Phonics Flow Chart

We use 'Bug Club Phonics' in EYFS and KS1. The programme is a balanced approach to the teaching of reading using systematic synthetic phonics. Systematic synthetic phonics teaches children to pronounce individual phonemes (sounds) associated with the graphemes (letters) they see. Phoneme grapheme correspondences are taught very rapidly, explicitly showing children how to build up words with letters from the start, and always includes blending with printed words. It simultaneously teaches the segmentation of words for spelling, and develops phonemic awareness skills.

Phonics is taught daily and our lessons follow this format:

INTRODUCTION	REVISIT/ REVIEW *Recapping what has previously been taught*	TEACH *Introducing the new phoneme-grapheme correspondence (GPCs) / irregular word*	PRACTISE *Reading / writing using the new phoneme-grapheme correspondence (GPCs)*	APPLY *Application of new phoneme-grapheme correspondence (GPCs) taught*
Play the 'Alphabet Song' to begin the session. Children to listen and follow initially, play a second time and children sing along. Introduce the learning intentions for the session: ✓ recap what we know ✓ say the /?/ phoneme ✓ find the letter '?' ✓ read words with '?' in ✓ spell words with '?' in ✓ write the letter '?'	Every Session begins with 'Revision' to review previous learning. The Revision is not just of *the previous day's target* grapheme– phoneme correspondence (GPCs), but also of blending for reading and segmenting for spelling of relevant words.	Every Phoneme and Language Session is composed of teaching elements. Phoneme session: *Play the 'Sound' video* – watch the animation, practise saying the grapheme and identify pictures / words with the sound in. Identify and highlight the grapheme in words. Language session: Teach reading and spelling irregular words.	Practise identifying individual GPCs. Practise blending GPCs to synthesise words to read. Practise correctly forming new grapheme. Practise spelling words using GPCs.	Apply phonic knowledge to: ✓ complete PCMs ✓ play interactive game on Bug Club ✓ read a Bug Club book together as a class ✓ write a short caption

Key vocab

phoneme, grapheme segment, blend, sound out, digraph, trigraph, split-digraph, syllable, capital letter, lowercase letter, alphabet, consonant, vowel, CVC, CVCC, CCVC, CCVCC words, irregular word

Stem Sentences

(to use throughout)

My letter name is…

I make the sound…

2 letters making 1 sound…

3 letters *making 1 sound…*

Provision and Further Application

Phonics displays: Bug Club resources to be used for consistency. Displays added to each week with daily phoneme identified. Words with daily sound clearly displayed.

Phonics provision: Game based and interactive with opportunities to reinforce learning from daily phonics sessions.

Modelling: All staff are expected to consistently model application of phonics in reading and writing, both in discreet inputs and when working in classroom provision. This is also expected within 1:1 reading time.

Further application: Through 1:1 reading, writing tasks, DEAR time, reading skills and access to tasks in provision.

Feedback and Assessment

Assessment: Children in KS1 will be assessed using the phonics screening tests. Additional assessments will take place through 1:1 reading and tracking, tasks completed in provision and half termly / termly phonics Phase assessments.

Feedback: Phonic misconceptions will be identified and celebrated in reading and writing tasks and addressed through same day / next day teaching and intervention. Key patterns will be identified and a range of strategies will be used such as learning mnemonics to spell words (e.g. Big Elephants Can Always use Small Elevators = BECAUSE)