

At Ambleside Academy we 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.

Within this statement, aspects of The Five Pillars of reading are outlined with a specific focus on Phonemic Awareness, Phonics and Comprehension.

This document sets out a clear and well-structured policy and progression sequence for the Phenomenal Phonics Programme. This programme has sustained, consistently high outcomes in the Statutory Phonics Screening Check.

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 segmenting for spelling (encoding).

The Phenomenal Phonics programme is driven by high quality assessment which informs the next steps of learning. This ensures 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.

### Phonemic Awareness

#### **Auditory Discrimination**

As part of this scheme, we explicitly teach auditory discrimination. It is important that children can 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.

#### **Auditory Memory**

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 rigor and repetition within our school.

#### **Auditory Analysis and Synthesis**

Alongside teaching the children to read using the graphemes, they are taught to segment sounds to decode before blending to read the word. As a school, we teach the children the skill of auditory analysis. This is 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).

It is important to provide the foundations for early reading and develop key speaking and listening skills. This includes, Phonemic Awareness, hearing speech sounds and discriminating one sound from another.

### Rigorous Assessment

As part of the programme, staff baseline by screening children to find out a benchmark for phonemic awareness and phonics ability. This identifies learning gaps to inform staff of clear and accurate next steps. A rigorous assessment process takes place to continue to monitor progress.

### Working from an Easel

Lessons are delivered from an easel which is consistent in formula to reflect the sequence of the lesson. Please see below the expectation:



The Phenomenal Phonics scheme has a strong focus on correct modelling of transcriptional fluency. All easels have a lined whiteboard for staff to model expectations during grapheme formation, 'Super Star Spellers' and Sentence Constructors.

Key teaching points in the Phenomenal Phonics Programme

Within a phonics lesson, children will sit in either a horseshoe or lines with a specific plan according to pupil learning needs.


In early phases, staff will model using tapping of head, shoulders and knees to show where the sound is in the word. In later phases both phoneme fingers and body tapping is used, as appropriate.

Phenomenal Phonics Family

Within this programme, we have a Phenomenal Phonics Family.

Each puppet has a special name, which indicates the sound family of which they are experts of. This helps the children remember the sounds and brings a purpose for learning. Although experts, the animals can be very forgetful.

Welcome to Ambleside's Phonics Family



*These friends are fabulous at phonics. They are super sound experts but sometimes they can be a bit forgetful. They have special collars around their neck so that you can read their names. They love sounds so much that their names have the sounds that they are experts of in them. Our new phonics family will help you to become excellent readers.*

The Puppet Strategy

Floooh



oo ew u-e ue

ou

Shrow



ow ou

Sound and Phrase Actions

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 and 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 and the puppets. This supports the children when spelling and reading as they can make links between the sounds, phrases and actions for the correct spelling choices.

Sound and Phrase Actions Exemplar Table Below

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, 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- poor 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

Pure Sounds

To support children to blend phonemes into words, all staff pronounce sounds purely and clearly.

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.

Pseudo words

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 Statutory Phonics Screening Check.

Use of pictures

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:

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 3</sup>

Common Exception Words

Each unit has a set of common exception words that the pupils need to read and spell by the end of the unit. These are set out in the National Curriculum. Common exception words are woven into each phonics session and explicitly taught. This is 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.

The Structure of a Phonics Session

*Revisit-* This is consolidation of previous sounds learnt and ensures that the children can build the capacity to retain and recall sounds that they have been previously taught. The children must also read lots of words including the sounds to ensure that the children are applying reading of words. This includes grapheme flashcards, common exception words and words containing previously taught sounds.

*Teach-* This is the part of the session whereby a new sound is taught. Teachers show the grapheme, give the mnemonic and rhyme with the corresponding puppet. They also model accurate letter formation on the lined whiteboard.

*Practise*- With support of the teacher, the children use their decoding skills to segment and blend words with the new taught sound. This is the 'Read and Match' part of the teaching sequence.

*Apply*- This comprises of 'Super Star Spellers' whereby the children use auditory analysis to encode words containing the new taught sound. Next within the sequence in 'Sentence Constructors'. This involves sentence level dictation to allow children to focus on transcriptional fluency and recording the graphemes accurately within words at sentence level.

#### Reading Comprehension and Fluency

##### **Phonic Friend Books**

The children will be given a phonetically decodable book to read during the application part of a phonics session. They will then consolidate the phonic words that the children 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. This allows pupils to 'Show off' taught skills and consolidate learning from school at home. Each Phonic Friend Book is stickered according to the Animal Family and will relate only to the animal sound family focused on that week.

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

**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**.

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

**Digraph:** A two letter grapheme where two letters represent one phoneme or sound eg **ar, ea, er, oi, ch, th**

**Vowel Digraph:** A two letter grapheme that represents a vowel phoneme or sound eg **ay, ee, oi**

**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.

**Trigraph:** A three letter grapheme where three letters represent one phoneme or sound eg **air, igh, ear**

**Blending:** Building words for reading by pushing together all the phonemes or sounds in the word.

**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.

**Short vowel sound:** The sound that the letters a, e, i, o, u make in a word eg **cat, peg, hit, not, sun**.

**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 e.g. **main, stay, cake, see, seat, mice, light, coat, bone, glue, spoon**

**Consonant clusters:** A group of consonants pronounced in immediate succession, allowing for blending of words to match pronunciation e.g. **stream, plane, brake**.

The Phenomenal Phonics Programme is underpinned by the key principles set out in 'The Reading Framework'

Within this programme, teaching staff will:

1. 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.')
2. Expect all children to participate throughout phonics sessions, for example by using 'call and response'
3. Make the most of the time for teaching to maximise the number of words children read and spell
4. 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
5. Support the children to connect the new knowledge with their previous learning
6. Demonstrate new learning in bite-sized chunks
7. Ensure children are given opportunities to apply what they have learnt
8. Praise the children for working hard and paying attention, being specific about what they have done well