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 (ch, sh, th)

Trigraph (ear, igh, air)

Decode (reading)

Blend

Segment (spelling)

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 1st 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

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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 1st 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/ll
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

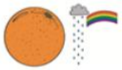
Daily Lesley Clarke Phonics Lessons

- 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

Year 1

Lesley Clarke Phonics

Phase 5:				
Week	**GPCs**	**Tricky Words: Reading**	**Tricky Words: Spelling**	**Other Content**
Phase 5a: Autumn Term: First Half				
1	ie, ue (/oo/ & y/oo/), oe	oh, their	said, so	
2	i-e, o-e, e-e, a-e, u-e	called, asked	like, have	
3	ay, ou, ea, aw	people, looked	were, there	
4	ir, ew (/oo/ & y/oo/), oy, au	Mr, Mrs	some, come	
5	ey, wh, ph	revision	revision	words we don't say as we sound
If there is a week before half term, use this for revision.				

Daily Lesley Clarke Phonics Lessons

- Revisit & Review
- Teach
- Practise
- Apply

- Phases 4 and 5

Phonics Assessment

- Completed at the end of each half term

Phonics Screening Check
What is it?

- All Year 1 children in the country will be taking a statutory phonics screening check in the same week
- The check is also taken by Year 2 children who have not meet the expected standard
- The check is very similar to tasks the children already complete during their phonics lessons
- The focus of the check is to provide evidence of children's decoding skills, not to test their vocabulary

What will the children do?

- The check consists of 20 words and 20 non-words
- The children will be asked to ‘sound out’ a word and blend the sounds together e.g. d-o-g dog
- Non words are words that children are required to decode; they cannot read them by using their memory or existing vocabulary. These are indicated by an alien picture – the children often call them alien words
- The check contains sounds from Phase 2 to Phase 5
- The words increase in difficulty as the check progresses

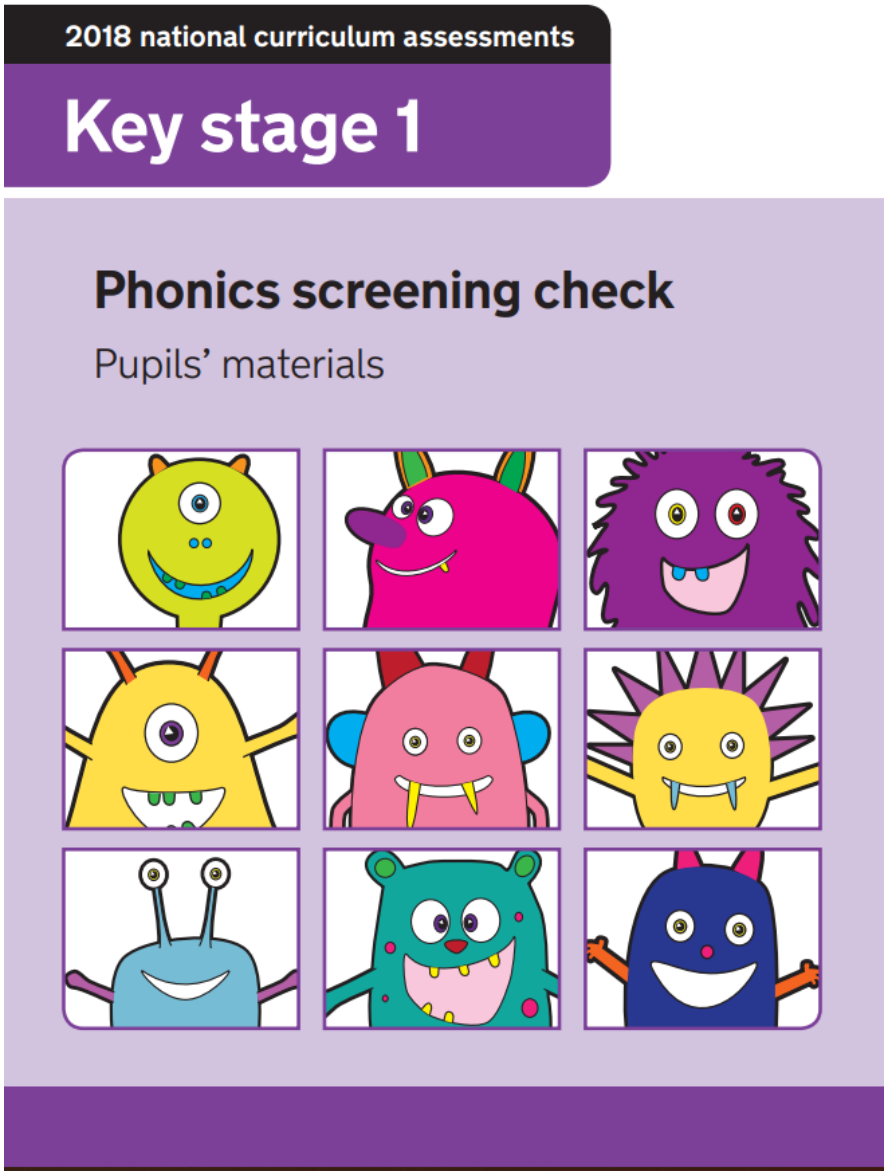
How will it be administered?

