

Beaufort School Programme of Learning

Phonics



At Beaufort School, we use the DfE validated systematic synthetic phonics programme, 'Bug Club Phonics' from Pearson (Activelearn) to deliver phonics across the school. We also use decodable phonics books from Bug Club, which is our reading scheme.

Intent:

We use a personalised, systemic approach to the teaching of phonics to enable the development of reading and spelling skills. Research has proven that high quality, systemic phonics teaching is the best way to teach children to read. We deliver individualised opportunities for our children to experience pre reading and writing activities through a multi-sensory approach in a fun and engaging way. This is designed to develop children's confidence and skills to equip them with the knowledge to enable a love of reading alongside reading print in the environment to support their independence in a range of situations.

Our curriculum is designed to provide children with an individualised approach to learning phonics. The Sequence of Learning offers children the opportunity to progress and communicate their responses in their individual way - speech, symbols, Communication Book, Aided Language Displays or Augmentative Alternative Communication aids.

Implementation:

The phonic scheme followed at Beaufort School is Bug Club.



High quality Bug Club sessions will:

- Engage children in a range of activities and experiences to develop their speaking, listening and phonological awareness
- Provide multi-sensory activities to enhance learning
- Enable children to explore a variety of decodable fiction and non-fiction books
- Provide a range of interactive videos, pictures and games
- Support children with reading, writing and spelling skills

Impact:

Through the teaching of systematic phonics and an inclusive Programme of Learning our aim is for children to progress to the very best of their ability. Our curriculum will provide children with experiences, knowledge and skills to support their development of reading, writing and spelling. The bespoke curriculum has been designed so that children will be able to make progress through personalised, smaller targets which are adaptable to individual needs.

The development of reading skills will have a positive impact upon children's ability to communicate through the reading of symbols to facilitate PECS, use of communication books and Alternative Augmentative Communications aids (AAC).

Beaufort Pre-phonics and Early Reading Guidance

The Early Years Foundation Stage Framework states;

"It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together."

The National Curriculum states;

"Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects."

At Beaufort School, our learners on the early reading pathway need to acquire a range of pre-phonics skills in readiness for learning phonics and reading. The cornerstone of these is engagement as their attention and concentration can be limited.

The first step in the process of developing phonological awareness is to improve children's general sound awareness and listening skills.

Pre-phonics reading sessions should be structured to include activities to develop skills in the following areas;

- Sound discrimination: Environmental/ Instrumental/Body Percussion
- Sense of Rhythm, Rhyme and Song
Children become attuned to rhythm through simple musical activities. Physical activities including marching or clapping to a beat, moving to action rhymes and singing or chanting along to simple songs or nursery rhymes. When children listen to nursery rhymes or other poetry they learn to recognise both individual sounds and sound patterns. Once they are able to clap to a beat they can begin to develop their awareness of the parts of words by clapping out syllables. As they listen to rhymes in songs and picture books stories they will become familiar with pairs of words such as hill/bill or take/lake which are similar in sound, but which have different meanings because of a slight sound difference.
- Alliteration:
Spotting words (names of objects) which start with the same sound.
- Voice sounds:
Exploring and playing with the sounds their voices can make.
- Oral blending and segmenting:
Adult modelling of segmenting and blending when exploring objects and words.
- Visual Discrimination Skills:
Visual Discrimination is important because if a child is unable to distinguish the letter "b" from the letter "p," he will incorrectly read the word "bat" as "pat." Similarly, to the trained eye, it seems easy to identify letters like "h, n, r," but to a child learning to read and write, these letters all may look 'about the same.' These skills need to be taught and practiced.
- Engagement and attention:
Presenting stories, rhymes and sounds in imaginative engaging ways
- Developing a love of reading:
Reading to children is the best way of encouraging them to love books and reading. By reading to children aloud we develop their attention and increase their vocabulary.

