



### Phonics at Saint Mary's

Our school has adopted the KTC (Knowledge Transfer Centre) approach to Phonics led by Ann Smallberger. The approach is multi-sensory and caters for all learning styles (visual, auditory and kinaesthetic).

All teachers and teaching assistants at Saint Mary's who teach phonics have has training by Ann or in house training. Saint Mary's has a phonics lead who coordinates the training and delivery of the KTC phonics within St Mary's.

Phonics is taught from the beginning of Foundation starting at Phase 1. Phases 1, 2 and 3 are taught in EYFS. Phases 3, 4 and 5 in Year 1 and Phase 5 and 6 in Year 2. It is a whole class phonics programme that supports the phonetic needs of all our learners. This is a systematic and consistent approach which is taught for 20 minutes every day. The children are taught new sounds, key phrases and terminology. These are then used to support reading and writing during guided reading and writing sessions.

#### Phase 2

Phase 2 is the introduction of grapheme phoneme correspondence. Children will continue with oral blending and segmenting. There are 4 letters introduced in the week with a day as a revision session on the fifth day.

Set 1	s	a	t	P	revision
Set 2	l	n	m	d	revision
Set 3	g	o	c	k	revision
Set 4	ck	e	u	r	revision
Set 5	h	b	f,ff	l,ll	ss
Set 6	J	v	w	x	revision
Set 7	y	z	zz	qu	revision

#### Phase 3

Children will be introduced to new graphemes during this phase. Children will continue to practise oral segmenting and blending and will apply their knowledge of blending and segmenting to reading and spelling words and captions.

Set 8	ch	sh	th	ng	revision
Set 9	ai	ee	igh	oa	revision
Set 10	oo (moon)	ar	or	ur	revision
Set 11	ow (cow)	oi	ear	air	revision

Set 12	er		oo (book)		revision
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#### Phase 4

Phase 4 is the teaching of adjacent consonants.

Set 13	sp	dr	fl	br	revision
Set 14	st	-st	tr	gr	revision
Set 15	cr	pr	sc	fr	revision
Set 16	tw	sw	xt	nt	revision
Set 17	mp	nk	nd	cl	revision
Set 18	sm	lk	sk	lf	revision

#### Phase 5

Alternative spellings

Set 19	ph	ow (snow)	oe	ay	revision
Set 20	ie	i_e	o_e	a_e	revision
Set 21	ir	ue	ea	e_e	revision
Set 22	au	aw	ew	u_e	revision
Set 23	wh	ure	oy	ou	revision

#### Phase 5

Alternative pronunciations

Set 24	a - acorn	e - he	i - find	o - cold	u - unit
Set 25	c - cent	ea - bread	g - giant	ie - chief	y - by
Set 26	ch - chef	ch - schook	ey - they	ou - you	y - very
Set 27	tch - catch	ture - picture	dge - fudge	mb - lamb	se - please
Set 28	are - bare	ere - there	kn - knit	wr - wrap	i - chilli
Set 29	eer - deer	augh - caught	se - house		revision

All children have an individual assessment booklet that teacher's use to record their phonetic knowledge of the phases. They are then assessed at the end of every set of GPCs taught in each phonics phase. Some children will receive extra daily intervention support outside of the phonics lessons and if needed in KS2.

Children learn mantras in phonics to help them with their reading and writing. Look at the letters, make the sounds and blend the sounds together.

#### KTC Phonics

At Saint Mary's we use the KTC approach to teaching phonics daily. This is a whole class, daily approach, with the children sitting in differentiated rows or tables. All lessons follow the same structure and are of the same pace. There is a specific planning Performa for each of the phases taught.

By the end of Autumn Term 1 EYFS children should have completed phase 1
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By the end of EYFS children should have completed to end of phase 3. From October till April they should be securing phase 2.
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In Year 1, phase 3 should be recapped during Autumn 1. Then phase 4 from October till February and finally phase 5 from February until the end of the academic year.
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In Year 2 phase 5 is recapped and secured in the Autumn term. In the Spring term alternative pronunciations and spelling is taught. In the Summer the focus shifts into spelling and application of phonic knowledge into spelling rules.

From Phase 2 onwards, children should be learning 4 graphemes in each set - each taught twice with a focus on reading and then on writing, with the 5th session being used as revision.

