LearnPhonics!

learn, understand, know

Guidance Manual

Contents

Phases 1 -6 overview

Phase 1:

Phase 1 focuses on developing speaking and listening skills.

Although in the Timeline of Progression, Phase 1 is only in the first week of Reception - it is something that can and should continue throughout the year.

The planning for Phase 1 gives you ideas of games and activities that will help develop children's phonological awareness, setting them up for the rest of their phonics learning. The ideas can be carried out as a whole class lesson or in small groups during your daily provision.

It should begin by teaching children how to show 'whole body listening' which will help them stay focussed during the formal phonics lessons that begin in Week 2. There is a poster that shows good 'whole body listening' which should be displayed in your classroom and referred to daily.

Identify and praise children who are showing 'whole body listening' to encourage other children to follow suit.

It is vital that children pay good attention during phonics lessons so these initial Phase 1 lessons are incredibly important.

Phase 2:

This Phase begins in Reception Autumn 1. It largely focuses on single letter graphemes. The children need to know the name of each letter, the sound it makes and how to form it correctly. LearnPhonics! encourages children to learn the phonemes using cued articulation and British Sign Language signs for each letter name. There is also a mnemonic to help children remember each grapheme/phoneme. The letters are split into 5 sets as shown in the table below.

Phase 2a grapheme sets	
Set 1	s, a, t, p
Set 2	i, n, m, d
Set 3	g, o, c, k
Set 4	ck, e, u, r
Set 5	h, b, f, ff, l, ll, ss

Phase 2 is split into three parts: a, b and c as seen in the table below.

Phase 2 layout	
Phase 2a	Learning single sounds with an introduction to segmenting and blending after each set.
Phase 2b	Learning to read and write words by segmenting and blending.
Phase 2c	Learning to read and write sentences.

This layout ensures that children's phonetic knowledge is securely embedded. Decoding and encoding is discretely taught as a skill in Phase 2b although it is introduced in Phase 2a.

Phase 2a - Learning the graphemes:

As mentioned Phase 2a focuses on learning the grapheme-phoneme correspondence for all of the Phase 2 sounds. This is to ensure that the children's knowledge of these sounds is fully embedded.

Each grapheme/phoneme is taught one at a time. At the start of the lesson there is a quick recap of previously learned sounds. Then the children will be shown the new sound. During this teaching section there will be a discussion about the sound so the children get to know the sound better. In the planning this is referred to as Deeper Understanding.

Following this, the children will learn a mnemonic to go with the sound which includes the cued articulation. Please see the QR codes in the Phase 2a planning to see how to perform these actions and mnemonics.

They will then identify words that begin with (or end with in the case of 'ck' 'll' etc.) the grapheme/phoneme being learned.

Finally at the end of the session they will orally blend simple CVC words containing the sound that they have learned as well as previously learned sounds.

Letter formation is taught separately to avoid cognitive overload within phonics lessons. This is through the use of the letter formation sheets and resources which need to be used as part of your provision following every phonics lesson. The children should be supported by a teacher on this activity. You can find more information about the letter formation further on in this manual.

After all of the graphemes/phonemes within a set have been learned, there is a review lesson at the end of the week where children will practice the letter formation of the graphemes learned in that set and will have the opportunity to practice segmenting and blending words to read and write using the sounds they have learnt.

Phase 2a will finish with an assessment to ensure that gaps in learning are identified and immediately addressed.

Phase 2b - Reading and writing simple words:

Now that the children are completely secure in their Phase 2 sounds- the focus is now on giving them the skills to read and write words fluently and confidently.

Phase 2b again follows the letter sets of Phase 2 so as not to overload children with all of the sounds at once.

The children learn how to read a word by identifying each sound and blending. They will be aurally and orally blending as well as putting sounds together to build words. They will have had some experience of this in Phase 2a so it is not a completely new concept. They will then go on to reading and writing CVC words.

Although this part of Phase 2 only lasts 2 weeks, it is a crucial aspect to the Phase as the children will learn the skills needed to read and write words for the rest of their phonics learning.

Phase 2c- Reading and writing simple sentences:

Now that the children are completely secure in reading and writing simple words - the focus is now on giving them the skills to read and write full sentences.

The children will first of all learn what a sentence is and how to read it. The teacher will model reading and sentence and the children will repeat. They will then move on to putting words together to build a given sentence (chopped sentence). Following this the children will read a given sentence and match the sentence to a picture. This is so children start learning how to read for meaning. At the end of the lesson the children will write a dictated sentence.

This section also only lasts for 2 weeks but is again crucial for embedding skills for reading and writing in the future.

Phase 3

This Phase begins in Reception Autumn for the last two weeks and carries on until the end of Spring 2. Unlike Phase 2, Phase 3 is not broken into any sections. It begins with the last of the less common single graphemes and moves on to teach more consonant and vowel digraphs and trigraphs. Each grapheme/phoneme is taught with a rhyme and action called a 'Vocal Action'.

The Phase 3 graphemes/phonemes are shown below.

j /j/	v /v/	w /w/	x /x/	y /y/	z /z/	zz /z/
jam	vet	web	fox	yes	zip	buzz
qu /qu/	ch /ch/	nk /ngk	sh /sh/	th /th/ (voiced/unvoiced)	ng /ng/	ai /ai/
quick	chip	pink	shop	this/thin	king	rain
ee /ee/	igh /igh/	oa /oa/	oi /oi/	oo /oo/ (long/short)	ow /ow/	ar /ar/
beep	night	boat	soil	hoot/look	town	park
air /air/	ur /ur/	er /er/	or /or/	ear /ear/	ure /yure/	es /z/
fair	turn	herd	fork	fear	cure	dresses

From Phase 3 onwards the lesson structure remains more or less the same. Please refer to the training video for more information on lesson structure.

The children start by revisiting previously learned graphemes/phonemes and tricky words.

They are then introduced to the new grapheme. This follows with a discussion for Deeper Understanding where you and the children will make comparisons to other graphemes and phonemes, identify the letters in the grapheme and discussing ways that can help us remember the sound.

Following this the children will practice their learning by reading and writing words containing the sound then will apply their learning through reading and writing sentences.

At the end of the lesson, you must put up the large or small display card somewhere in your classroom for the children to refer to.

