

Pheasey Park Farm Primary School Phonics Rationale (Animaphonics)

By the end of Unit 1 (Phase 2 & 3) children will

- Understand the relationship between graphemes and phonemes.
- Recognise 44 grapheme-phoneme correspondences.
- Start to segment the sounds in two and three-phoneme words and blend them together.
- Start to use phonic knowledge to decode regular words and read them aloud accurately.
- Start to use clearly identifiable letters to communicate meaning.
- Read Reception High Frequency Words (including those that cannot be sounded out - Rainbow Words).
- Know the meaning of a digraph and trigraph.
- Start to use clearly identifiable letters to communicate meaning.

By the end of Unit 2 (Phase 4) children will

- Identify previously learned GPCs.
- Understand that 'twin' letters make one sound.
- Orally segment the sounds in words containing known phonemes and blend them together.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Develop confidence when reading common exception words (Rainbow words).
- Name the letters of the alphabet in order.
- Identify vowels and consonants.
- Write sentences using words containing taught GPCs and one or more common exception words.

By the end of Unit 3 (Phase 5A) children will

- Consolidate knowledge of previously learned GPCs.
- Learn new GPCs.
- Understand that a known phoneme can have an alternative spelling.
- Orally segment the sounds in words containing known phonemes and blend them together.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Consolidate knowledge of previously learned common exception words (Rainbow words)
- Write simple sentences, using taught GPCs and common exception words, which can be read by themselves and others.

By the end of Unit 4 (Phase 5B) children will:

- Consolidate knowledge of previously learned GPCs
- Learn new GPCs.
- Understand that some graphemes can be split, meaning the letters are not next to one another (split digraph).
- Understand that a known phoneme can have an alternative spelling.
- Recognise and read words containing previously taught GPCs.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Consolidate knowledge of previously learned common exception words (Rainbow words).
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

By the end of Unit 5 (Phase 5C) children will:

- Consolidate knowledge of previously learned GPCs and alternative spellings of known phonemes.
- Learn new GPCs.
- Learn 'ghostly graphemes'.
- Understand that a known grapheme can have an alternative pronunciation.
- Recognise and read words containing previously taught GPCs.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Consolidate knowledge of previously learned common exception words (Rainbow words)

- Learn how to use the 'y' grapheme at the end of words.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

By the end of Unit 6 (Phase 6A) children will

- Consolidate knowledge of previously learned GPCs.
- Understand that a known grapheme can have an alternative pronunciation.
- Recognise and read words containing previously taught GPCs.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read accurately words of two or more syllables.
- Read and write words with contractions and understand that the apostrophe represents the omitted letter(s).
- Understand that compound words are two words joined together.
- Understand that each part of a compound word is spelt as if it were on its own.
- Gain experience adding prefixes and suffixes to a root word.
- Understand that some prefixes can be added to the beginning of a word without any change to the root word.
- Learn and apply the spelling rule: If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /iz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.
- Consolidate knowledge of previously learned common exception words (Rainbow words)
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

By the end of Unit 7 (Phase 6B) children will

- Consolidate knowledge of previously learned GPCs.
- Understand that a known grapheme can have an alternative spelling.
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read accurately words of two or more syllables.
- Consolidate knowledge of previously learned common exception words (Rainbow words).
- Learn and apply spelling rules.
- Spell words using the possessive apostrophe.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

By the end of Unit 8 (Phase 6C) children will:

- Consolidate knowledge of previously learned GPCs.
- Learn new GPC.
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read accurately words of two or more syllables.
- Learn to read and write common suffixes and word endings
- Consolidate knowledge of previously learned common exception words (Rainbow words)
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

By the end of Unit 9 (Phase 6D) children will:

- Consolidate knowledge of previously learned GPCs.
- Learn new GPCS.
- Understand that a known grapheme can have an alternative pronunciation.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read accurately by sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Understand that homophones sound the same but have different spellings and meanings.
- Consolidate knowledge of previously learned common exception words (Rainbow words)
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

TAUGHT ORDER

Phases 2 - 3 will ideally be covered in Reception.

Phase 4 may be covered in other sessions during the day rather than morning phonics sessions in both Reception and Year 1.

Phase 5 will ideally be covered by the end of Spring Term in Year 1 (GPCs up to the end of Unit 5 will be covered in the Phonics Screening Check).

Phase 6 may be covered in other sessions during the day rather than morning phonics sessions in both Year 1 and Year 2. The focus of these session will be on spelling patterns and rules. (There will be no phonics wrappers for Phase 6)

Children may require some units (or parts of units) to be retaught, completed at a slower pace or interventions provided to ensure confidence in the Unit. Staff should work through the Units at the appropriate pace based on the needs of their children.

LESSONS

Lessons will all contain the same elements; Revise & Review, Teach, Practise, Apply and there will be opportunities in all lessons for children to read and write.

GPCs will be introduced in a set order and Reception high frequency words that cannot be sounded out will be taught during Phase 2 and Phase 3 (known as Rainbow words).

HOMEWORK

Weekly phonics homework will be set on Education City and Purple Mash in Reception (From Summer Term) and Year 1 (and Year 2 where required).