

# Phonics the RAB way

We use Phonics the RAB Way which is our own systematic synthetics programme, we follow this with **fidelity** and believe it provides an effective systematic phonics progression. Our teaching of phonics is focussed on **empowering** children as young readers and writers and thus phonics teaching and learning should be a highly **positive** and **successful** process for all. To achieve this, we ensure lessons are **engaging, purposeful** and **interactive**.

## Organisation

Phonic sessions are whole class sessions, differentiated to ensure all children are effectively supported and challenged to develop their reading and writing skills. All children are exposed to the age-related content as identified by the National Curriculum (in the revisit and review and teach section of the session). This is followed by differentiated opportunities for children to practice and apply learning at an appropriate level, based upon effective assessment.

## Style/content

Phonics sessions are engaging, interactive and multisensory, with children being 'active' participants in the learning for the majority of the session. This is achieved through use of active engagement strategies, carefully chosen games, and strategic use of resources to ensure children are busy reading (blending) and writing (segmenting) following clear adult models. Wherever appropriate, additional language is removed from adult modelling to reduce the cognitive load and focus on phonics. Whenever appropriate a context is provided for reading and writing in phonics sessions.

## Assessment

Children are assessed half-termly using the school's phonic assessment. The assessment includes knowledge (grapheme and tricky word recognition) and skills (blending/segmenting, encoding/decoding). The assessment information is used to inform whole class teaching and interventions. Teachers in EYFS and Year 1 will use a phonic phase tracker to track children's individual progress. A baseline assessment will be performed at the beginning of the year then end of Autumn, end of Spring and Summer assessment.

## Intervention

Phonics interventions begin as soon as gaps in children's learning are identified.

Phonics interventions are tightly focussed on overcoming particular barriers to learning e.g.

- Oral blending
- Oral segmenting
- Grapheme recognition

**Resources** *Introduced January 2023 into EYFS and Year 1. Used for intervention purposes in Year 2.*

- Phase 3 flashcards with image and a rhyme
- Phase 5 flashcards with image and a rhyme
- Phase 2 and 4 cards without images – **Display**

- Each classroom has a phonics display which includes:
  - *Grapheme cards – without images*
  - *Tricky words*
  - *New phase 3 and phase 5 flashcards added as taught*

## Daily 20 minute lessons

All children in Early Years and Key Stage One have a daily 20-minute phonics lesson. Each lesson follows the four-part teaching sequence:

- Revisit/Review
- Teach
- Practice
- Apply

One day a week will focus on the teaching of new tricky words and will include a written application of the week's learning.

Year 1 also do a second short phonics session in the afternoon which will either be a revision session of phonemes children are finding more challenging or will focussed on the same sound introduced in the morning.

In the Spring Term (or Autumn 2 depending on the need) Year 2 make the move from a whole class phonics lesson to a spelling focus. Spelling lessons are at least three times per week focussing on spelling rules as per the National Curriculum Guidance. Spelling Shed is used as a supplementary resource. The teaching techniques remain the same as those used for phonics.

The children who have not passed phonic screening in Year 1 continue to have a three phonic lessons a week led by one of the year 2 teachers (during spelling sessions). Class teachers also run intervention groups for 'cuspy' children during assembly times x2/x3 per week alongside precision teaching, frequent reading and attending the spelling sessions.

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## Revisit and Review

Each lesson follows the same pattern of review:

- Oral blending
- Recognition of graphemes
- Visual blending of phonically decodable words
- Reading of tricky words

At the beginning of the session, be clear about why we do phonics. "We do phonics to help us learn to read and write".

"We blend our sounds together to make a word. Blending helps us with our reading skills" (whilst doing a stirring motion)

## Oral Blending:

The method and complexity of the delivery will change as the children progress through the school.

1) Between 3 and 5 words

My turn - Adult to orally say sounds e.g. c-a-t and the full word word e.g. cat

Together (Our turn) – Adult and children together say sounds and full word e.g c-a-t cat

Your turn – Children say sounds and full word e.g. c-a-t cat

2) Between 3 and 5 words

Adult to orally say sounds e.g. c-a-t

Children to then orally say the sounds and blend. e.g. c-a-t cat

3) Between 3 and 5 words

Adult to orally say sounds c-a-t

Children to blend and say the whole word e.g. cat (if the children do not respond accurately the teacher will then repeat the process, using the sounds and word)

The words being orally blended should be beyond the complexity of words children are visually blending and should develop over time e.g. during phase 2 children can be orally blending words from future phases e.g. coat, lunch, farmer.

