

## St Greg's Funky Phonics 2019 - 20



**The teaching of phonics is based on a structured approach devised by our English Team.** In Nursery the focus is on developing speaking and listening skills and oral blending and segmenting (**Phase 1**). As the children progress, develop and grow in confidence they will start to follow **St Greg's Funky Phonics**.

**Funky Phonics** is based on a multi-sensory approach to learning, with the emphasis on encouraging the **link between reading and writing**.

**At St Gregory we have planned daily phonics sessions in Nursery, Reception, Year 1 and for children with SEN.** These sessions ensure that the teaching of phonics encourages talking and listening to sounds through stories, rhymes and practical experiences, **reading and writing phonemes (sounds), words and eventually sentences**.

A typical **Funky Phonics** session involves **revisiting and reviewing** the previous sounds taught (**emphasising reading and writing it through multi-sensory activities**), teaching and learning new sounds (**reading and writing**), blending sounds for reading, including nonsense words, segmenting words for spelling (saying the sounds in words) and the teaching of the common exception words.

There are opportunities to apply what the children have learnt through a range of different reading and writing activities. These include: shared writing, guided writing, word games, role play, spelling games, songs, word hunts, shared reading, and learning poems and rhymes.

The children are assessed at the start of each half term and their progress is continually monitored.

### **Learning to read at school**

In Nursery and Reception we focus on listening to stories, retelling them, acting them out and learning them off by heart. We teach the children songs and rhymes, building up to a focus on **phonics**.

The children are taught that the letter 's' makes a sss sound as in sun, that we say 'a' for apple and 't' as in tap. The children then start to read simple words by blending the sounds together to make a word, e.g. s-a-t, sat.

The sounds are not taught in alphabetical order, they are taught in the order best suited to begin blending sounds for reading.

## **Phase 1 Funky Phonics**

### **Aspect 1 - General sound discrimination - environmental**

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities can include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

### **Aspect 2 - General sound discrimination - instrumental sounds**

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

### **Aspect 3 - General sound discrimination - body percussion**

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

### **Aspect 4 - Rhythm and rhyme**

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

### **Aspect 5 - Alliteration**

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

### Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

### Aspect 7 - Oral blending and segmenting

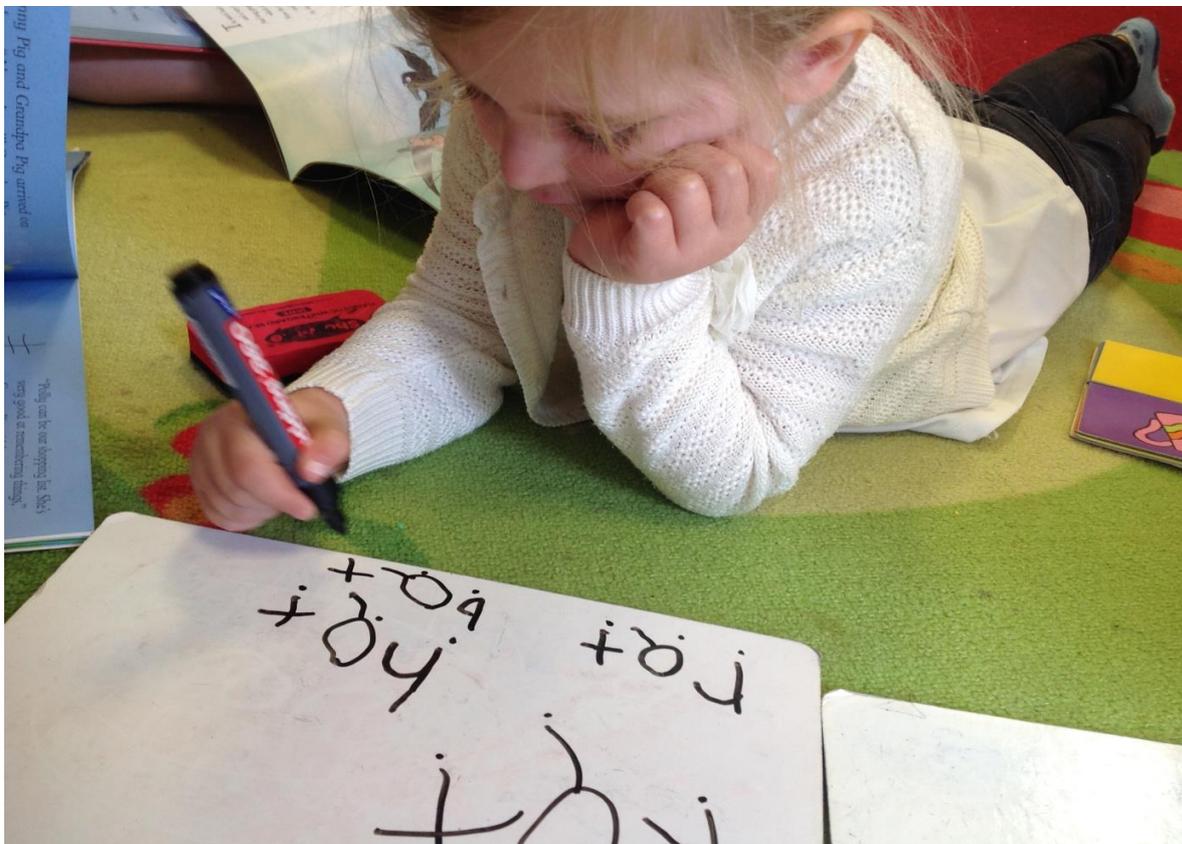
In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.