Once all of the Phase 3 graphemes have been learnt and reviewed, the children will go on to learning longer words containing these graphemes.

Please refer to the Timeline of Progression for more information.

Phase 4

This Phase begins in Reception Summer 1. Unlike the previous Phases, there are no new graphemes learnt in Phase 4.

Phase 4 focuses mainly on hearing sounds which children often miss out when reading and writing. These have been known as consonant clusters or adjacent consonants such as 'st' in 'lost' or 'fl' in 'flap'. It is very important that children are not taught these hidden sounds as 'clusters' but as separate sounds that just sit next to each other. They are referred to as adjacent consonants in the planning but each consonant is sounded out separately. The lessons in this Phase also provide children with the opportunity to apply previous learning from the previous two Phases.

As the children's knowledge of segmenting and blending should be completely embedded by this time, it does not take them too long to grasp the concept of segmenting and blending adjacent consonants. Therefore words with adjacent consonants and *short* vowel sounds (clap, tent, scrap etc.) are only focussed on for a week. This is because if the focus is only on short vowel sounds, the children will not be continuing to apply their Phase 3 knowledge which could be detrimental. Following this week the children will learn how to read and write words that contain long vowel sounds and adjacent consonants such as 'croak', 'bright', 'paint' etc.

As mentioned, the lesson structure is the same as Phase 3 with the exception that they will not learn a new grapheme/phoneme at the beginning of the lesson but will learn to identify and segment and blend words which contain adjacent consonant and Phase 3 sounds.

They will then practice by reading and writing words and finally apply their knowledge by reading and writing words and sentences.

Please refer to the training video for more information on lesson structure.

Phase 5

Phase 5 begins in Week 3 of the Year 1 Autumn term after a recap of Phases 3 and 4, and goes on until Spring 2.

Like Phase 2, Phase 5 is split three parts which match the reading books. It begins with Phase 5, then Phase 5.5 part 1, then Phase 5.5 part 2. In Phase 5 new graphemes are learnt. Like Phase 3 - all the graphemes are taught with a Vocal Action.

No new phonemes are learnt (with the exception of /yoo/ as in 'stew') as they have already been taught in Phases 2 and 3. The graphemes learnt are alternative spellings to known phonemes.

It is important to encourage children to spot the similarities and differences between the graphemes so that they are linking prior knowledge to fortify new learning, and have more strategies for remembering the sounds that each new grapheme make. Once the new grapheme has been learned it should be added to the Sound Cloud display. There is more information on the Sound Clouds further on in the manual

ay /ai/	ou /ow/	ie /igh/	ea /ee/	oy /oi/
play	cloud	flies	treat	toy
ir /ur/	ue /yoo/ /oo/	aw /or/	wh /w/	ph /f/
bird	cue/glue	hawk	wheel	phonics
oe /oa/	ew /yoo/ /oo/	au /or/	ey /ee/	a-e /ai/
toes	stew/blew	launch	key	cake
e-e /ee/	i-e /igh/	o-e /oa/	u-e /yoo/ /oo/	
theme	dive	bone	cube/flute	

As per Phases 3 and 4 - the structure of the lessons are kept the same. Please refer to the training video for more information on lesson structure.

Phase 5.5 part 1

This Phase begins in Year 1 Spring 1. All of the phonemes have been learned (with the exception of /zh/ - vision) and the children will now be learning how these sounds can be grouped into families. New graphemes will be introduced.

This Phase begins with learning the long vowel sound families (/ai/ /ee/ /igh/ /oa/ /yoo/ /oo/). For example in Week 1 all of the /ai/ graphemes are taught.

There is an assessment following this first section of Phase 5.5 part 1 where only the long vowel sound graphemes are assessed.

It is really important to use the Sound Cloud display during this block. One phoneme is focused on per week and each time a new grapheme for the phoneme is learned it must be added to the display.

There are no new tricky words for this Phase although the Words of the Week sessions should still continue.

Spring 1:

/ai/	/ee/	/igh/	/oa/	/yoo/ /oo/ (long)	/oo/ (short)
a - acorn	e – me	i – find	ow – grow	u- unicorn	u – push
ey – prey	y - funny	y - cry	o – both	ou - soup	oul - could
ei – reins	ie - shield		ou - mould		
eigh – eight					

Spring 2:

/ch/	/c/	/sh/	/j/
tch - patch	ch - school	ch - chef	dge - ledge
		ti - station	ge - gem
		ci - special	gi - magic
		ssi - mission	
/u/	**/e/**	**/i/**	**/o/**
o - oven	ea - bread	y - myth	a - want
/s/	**/zh/**		
ce - rice	si - vision		
ci - circus	su - treasure		
st - listen			

As per the previous Phases, the lesson structure remains largely the same although on review lessons where more the one grapheme for the same phoneme is covered, the children do not write a sentence at the end but have a 'spot the word' challenge instead. This is because it can be very confusing remembering which grapheme needs to be used. As the focus is reading it is more important that the children know how to recognise and read words containing the graphemes being learnt.

Phase 5.5 part 2

Again in this part children are learning no new phonemes as they have all been covered. The phonemes that are coverd in this part are called R-controlled vowels.

It is really important to continue using the Sound Cloud display during this block. Every time a new grapheme for a known phoneme is taught, the grapheme raindrop needs to be added to the corresponding Sound Cloud.

There are no new tricky words for this Phase although the Words of the Week sessions should still continue.

The graphemes are shown in the table below.

/ar/	/ur/	/or/	/air/	/ear/
a - path	ear - learn	al - walk	ear - bear	eer - deer
al - calm	or - word	oor - door	are - spare	ere - here
		our - pour		
		ar - warm		
		augh - caught		
		ough - ought		

As per the previous Phases, the lesson structure remains largely the same although on review lessons where more the one grapheme for the same phoneme is covered, the children do not write a sentence at the end but have a 'spot the word' challenge instead. This is because it can be very confusing remembering which grapheme needs to be used. As the focus is reading it is more important that the children know how to recognise and read words containing the graphemes being learnt.

Phase 6

Phase 6 focuses on grammar entirely and should start in Year 2 Autumn 2. For this reason there are no GPC flashcards but the lessons are structured mostly in the same way.