No fingers are used for oral blending.

## Recognising graphemes:

Graphemes selected based on assessment

Up to ten graphemes shown to children on flashcards

Increase the speed of presentation so the children learn to respond quickly

Adult to correct any incorrect enunciation and address any errors

## Visual blending of phonically decodable words

5 words selected based on assessment and presented on flashcards

Adult to point to sound buttons and children sound talk b-oa-t

Adult to swipe finger under the word and children blend e.g. boat

Initially the adult will need to model – my turn, our turn, your turn – but this should be removed as appropriate to encourage the children to blend independently.

## Reading of tricky words

Tricky words selected based on assessment

Three or four tricky words shown to children on flashcards

Children to read by sight

Adult to correct any error

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## Teach

A new phoneme (or grapheme) or one/two tricky words are taught.

The teaching needs to be **memorable** - this will often mean providing a context for the learning.

## Teaching a new phoneme

### HEAR it, SAY it

Adult says the sound. (my turn). Our turn may also be used if needed.

Children repeat the sound. (your turn)

Ensure sufficient repetition for young learners to practice articulating the phoneme.

Adult to say words (and show objects) with the phoneme/grapheme.

Children repeat words.

### SEE it, HEAR it

Adult shows the grapheme and the flashcard and says the sound.

Children say the sound and look at the grapheme.

At Phase 3 and beyond, teachers will then discuss which graphemes have been combined to make the new phoneme e.g. o & u to make ou (using letter names not phonemes)

### Spot it!

Mix new grapheme with previously taught graphemes and show the children a card at a time.

Though graphemes may be shown on the screen, the flashcards MUST be used at this point.

Children to say phonemes and wave when they see the new grapheme.

**HANDWRITE** (only when teaching initial letter sounds)

Adult says the sound

Adult to model saying the letter formation rhyme as they trace the letter (mnemonic)

Adult to model on whiteboard.

Our turn may be used if needed.

Children repeat formation rhyme and write the letter in the air/ floor/on backs.

## Teach visual blending (early phase 2)

Once children can orally blend they are ready to learn to visually blend letters in order to decode words.

Children have to be explicitly taught this skill.

### Assisted blending

Adult models blending with sound cards or magnetic letters.

e.g. for the word 'cat' the adult models pointing to each grapheme and sound talks the word c-a-t.

Children to repeat (MTYT)

Adult sweeps their finger under the word and say 'cat' in an exaggerated manner.

Children to repeat

Progress onto the adult moving the sound cards/ magnetic letters silently (no sound talk) on the board.

The adult points and sweeps their finger under the words as the children say the sounds and read the word. If the children can do this they are ready for independent blending.

## Teach visual blending (phase 2+) containing the new phoneme/ grapheme:

1. Adult to press sound buttons and sound talk the word.  
Children to then sound talk and blend the word as they sweep their finger under the word.  
Repeat for 3 or 4 words.
2. Adult to press sound buttons  
Children say the sounds aloud and blend the word as the adult sweeps their finger under the word.  
Repeat for 3 or 4 words.
3. Adult to press the sound buttons.  
Children say the sounds in their head and say the word aloud as the adult sweeps their finger under the word.  
Repeat for 3 or 4 words.

### Teach reading a polysyllabic word

Display the word e.g. carpark

Adult to cover the second syllable, sound talk the first syllable and blend it e.g. c-ar car

Adult to cover the first syllable, sound talk and blend the second syllable p-ar-k park

Adult to say both syllables- carpark

Repeat and ask the children to join in.

This may progress to the teacher simply pressing the sound buttons and the children articulating the phonemes and the word.

### Teach reading a sentence with words containing the new grapheme in

An example might be: for 'ar' - *Bad Bot was going to the park. He set off in the car. But he had not map and he went too far.*

There is an expectation that the children read a sentence or short paragraph every day.

### Teach segmenting of words containing the new phoneme/ grapheme:

Before segmenting: "We start with the word, we break it up into the sounds. Segmenting helps us with our writing skills." (whilst doing the segmenting action – double fist to opening fingers)

#### Oral segmenting:

The method and complexity of the delivery will change as the children progress through the school.

Adult to say a word and **hold a fist**

Adult to hold up a phonic finger for each sound ensuring the 'sounds' read from left to right from the child's view. Children to repeat. E.g. cat c-a-t . **Do not repeat** the whole word at the end.