### Phase 2, 3, 4 and 5 Funky Phonics

<p><b>Key Elements of teaching phonics at St Gregory CEVC School.</b></p> <p><b>Funky Phonics</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Planned daily phonics sessions (Linked to reading and writing)</b></li> <li><input type="checkbox"/> Spelling and handwriting are linked</li> <li><input type="checkbox"/> Reception will learn a sound each day.</li> <li><input type="checkbox"/> Y1 will focus on a sound a day but the work will be highly differentiated.</li> </ul>
<p>The phonics session</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Learn the letter sound</b></li> <li><input type="checkbox"/> <b>Learn the letter formation</b></li> <li><input type="checkbox"/> Blend sounds (reading)</li> <li><input type="checkbox"/> Segment words (Identifying sounds in words- writing)</li> </ul> <p>Teach common exception words</p>
<p>Daily Reading (Good readers make good writers!)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The children will learn rhymes and poems (Topic linked/cross curricular)</li> <li><input type="checkbox"/> There will be opportunities to listen to stories, share books, retell stories through <b>Talk for Writing (T4W)</b>, and visit the library.</li> </ul>
<p>Teaching Phonics and Assessment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The children will be assessed at the start of each half term using the <b>St Gregory assessment sheets in</b> September, November, January, April and June</li> <li><input type="checkbox"/> Children who are not making progress will be discussed with the English Leader at the start of each half term.</li> </ul>



## An example of a Funky Phonics lesson

Structure of Session	Ideas
<p>1. <b>Revisit</b> and <b>Review</b> the previous sounds</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Go through the flash cards – use the jolly phonics actions</b></li> <li><input type="checkbox"/> Listen to the jolly phonics song on you tube or watch Geraldine Giraffe</li> <li><input type="checkbox"/> Dictate the sounds taught and the children write them down</li> </ul>
<p>2. Teach the <b>new</b> sound – including differentiation (How many different ways can you spell this sound?)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Teach the phoneme with the action. E.g. s... snake action.</b></li> <li><input type="checkbox"/> Teacher says words using this sound (link to topic) Remember to be creative and encourage the development of rich language. E.g. sizzling sausages, sparkling, shimmering sea.</li> <li><input type="checkbox"/> <b>Model writing the sound (See letter formation ditty's) S ...slither down the snake.</b></li> <li><input type="checkbox"/> Children use their magic finger to trace in the air /on backs etc.</li> <li><input type="checkbox"/> <b>Children have opportunities to write the sound.</b> Use white boards focusing on the correct letter formation. Give a time limit - 2 minutes</li> <li><input type="checkbox"/> Read a story, sing a song or learn a rhyme linked to the sound</li> </ul>
<p>3. <b>Blend words</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Select words vc/cvc using the sound (5). Say the words orally...My turn...your turn. E.g. s...a...t - sat</b></li> <li><input type="checkbox"/> Include 'nonsense words'</li> </ul>
<p>4. <b>Segment words</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Say the word then the sounds... sat – s...a...t</b></li> <li><input type="checkbox"/> Have a go at writing the word</li> <li><input type="checkbox"/> Teacher models the word on the board.</li> </ul>
<p>5. <b>Apply</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher models a sentence.</li> <li><input type="checkbox"/> Make a physical sentence using word cards. Encourage talking about punctuation.</li> </ul>

<p><b>6. Opportunities for application</b></p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Words on Lego, bricks for building, on coins...link it to your topic – pirate treasure, bricks for the pigs house etc.</li><li><input type="checkbox"/> Word games – Kim’s game using words, musical chairs</li><li><input type="checkbox"/> Writing table – sounds and words displayed</li><li><input type="checkbox"/> Chalks, paintbrushes, writer’s tool boxes</li><li><input type="checkbox"/> Sound table – stories, objects and labels to match the sound</li><li><input type="checkbox"/> Hunting for words</li><li><input type="checkbox"/> Passwords on the classroom door</li><li><input type="checkbox"/> What’s in the box?</li></ul>
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**St Greg’s Spelling Stars**