By the end of Phase 1:

General sound discrimination - Environmental sounds - Aspect 1

Intent:

- To develop children's listening skills and awareness of sounds in the environment
- Begin to develop word knowledge through identification of sounds
- Begin to develop recollection of the difference between sounds
- To communicate about sounds they have heard

Implementation:

- I can identify my ears
- I can demonstrate listening skills
- I can listen and show a response to the sounds I hear
- I can respond when I hear my name
- I can intentionally make sounds
- I can listen and identify a range of sounds
- I am aware that sounds can be different
- I can demonstrate preferences of sounds
- I can activate a switch/touchscreen to listen to a preferred sound
- I can ask for more of a sound I like
- I can say to stop a sound I dislike

General sound discrimination - Instrumental Sounds - Aspect 2

Intent:

- To experience and develop awareness of sounds made with instruments and noise makers
- To listen to and appreciate the difference between sounds made with instruments
- To use a wide vocabulary to talk about the sounds instruments make

Implementation:

- I can experiment and play with a range of instruments
- I can select a preferred instrument from a choice of 2
- I can listen and locate the sound of a hidden instrument
- I can listen and copy an adult making loud sounds
- I can listen and copy an adult making quiet sounds
- I can follow a visual/verbal prompt to make a loud/quiet sound
- I can create a sound which represents a specific movement
- I can listen for the sound and copy the movement made by an adult
- I can listen and then match the instrument sound
- I can listen and copy a short rhythm of sound made by an adult
- I can listen and identify instrument sounds that I like
- I can listen and identify instrument sounds that I dislike
- I can use a range of words to describe sounds instruments make

General sound discrimination - Body Percussion - Aspect 3

Intent:

- To develop awareness of sounds and rhythms
- To distinguish between sounds and to remember patterns of sound
- To talk about sounds we make with our bodies and what the sounds mean

Implementation:

- I can explore a range of sounds made with my body (clap, stamp, jump etc)
- I can experiment with patterns of sound
- I can listen for the sound and copy the movement made by an adult
- I can listen and join in with action songs which involve making body sounds
- I can begin to produce repetitive sounds which are fast
- I can begin to produce repetitive sounds which are slow
- I can begin to make a pattern of two or more sounds
- I can listen and copy a short pattern of sounds
- I can listen and identify some body sounds
- I can listen and identify some types of body movements

General sound discrimination - Rhythm and Rhyme - Aspect 4

Intent:

- To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech
- To increase awareness of words that rhyme and to develop knowledge about rhyme
- To talk about words that rhyme and to produce rhyming words

Implementation:

- I experience a range of rhyming songs and books
- I can choose a rhyming song or book that I prefer
- I am able to join in with the rhyming aspect of the book or song
- I can move in time to the rhythm and rhyme
- I can listen and move in time to the beat
- I can choose my favourite rhyme from two or more choices
- I can join in with rhyming activities
- I can listen to a word and select the matching object
- I can listen and recognise words that rhyme
- I can listen to words and begin to clap out the syllables
- I can match rhyming pictures/symbols
- I can fill in the gap to complete a rhyming sentence
- I can identify the odd object out that doesn't rhyme

Alliteration - Aspect 5

Intent:

- To develop understanding of alliteration
- To listen to sounds at the beginning of words and hear the difference between them
- To explore how sounds are articulated, and to extend understanding of alliteration.

Implementation:

- I can listen to initial letter sounds
- I can listen and identify something beginning with a specific initial letter sound
- I can say a range of words beginning with the same initial letter sound
- I can group objects by the same initial letter sound
- I am beginning to say a range of initial letter sounds
- I can make an alliteration with 2 words with the same initial sound
- I can copy mouth/facial movements to help articulate sounds
- I can isolate the initial phoneme of a word (n is for nose)

Voice sounds - Aspect 6

Intent:

- To distinguish between the differences in vocal sounds, including oral blending and segmenting
- To explore speech sounds
- To talk about the different sounds that we can make with our voices

Implementation:

- I can explore and copy a range of different mouth movements
- I can make a range of different sounds during mouth movements
- I can recognise my own and others voices
- I can listen to a range of words being sounded out (d-o-g)
- I can sound out a short word (c-a-t)
- I can link a sound to a character or object in a story
- I can make a short sound
- I can make a long sound

Oral blending and segmenting - Aspect 7

Intent:

- To develop oral blending and segmenting
- To listen to phonemes within words and to remember them in the order in which they occur
- To talk about different phonemes that make up words

Implementation:

