



## Approach to Phonics

### Key expectations

- All children will access daily phonics sessions delivered using Anima Phonics.
- All children to be sat on the carpet for the review and teach, children's position must ensure that they can see the board.
- Adults to be at eye level of children and sit during the review and teach to deliver phonics.
- Pupils at risk of falling behind will sit on the front row of class.
- All children join in and staff monitor participation and ensure all children's mouths are in the correct position for the sound.
- Adults ensure children use their 'phonics finger' to read words with. Adults model this throughout the lesson using their fingers.
- Adults' model pure sound at all times.
- Adults model with I do, We do, You do.
- Adults model reading strategy of point and blend - use of a sweeping motion below the word.
- Feedback techniques used are individual children, front row, back, row and must always end with all children.
- Reception and Year 1 children have revisit of the daily sound, targeting all but in particular those at risk of falling behind.
- Any vocabulary is given to the children, they are not asked for definitions.
- Adults correctly model crocodile pencil grip 'snap and flick back'.
- Children are praised at the end of the session for participation.
- Children revisit the sound throughout the day in EYFS using flash cards and by having it in provision.
- When digraphs/ trigraphs are introduced the stem sentence 'two letters, one sound/ three letters/one sound' are used alongside finger actions.
- Segment to spell approach is used when children are writing - children to orally segment the word using their fingers on the opposite hand (see guidance at the end)

### Review

- Correct use of repetition - children say sound once.
- Sounds are not elongated - children say sound in a short, clipped manner.
- If any child says sound incorrectly teachers use I do, we do, you do to practice unknown grapheme. All children complete repeated practice.
- Flashcards or interactive sounds to be reviewed at least twice.
- Oral blending must be included for pupils at the point of early reading - phase 2-4.  
Teacher to say: c-a-t Children to respond with c-a-t = cat
- Rainbow words included that have been taught.

### Teach

#### Phase 2/3

- **Introduce new sound**
- Adult to say: (Using I do, We do, You do)  
'Today's new sound is ...'  
'It's letter name is/The letter names are ...'  
'The action is...'  
Identify if it is a digraph or trigraph

- Listen to the sound
- Listen to the song
- Open the interactive resource - repeated practice
- Re-introduce new sound - recap the letter names, action, whether it is a digraph or trigraph
- Read poem - at the point that the grapheme is repeated - point underneath and children to join in saying the sound
- Grapheme introduction is 'You do' - assessment opportunity and remodel to all if one child is incorrect or full participation is not achieved
- **Blending Practice**
- Adult to say: 'Now we are going to sound out and blend the words. We are going to point and blend.'
- Word 1 and 2 - Adult to point under each letter and sweep with finger. Follow the 'I do, We do, You do' approach
- Word 3 onwards - Children to point and sweep with finger - listen for children blending without adult support. Any incorrect blending teacher remodels using I do, we do, then you do is identified specific children.
- At the end of the interactive resource - what is our new sound today? All children must participate.
- Open the reading page and complete reading words and caption. Use bounce back strategy when reading caption.
- **Letter formation**
- Open teach interactive resource - repeated practice
- Adult to say: 'Now we are going to learn how to write the grapheme ... (use letter names) Reinforce - what sound does it make? Repeated practice using I do, We do, You do if children are still not correctly identifying GPC.
- Use letter formation rhyme children to sky write letter and repeat at least three times. Identified children targeted individually.

#### Phase 4

- **Introduce the consonant cluster**
- Adult to say: (Using I do, We do, You do)  
'The two sounds in this consonant cluster are...'  
'The letter names are ...'  
Recap actions of the two individual sounds
- **Blending Practice**
- Adult to say: 'Now we are going to sound out and blend the words. We are going to point and blend.'
- Open the interactive resource - repeated practice
- Word 1 - I do. Word 2 onwards - Children to point and sweep with finger - listen for children blending without adult support. Any incorrect blending teacher remodels using I do, we do, then you do is identified specific children. Ensure children are asked to spot any digraphs in the word before sounding out and blending
- Where appropriate re-teach the formation phrases for handwriting to reinforce accurate formation

#### Phase 5

- **Introduce new sound**
- Adult to say: (Using I do, We do, You do)  
'Today's sound is ...'  
'The letter names are ...' This is a new spelling pattern.

'The action is...'

Identify if it is a digraph or trigraph

- Blending Practice
- Revisit letter formation to ensure correct formation in the session - sky write the digraph

### Practise

- To be completed at tables if it is a writing practice (sheets or books)

#### Phase 4

- Writing tasks on whiteboards to be completed using a sound mat alongside or visible for all children to see
- Ensure children are using the segment to spell approach by orally segmenting the word using their fingers on the opposite hand
- Model writing word 1 - count out the sounds and blend the word, repeat, model write the word letter by letter reinforcing the letter formation., rub out the word and children to write it, then write it again for children to check against. Children to repeat the structure with word 2 and 3 - teacher to model write for children to check against.
- Complete the 'Magic Rock' every day to recap the focus consonant cluster before going into the apply task.

#### Phase 5

- Dictated sentences to be completed in books - using Anima Phonics guidance sheets.

### Apply

#### Phase 2/3

- **Letter formation sheet - this is always the first activity**
- Resay the sound and finger write the grapheme.
- Practice single letter formation with formation rhyme - one at a time saying the formation phrase each time. Then write one or two on their own.
- Practice reading the word using the point and blend technique (We do, You do).
- Before writing - check pencil grip. Then model formation a letter at a time repeating the formation phrases. Repeat with word 2.
- **Word Writing**
- Adult to say: 'Now we are going to spell some words, we are going to segment the words. Let's segment the word out loud, how many sounds are there - count them. Repeat. As you say each sound write the corresponding graphemes. Read the word to check.
- Adults to use the segmenting strategy of segmenting fingers.

### Approach to spelling guidance

- Pick up your pen, get ready to write.
- Get your opposite hand and make a fist
- We are going to segment the word to spell it
- Segment the word and count the sounds
- Repeat the process
- As you say each sound, write the corresponding grapheme.
- Read the word back to check it is spelt correctly.