



## **Pensans Phonics Strategy**

At Pensans School we use systematic, synthetic phonics teaching as the key to reading and writing. Our rigorous phonics programme follows the Read Write Inc scheme which is taught daily from Nursery to Year 2, continuing into Year 3 as needed by individual cohorts and/or pupils.

### **Reading**

The children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts see below
- learn to read words using Fred talk and sound blending
- read from a range of storybooks matched to their phonic knowledge work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

### **Writing**

The children:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred fingers
- learn to build sentences by practising sentences out loud before they write

### **Talking**

The children:

- work in pairs so that they: answer every question
- practise every activity with their partner
- take turns in talking and reading to each other develop ambitious vocabulary

## Speed Sounds Set 1

We use pure sounds so that your child will be able to blend the sounds into words more easily. At school we use a puppet called Fred who can do this beautifully! When we say words in sounds we call it Fed Talk. E.g. d-o-g, c-a-t, m-a-n, sh-o-p, c-l-a-p.







Please do not use letter names at this early stage.

**Set 1 Sounds are taught in the following order:**

m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k

This means that children can quickly (after the first 5 sounds) start applying their sound knowledge to word- level work (reading and spelling).

The following Set 1 Sounds are all '**stretchy**' sounds and should be elongated when introduced. Try to avoid saying h (the schwa) after

	<p><b>m</b> – mmmmmountain (keep lips pressed together hard) <b>s</b> – sssssnake (keep teeth together and hiss – unvoiced) <b>n</b> – nnnnnnet (keep tongue behind teeth) <b>f</b> – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced) <b>l</b> – lllllleg (keep pointed curled tongue behind teeth). <b>r</b> – rrrrrrobot (say rrr as if you are growling) <b>v</b> – vvvvvvulture (keep teeth on bottom lip and force air out gently) <b>z</b> – zzzzzzig zzzzzag (keep teeth together and make a buzzing sound) <b>th</b> – thhhhank you (stick out tongue and breathe out sharply) <b>sh</b> – shhhh (make a shhh noise as though you are telling somebody to be quiet!) <b>ng</b> – thinnnnngg on a strinnnngg (curl your tongue at the back of your throat) <b>nk</b> – I think I stink (make a piggy oink noise without the oi! nk nk nk)</p>	
		
		

These next sounds are '*bouncy*' sounds. Make the sound as short as possible, avoiding 'uh' at the end of the sound:



- t – (tick tongue behind the teeth – unvoiced)
- p – (make distinctive p with lips – unvoiced)
- k – (make sharp click at back of throat)
- c – (as /k/, make a sharp click at back of throat)
- h – (say h as you breathe sharply out – unvoiced)
- ch – (make a short sneezing sound)
- x – (say a sharp c and add s – unvoiced)



You will find it harder to avoid saying 'uh' at the end of these sounds, so keep the sound as short as possible.



- d – (tap tongue behind the teeth).
- g – (make soft sound in throat).
- b – (make a short, strong b with lips).
- j – (push lips forward).
- y – (keep edges of tongue against teeth).
- w – (keep lips tightly pursed).
- qu – (keep lips pursed as you say cw – unvoiced)



The short vowels should be kept short and sharp:



- a: a-a-a (open mouth wide as if to take a bite of an apple).
- e: e-e-e (release mouth slightly from a position).
- i: i-i-i (make a sharp sound at the back of the throat – smile).
- o: o-o-o (push out lips; make the mouth into o shape).
- u: u-u-u (make a sound in the throat).



Children will also use pictures for each sound to help recognise the sound and then form the shape of the letter. Please see our letter formation sheet for more information.



## Set 2

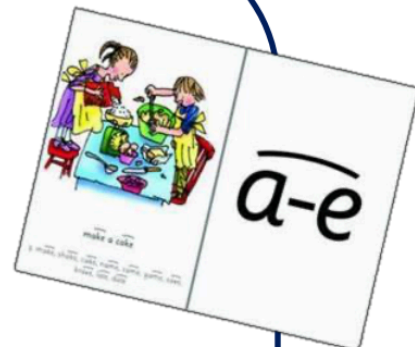
Set 2 refers to the long vowel sounds. They are '**stretchy**' sounds.



ay – may I play  
ee – what can you see  
igh – fly high  
ow – blow the snow  
oo – poo at the zoo  
oo – look at a book  
ar – start the car  
or – shut the door  
air – that's not fair  
ir – whirl and twirl  
ou – shout it out  
oy – toy for a boy

## Set 3

Set 3 mostly refers to the alternative spellings of vowel sounds. There are also some additional sounds within Set 3.



ea – cup of tea  
oi – spoil the boy  
a-e – make a cake  
i-e – nice smile  
o-e – phone home  
u-e – huge brute  
aw – yawn at dawn  
are – care and share  
ur – nurse with a purse  
er – better letter  
ow – brown cow  
ai – snail in the rain  
oa – goat in a boat  
ew – chew the stew  
ire – fire fire  
ear – what can you hear  
ure – sure it's pure  
tion – attention it's a celebration  
tious/cious – scrumptious delicious

## Pensans Phonics Strategy



Half termly summative assessment of GPC, blending and segmenting identifies the needs of whole classes as well as individual pupils, allowing for effective, targeted and personalised intervention to be put into place. Within intervention, regular formative assessment is used to move pupils' learning forward at a pace appropriate to their needs. All children take part in their class's daily phonics sessions with intervention being delivered in addition to whole class learning.

We use a range of resources which match the GPC progression of our approach to engage and support children, including interactive websites such as Phonics Play, Spelling Play, Teach Your Monster to Read and Nessler. Staff across the school receive regular training to ensure that they are familiar with current best practice in phonics teaching and learning.

We follow the Read Write Inc reading scheme to ensure reading links carefully to our phonics teaching sequence. Pupils practise their skills with fully decodable books which are matched to their current GPC knowledge and which reinforce phonics as the primary strategy for working out new words. Children read and re-read these books in order to develop fluency and comprehension with familiar texts. For our older pupils who are still working within Read Write Inc, we use Read Write Inc Anthologies and Bug Club books which offer reading age based texts with topics more suited to their interests. Pupils also have plenty of opportunities to explore a wide range of self-chosen books which develop comprehension as well as their enjoyment of reading.

In summary, highly trained staff deliver progressive systematic synthetic phonics teaching, underpinned by regular assessment to identify and meet pupils' individual needs. Pupils practise their skills using a range of engaging resources and through reading and re-reading carefully matched, fully decodable texts, whilst also having opportunities to develop comprehension and love of reading through wide access to self-chosen books.