - first/second letter	alphabetical order (2) - second/subsequent letters	verbs	adverbs	common nouns (revision)	adjectives and expanded noun phrases	commas in lists

Priestley Smith Specialist VI School Phonics Intent, Implementation and Progression Map

	11	12	13	14	15	16	17	18	19	20
<b>Spelling Pattern</b>	'al' and 'il' saying /l/	adding -ed, -er to words ending with e	'eer' saying /ear/	ture	adding -est, -y to words ending with e	'mb' saying /m/	'al' saying /or/	adding -ing, -ed to CVC, CCVC	'o' saying /u/	'ey' saying /ee/
<b>Regular Spellings</b>	festival total pupil April medal local pencil nostril	hiked hiker timed timer braved braver baked baker	steer career volunteer cheer sheer peer deer meerkat	future picture sculpture nature vulture adventure creature capture	nicest bravest finest largest shiny sparkly noisy slimy	lamb limb comb numb climb thumb crumb bomb	all call hall small walk talk chalk almost	patting humming dropping shopping jogged fitted clapped stopped	brother son above wonder worry glove cover month	key monkey donkey honey money chimney valley turkey
<b>Common Exception Words Spelling</b>	busy clothes	whole listen	build earth	delicious fruit	learn search	famous shoe	pretty neighbour	England tongue	group country	heart dangerous
<b>Grammar</b>	capital letters for place names	regular past tense	regular present tense	question marks and commands	exclamations and statements	using a dictionary (1) - finding definitions	coordinating conjunctions	irregular past tense	exciting words (1) - altwords for said	exclamation marks (to show emotion/shouting)
	21	22	23	24	25	26	27	28	29	30
<b>Spelling Pattern</b>	adding -er, -est, -y to CVC and CVCC words	contractions	'war' saying /wor/ 'wor' saying /wur/	suffixes -ment, -ness	's' saying /zh/	'wa' saying /wo/ and 'qua' saying /quo/	tion	suffixes -ful, -less, -ly	homophones/ near homophones	prefix dis-
<b>Regular Spellings</b>	longer wetter warmer hottest coldest windy funny sunny	can't we'd I've couldn't you'll should've didn't could've	war ward warm towards world worst work worth	enjoyment payment excitement movement fairness kindness tidiness happiness	usual casual treasure pleasure measure Asia visual closure	want watch wash swap quality squash squabble quantity	action motion description station section adoption portion fiction	graceful wonderful powerful breathless careless badly happily luckily	hear here there their bear bare quiet quite	dislike disappear disagree disappoint disconnect dishonest disqualify disobey
<b>Common Exception Words Spelling</b>	special enough	aunt father	prove improve	hour move	sure sugar	half quarter	straight touch	caught daughter	journey area	heard early
<b>Grammar</b>	improving sentences (1) - adjectives and nouns	contractions	subordinating conjunctions	improving sentences (2) - verbs and adverbs	exciting words (2) - sing a thesaurus	possessive apostrophe	improving sentences (2) - when,if, because	speech marks	commas in speech	using a dictionary (2) - checking spellings