#### Segmenting:

1) For simple phase 2 or phase 3 words:

Adult to say a word and **hold a fist** e.g. *fish*

Adult to hold up a phonic finger for each sound ensuring the 'sounds' read from left to right from the child's view. E.g. *f-i-sh*

Model writing each grapheme on a whiteboard.

Children to repeat

**Do not repeat** the whole word at the end.

2) For more complex phase 3 and phase 5 words:

Adult to say a word and **hold a fist** e.g. *spray*

Adult and children to put their fist behind their back, adult to ask the children to count how many 'sounds' they can hear e.g. 4

Bring hand back out and hold up a phonic finger for each sound ensuring the 'sounds' read from left to right from the child's view. E.g. s-p-r-ay

**Do not repeat** the whole word at the end.

### **Segmenting a polysyllabic word**

Adult to say the word and clap the syllables. E.g. desktop – two claps

Children to copy (MTYT)

Adult to clap the first word again and tell the children the first syllable is desk and the second is top.

Ask the children to orally segment desk and the adult to write them.

Repeat for the second syllable.

Read the completed word

Children to repeat

### **Teaching the reading of a tricky word**

Explain tricky words cannot be blended using the phonics we know so we just have to learn them – they have a 'tricky bit'.

Show the word / write it on the board.

Sound talk the word and repeat putting sound buttons and lines under each phoneme and blending them to read the word. (MTYT)

Highlight and discuss the 'tricky bit' (the bit of the word where the letters do not correspond to the sounds the children know.)

Read the word a couple more times

### **Teaching the spelling of a tricky word**

Children should be able to read the word before they learn to spell it.

Write the word to be learned on the board and check everyone can read it.

Say a sentence using the word.

Adult to sound talk the using 'phonic fingers'.

Highlight and discuss the 'tricky bit' (the bit of the word where the letters do not correspond to the sounds the children know.) Discuss the letters required for each phoneme using letter names.

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## **Practise**

Children practise their phonics at word level- reading or spelling

Activities (often games) allow all children to actively participate and can be differentiated to provide challenge for all.

### **Games which support reading:**

- **Word and Picture Match** - Each child has a piece of paper divided into quarters with words in each section. An adult reveals a picture and the child has to read the words to see which one matches. Children needing more challenge can have four sentences (instead of words) which represent the pictures shown.
- **SUHUPU (stand-up, hand-up, pair-up)** - each child has a word and when they pair up the children read each other's words. Adapt the game to Quiz, Quiz, trade – played exactly the same but children swap word cards before moving on to a new partner
- **Roll and Read** games (play in pairs) A variety of roll and games are available which support the children in practising blending, reading tricky words and recognising graphemes. Children can cover the words/ graphemes read with counters or cross out with pen. Adding the challenge of achieving three/four in a row can be motivating for some children. These can also be made using sentences instead of words to add further challenge.
- **Track Games**- A variety of track games are available which support the children in practising blending, reading tricky words and recognising graphemes.
- **Bingo** - A variety of bingo games are available which support the children in practising blending, reading tricky words and hearing and recognising graphemes
- **Sorting** - Words, such as the names of farm and zoo animals (e.g. zebra, camel, hen, chimpanzee, panda, cow, yak, sheep, goat, duck)
- **Lily Pad Game** – Words are placed on each of the bugs on the bug rug and the children have to read the word before jumping onto it.

### **Games which support spelling:**

Adults to model and support segmenting prior to children doing independently e.g. if playing a game, having identified which word needs spelling, adult and children to orally segment (MTYT) and adult to model writing before children have a go. This to pre-empt errors and stop children practising incorrect spellings.

- **Kim's Game:** A selection of objects (or words) on show. The adult removes one of the objects/ words and the children write the missing word.
- **Pocket Dice** - Put pictures in the pockets. Roll the die and the children have to write the word for the picture rolled.
- **SUHUPU (stand-up, hand-up, pair-up)** - each child has a word and when they pair up the children orally spell each other's words. Adapt the game to Quiz, Quiz, trade – played exactly the same but

children swap word cards before moving on to a new partner. Children could also have whiteboards to write down the spelling

- **Roll It, Spell It Game** - Using one of the roll and spell game sheet: roll the dice and depending on the grapheme rolled, segment and spell one of the words which contains the grapheme.

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## Apply

Children apply their phonics at sentence level – reading or writing.

