

At Fern Hill, systematic, synthetic phonics is taught daily for 25 minutes from Reception to Year 2 following the letters and sounds & NC progression. All children move together through learning graphemes in order to avoid gaps forming. Slow graspers are provided with timely, often same-day intervention in order to keep up. Lessons are fast-paced, highly-interactive and challenge all pupils to apply segmenting and blending skills.

## Lesson Sequences

	<b>Revisit and Review:</b> 1. Revisit all previous learned graphemes daily 2. Practise blending and segmenting words min. of 6) containing previously learnt graphemes, linking to 'teach' and upcoming new learning where possible.
	<b>Teach:</b> Teach new grapheme or explore new spelling rule (look, say, spell- linked to handwriting) Gradual release teaching modelling (I do, we do, you do) to blend and segment words containing new focus or rule. When teaching spelling rules, a child-led investigative approach may be used to discover spelling conventions.
	<b>Practise:</b> All children should have opportunity to practise blending and segmenting as many words as possible (min. of 6)- usually with a phonics partner. Practise section includes interactivity and movement-either around the room or at desks. <a href="#">Games Ideas Part 1</a> <a href="#">Games &amp; Strategies Part 2</a>
	<b>Apply:</b> 1. Daily opportunities are provided to apply new learning to reading and writing phrases and sentences at the end of each phonics session. 2. Every opportunity is taken to apply these skills across the curriculum and through the learning environment.

## Key vocabulary modelled in lessons

<b>Phoneme</b>	Smallest unit of sound in a word.
<b>Grapheme</b>	A sequence of written letters that represent one single phoneme
<b>Digraph</b>	A phoneme represented by 2 letters e.g. ai, er, ow
<b>Trigraph</b>	A phoneme represented by 3 letter e.g igh, ear, oor
<b>Split Digraph</b>	Two letters that represent one phoneme but are split by another letter e.g. a-e in game, i-e in time, o-e in bone
<b>Blend</b>	Blending is the skill required for decoding words by saying each individual phoneme in a word and merging them together to say the word.
<b>Segment</b>	Segmenting is the opposite of blending and is the skill used for spelling by splitting word into its individual phonemes.
<b>Adjacent Consonant</b>	Two or more consonant phonemes adjacent in a word to create ccvc, cvcc, cccvc, ccvcc words e.g. swim, post, string,

## Core strategies for blending and segmenting used in every lesson

<p>Pure Articulation</p>			<p>Phoneme Frames</p>	
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# Enabling Environments at Fern Hill

All Reception to Year 2 classrooms have:



**Phonics Friezes**



**Phoneme Mats**



**Access to high quality  
books**



**Interactive Phonics Area  
or Walls**

## Minimum Entitlement for Slower Graspers

At Fern Hill, we recognise the importance of ALL pupils becoming fluent readers as early as possible so that they access the full curriculum. If a child falls behind, we quickly intervene to ensure they rapidly catch up.

### Any pupil who falls behind will receive:

- daily intervention through over-teaching or pre-teaching provided by the class teacher or teaching assistant.
- adaptive teaching and scaffolding within phonics lessons
- personalised flash card packs to close gaps

## Progression of Skills

Identifying and imitating  
speech sounds (continuous)



Identifying and imitating  
sounds



Rhyme and alliteration



Sounds-and-letters  
correspondence in the initial  
position



Sounds-and-letters  
correspondence in c-v-c words.



Sounds-and-letters correspondence  
in adjacent consonants (CCVCC,  
CVCC, CCVCC, CCCVC)



Long vowel sounds, split  
digraphs  
(a-e, e-e, i-e, o-e, u-e)



Continual reinforcement to  
avoid loss of skills

**Little Wandle Letters and  
Sounds Revised 2021:  
Programme progression**

## What Effective Phonics Teaching looks like at Fern Hill

- Weekly lesson sequence shows clear progression and appropriate phase pitch
- Phonic session is taught in 4 parts (revisit and review earlier learning, teach, practise and apply)- not necessarily all in the same session
- Revisit and review part of the session allows pupils to blend and segment words not only phonemes
- Demonstrates how to blend the sounds in words, in order, all through the word, clearly and accurately
- Demonstrates how to segment words into their individual sounds to spell them
- Clear and correct articulation of phonemes
- Planned opportunities independent application of phonic skills across the curriculum throughout the day
- Interactive and multisensory teaching and learning strategies, including mnemonics
- Pace of session ( uses teaching time as effectively as possible so that every minute counts)
- Adaptive teaching within sessions- all children learning the same phoneme with scaffolding matched to their needs. Flexible starting points to appropriately support or challenge all pupils with sufficiently high expectations.
- Good links being made between spelling and handwriting
- Uses AFL strategies to identify the children that may be struggling or have simply not quite grasped something
- Ensuring that all children are actively participating
- Praising children and reinforcing learning, including sufficient repetition to master skills
- Evidence that tricky words are being taught alongside phonics skills
- Making the best use of resources evident – areas of the classroom/activities provided opportunities to embed
- Effective deployment of TA during phonic session
- Literacy environment successfully supports application of phonics in independent learning