

Phonics Session Sequence (Reception to Year 2)
25 minutes x5 sessions per week (1 session is a tricky word session)

Introduction

Revisit/Review

Quick revision of previous and/or tricky graphemes/sounds. 'Speed sounds.'

(Put unknown sounds back into the pack)

Quick flash cards of tricky words learnt previously

Alphabet (to Auld Lang Syng)

Known High Frequency words

Tricky words

NOTE – My name is

My sound is.....

Oracy

Phoneme fingers at the ready. Can you blend the sounds I say to make the word?

Aspects of Phase 1 - Repeat sentence, count sounds in a word, alliteration

Teach

Introduce Focus grapheme/sound NOTE: - make phonemes/graphemes clear

Let's read some words (green cards for real words)

Let's read some alien words (blue cards)

Note: words to be written in school handwriting or typed. Sound buttons on one side.

Practise

Read words, sentences with phoneme. May include a quick game e.g. red/blue (3 – 5 minutes)

Apply in reading

Read focus grapheme/sound in words. Read words, captions, phrases or sentences containing taught grapheme/s.

Sound talk (segment and blend),

look for 'special friends' NOTE: make sure you use correct terminology also –diagraph, grapheme etc.

Chop it – any longer words that can be 'chopped' (syllable focus Y2 onwards)

Read focus sound in other words with known sounds.

Read sound in nonsense words.

Note: make sure you count graphemes

Teach/Apply in writing

Teach/model how to write the new grapheme using the school's handwriting stories. Begin to join the grapheme only in year 1. Teach/apply – on whiteboard have 4 – 6 words for pupils to apply knowledge whilst being guided within the lesson.

NOTE: use 'I do, we do, you do'

Model counting phonemes and representing as sound buttons.

Model representing each phoneme, explaining the choices you are making.

Apply – in books

Choose 4- 6 words to write using the taught grapheme/sound for children to apply independently.

This is used to form assessment and highlights independent work/spelling (application of graphemes and tricky words.)

Assess

Ongoing within each step

Build in assessment of sounds covered every 6 weeks.

Tricky words

A 25 minute separate tricky word session will be timetables every week alongside the 4 phonics sessions. This will include flashcards, games (roll and write, sentence read) etc. and an element of handwriting. Include previous graphemes taught.

Suggested Key Stage 2 Spelling/Phonics 'Catch Up' Session

Spelling and Phonics Key Stage 2 Session Time - 20 minutes

Introduction – a catch up session may include some/many/all of the following sections

Oracy

Phoneme fingers at the ready. Can you blend the sounds I say to make the word?
Can you count and clap the syllables in the following words?

Recap/Review

Quick sentence using phoneme e.g Mark has a car in the yard. (This sentence is linked to KS1 phonics progression or identified gaps within the group) Children to orally segment sounds, identify phoneme and name sound. Use sentence stem – 'My name is _____ my sound is _____.'
Recap of either: alphabetical order, known graphemes, High Frequency Words

Teach

Teach the spelling rule or spelling pattern being taught.

Practise

Give the children a word.
Count and show the sounds in the word. Clap the syllables.
Ask the children to either:
Spell the word then find it in the dictionary or find it and then spell it.
Ask a child to spell and write it on the board (recap sound buttons and syllables.)

Apply in reading

Focus on the first part of the word to aid finding in a dictionary.
Ask the children to tell you the word class. (Discuss more than one word class if appropriate)
Ask the children to read the definition and the sentence (if no sentence ask a child to make one up.)
Ask the children:
'if I can spell what else could I spell?'
Talk about words!

Assess

Ongoing within each step
Build in assessment of sounds covered every 6 weeks.