- I can listen to an adult blending short words
- I can listen and clap along to each letter sound in a short word
- I can begin to speak in sound talk (c-a-t)
- I can blend a short word (c-a-t cat)
- I can clap along to the phonemes in a word (d-u-ck duck)
- I can begin to speak in phonemes (d-u-ck)

Suggested Activities – Phase 1

Engagement and Attention	Sound Discrimination - environmental	Sound Discrimination - instrumental	Sound Discrimination – body percussion
<ul style="list-style-type: none"> • Share range of story sacks • Share range of message stories • Share range of sensory stories • Share short animated stories • Share story songs • Storytime with an adult 1:1 • Attention Autism – present stories and sounds through stages • Create simple books/stories based on the pupils’ specific interests • Role play and dress up 	<ul style="list-style-type: none"> • Listening walks • Matching sounds to objects • Drum beaters – explore sounds made • Guess the sound in the box • Animal sound matching • Animal sound imitation • Choose favourite sounds • Sound enriched stories 	<ul style="list-style-type: none"> • Which instrument is it? • Add instruments to familiar songs • Adjust the volume • Match movements to sounds e.g. elephant stomps (drum), fairy wand (chime), etc. • Match sound/pattern • Tell a story with instruments • Hidden instruments and play • Match instrument sounds to animals 	<ul style="list-style-type: none"> • Action songs • Matching actions to musical patterns e.g. clap, clap, wave • Follow the sound round the circle • Sound words that describe e.g. fast, slow, loud, quiet, long, short, etc. • Pied Piper music leader • Explore clapping syllables
Oral Segmenting and Blending	Sense of Rhythm, Rhyme and Song	Alliteration	Voice Sounds
<ul style="list-style-type: none"> • Model segmenting words when giving instructions or asking questions e.g. Get your c-oa-t, coat. Can you touch your f-ee-t? • Clapping sounds in Set 1 wordtime 1:1 (at, mat, mad, dad, sad, sat) • Fred-talk familiar cvc objects. Can the pupils select the right object for the word? • I spy – present a group of objects (cvc). Segment the name of an object. Can the children blend the sounds to find the object? 	<ul style="list-style-type: none"> • Share rhyming books in daily story-time • Singing rhymes and songs e.g. Seesaw Majorie Daw, Grand old Duke of York, Here we go round the Mulberry bush, etc. • Rhyming bag of objects • Rhyming pairs • Finish the rhyme • Songs and rhyme e.g. Hickory, dickory, dock (dock, clock, tock) • Odd one out – spot the word that does not rhyme • I saw a word that rhymes with... 	<ul style="list-style-type: none"> • I spy someone who’s name begins with... • Word play in the classroom e.g. David’s dangerous dinosaur, Millie’s marvellous mouse, Bobbie’s blue ball, etc. • Digging for treasure – alliterative objects e.g. cup, cow, car... • Our sound box. Sing the song and find what’s in the box e.g. snake, sausage, socks, ... • Name play. E.g. Ben has a big, bouncy ball 	<ul style="list-style-type: none"> • Mouth movements – explore movements of the mouth when blowing, sucking, tongue stretching, tongue wiggling, etc. Practise movements to music. • Voice play e.g. hiss like a snake, moo like a cow, everyone shhh, train chchch, clock ticktock, etc. • Make trumpets and experiment with making different sounds through it. • Fred-talk mystery word. Match to correct picture.