The learning in Phase 6 is shown in the table below.

prefixes	suffixes	irregular past tense	homophones	homonyms
un-	-ed	e.g.: come/came go/went eat/ate buy/bought give/gave fly/flew do/did keep/kept run/ran	e.g.: pair/pear bear/bare ate/eight brake/break blew/blue band/banned	e.g.: clip rock spring rose date fly park letter orange
bi-	-s/es			
mono-	-ly			
dis-	-less			
mis-	-ful			
pre-	-ness			
re-	-ment			
sub-	-er			
tri-	-er			
pro-	-est			
	-ies			

There are no new tricky words for this Phase although you should continue the Words of the Week sessions..

As the previous Phases - the structure of the lessons are kept the same. Please refer to the training video for more information on lesson structure.

Lesson Structure

All of the lessons from Reception to Year 2 follow the same lesson structure of revisit, teach, practice, apply.

There may be some variations between Phases but these are very small. The consistency of the lesson structure gives clarity and confidence to both children and teachers and enables both parties to know what is coming next in each section of the lesson.

Below is an example of a Phase 5 lesson.

You can see how the lesson is divided into the four sections of revisit, teach, practice apply.

There is an image of the slide on the left hand slide to help guide you through the flipchart as you go through the lesson. The introduction to each section of the lesson is written in purple. The Deeper Understanding points are written in red, and the words and sentences for children to read and write are written in blue.

There is guidance on every single on what to do for each section. Eventually when you are accustomed with the lesson structure you will not need to read these but just look at the words and sentences for reading and writing which are written in blue.

Please scan the QR code for a full lesson video demonstration filmed in a live, real life classroom!

Tricky Words

The focus 'tricky words' are introduced gradually throughout each Phase. Whenever a tricky word appears for the first time it is written in red with an asterisk - as shown in the example below.

Apply: (write)	'Now it's time for *you* to write a sentence!'	Say the sentence and children to repeat three times.
		My zip is stuck. - *my - Phase 3 tricky word
		Children to write sentence - observe and assess. Teacher write the sentence on the board.

Each tricky word is embedded contextually within a sentence that the children are reading or writing. The tricky words should be discussed and the part of the word that makes it tricky or that could help the children remember how to spell or recognise it should be established. For example—if you listen carefully to the words 'go' and 'no' you can hear the letter 'o' saying it's name. After each tricky word has been learnt it should be added to a Working Wall display of tricky words using the tricky word flashcards. There are other tricky words learnt in each Phase during the quick 'Words of the Week' sessions.

There are also recap sessions for the tricky words of each Phase and at the beginning of Phase 4 the first week is based solely on learning tricky words.

The tricky words for each Phase are shown in the tables below.

Phase 2	Phase 3		Phase 4		Phase 5
I	he	are	said	little	oh
no	she	her	have	one	Mrs
go	we	was	like	were	Mr
the	me	all	so	there	people
to	be	they	do	what	their
into	you	my	some	when	called
			come	out	Mr
					looked
					asked
					could

Words of the Week

The Words of the Week are other common exception words that are needed to be learnt. To avoid cognitive overload in phonics lessons these words are taught separately in a quick 5 minute sessions.

There are between 2 -4 words a week. The session needs to be introduced with a quick rhyme - see QR code.

Words of the week: (clap clap)

Words of the week :(clap clap)

Words of the week, words of the week, words of the week (clap clap).

Now you will introduce on of the words and discuss it with the children.

Talk about it in context and discuss the spelling. Discuss why it is a tricky word and what we can do to help us remember it.

You will then add it to the small Words of the Week poster. You should refer to these tricky words all week and ask children to see if they can spot them in books or at home. At the end of the week all of the words can be added to your tricky words Working Wall display and the children will complete the Look Say Cover Write Check worksheet.

Letter Formation

Letter formation starts as soon as you start teaching phonics but is to be taught outside of the phonics lessons. This is to avoid a cognitive overload during phonics lessons where the main focus is on grapheme and phoneme recognition and reading. However, the letter formation sequence should correspond with the graphemes learned.

The learning can take place as one of your follow up activities in your usual provision, using the letter formation worksheets and displays. This activity will need to be supported by an adult so that the children are taught properly.

For example after teaching the grapheme 'g' in phonics - you would follow up with forming the letter 'g' in your provision.

Each letter is grouped into 'friendship groups'. They are grouped by the way they are formed.

There are 4 groups - Rainbow Pals, Bendy Friends, Beanstalk Buddies and The Lightning Lot.

Some of these letters are tall and start high up by the sun. These are the sun letters. Other letters start lower down in the clouds. These are known as cloud letters.

It is important to explain that *every* letter starts at either the sun or the clouds and shines down, or rains down to the ground.

Each letter is taught with a short mnemonic to help children remember the formation. There is a QR you can scan to watch how to perform the mnemonic.

Please see the tables on the next pages for more information about the letter groupings.

Teaching Letter Formation

When you introduce the letter formation for each letter, recap the learning about the grapheme from the phonics lesson.

Explain that we are going to learn how to form this letter.

First show the letter formation flashcard (letter formation display) and ask the following questions:
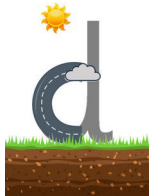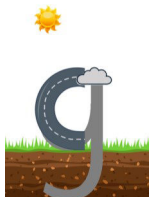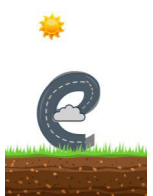
- Which friendship group do you think this letter is in?
- Is it a sun letter or a cloud letter?
- Which part of the letter sits on the ground?
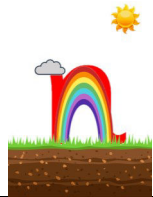- Does it remind you of any other letter?
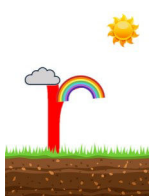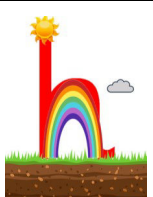
Next teach the mnemonic whilst tracing over the letter flashcard.
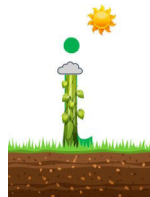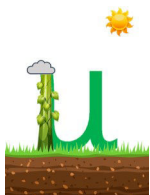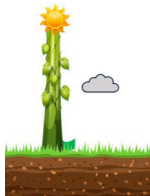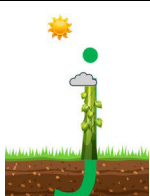
Ask the children to repeat - copying your tracing in the air.