### Reading

Children read more than a sentence where possible. Short paragraphs may be used from Year 1 onwards, which support the children to practise reading the focus graphemes for that week. In EYFS children may read as a class, a book with the focus sound over several sessions throughout the week.

Activities could also include reading letters/notes linked to the session context, matching sentences to pictures, reading YES/NO questions, Change it!

#### Model reading a sentence:

Display a sentence(s). Sound talk (if necessary) and read the first word e.g. It

After reading the second word, say both words e.g. It is

Continue with the next word e.g. It is fun

Continue to the end of the sentence.

Application to reading is then further developed through the children reading books, which emphasise the focus phonemes/graphemes that have been taught that week.

In EYFS, this may be a game, which gives the children the opportunity to apply the new sounds/graphemes taught.

### Writing

Children write either single words or a sentence(s) on lined whiteboards.

The sentence(s) will often link back to the context introduced in the 'teach' section.

Teachers may differentiate the sentences to ensure challenge for all e.g. *The frog jumps.*

*The frog jumps in the pond. The frog jumps in the pond and swims off.*

Application to writing is further developed in English writing lesson

#### Hold a sentence:

Adult to orally say a sentence. Children to repeat. Say the sentences in lots of different voices etc. (MTYT) so the sentence is internalised and can be recalled accurately.



Adult to model writing the sentence, talking out loud about spelling, finger spaces, punctuation etc. Adult to involve the children by asking them to repeat the sentence and identify the next word to write and by asking them say the letters needed to spell some of the words. Adult to model rereading of sentence for sense.

Adult to cover sentence and children to have a turn at writing the sentence.

Allow children to self /peer mark the sentence by revisiting the adult written sentence.

### **Dictated sentence**

This should be used less often than 'Hold a sentence' as there is less scaffold to secure success and accuracy but gives a useful assessment opportunity.

Adult dictates a sentence, sharing a few words at a time, for children to write down.

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## **EARLY YEARS**

Although phonic lessons follow the four-part structure, in the very initial stages of the children's phonics learning (approximately weeks 1-3) the content of the different lesson parts varies slightly from the one adhered to once blending has begun to be established. At this early stage many children need to secure oral blending as well as grapheme recognition and formation in preparation for reading and spelling words.

The following structure is typical during early phonics sessions:

### **Review and Revisit:**

Phase 1 games and activities

Oral blending

Recall of graphemes taught

Quick write of graphemes taught

### **Teaching**

New grapheme – hear, say, see, write

### **Teach and Practise**

Oral blending- leading to assisted blending

Oral segmenting

### **Application**

Application at is word level: assisted blending/ independent blending & segmenting

## Order in which phonemes are introduced

### Phase 1

Seven Aspects:

Three strands in each 1) tuning in to sounds 2) listening and remembering sounds 3) talking about sounds

Oral segmenting and blending introduced in Aspect 7 Continues through all Phases

### Phase 2

19 grapheme-phoneme correspondences

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: e u r

Set 5: h b f, ff l, ll ss

### Phase 3

25 more grapheme-phoneme correspondences

Set 6: j v w x

Set 7: y z, zz qu

Phase 3 two and three letter graphemes:

ch, sh th ng ck ai ee igh oa oo(long) oo(short) ar or ur ow oi ear air ure er

Phase 3	
<b>j</b>	jam
<b>v</b>	volcano
<b>w</b>	worm
<b>x</b>	x (marks the spot)
<b>y</b>	yoyo
<b>z</b>	zebra
<b>zz</b>	2 zebras
<b>qu</b>	quack quack
<b>ch</b>	the chap can chop
<b>sh</b>	shut the shop
<b>th</b>	thin and thick
<b>ng</b>	sing a song
<b>ai</b>	train on a rail
<b>ee</b>	sheep on a jeep
<b>igh</b>	the light at night
<b>oa</b>	toad on the road
<b>oo</b>	zoom to the moon
<b>oo</b>	hook a book
<b>ar</b>	park the car
<b>or</b>	short fork
<b>ur</b>	the burn hurts
<b>ow</b>	frown at the clown
<b>oi</b>	coin in the soil
<b>ear</b>	hear with an ear
<b>air</b>	pair on a chair (socks)

<b>ure</b>	sure it's pure (witch/potion)
<b>er</b>	flowers and herbs

**Phase 4**

No new graphemes

Consolidation of above to read and spell words containing adjacent consonants and to read and spell polysyllabic words-segmenting to spell, blending to read