**Daily spelling games to be incorporated in the phonics session where appropriate.**

**Look at the word as well as spell it!**

- Robot it – stand up with robot arms and segment the words
- Which one is right? Wos, woz, was – show me on your whiteboard
- Picture it – sing it/chant it
- Rhyme it – words that rhyme with moon, seed, ship etc.
- Speed write it – 2 minutes to write ‘they’
- Finish it – leave letters out bec--se
- What’s the rule?
- Count down – select 2 vowels and 5 consonants
- Explain ...’whent’ ask the children...where is the muddle?
- Riddles – I’m thinking of a word with 3 sounds. It purrs.
- Hangman – link to your topic if possible

### **Handwriting**

- Teach the correct pencil grip
- The teacher must model neat handwriting
- Writing begins in the nursery...segmenting words b-i-g
- Write on blank paper then 1 red line, 2 lines, and 4 lines

### **Spelling**

- Refer to the St Greg’s Spelling Stars 2019 -20 for Y1-Y6**
- 3 x 15 minute sessions each week focusing on a spelling rule
- Teach the transferrable spellings e.g. was, once, who, they

- Teach the words to prepare the children to write. Which words do we need to talk about? 'Sneaked'
- Refer to spellings in work during feedback sessions

**Phase 2 - Cream**

We teach the sounds in this order. It starts at Phase 2.

s	a	t	p	i
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n	m	d	g	o
c	k	ck	e	u
r	h	b	f	ff
l	ll	ss		

Phase 3 – Blue

j	v	w	x	y
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z	zz	qu	ch	sh
th	<b>th</b>	ng	nk	ai
ee	igh	oa	oo	<b>oo</b>
ar	or	ur	ow	oi
ear	air	ure	er	ea
are	ore	tch	ire	

Phase 4 – Assessment only

st	nd	mp	nt	nk
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ft	sk	lt	lp	lf
lk	pt	xt	tr	dr
gr	cr	br	fr	bl
fl	gl	pl	cl	sl
sp	st	tw	sm	pr
sc	sk	sn	nc h	scr
shr	thr	str		

ay	ou	ie	oy	
ir	ue	aw	wh	ph
ew	oe	au	ey	a-e
e-e	i-e	o-e	u-e	

**Reception key word list for reading and spelling**

I	up	look	we	like
and	on	at	for	he
is	said	go	you	are
this	going	they	away	play
a	am	cat	to	come
day	the	dog	big	my
mum	no	dad	all	get
in	went	was	of	me
she	see	it	yes	can

**The words in red are the common exception words. These words cannot be blended together to read or segmented to spell. You have to know these words.**

## Year 1 common exception words for reading and spelling

the	is	no	one	a
his	go	once	do	has
so	ask	to	I	by
friend	today	you	my	school
of	your	here	put	said
they	there	push	says	be
where	pull	are	he	love
full	were	me	come	house
was	she	some	our	

## Y2 common exception words for reading and spelling

after	again	any	bath	beautiful
because	behind	both	break	busy
child	children	Christmas	class	climb
clothes	could	cold	door	even
every	everybody	eye	fast	father
find	floor	gold	grass	great
half	hold	hour	improve	kind
last	many	mind	money	most
move	Mr	Mrs	old	only
parents	pass	past	path	people
plant	poor	pretty	prove	should
steak	sugar	sure	told	water
whole	who	wild	would	

**Phase 2 Reading Assessment.**

sat	sap	pat
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tip	pim	pit
man	dad	map
did	duck	meck
nap	cag	pig
ket	sock	ten
nud	mug	cup
tuck	rug	rot
ab	back	ob
bag	khin	bus
bat	bucket	rabbit
puff	cuff	fat
leg	bell	doll

less	boss	liss
fip	hab	ulb
pon	gub	dack

Phase 3 – Reading assessment

jam	jacket	van
visit	chee	windo w
wax	web	wicked
mix	gax	tax
exit	yell	buzz
quiz	zigzag	quick
liquid	chop	chin

such	chicke n	hish
shock	cash	them
then	thick	bath
song	king	long
bank	think	bunk
waibe r	wait	feel
high	jigh	coat
soap	foal	zoo
boot	moon	koob
wood	card	park

sort	fowd	burn
turnip	owl	down
coin	join	fear
kear	fair	hair
manur e	sair	ladder
rocker	cheep	tooth
torch	short	doit
church	shark	yurk
dack	chob	nurt
queet	plap	melp
heent	chart	soil

froin	heent	yair
keam		

Phase 4 – Reading Assessment

help	plood	grint
band	lamp	nest
lift	theest	soft
milk	dreet	tenth
bench	paint	roast
childre n	twin	fowsprin g
glass	smell	brown
pronk	smart	speck

shampo o	gift box	twist
blink	crunch	climb
knit	glorpi d	lamb
braft	thrant	sprop
strow		

Phase 5 – Reading assessment

sound	about	proke
trife	fried	pie
lafe	sea	meat
skirt	blue	value
drime	libe	mobe

gabe	wheel	dolphin
phese	blew	ploe
came	egen	quade
time	shine	blone
hoke	note	slode
rude	crube	trufe
slude	prute	fline