Then ask the children to practice using a whiteboard and pen - here you can address misconceptions that you observe.

Finally the children will practice forming the letter using the letter formation worksheet.

			Bendy Friends!		
Grapheme	Visual	☀️ / ☁️		Mnemonic	QR code
s			☁️	"Round the bend and round the bend again"	
a			☁️	"Round the bend and up and down"	
d			☁️	"Round the bend and *uupp* and down"	
g			☁️	"Round the bend and up and *doowwn*"	
o			☁️	"Round the bend and all the way round"	
c			☁️	"Round the bend"	
e			☁️	"Up the road and round the bend"	
q			☁️	"Round the bend and up and *doowwn* flick"	

Rainbow Pals!				
Grapheme	Visual	☀️ / ☁️	Mnemonic	QR code
p		☁️	"*Doowwn,* back up: round the rainbow"	
n		☁️	"Down, back up: over the rainbow"	
m		☁️	"Down, back up: over the rainbow - boing!	
k		☀️	"*Doowwn,* back up: round the rainbow kick!	
r		☁️	"Down, back up: over the rainbow"	
h		☀️	"*Doowwn,* back up: over the rainbow"	
b		☀️	"*Doowwn,* back up: round the rainbow"	
f		☀️	"Backwards over the rainbow, *doowwn* cross"	

Beanstalk Buddies!				
Grapheme	Visual	☀️ / ☁️	Mnemonic	QR code
t		☁️	"Down the beanstalk flick and cross it off"	
i		☁️	"Down the beanstalk, flick and dot it"	
u		☁️	"Down the beanstalk up and down"	
l		☀️	"*Doowwn,* the beanstalk flick"	
j		☁️	"*Doowwn,* the beanstalk flick and dot it"	
y		☁️	"Down the beanstalk up and *doowwn*"	

		☀️ / ☁️		
The Lightning Lot!				
Grapheme	Visual		Mnemonic	QR code
v		☁️	"Crash and up"	
w		☁️	"Crash and up and down and up"	
x		☁️	"Crash and cross"	
z		☁️	"Go crash go"	

Assessment

All of the assessments are very similar to the Phonics Checks assessment that are carried out with Year 1 children in June - but tailored to only the graphemes that the children have been learning.

The assessments must be informal and 'fun' so as not to cause anxiety for the child.

The child assessment sheets can be photocopied or even laminated so that children could draw 'dots and dashes' under the sounds to help them segment and blend each words.

You can use the timeline of progression to find out which week the assessment needs to be carried out however most of the assessments will take place at the end of every half term.

There are usually 2 assessments per Phase and there is one baseline assessment at the start of Year 1. The first assessment for each Phase will give you a preliminary overview of the children's attainment for that Phase. You can use this data to choose children for the Keep Up sessions. The baseline assessment for Year 1 needs to take place within the first couple of weeks so that teachers can identify any gaps and organise Keep Up sessions immediately for those children who may need it.

Every grapheme for each Phase is included in the assessment. The words follow the timeline of progression making it easy to group children into reading groups and to help identify the gaps in learning for individual children.

The number of words in each assessment differ as they are based on the graphemes covered in that particular Phase. However the pass mark always remains at 80%

Carrying out the assessment:

To begin you will need:

- the words for the children to read
- the teacher's marking proforma.

On beginning the assessment explain to the child that they are going to read single words or in the case of Phase 2a they will just be reading graphemes and orally blending.

When reading the words, the child can read without segmenting and blending however as in the phonics checks they can also be encouraged to segment and blend each word.

Marking:

As each word is read, tick the correct column on the marking proforma as shown opposite.

If a word is read correctly you should tick the 'y' column. If incorrect you must tick the 'n' column and if the child recognised the sound but struggled to blend tick the 'b' column.

It is important to always tick and not use an 'x' for words that are both incorrect and incorrect. If a child sees you using an 'x' it could really distract them.

If the child reads a word incorrectly you can write how it was read in the 'comment' column. You can also use the 'notes' section at the bottom to write additional notes about the assessment for example 'struggled to blend' or 'letters read in the wrong order'. These notes will give more guidance to the teacher conducting the catch up sessions as to what the main focus should be.

If the child has an accent or a speech impediment and therefore pronounces sounds differently, the teacher can still mark the word as correct provided the sound read in the word is pronounced in the way the child always uses. For this reason it is important that the teacher who conducts the assessment knows the child well. It should be the same teacher conducting every assessment to ensure consistency.

Assessment 1				
	y	n	b	comment
jam				
vet				
wig				
fax				
yap				
zip				
buzz				
quit				
pink				
chip				
shed				
moth				
that				
rang				
paid				
deep				
right				
coat				
soon				
hook				
farm				
torn				
hurt				
town				
foil				
beard				
pair				
cure				
herb				
wishes				

Data Entry:

Once you have assessed all of the children, you will now need to input the data into the Excel Spreadsheet. (see example).

If the word was read correctly you will input a 'y'. This will turn the cell green. If it was read incorrectly you will input the letter 'n'. This will turn the cell red. If the child recognised the sound but struggled to blend you will input the letter 'b' which turns the cell yellow. This still counts as incorrect..

	A	B	C	D	E	F	G
1	LearnPhonics!						
2							
3		LearnPhonics! Spr 1 Phase 3 assessment					
4	Name:	Michael	Alice	Mustafa	Marcus	Danielle	Tunde
5		50%	86%	100%	71%	50%	89%
6	j - jam	y	y	y	y	n	y
7	v - vet	n	y	y	y	n	y
8	w - wig	n	y	y	b	y	y
9	x - fax	y	y	y	y	y	y
10	y - yap	y	y	y	y	n	n
11	z - zip	n	b	y	n	y	y

An automatic percentage of attainment will accumulate under each child's name as you input the data. This makes it easy to calculate the level of attainment the child is working at. From here you will be able to group your children into reading groups and targeted Keep Up groups that focus on the particular graphemes that the child did not recognise.

It is now easy to identify which children need Keep Ups for which grapheme.