**Phase 5**

New graphemes, alternative pronunciations for those already known and alternative spellings for phonemes

**New graphemes:**

wh (when) ph (photo) ay (day) a-e (make) ea (east) ey (key) e-e (these) ie (tie) i-e (like) ow (crow) o-e (home) ew (new) ue (blue) u-e (rule)aw (saw) au (launch) ir (girl) ear (earth) ou (out) oy (boy)

Phase 5 phonemes/graphemes will be taught/revised more than once, adapting to the needs of the children. New pronunciations for known graphemes will usually be taught in Spring 2 and Summer 2. During consolidation weeks, or when phonic assessments are taking place, children may not be taught any new phonemes/graphemes or alternative pronunciations/spellings. The phonic sessions will focus on reviewing a range of taught sounds especially those that the children have found more challenging.

**New pronunciations for known graphemes:**

c (cat, cent) g (got, giant) ch (chin, school, chef) y (by, crumbly, crystal)  
a (after, angel, want) e (be) i (fin, find), ea (eat, bread) ie (tie, field)  
er (farmer, her) ou (out, shoulder, could, you) ey (grey) o (hot, cold), u (but, put)

Alternative spellings for phonemes will be taught in Autumn 1 in year 2 as well as the revision of phase 5 for spelling.

**Alternative spellings for phonemes:**

Alternative spellings of single consonant sounds: k d f g h j l m n r s t v w z  
Alternative spellings of short vowel sounds: e i o u oo  
Alternative spellings of long vowel sounds: ai ee igh, oa, oi, ow, oo, y-oo  
Alternative spellings of r-controlled vowel sounds: air ar ear or ur  
Alternative spellings of consonant digraph sounds: ch sh zh

<b>Phase 5</b>	
<b>ay</b>	play in the day
<b>ou</b>	proud cloud
<b>ie</b>	I cried for pie
<b>ea</b>	dream team
<b>oy</b>	the boy and his toy
<b>ir</b>	the girl did a twirl
<b>ue</b>	blue sue
<b>aw</b>	draw the straw
<b>wh</b>	whirling wheel

<b>ph</b>	ph is for phonics
<b>ew</b>	the new crew
<b>oe</b>	Joe hit his toe
<b>au</b>	launch the astronaut
<b>ey</b>	Donkey has a key
<b>a-e</b>	she ate the cake
<b>e-e</b>	is it odd or even?
<b>i-e</b>	the white kite
<b>o-e</b>	home alone
<b>u-e</b>	cube in a tube

### **Training**

At RAB, new teachers have an initial introduction to the teaching of phonics at RAB as part of the induction process. For those new to teaching time will be given in their first term, as part of their ECT training, to observe other colleagues in school, teaching phonics the RAB Way as well as opportunities for team teaching with experts.

Current staff will have training annually and any subsequent training or updates will be part of staff meetings (every half term /as and when required).

Similarly, new support staff will have initial training as part of their induction followed by annual training during their dedicated support staff training meetings. These will be done as and when required, particularly when changes are made or new pupil needs identified.

Staff who return to work from, for example, maternity leave will have either initial or update training as part of their return to work. This could also include, observing other colleagues teaching a phonics session.

Year 1 Phonics Phase ?			Date :		
Revisit and Review	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Oral Blending					
Recognition of graphemes (no more than 10)					
Visual blending words with familiar graphemes					
Tricky words 2 words quick Extend by writing?					
<b>Teach</b>	<b>Teach</b>	<b>Teach</b>	<b>Teach</b>	<b>Teach</b>	<b>Teach</b>
Make it memorable					
New grapheme or tricky word					
Play Spot it! Graphemes or words					
Visual blending 3 words per slide					
Segmenting (T give word) about 3					
<b>Practise</b>	<b>Practise Writing</b>	<b>Practise reading</b>	<b>Practise writing</b>	<b>Practise Reading</b>	<b>Practise - AFL</b>
Words to practise					
Activity					
<b>Apply</b>	<b>Apply (read)</b>	<b>Apply (write)</b>	<b>Apply (reading)</b>	<b>Apply (writing)</b>	<b>Apply</b>
Read or write a sentence (s)					
<b>Independent activity</b>	<b>Independent activity</b>	<b>Independent activity</b>	<b>Independent activity</b>	<b>Independent activity</b>	<b>Independent activity</b>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>