

Phonics at Buckingham Park



Phonics

We use 'Lesley Clarke Letters and Sounds'

Phonics teaching starts in Reception

It follows a specific sequence that allows our children to build on their previous phonics knowledge.

As a result, our children are able to tackle any unfamiliar words that they might discover.



Handy Vocabulary

Phoneme (sound)

Grapheme (letter)

Digraph

Trigraph

Decode (reading)

Blend



Handy Vocabulary

Tricky words

Mnemonics



Lesley Clarke Phonics

Phase 2: Autumn Term: First Half & Just Into Second Half				
Week	GPCs	Tricky Words: Reading	Tricky Words: Spelling	Other Content (shows when introduced for 1 st time)
1	s, a, t, p			oral blending and segmenting hearing the first sound of a word
2	i, n, m, d			blending VC and CVC words
3	g, o, c, k,	HF word: and		segmenting VC and CVC words demonstrating reading captions
4	ck, e, u, r	to, the		reading captions (supported) demonstrating spelling captions
5	h, b, f, ff, l, ll	no, go	model: to, the	
6	ss	I		reading plurals ending in 's', polysyllabic words & words we don't say as we sound
7	REVISION			demonstrating writing of polysyllabic words



Lesley Clarke Phonics

Phase 3+: End of Autumn Term and all Spring Term additions/changes to 2007 LaS ('ure' removed)				
Week	GPCs	Tricky Words: Reading	Tricky Words: Spelling	Other Content (shows when introduced for 1 st time)
1	j, v, w, x		the	letter names
2	y, z, zz, qu	he, we	to	
3a				capital letters
3	sh, ch, th, ng	she, me, be		
4	ai, ee, igh, oa	was	no, go	blending & segmenting CVs
5	oo, oo, ar, or	my		
6	ur, ow, oi, ear	you		
7	air, er	they		
8		her		spelling words ending k/ck, s/ss, f/ff/, l/l
9		all		blending & segmenting words ending in 's' reading words ending 's and es.
10		are		reading words we don't say as we sound
REVISION: Insert 2-3 single weeks of revision where needed. Possibly 1 after week 3a & 1 after week 4/5.				



Our Approach

- Daily lessons
- Phonics Interventions
- Guided Group Sessions
- Games (silly soup, phoneme hopscotch, treasure hunts, mark making)
- Phonics opportunities in Reception learning environment



Daily Lesley Clarke Phonics Lessons

- Revisit & Review
 - Teach
 - Practise
 - Apply
-
- Phases 2-4



Phonics Assessment

- Completed at the end of each half term
- Sound Mat updated in Reading Records

sh		ch		th		ng	
ai		ee		igh		oa	
oo		ar		or		ur	
ow		oi		ear		air	
er							



Literacy EYFS Learning Goals (end of year)

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Literacy EYFS Learning Goals (end of year)

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



Literacy EYFS Learning Goals (end of year)

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



Reading

- School Book 'Phonics Phase'
- Set Words
- Library books
- Other books



Reading skills

- Phonics
- Tricky words
- Reading a range of texts
- Retelling, comprehension (literal and inferential), discussion and explanation



Reading and Writing for enjoyment!

- Library visits
- Reading with your child
- Bedtime stories
- The text environment
- Mark making at home (i.e. shopping lists, writing with chalk outside and writing sentences)



Reading List for Reception

Title	Author
Dear Zoo	Rod Campbell
Green Eggs and Ham	Dr Seuss
Where the Wild Things Are	Maurice Sendak
Elmer	David McKee
The Tiger Who Came to Tea	Judith Kerr
I Want My Potty!	Tony Ross
The Bad Tempered Ladybird	Eric Carle
The Gruffalo's Child	Julia Donaldson
I Will Not Ever Never Eat a Tomato	Lauren Child
I Want My Hat Back	Jon Klassen
Ten Little Fingers and Ten Little Toes	Mem Fox
The Day the Crayons Quit	Drew Daywalt
The Lion Inside	Rachel Bright
Aliens Love Underpants!	Claire Freedman
Burglar Bill	Allan Ahlberg

Title	Author
Oi Frog!	Kes Gray
Zog	Julia Donaldson
Tiddler	Julia Donaldson
Guess How Much I Love You	Sam McBratney
What the Ladybird Heard	Julia Donaldson
Bears Don't Eat Egg Sandwiches	Julie Fulton & Rachel Suzanne
Pumpkin Soup	Helen Cooper
The Jolly Postman	Allan Ahlberg
Brown Bear, Brown Bear, What Do You See?	Eric Carle
Dig Dig Digging	Margaret Mayo
Whose Habitat is That?	Lucile Piketty
Where's Spot?	Eric Hill
Lost and Found	Oliver Jeffers
Whatever Next!	Jill Murphy
The Snail and the Whale	Julia Donaldson



Next Steps...

- Website Resources
- Lesley Carkes Phonics-> Parents->Phonics Activities to Use with Your Child at Home
- Weekly Emails
- Questions...