In this example - Danielle is the only children who needs a Keep Up session for 'j'. Michael and Danielle need to go for Keep Ups for 'v' and so on.

As Danielle and Michael both scored below 70% they must be taken for daily sessions.

*This data is an example only

LearnPhonics!
learn, understand, know

Once you have completed the data for all the children it is time to put these percentages into the main spreadsheet. Copy the entire row of percentages and paste into the corresponding row of the LearnPhonics! Entire Assessment Spreadsheet. You must right click in the first cell and be careful to paste as 'values' otherwise the formatting will not work.

When you paste the percentages you will see that the colour of the cells change according to each child's percentage.

If a child scores between 80-100% the cell will turn green. This means they are working at expected levels of attainment and can read the books that are listed in the Recommended Reads section of the timeline of progression.

If a child scores between 60-79% the cell will turn yellow. They must begin taking part in some Keep Up sessions and extra reading practice to ensure this gap closes.

If a child scores anything less than 59%, immediate daily intervention must take place. These interventions need to be one to one.

*This data is an example only

Keep Ups

Keeps ups are very important to ensure that children are not falling behind. They are not to be 'catching up' but keeping up with the rest of the class.

Keep Ups (if needed) must begin as soon as you notice a child is at risk of falling behind. Therefore these may need to begin in the first few weeks of Reception and Year 1.

To keep things simple and straightforward the Keep Ups are generally structured in the same way in order to maximise teaching time and reduce the need for reading through different complex planning.

The Keep Up sessions can be done in groups but as we know 1:1 learning is most effective if you have the resources. If not try to keep the groups as small as 3 children per group. You should aim to complete each session within 10 minutes.

Every Keep Up session should be followed up the following day with a short reading session to ensure the learning in the Keep Up has been embedded. The book being read needs to contain the same sound that was the focus for the Keep Up session.

For every Keep Up session you will need a small amount of resources (flashcards etc) which are listed in the Keep Up manual.

Identifying Children for Keep Ups

There are two ways in which you can identify children for Keep Up sessions.

The first way is through your daily formative assessment. During phonics lessons it is important that you and your TA if you have one, observe the children's attainment in the lesson and keep the names of those children who may not have understood the learning.

You can also conduct formative assessments during follow up activities and group reading sessions; again making notes of children's names who may need to take part in a catch up session for that sound.

The second way you would choose children for Keep Ups is through your summative assessments that take place at the end of every term and the beginning of the Year 1 term as a baseline.

You can identify which children need practice of which sound by looking at the Excel Spreadsheet.

Looking at this example here it is easy to see that Mustafa and Danielle can be taken for a Keep Up session focusing on the grapheme 'x'. Alice and Marcus can go together to focus on the grapheme 'zz'.

	A	B	C	D	E	F	G
3			LearnPhonics! Phase 3 assessment				
4	Name:	Michael	Alice	Mustafa	Marcus	Danielle	Tunde
5		82%	86%	82%	96%	71%	93%
6	j - jam	y	y	y	y	y	y
7	v - vet	y	y	y	y	y	y
8	w - wig	y	y	y	y	y	y
9	x - fax	y	y	n	y	n	y
10	y - yap	y	y	y	y	y	y
11	z - zip	n	y	y	y	y	y
12	zz - buzz	y	n	y	n	y	y

As Danielle is scoring below 80% in her assessment she will need to be taken for regular Keep Up sessions.

Children who score below 59% need to have daily 1:1 Keep Up sessions.

Lowest 20%

The lowest 20% of children should go through every sound starting from the beginning in the Keep Up sessions. This means that this group will need to be taken for a daily Keep Up sessions. In between these Keep Up sessions they should take part in an additional reading session to the one they do in

Children with SEN and additional needs

It is crucial that children with SEN and additional needs are included in all phonics lessons but provided with additional resources and support to reinforce and scaffold their learning .

The simplicity of the planning and Flipcharts and the way that each lesson follows the same structure makes LearnPhonics! a good programme for teaching phonics to children with SEN and disabilities. The lesson pace and short bursts of teacher input help to keep children engaged. The use of cued articulation and British Sign Language throughout the programme is also beneficial for children with SEN and disabilities.

Strategies:

How a lesson is adapted in terms of using extra resources etc. relies mainly on teacher judgment and the specific needs of the individual child. However there are some strategies that can be used during the lesson that can help to support a wide range of pupils.

Support - if there are other members of staff who are able to support specific children during phonics, they need to have read the planning before the lesson and gather any appropriate resources where necessary.

Pace - all phonics lessons must have a good pace for the benefit of all the children, but especially for those who may struggle to retain focus. As mentioned the programme is beneficial for such children as the lessons are based around short burts of input.

Routine - ensuring that all the phonics lessons follow the same routine will again help children to retain focus and reduce their cognitive overload as they know what part of the lesson is coming next. All of the planning for LearnPhonics! follows the same routine so this must be strictly adhered to.

Visibility - it is crucial that children who may have a tendency to lose focus or children with visibility impairments have a clear view of the whiteboard and flashcards. Make sure that these children are also seated somewhere where you can see them easily too, to ensure they are remaining focused. For children with hearing, and speech impairments, always make sure they can see your face so that they are able to see your mouth patterns when speaking and so your voice is projected outwardly.

Other resources:

There are a number of resources provided in LearnPhonics! that can be used to support children with SEN and additional needs during lessons. These can be used with or without extra adult support once the child is accustomed to using them:

Phoneme frames - A phoneme frame is simply a set of boxes for children to write each phoneme of a word. For example the word 'cat' would have three boxes and 'sleep' would have four. This resource can make it easier for children to segment the phonemes of a word to write and can be given to children with SEN to use in the lesson. This can even be done by splitting a whiteboard into three sections or even using Duplo bricks with letters on them to make words!
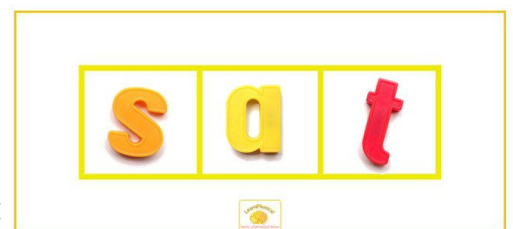
Magnetic letters - if some children are finding it difficult to form letters but are able to access the learning, they can use magnetic letters to build words in the writing section of the lesson. They could even use these in phoneme frames. They would then have extra support outside of the lesson to practice their letter formation. These can be purchased from the Junior Learning website.