Phase 2	Phase 3	Phase 4
Structure of the lesson is: 1. Review and recap 2. Hear (naming sounds, emphasising initial sounds, bouncing sounds) 3. Read 4. Write 5. Apply (either read or write)	Structure of the lesson is: 1. Review and recap 2. Hear (consisting of: rhyme, identify, blend and segment) 3. Read 4. Write 5. Apply	Structure of the lesson is: 1. Review and recap 2. Hear (consisting of: repeat, identify, blend, segment) 3. Read 4. Write 5. Apply
	Phonics mantras for phase 3: Reading: Look at the letters, make the sounds, blend the sounds together. Writing: Say the word, robot the word, write the word.	Phonics mantras for phase 4 and 5: Blend: I robot , you blend Segment: I give you a word, you segment Read: Look at the letters, make the sounds, blend the sounds together Write: Say the word, finger the word, write the word.

Phase	Learning	Outcome
1	Hearing and playing with sound - 7 aspects.	PLEASE REFER TO PHASE 1 LETTERS AND SOUNDS
2 (Up to 6 weeks)	ONLY at this phase are GPC's introduced  S,a,t,p,l,n,m,d,g,o,c,k,ck, e,u,r,h,b,f,ff,ll,ss	Children are secure at Phase 2 when they can: <ul style="list-style-type: none"> <li>Give the sound when shown the Phase 2 grapheme securing first the start letters s, a, t, p, l, n,</li> <li>Find from a display the Phase 2 grapheme when given the sound</li> <li>Orally blend and segment CVC words</li> <li>Blend and segment in order to read and spell VC words such as 'as, if, am, on, up' and silly names such as ' ip, ug, ock'</li> </ul> Children can be moved to Phase 3 <b>as long as they are able to blend and segment CVC orally.</b> Evidence: <ul style="list-style-type: none"> <li>Daily discrete phonics lessons - 'review' and 'apply'</li> <li>Reading independently</li> </ul> Children who <b>cannot</b> orally segment CVC words are not yet secure at Phase 2.
3 (Up to 12 weeks)	Alphabet letter names need to be known by this stage (NOT taught in phonics)	Children are secure at Phase 3 when they can: <ul style="list-style-type: none"> <li>Give the sound when shown all or most Phase 2 and phase 3 graphemes.</li> </ul>

	<p>Phase 2 continued: J, v, w, y, z, zz, qu, ch, sh, th</p> <p>Phase 3: ng, ay, ee, igh, ow (snow), oo(moon), ar, or, ur, ow (cow), oi, ear, air, er, oo (book)</p>	<ul style="list-style-type: none"> <li>• Find from a display all or most Phase 2 and Phase 3 graphemes when given the sound</li> <li>• Blend and read CVC words using Phase 2 and Phase 3 graphemes.</li> <li>• Segment and make a phonetically plausible attempt to spell CVC words using Phase 2 and Phase 3 graphemes.</li> </ul> <p>Children can move to Phase 4 when they are able to make phonetically plausible attempts to most words they wish to use, using the GPC they have been taught. They will be able to read two-syllable words and simple captions and the skills of blending and segmenting should be well-established.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Daily discrete phonics lessons - 'review' and 'apply'</li> <li>• Reading independently</li> <li>• Guided writing sessions</li> </ul> <p>Children who are unable to make a phonetically plausible attempt at writing using taught graphemes are not yet secure at phase 3.</p>
4 ( Up to 6 weeks)	ccvc, cvcc, ccvcc, ccc, cc	<p>Children are secure at phase 4 when they can:</p> <ul style="list-style-type: none"> <li>• Give the sound when shown any Phase 2 and 3 graphemes.</li> <li>• Find from a display the phase 2 and 3 graphemes when given the sound.</li> <li>• Blend and read words containing adjacent consonants</li> <li>• Segment and spell words containing adjacent consonants.</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Daily discrete phonics lessons - 'review' and 'recap'</li> <li>• Reading independently</li> <li>• Guided writing sessions</li> </ul> <p>Children who are <b>unable</b> to segment to spell words containing adjacent consonants at the beginning and end of words are not yet secure at Phase 4.</p>
5 (throughout the year)	ai, ph, oa, oe, ie, i_e, o_e, a_e, ea, e_e, ir, ue, ew, u_e, aw, au, oy, ou, wh, ure	<p>Children are secure at Phase 5 when they can:</p> <ul style="list-style-type: none"> <li>• Give the sound when shown any grapheme that has been taught</li> <li>• Write the common graphemes for any given sound</li> <li>• Use phonic skills and knowledge as the prime approach to reading and spelling unfamiliar words including those that are not completely decodable</li> <li>• read and spell phonetically decodable two-syllable and three syllable words.</li> </ul> <p>Some spelling may be inaccurate at this stage, but children's knowledge of graphemes, along with</p>

		their ability to segment, should allow them to make a good attempt at writing most of the words they wish to use.
6 (throughout the year)	Refer to the spelling materials used at St Mary's.	