

Phonics Non-negotiables

In each daily Phonic session (20-30 minutes) for phases 2-5 these elements should be evident:

- *Use of flash cards to recap previously learned phonemes.
- *All flash cards will match phoneme mats.
- *The same flash cards and phoneme mats will be used in F2 and KS1 to aid transition of skills.
- *Teaching of a new phoneme: model correct pronunciation (pure sound), the written grapheme F2: printed, KS1: Pre-cursive, along with the rhyme.
- *Allow children time to practise saying, reading and writing the new phoneme.
- *Children need to apply the new phoneme taught by recording it in words and sentences.
- *The phonemes taught in the week should link to the reading book they are taking home to practise and reinforce new phonemes.
- *A new phoneme should be taught each day to ensure good pace however if some pupils are finding it tricky then look at your timetable to allow time for a pre teach/booster session/s. Where possible children should remain in mixed ability phonics groups.
- *At the end of teaching each phase a Burton Joyce phonics assessment sheet must be completed for each child you have taught.

In the classroom:

- *All children should have access to a phoneme mat on their table to support with their writing in all subjects. All phoneme mats will match the flash cards.
- *A phonics freeze displayed in each classroom which will include the tricky words and phonemes currently being taught.
- *Identical freeze display in F2 focusing on Phase 2 and Phase 3 phonemes and keywords (phase 4 keywords can be added in summer term) - print text
- *Identical freeze displays in each KS1 classroom focusing on Phase 5 phonemes – pre-cursive print text