Children with SEN and disabilities

Finger spacers - To help children remember to use a finger space, these pointy fingers can be laminated and made to fit a finger then worn during the sentence writing section of the lesson! They can be called 'Super Spacers' and come flying in to the rescue!
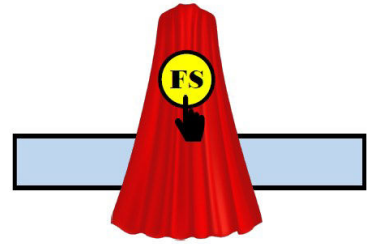
Chopped sentences - In the 'Apply' section where the children are expected to write a sentence, it may be more advisable for them to start off by having a chopped sentence. Prior to the lesson, the sentence that is going to be written can be written on a strip of paper and chopped up. The children must then reorder the words to make the sentence. They should identify which word contains the sound being taught. This can progress to the teacher writing the initial sound of each word in a box on a strip of paper or writing every other word in the sentence.

Sound mats - some children might benefit from having a sound mat on their table during phonics lessons and also to use when using and applying knowledge in other lessons.
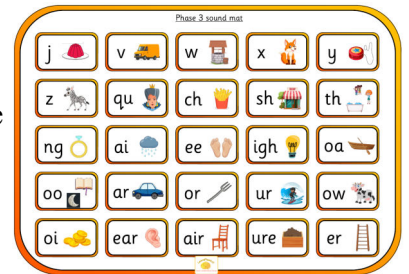
For children who require additional support in phonics can also reinforce their learning outside of lessons through additional, one to one Keep Up sessions.

There are also many more resources that can be purchased from the Junior Learning website that can help those children with additional needs. These resources include editable dice, magnetic/foam letters, word flips etc.

Group Reading

Weekly reading is essential in order for children to use and apply their knowledge of phonics, and build up the skills necessary to become fluent, competent and confident readers. The progression of LearnPhonics! is clearly matched to the progression of the sets of decodable books published by Junior Learning which can be purchased online at www.juniorlearning.co.uk.

In the Timeline of Progression tables there is a 'Recommended Reads' row that list a number of books that are recommend for children who are working at the expected level to read in group reading sessions. They match the progression of the learning and ensure children get to read book containing all of the graphemes they have learnt. Choose one of these books per week.

You can use your assessment data and daily formative assessment to group your children. If children are scoring 0- 79% in their assessments they should not be reading the 'Recommended Reads' books listed in the Timeline of Progression but the books that match their phonic knowledge. This is so children can become independent and confident readers and are not put off reading because it is too difficult.

It is easy to group children into reading groups by using the assessment data. Please refer to the assessment and reading table further on in the manual.

Group Reading Sessions

Children should read the same book twice a week. The first session focuses on decoding. The second focuses on fluency, comprehension and prosody. Prosody means expression and intonation. To do this children will need understand what they are reading so that they know where and where not to use expression and intonation.

Group reading sessions need some preparation. The teacher should have read the book beforehand and must have the appropriate resources ready.

These sessions are called group reading not guided reading as they must be as a group and children should all read at the same time. One child reading at a time is not advisable as it gives each child less exposure to the text.

They all begin with an introduction which involves a review of the graphemes or the book content, the children will then read the book and finally the session should end with a discussion.

It is important in both of these sessions to keep records of the children's attainment and progress in the following areas - decoding, grapheme phoneme correspondence, fluency, tricky word recognition and comprehension.

You can use your current group reading record taking system.

Group Reading

Session 1

The first session which is the decoding session is quite straightforward. It should begin with an introduction which should be relatively speedy so as not to take up too much reading time.

In this introduction you should:

- Read the title of the book.

- Have a quick discussion about what might happen/what the book might be about.

- Go through the focus graphemes of the book using the flashcards.

- Go through each of the tricky words/common exception words, that are in the book.

The children should already know the graphemes and some of the common exception words, so again it should not take too long to go through them. If there are words in the book that the children may not know the definition of, these should be gone through beforehand briefly as well.

Once the introduction has finished the children will now start quietly reading the book. Encourage the children to use their decoding skills to read, especially on words they might be stuck on. Whilst the children are reading the teacher must physically go around and listen to each child, helping, encouraging and guiding where necessary. At the end of the book ask children to turn to specific pages and spot words with sounds that they have been learning.

Session 2

In this session the children must read the same book as read in Session 1.This session focuses more on fluency and comprehension.

Before this session you will need to have identified pages in the book where there is a chance for the children to read with expression and intonation. You will also need to have comprehension questions ready.

Briefly recap the book read in the previous session. Discuss the sounds that were in the book and the tricky words. Ask children to read the book again but this time bb explain that they can try to use less decoding and more word recognition. Explain that this is to help with their fluency.

Again the children will begin reading to themselves and the teacher will go around listening, encouraging children to use their fluency.

Once the children have finished reading, follow up with the comprehension questions, including inferential questions for example - 'why do you think character x was angry?', 'why do you think he ran away?' etc..

Once this comprehension section is over go to the pages that you identified previously where there are opportunities for reading with expression and intonation. Discuss these and re read these parts with the children, talking about how certain words can be said in a different way and why it sounds better to read them like this.

Displays

General

Attractive displays for children to refer to following learning is hugely important. Children should be shown these displays and learn how they can use them in their learning.

'Working' displays which are added to on a daily basis after the learning has taken place, are the most effective and should be used in every classroom.

All the resources for the displays are provided.

In your classroom you will need the following displays:

- Letter Formation Display (Reception only)
- Working Phonics Display
- Words of the Week poster (A3)
- Working Tricky Words Display
- Sound Clouds (on starting Phase 5a)

Letter Formation Display

This only needs displaying in Reception classrooms as children should be fully secure in their letter formation by the time they reach Year 1.

Each Letter Formation card can be displayed according to the needs of your classroom.

They can be all stuck to a display board, on a washing line, or simply in rows around the walls.