<ul style="list-style-type: none"> Talking sounds – Can the children start to Fred-talk the sounds in a known word? 		<ul style="list-style-type: none"> Mirror play – sound making in the mirror. Look at the shape of their mouths, feel vibrations on lips/throat, etc. 	<ul style="list-style-type: none"> Chain game – pass a sound around the circle Target story sounds – give child sound to make in story e.g. chch for train/ press sound buttons in book. Guess who’s voice. Record children. Can they recognise themselves? Animal noises – encourage children to make sounds to match their animal.
Visual Discrimination	Developing a love of Reading		Develop a love of Rhymes
<ul style="list-style-type: none"> Identify common animals Identify colour Look at nature and explore the size, shape and colour of plants, trees, insects, etc. Matching shapes and objects Sort objects and toys Match signs I spy (finding hidden objects in collection or picture) Scavenger hunts Recognizing different types of chair Match the same letters or numbers Match initial letter sound graphemes to labelled pictures e.g. rabbit – clip peg to ‘r’ Identify or name colours Copy patterns of shapes/letter/numbers Recognising a picture, letter, shape when not all of it can be seen 	<ul style="list-style-type: none"> Traditional tales Fairy tales Dear Zoo Five Minutes Peace Lost and Found Peace at last The Gruffalo Stickman The Very Hungry Caterpillar Gorilla We’re going on a bear hunt Meg and Mog Avocado Baby Each peach pear plum Mr Grumpy’s Outing Not Now Bernard Owl Babies Where’s Spot? Postman Bear 		<ul style="list-style-type: none"> Five Little Ducks Five Speckled Frogs Hickory Dickory Dock Seesaw Majorie Daw Humpty Dumpty I’m a little teapot Incy Wincey Spider Muffin Man Jack and Jill Little Boo Peep One, two, three, four, five Pat-a-cake Polly put the kettle on Old MacDonald Row, row, row your boat Rain, rain go away Round and round the garden The wheels on the bus Twinkle, twinkle, little star

<ul style="list-style-type: none"> • Sequence bricks/blocks/shapes in patterns - copy • Create 2 pattern rows – change one item. Can the children find what is different? Can they fix it? • Sequence picture e.g. to build a snowman • Find the pictures which are the same even when orientated differently 	<ul style="list-style-type: none"> • That's not my... • There was an old lady who swallowed a fly • Etc. 	<ul style="list-style-type: none"> • Wind the bobbin up • Singing Hands rhymes and song • Etc.
---	---	---

Review and revisit Phase 1 regularly to ensure maintenance of skills and knowledge already learnt

PHASE 2:

Set 1:	s	a	t	p	
Set 2:	i	n	m	d	
Set 3:	g	o	c	k	
Set 4:	ck	e	u	r	
Set 5:	h	b	f,ff	l, ll	ss
Tricky/High frequency words	the	to	i	no	Go
Decodable words	a, an, as, at, and, back, big, but, can, dad, had, get, got, him, his, if, in, is, it, mum, not, on, of, off, up				

By the end of Phase 2: Blend and segment letters and read VC and CVC words

Intent:

- To learn to say a discrete phoneme, recognise and write the letter that represents that phoneme - Teaching a letter
- To say as quickly as possible, the correct sound when a letter is displayed - Reading
- To find the correct letter in response to a sound being spoken - Recall
- To blend phonemes into words to become familiar with the blending process when they start to read words made from letter sounds - oral blending
- To give children experience of breaking up words orally so they can use their knowledge of letter sounds to spell words

Implementation:

- I can listen to the set sounds
- I can join in with phonics action songs
- I can say the sound when shown a phase 2 letter
- I can find the phase 2 letter when I hear the sound
- I can match an item to a phase 2 letter
- I can match an item to a phase 2 sound
- I can begin to speak in phonemes (d-u-ck)
- I can blend and segment a VC word (a-t at)
- I can blend and segment a CVC word (eg c-a-t cat)
- I can start to blend and segment in order to read and spell
- I am recognising & reading tricky words

PHASE 3:

Set 6:	j	v	w	x	
Set 7:	y	z	zz	qu	
4 consonant digraphs	ch	sh	th	ng	
Introduce long vowel phoneme	ai, ee, igh, oa, oo (as in boot and look), ar, or, ur, ow (as in cow), oi, ear, air, er, ure.				
Tricky/high frequency words	Read - he, she, we, me, be, was, was, my, you, her, they, all, are. Spell - the, to, i, no, go. Begin to write each letter correctly				
Decodable words	down, for, look, now, see, that, them, this, then, too, will, with				

By the end of Phase 3: Will know letter names and be able to read and spell some tricky words

Intent:

- To learn to say a discrete phoneme, recognise and write the letter that represents that phoneme - Teaching a letter
- To say as quickly as possible, the correct sound when a letter is displayed - Reading
- To find the correct letter in response to a sound being spoken - Recall
- To orally blend and segment CVC words
- To segment words and make a phonemically plausible attempt at spelling out CVC words
- To recognise digraphs
- To expand my reading of tricky words
- To begin to spell tricky words
- To write letters correctly when following a model

Implementation:

- I can listen to the set sounds
- I can join in with phonics action songs
- I can say the sound when shown a phase 3 letter
- I can find the phase 3 letter when I hear the sound
- I can match an item to a phase 3 letter
- I can match an item to a phase 3 sound
- I can recognise digraphs - read and sound
- I can blend and segment a CVC word using phase 2 & 3 letters
- I can start to blend and segment in order to read and spell
- I can trace letters
- I can copy letters
- I can write letters

PHASE 4:

Consolidates graphemes and phonemes introduced from phase 2&3
Blending and segmenting adjacent consonants <i>CCVC, CVCC, CCVCC</i>
Tricky/high frequency words read - some, one, said, come, do, so, were, when, have, there, out, like, little, what Spell - he, she, we, me, be, was, my, you, her, they, all, are Write - each letter correctly
Decodable words - went, children, it's, just, from, help

By the end of Phase 4: Broadened knowledge of phonemes and graphemes

Intent:

- To recognise any phase 2 or phase 3 graphemes and sounds
- To say digraphs sound when shown
- To introduce *CVCC* words deriving from a *CVC* word
- To introduce *CCVC* words deriving from a *CVC* word
- To introduce *CCVCC* words deriving from a *CVC* word
- To motivate children to read to gain valuable reading practice
- To introduce captions containing tricky words

- To read and spell some tricky words
- To form and write letters correctly

Implementation:

- I can confidently recall phase 2 & 3 graphemes when shown
- I can confidently find any phase 2&3 grapheme when given the sound
- I can blend and read words containing adjacent consonants (eg grab, bend or print)
- I can segment and spell words containing adjacent consonants
- I can start to blend and segment in order to read and spell
- I can read new tricky words
- I can spell decodable words
- I can trace letters
- I can copy letters
- I can write letters

Phase 5:

Consolidates reading and spelling words containing adjacent consonants and polysyllabic words from Phase 4
Introduction of further graphemes, phonemes and tricky words to develop reading and spelling further
New graphemes - ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey. a-e, e-e, i-e, o-e, u-e.
Introduce alternative pronunciations - a, e, i, o, u, ow, ie, ea, er, ou, y, ch, c, g, ey.
Introduce alternative phoneme spelling - ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, oo, sh, zh.
Tricky/high frequency words in this order 1. Read - Oh, their, people, Mr, Mrs, looked, called, asked, would, should, could. 1. Spell - said, so, have, like, some, come, were, there. 2. Read - water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. 2. Spell - little, one, do, when, what, out. 3. Spell - oh, their, people, Mr, Mrs, looked, called, asked.
Decodable words - don't, day, old, made, I'm, came, by, make, time, here, saw, house, very, about, your.

By the end of Phase 5: Most common grapheme-phoneme correspondence will be known

Intent:

- To maintain knowledge of skills learnt in previous phases
- To learn new graphemes
- To read and spell new tricky words
- To segment and blend using grapheme/phoneme correspondence
- To read and write a sentence containing tricky words
- To read and write a sentence containing the new graphemes learnt

Implementation:

- I can confidently recall phase 2, 3 & 5 graphemes
- I can confidently find any phase 2, 3 & 5 grapheme when given the sound
- I can learn new graphemes
- I can learn new phonemes
- I can read new tricky words
- I can spell decodable words
- I can read short sentences
- I can write short sentences

Phase 6:

Securing the fluency of reading and accurate spelling

By the end of Phase 6: Children will be fluent readers and accurate spellers

Intent:

- To learn the past tense
- To apply phonic skills and knowledge to recognise and spell and increasing number of complex words
- To reinforce understanding and application of -ed suffix for the past tense
- To investigate how adding suffixes and prefixes changes words
- To break down longer words to help with spelling
- To apply strategies to enable them to become independent spellers

Implementation:

- I can use the words today and yesterday to reinforce meaning
- I can retell present tense dialogue in past tense
- I can demonstrate confidence segmenting words into phonemes
- I can categorise words according to their spelling pattern
- I can recognise a prefix
- I can add a prefix to a base word
- I can recognise a suffix
- I can add a suffix to a base word
- I know what a syllable is
- I can use syllables to help me spell long words
- I can find a strategy to memorise high frequency words

