

# 'We Are Supersonic Phonic Readers' at Ormskirk Church of England Primary School

<h2 style="text-align: center;">New Learning Hear &amp; Recognise</h2> <p style="text-align: center;">Chn listen to the new sound and say the sound.</p>	<h2 style="text-align: center;">Practice, Build, Read or Write</h2> <p style="text-align: center;">Chn begin to identify the new sound in words.</p>	<h2 style="text-align: center;">Apply, Read or Write</h2> <p style="text-align: center;">Chn begin to apply new learning.</p>
<p>Begin with a recap of previous learning.</p> <p><u>"Listen with Len before you pick up a pen."</u></p> <p>"What can you see in the Phonics TV?" "Turn Talk &amp; Tell" (Talk partners)</p> <p>Chn look at pictures &amp; identify them. Can they also identify which sound we are learning today?</p> <p><u>Segment with Seb and Blend with Ben.</u></p> <p>"A super segment and a brilliant blend helps us to hear the word at the end."</p> <p>"My turn. Our turn. Your turn." Use silly voices/say it loud/whisper etc.</p> <p><u>"See it with Sam."</u> This is what the sound looks like.</p>	<p><u>"Read with Rex."</u></p> <p>"If it's in green, it can be seen."</p> <p>Chn segment &amp; blend to read the words containing new learning.</p> <p><u>"Write with Ron."</u></p> <p>Chn have a go at writing words containing new learning.</p>	<p><u>"Supersonic Phonic Jobs."</u></p> <p>Chn practice reading words containing new sounds.</p> <p>Chn read a sentence containing new learning.</p> <p><u>Nonsense Nan</u></p> <p>Chn read the word &amp; identify whether it's a real word (the real deal) or a nonsense word (absolute nonsense)</p>
<p><b>Planning Tools &amp; Resources</b></p> <ul style="list-style-type: none"> <li>• KS1 - Lighthouse Reading Scheme</li> <li>• Supersonic Phonic Friends</li> <li>• Big Cat decodable books.</li> </ul>	<p><b>Assessment and impact</b></p> <p>Assessment: Children in KS1 will be assessed using the phonics screening tests. Each year group, from 1-6, will have access to reading intervention or phonetically decodable books via Bug Club &amp; the Libraries.</p> <p>Impact: progress will be tracked through data and pupil progress meetings. Children will read at home with their parents / carers and siblings and this will be tracked in reading records.</p>	

### **The Firm Foundations in Phonics 1**

This gives children playful daily repeated experience, exposure and enjoyment of General Sound Discrimination (Environmental Sounds, Instrumental Sounds & Body Percussion) & Phonological Awareness (Rhythm and Rhyme, Alliteration & Oral Blending and Segmenting)

In order for children to be ready for The Basics 1, they would need to demonstrate that they were able to tune in to, listen to and remember and talk about sounds. They would need to be skilled in Rhythm and Rhyme, Alliteration & Oral Blending and Segmenting before they start to look at the shapes of the letters on flashcards and begin their systematic, synthetic phonics journey.

NB: This Phase does not come to an end and phonological awareness continues from The Basics to The Higher Levels of Phonics and into Spelling Rules and Patterns.

### **The Basics 2**

This teaches children at least one spelling for 18 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from firm foundations in Phonics 1 to start to recognize the spellings for the sound with Sam, segment and Build with Bill, read and blend with Rex and Ben and Write with Ron. They will learn the early concepts of Choose to Use with Suze for a handful of multiple spellings for sounds.

At the end of this Phase, children will be able to hear up to 3 sounds in words, recognize spellings and read and write simple CVC words with the 18 spellings for the sounds. They will be able to read decodable texts with The Basics 2 spellings and make phonetically plausible attempts in their emerging stages of spelling in their writing journey.

### **The Basics 3**

This teaches children the spellings for the further 26 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 and The Basics 2 skills to continue to recognize the spellings for the sound with Sam, segment and Build with Bill, read and blend with Rex and Ben and Write with Ron. They will continue to learn the early concepts of Choose to Use with Suze for some further multiple spellings for sounds and an introduction to Switch it with Mitch for alternative pronunciations of spellings for sounds. Children will learn their tricky words with Tess and read nonsense words with Nan.

At the end of this phase, children will be able to hear up to 3 sounds in words, recognize spellings and read and write simple and complex CVC words with the 44 spellings for sounds. They will be able to read decodable texts with The Basics 2 and 3 spellings and make phonetically plausible attempts in their early stages of spelling in their writing journey.

### **The Basics 4**

This teaches children to be able to hear more than 3 sounds in a word. They will continue to embed their mastery of The Basics 2 and 3 spellings for sounds in words and progress to 4, 5 and 6 sounds in a word. They will be supported by Magic Mack and Jazzy Jack who will help them hear the tricky adjacent consonants that are challenging to hear in words of more than 3 sounds. Children will learn their tricky words with Tess and read nonsense words with Nan.

At the end of this phase, children will be able to hear more than 3 sounds in words, recognize spellings and read and write CVC, CVCC, CCVC, CCVCC, CCCVC words with the 44 spellings for sounds of the English Language. They will be able to read decodable texts with The Basics 2 and 3 spellings with adjacent consonants and make phonetically plausible attempts in their evolving stages of spelling in their writing journey.

### **Choose to Use and Switch It**

This teaches children the concept that there are more than one spelling for a sound that they can hear in a word. With the help of Choose to Use Suze, they will find out all about 'sounds the same but looks different' and cool and not so cool choose to use spelling rules for the 44 sounds of the English Language.

With the help of Switch it Mitch, they will also find out all about 'Looks the same but sounds different' and switch it spelling sounds where one spelling can make up to 2 different sounds in words.

Children will learn their tricky words with Tess and read nonsense words with Nan.

At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read decodable texts with The Basics to The Higher Level spellings including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.

### **Cornerstones of Reading**

Phoneme awareness

Phonics

Fluency

Vocabulary

Comprehension