You can use the same cards in your teaching of letter formation.
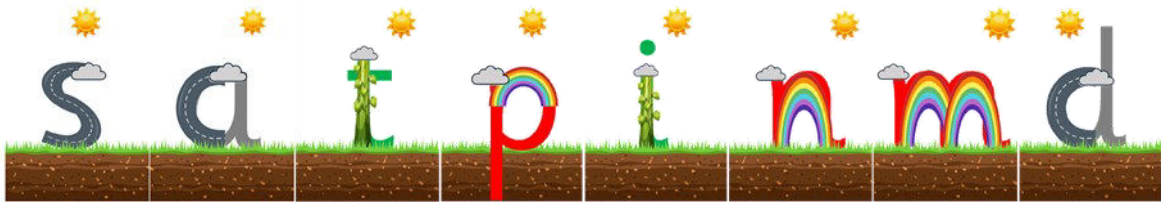
Working Phonics Display

After every new grapheme/phoneme, one of phonics display resources should be added to your Working Phonics Display at the end of the lesson.

There are different sized resources to suit the needs and space of your classroom:

Large display cards: Small display cards:
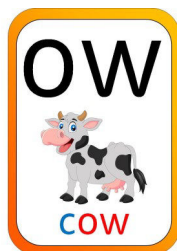
You could choose to pin up the larger displays along a washing line or the smaller picture cards on a small display board; however you can manage in the space of your classroom.

Words of the Week Poster

After the children have leaned a Tricky Word in a phonics lesson or a 'Words of the Week' session this word should be stuck up on the Words of Week Poster so they can referred to throughout the week.

Working Tricky Words Display

After all of the Common Exception /Tricky Words for the week have been learned - they need to be removed from the 'Words of the Week' poster and be stuck up on your Working Wall Tricky Words Display where they will remain for the rest of the year. For this reason ensure that this display is large enough to house all of the words!

Encourage children to refer to the Tricky Words Display when writing.

Sound Clouds

When it comes to Phase 5 - children will be learning new graphemes for known phonemes. It is important that they are starting to learn how to group graphemes by their respective phonemes. This is where the Sound Cloud display is needed.

The 'clouds' contain the known phoneme which is taught in Phase 3 (e.g.: ai, ee, sh etc).

Below is an example of all the Sound Clouds.
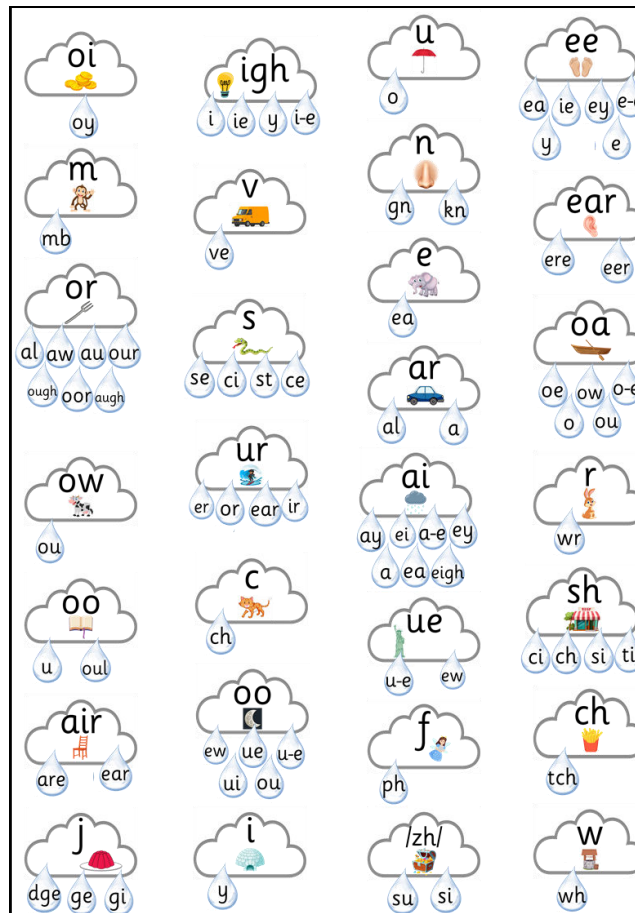
You will notice that graphemes such as 'f' and 'ff' or 'p' and 'pp' etc. are not included. This is because by now the children should be fully secure in their knowledge of Phase 2 families such as these and because it would be unhelpful for children to clog up the poster/mat with too many Sound Clouds.

When a new grapheme is introduced in Phase 5 - the grapheme 'raindrop' can be added to the phoneme 'cloud' at the end of each lesson *as well* as the picture card to your 'working' display. This helps the children become more involved in creating the displays which in turn encourages them to use them more.
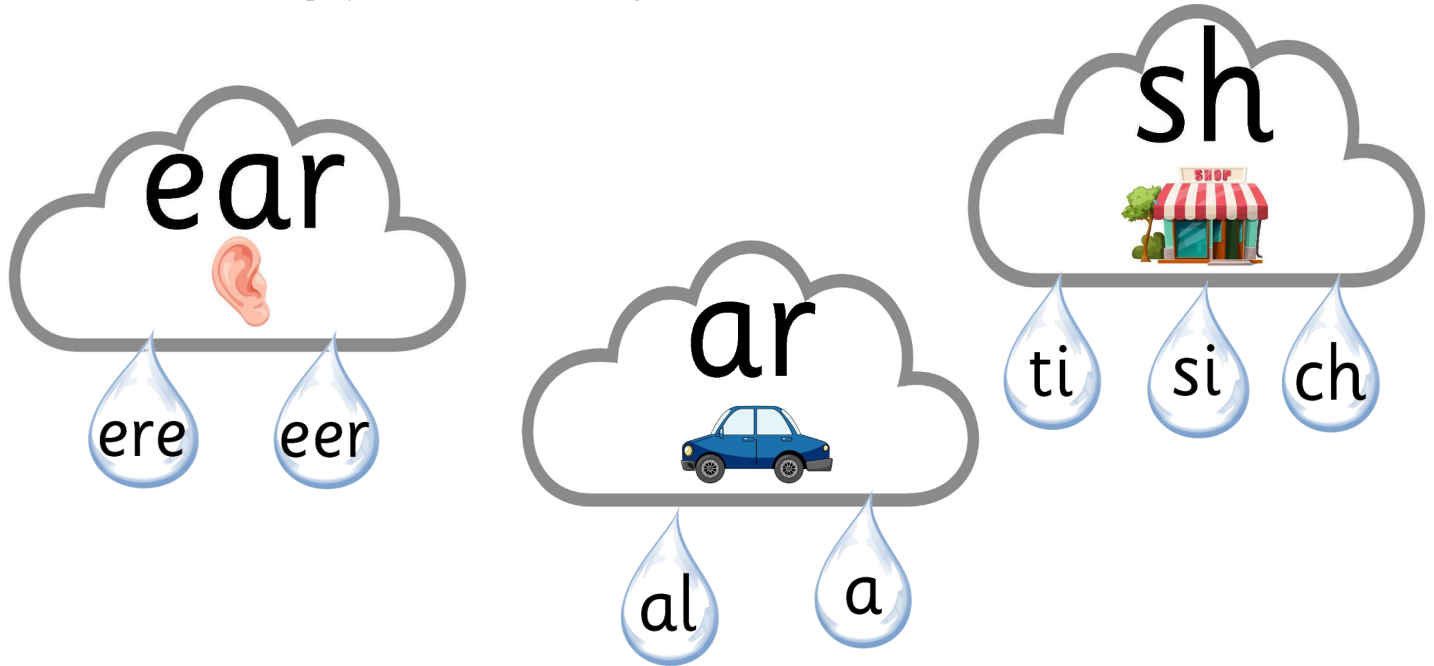
These clouds can be displayed anywhere and all over the room so you are not restricted to providing a large amount of space. They can even be hung from a washing line. They need to be visible to the children so they can be referred to easily.

