



Academy Policy

# Phenomenal Phonics Programme

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## 1. Introduction

- 1.1 All of our schools understand that for correct Literacy instruction our children must be taught the basic foundations to read which include Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.
- 1.2 Within this policy the aspects of The Five Pillars are outlined with a specific focus in particular on Phonemic Awareness, Phonics and Comprehension.
- 1.3 This document sets out a clear and well-structured policy and progression sequence for the Phenomenal Phonics Programme. This programme is tried and tested with strong impact at Ambleside Academy, and will be used within all the Raleigh Education Trust academies from the January 2022.
- 1.4 The Phenomenal Phonics Programme follows a synthetic, systematic approach to the teaching of early reading: explicitly teaching the correspondence between letters and sounds to blend for reading (decoding) and to segment for spelling (encoding).
- 1.5 Phenomenal Phonics follows the progression of phases set out below, with our well evidenced, bespoke approach driven by high quality assessment half termly, which informs next steps of learning to ensure that all pupils demonstrate good progress in the number of sounds that they know as well as the words which they can read and spell.
- 1.6 Phase Letter Sets:

Phase 1	<ul style="list-style-type: none"> <li>Listening to and for sounds.</li> <li>Rhythm and rhyme</li> <li>Alliteration</li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</li> <li>Tricky words: the, to, go, no,</li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>Sounds taught: j, v, w, x, y, z, zz, qu</li> <li>ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</li> <li>Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are</li> </ul>
Phase 4	<ul style="list-style-type: none"> <li>Recap all previous sounds.</li> <li>Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her</li> <li>Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr</li> </ul>
Phase 5	<ul style="list-style-type: none"> <li>Learn new phoneme zh</li> <li>Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e</li> <li>Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.</li> <li>Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked.</li> <li>Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh</li> </ul>
Phase 6	<ul style="list-style-type: none"> <li>Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es</li> <li>Understand the rules for adding ing, ed, er, est, ful, ly, y</li> <li>Investigate how adding suffixes and prefixes changes words</li> <li>Introduce the past tense</li> </ul>

## 2. Phonemic Awareness

- 2.1 Auditory Discrimination
- 2.1.1 As part of this scheme we explicitly teach auditory discrimination. It is important that children are able to hear and discriminate between different speech sounds noticing similarities and differences. Our children must be able to orally break down sounds segmenting and blending in speech before they are able to read and write.

## 2.2 Auditory Memory

2.2.1 We ensure that children remember the sequence of sounds in a word and words in a sentence as this is vital for language development and will directly impact a child's ability to read and spell. This is taught through many active games and repetition within our academies.

## 2.3 Auditory Analysis and Synthesis

2.3.1 Alongside teaching the children to read using the graphemes we build in activities and learning opportunities where the children are taught to orally break up sounds as well as put them together. As a trust we teach the children **analysis** as this is the ability to break a sentence into words, a word into syllables, or a word into sounds – **necessary for learning to spell. Also** synthesis as this is the ability to put sounds or words together (e.g. c-a-t –)

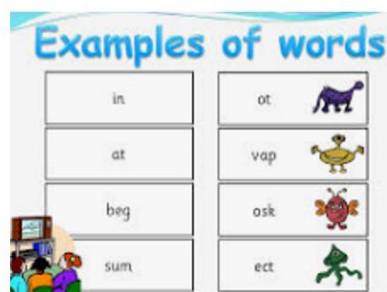
2.3.2 Phonemic Awareness and the child's ability to hear speech sounds and discriminate one sound from another, breaking sounds down and squashing them back together before looking at the grapheme is really important to provide the foundations for early reading and in develop key speaking and listening skills.

## 3. Children who are working below the age-related expectation in phonics for their year group

3.1 These children will continue with focussed interventions based on their individual needs. They will continue with Auditory Discrimination if this is needed and will be delivered this on a limited adult to child ratio to maximise progress.

## 4. Rigorous Half Termly Assessment

4.1 As part of the programme staff start by screening children each half term on a past phonics paper to find out how many words that each child can read and this identifies sounds that the children do not know. Staff then use the assessment information from the screening and the letters and sound phases together to guide what sounds/ families they cover next to ensure progress



## 5. Working from an Easel

5.1 Within the Phenomenal Phonics Programme, each lesson must have a clear teaching sequence which is set out below:

- a) The teacher or teaching assistant will work from an easel which is prepared linked to the theme of the topic. The boards will have a treasure chest on one side at the bottom and a bin at the other. Please see below some examples:

## 6. The Structure of a phonics session

- 6.1 Revisit- This is the most important part of the session to make sure that the children are making links to previous learning. This is consolidation of previous sounds learnt and ensure that the children can build the capacity to retain and recall sounds that they have been previously taught. They can use fastest finger sheets. They must also read lots of words including the sounds to ensure that the children are applying reading of words.
- 6.2 Teach- This is the part of the session whereby a new sound is taught. Teachers should skywrite the grapheme in lots of different ways to make sure that the children remember what the sound looks like.
- 6.3 Practise- The children help you read/write lots of words together, segmenting, blending, using robot, actions are extremely important to aid our pupils in remembering.
- 6.4 Apply- Reading and writing at word and sentence level related to the new sounds.
- 6.5 Key teaching points that are paramount for our children within the Phenomenal Phonics Programme include:
- a) Use of robot talk and actions, use of sound buttons, incorporating digraphs, trigraphs and tricky consonant clusters.
- b) We know that our children find d and b, ff and th and g and y tricky. These are common difficulties within phonics that our children have. Also exposing children to polysyllabic and compound words.

## 7. Phenomenal Phonics Family

- 7.1 Within this programme we have devised our very own Phenomenal Phonics Family.
- 7.2 Each puppet has a special name which relates to the family of which they are experts of. The aim of this is to help the children remember the sounds related and brings a purpose for learning although experts the animals can be very forgetful.



Flooch



oo ew u-e ue  
ou

Shrow



ow ou

## 8 Sound and phrase actions

- 8.1 Repetition, rhymes, actions and pictures are used in the Phenomenal Phonics Programme - having proven to be highly effective in aiding pupils' memory of different sounds/spelling patterns. Each sound and phrase (mnemonic) are supported with an action. It is of great importance that these actions are used alongside the sounds and phrases, along with the puppets. This supports the children when spelling and reading as they are able to make links between the sounds, phrases and actions for the correct spelling choices. Please see the resources available below to support this.



Sound Family	Grapheme	Mnemonic Phrase	Examples
AI Family	ai, ay, a-e, a	ai-snail in the rain. ay-may I play? a-e-make a cake. a-label on a table	Train, snail, rail Play, tray, spray Cake, bake, lake Lable, table, able
EE Family	ee, ea, e-e, e, ie, y, ey	ee-what can you see? ea-cup of tea. e-e-Pete and Steve. ie-shield in a field. y-funny bunny. ey-funky monkey.	Sheep, sleep, sweets Neat, clean, treat Theme, Crete, Pete Shield, field, chief Tummy, gummy, sunny Donkey, money, honey, key
IGH Family	ie, i-e, igh, y	ie-pie in the sky i-e-nice smile. igh-fly high. y-eye spy with my little eye.	Tie, pie, lie Smile, mile, trike Bright, night, light Spy, cry, my
OA Family	oa, ow, oe, o-e, o	oa-goat in a boat ow-blow the snow. oe-Joe broke his toe. O-the ghost with the post	Blot, float, toast Crow, slow, mow Toe, potatoes, toenail Most, ghost, post
OO Family	oo, ew, ue, u-e	oo-poo at the zoo. ew-chew the stew. ue-the glue is blue. u-e-huge brute.	Bloom, soon, spoon Grew, flew, screw Blue, Sue, clue Flute, cute, flume

## 9 Pure Sounds

- 9.1 To support children to blend phonemes into words, all staff must pronounce sounds purely and clearly.
- 9.2 Within our programme, included in their CPD, academy staff have access to their colleagues live modelling and demonstrating how to enunciate sounds clearly and accurately. They also use the following link for further exemplification.
- 9.3 [Phonics: How to pronounce pure sounds | Oxford Owl - YouTube](#)



[Phonics: How to pronounce pure sounds | Oxford Owl](#)

YouTube · Oxford Owl - Learning at Home  
24 May 2019

## 10. Consonant Clusters

- 10.1 The Raleigh Education Trust recognises that often children need additional support to blend words with consonant clusters (consonant blends) particularly when they are found at the start of words.
- 10.2 Staff within our academies must say the sounds as purely and clearly as they can. Children must be taught to pronounce each phoneme before blending them. E.g. c-l-u-m-p, s-t-r-ee-t. Once pronouncing individually, we encourage the children to use a cluster blend e.g. cl-u-mp, str-ee-t - as we know from experience of this effective programme that this helps our children quickly recognise common letter sequences at the start of words, and so successfully and swiftly blend at sight, when learning to read.

## 11. Pseudo words

- 11.1 Within our programme, we include pseudo words as part of the daily phonics sessions. This enables children to practice their blending skills and teachers to assess which phonemes require further teaching and revisiting. This also supports pupil progress towards passing the phonics screening check

## 12. Use of pictures

- 12.1 The programme uses pictures, not only as an aide memoire and to support visual learning, but also to support children's acquisition of new vocabulary. Pictures and visuals support the children in recalling new words and their meaning, and their ability to quickly assimilate new words into their understanding as supported by the following quote from the reading framework:
- 12.2 Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.<sup>13</sup>

## 13. Common Exception Words

- 13.1 Each Year Group has a set of common exception words that the pupils need to read and spell by the end of each academic year. These are set out in the National Curriculum. Common exception words are woven into each phonics session and explicitly taught, so that the children have regular and repeated exposure to those words which they must read by sight in order to be fluent readers of text.