- The checks will be carried out by Mrs Humphrey in a quiet area.
- The children will not realise they are being formally assessed. We do not use the word ‘test’
- The check will take between 5-10 minutes to complete although children can have more time if needed
- Children will not be told whether they have correctly blended each word or given their final score

When will it happen?

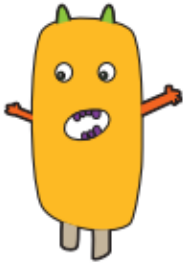
- The screening checks will take place throughout the week beginning Monday 14th June 2027
- The check has been designed so that children of all abilities will be able to take part
- Papers can be modified for children with SEN needs
- If your child is finding it difficult to concentrate during the check a rest break can be taken
- In some circumstances we may decide that your child should not take the test, this will be discussed with you

What does the check look like?



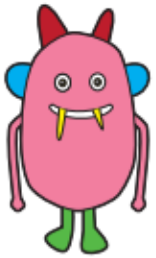
Section 1

reb

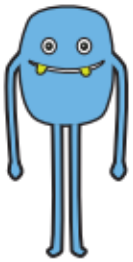


wup

jub



eps



Section 1

chop

sing

dart

shock

Section 2

var

slirt

weaf

pobe

Section 2

twice

gloom

turn

mode

What we do to prepare at school

- Sounding out and blending daily – not just in phonics
- Group phonics sessions every day
- Use resources that are like the check to familiarise children with the format
- Opportunities to practise with the class teacher
- We carry on as normal and try to make phonics enjoyable

How you can help

- Remember that phonics is not the only way to become a good reader. Continue to read with and to your child regularly
- Encourage your child to ‘sound out’ unfamiliar words blending them from left to right rather than looking at pictures to guess
- Remind children to use their fingers as sound buttons or to draw them underneath a word
- Correct errors by repeating the word correctly
- Play phonics games on your computer, laptop or tablet at home to revise the sounds

Reading

- School Book ‘Phonics Phase’
- Library books
- Other books

And the results…

- The children will be scored against a national standard or threshold
- We will inform you of whether your child falls below or within this standard (school report). We will not give you their score
- If your child's score falls below the national standard, they will retake the Phonics Screening Check when they are in Year 2
- All children continue to do phonics in Year 2
- We will put into place any additional support that is needed

twinkl.co.uk

Useful websites

- https://www.readwithphonics.com/
- https://www.phonicsplay.co.uk/
- http://www.familylearning.org.uk/phonics_games.html
- http://www.ictgames.co.uk/

Next Steps…

- Lesley Clarke Phonics-> Parents->Phonics Activities to Use with Your Child at Home
- Questions…