The Sound Cloud displays will look something like this:

Sound Cloud mats are also available and can be photocopied onto A3 paper to create a poster. However this is the best way to display the sounds as it is the more visible and accessible.

Home Support

It is important to have parents on board with their children's learning to offer them as much support as possible. Good home support increases the attainment of children so it is vital that your school is encouraging this as much as possible.

At the start of every week you can send home the 'weekly parent handout' sheets which give information about the graphemes/phonemes the children are learning; as well as the Words of the Week.

These can be sent home via email or as hard copies.

Please see the example below.

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LearnPhonics! - Week 5 overview

Year 1 - Autumn 1 Week 5 Phase 5

We are learning the graphemes 'wh' 'ph' 'oe' 'ew'. They say /w/ /f/ /oa/ /yoo/ /oo/.
We are learning how to read and write words and sentences containing these graphemes.
You can support your child by:
- Reading and writing the words and sentences listed in this week's overview.
- Identifying words that contain these graphemes. Look for them in books that you share at home and when you're out and about.

Words of the Week:
would
what
puts

Grapheme	Words and Sentences
'wh' saying /w/	Read the words then write the words when whisk whirl wheat whirl which Read the sentence, then write the sentence The wheels on the bus go round and round.
'ph' saying /f/	Read the words then write the words dolphin phonics elephant alpha Philip Read the sentence, then write the sentence I am so good at phonics. The elephant was stomping!
'oe' saying /oa/	Read the words then write the words doe foe toes mangoes Joe tiptoe Read the sentence, then write the sentence Do you like tomatoes? Joe packed the mangoes.
'ew' saying /yoo/ /oo/	Read the words then write the words new few crew threw drew stew Read the sentence, then write the sentence Is a stew a treat? You must chew your food.
Review	Read the words then write the words whisk phonics newt flew toes crew Read the sentence, then write the sentence My little nephew chews his toes when he is sad.

Dots and Dashes

cat   doll   rain

Using 'dots and dashes' or 'sausages and beans' is a great way for children to visually distinguish and break up sounds in words so long as it is done correctly. Children learn how to use this skill of breaking up sounds in words or 'sounding out' words in the first half term in Reception. When tackling longer words, this strategy also helps words seem less intimidating.

When sounding out words, children need to focus on the phonemes and not group letters together that should be sounded out separately. When sounding out words with adjacent consonants it is important that children sound out each consonant separately and not group the sounds together. For example 'str' in 'string' should be sounded out as /s/ /t/ /r/ not /str/. Children must also not use onset and rhyme such as /d/ - /og/ but rather /d/ /o/ /g/.

It is important to not add a schwa to consonants such as 't', 'd' 'g' etc. For example, the sound /t/ at the end of 'cat' should not be pronounced as /tuh/ but solely as /t/. Please refer to the cued articulation pronunciation video for more information and to see examples of pronunciation.

Even though some tricky words and common exception words can be sounded out, children should learn to recognise and spell these words by sight.

Dots and Dashes

cat — made up of three phonemes and three single graphemes all of which should be sounded out separately.

doll — the 'd' and the 'o' are single graphemes. The double 'l' at the end makes one sound so should be represented with a dash.

rain — the two letters 'ai' are making a single sound so are represented with a dash.

boxes — all of the graphemes in this word are single so are represented with a dot. The letter 'e' should be pronounced in as its pure sound /e/ when segmenting but blended as /i/.

summer — the two 'm's together are making a single sound /m/ so are represented with a dash. The letters 'e' and 'r' together are also making the single sound /ur/.

tent — this is an example of a Phase 4 word containing adjacent consonants. The consonants 'n' and 't' must be sounded out separately so they are represented with dots.

screech — the letters 's' 't' and 'r' are an example of a three adjacent consonants that again must be sounded out separately.

hottest — the double 't' is making the single sound /t/ which is why it is represented with a dash. Similarly to the word 'boxes'; the 'e' should be pronounced as it's pure sound - /e/ but when blending the word the sound should be changed to /i/.

live — the letters 'v' and e' at the end of this word come together to make the single sound /v/. You cannot hear the 'e' which is why the two letters are a digraph and are represented with a dash.

blue — the letters 'u' and 'e' are making the single sound /oo/ and therefore represented by a dash.

phone — this is an example of a split digraph. Usually when together, 'o' and 'e' make the single sound /oa/. As the letter 'e' is still causing the letter 'o' to make the sound /oa/, the letters are still joined by a dash that goes under the letter 'n'.

treasure — the digraph 'ea' is making the single sound /e/ and therefore represented by a dash. The letters 's' and 'u' are responsible for making the sound /zh/ so are represented by a dash also. As the letter 'e' is silent, the two letters 'r' and 'e' are joined to make the sound /r/.