Example:

Common Exception Words Year 1					
Spelling Record					
Words	Achieved	Words	Achieved	Words	Achieved
the		no		our	
a		go		she	
do		so		house	
to		by		me	
today		my		full	
of		here		he	
said		there		be	
says		where		pull	
are		love		push	
were		come		they	
was		some		put	
is		once		your	
his		one		school	
has		ask		you	
I		friend			

## 14. Reading comprehension and application of word level reading at sentence level for comprehension

### 14.1 Phonic Friend Books

- 14.1.2 Across our schools as part of this approach the children will be given a phonetically decodable book to read during the application part of a phonics session each day. The idea being that they will then consolidate the phonics words that they have read at word level within a text at sentence level. This book will then be taken home by a child at the end of the week so that the child has practised their reading all week and can go home and simply consolidate their reading at sentence level and demonstrate sound comprehension of the story with their parent at home. Each Phonic Friend Book will be stickered according to the Animal Family and will related only to the animal sound family focus that week. The children will then alongside this phonetically decodable book loan a non-decodable book also.

## 15. Key Vocabulary required for staff to teach phonics effectively

- 15.1 Phoneme: The smallest unit of sound in a word. Phonemes may be written with more than one letter eg **day**. The word start has 4 phonemes - **s - t - ar - t**. The word church has 3 phonemes - **ch - ur - ch**. The word strap has 5 phonemes - **s - t - r - a - p**.

- 15.2 Grapheme: The letter or letters that are used to write a phoneme.



- 15.3 Digraph: A two letter grapheme where two letters represent one phoneme or sound eg **ar, ea, er, oi, ch, th**
- 15.4 Vowel Digraph: A two letter grapheme that represents a vowel phoneme or sound eg **ay, ee, oi**
- 15.5 Split Vowel Digraph: A two letter grapheme that represent a vowel phoneme or sound where the sounds are pushed apart by another letter. This digraph often used to be referred to as a magic e eg **cake, bite, phone, these, cube**. It is used for the long vowel sounds.
- 15.6 Trigraph: A three letter grapheme where three letters represent one phoneme or sound eg **air, igh, ear**
- 15.7 Blending: Building words for reading by pushing together all the phonemes or sounds in the word.
- 15.9 Segmenting: Splitting up words for spelling by breaking up words into all their sounds and then working out what letter or letters are needed to represent each sound.
- 15.10 Short vowel sound: The sound that the letters a, e, i, o, u make in a word eg **cat, peg, hit, not, sun**.
- 15.11 Long vowel sound: The sound that is like the names of the vowel letters. The long vowel sounds are often represented in more than one way by digraphs and trigraphs eg **main, stay, cake, see, seat, mice, light, coat, bone, glue, spoon**
- 15.12 The Phenomenal Phonics Programme is underpinned by the key principles set out in 'The Reading Framework'
- 15.13 Within this programme, teaching staff will:
- Be clear about objectives for any session and make sure that the children understand them (e.g. 'By the end of this week you will all be able to read these sounds; today we are learning the first one.')
  - Expect all children to participate throughout phonics sessions, for example by using 'call and response'
  - Make the most of the time for teaching and use activities that maximise the number of words children read and spell
  - Make sure that children practise using the knowledge they have been taught in previous lessons until they can use it automatically, thus freeing up their capacity to learn new knowledge
  - Support the children to connect the new knowledge with their previous learning
  - Demonstrate new learning in bite-sized chunks
  - Ensure children are given opportunities to apply what they have learnt
  - Praise the children for working hard and paying attention, being specific about what they have done well
- 15.14 For further reading please look at the latest government guidance shared below:

[Section 3: Word reading and spelling \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671222/2021-01-27-reading-guidance-2021.pdf)



### Section 3: word reading and spelling

PDF, 518KB, 31 pages

Policy paper

### The reading framework: teaching the foundations of literacy

Guidance for schools to meet existing expectations for teaching early reading.

From: Department for Education and The Rt Hon Nick Gibb MP  
Published 10 July 2021

15.15 Follow the link below to understand and know of the 44 phonemes required to teach.

[44 Phonemes in English and Other Sound Blends \(magoosh.com\)](https://www.magoosh.com/44-phonemes-in-english-and-other-sound-blends/)



The 44 phonemes										
/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ai/	/ee/	/igh/	/oa/
/oo/	/oo/	/ar/	/ur/	/or/	/er/	/ow/	/oi/	/air/	/ear/	/ure/