



Alexandra Park Junior School

Phonics at Alex Park

It is great to see lots of children made progress since the last assessments and a handful have now completed the programme. Please thank your staff for their passion and enthusiasm during the practice sessions and their openness for coaching, especially all the questions- I love questions! (R.W.I trainer)



I hope I can still go to phonics I love it!
(Year 5 pupil)



Phonics lessons are really fun.
(Year 3 pupil)



Phonics Intent

Phonics

Due to some children arriving at Alexandra Park Junior School having not passed the phonics screening in Year 1 or 2, and the increasing numbers of International New Arrivals, it may be appropriate to deliver phonic support sessions every day for those children. Where necessary we deliver a personalised phonics programme using resources from the Ruth Miskin phonics scheme. Children are assessed every half term and will continue the scheme until they can access age appropriate texts.













All children who did not pass the phonics screening in year 1 or year 2 will be assessed using the Ruth Miskin phonics scheme and placed into groups of children with similar gaps in their learning.

20 children from the 2023-2024 cohort were assessed as needing to access the phonics programme in our school.



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Progression through the phonics groups.


Group	In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A	 Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 16 single-letter sounds speedily
Set 1 Sounds Group B	 Read 25 Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 25 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C	 Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM	 Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books	 Review Set 1 sounds speedily (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 Sounds speedily including ll, ff, ss, and ck Read words with Special Friends; words with double consonants and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green	 Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 and 5 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple	 Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words.	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink	 Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words.	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange	 Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow	 Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue	 Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey	 Read unfamiliar multi-syllabic words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Read all Set 3 sounds in nonsense words Read multi-syllabic words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Phonics Intent Retrieval

In order to ensure inclusion for all children in reading lessons phonics retrieval is included at the start of each lesson.

Speed Sounds Set 1															
m	a	s	d	t	i	n	p	g	a	c	k	u	b	f	e
l	h	sh	r	j	v	y	w	th	z	ch	q	x	ng	nk	
Speed Sounds Set 2															
ey	ee	igh	ow	oo	oo	or	or	air	ir	ou	oy				
Speed Sounds Set 3															
ee	ea	ay	oi	oy	o-e	igh	i-e	ow	o-e	oo	u-e	or	ow	air	
ore	ir	ur	er	ou	ow	oi	oa	ew	ire	ear	ure	tion	ciou	tiou	

too	zoo	food
pool	moon	spoon



oo at the zoo

z. too. zoo. mood. fool. pool. stool.
moon. spoon

oo



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Phonics Implementation

Implementation.

Targeted children will have a 20 minute intervention of phonics at least 4 times a week delivered at 2.45pm daily. These sessions will be delivered by a variety of teaching assistants across the age groups who will receive a personalised CPD programme on the Ruth Miskin portal to support their teaching. Children will be grouped homogenously across year groups to ensure they receive interventions targeted at their level and delivered by the most appropriate adult to support them.

Sequence of teaching



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Ruth Miskin
Training



Teaching Set 2 and Set 3 Speed Sounds – weekly plan

Monday, Tuesday and Wednesday: Teach three new sounds using the steps in the blueprint lesson plans.

Thursday and Friday: Review these three focus sounds in a Speed Sounds review lesson.

Speed Sounds review lesson

1. Review the sounds
2. Read the words
3. Review the words
4. Reading assessment
5. Spell with Fred Fingers

1. Review the sounds

- Review the three focus sounds taught on Monday, Tuesday and Wednesday, along with previously taught sounds.
- If children are not confident with any of the three sounds, re-teach the full Speed Sounds lesson using the blueprint lesson plan.

2. Read the words

- Ask children to read the hardest Green word card for each of the three focus sounds. Challenge children to read these words without dots and dashes.
- Challenge children to read longer words containing each of the three focus sounds.

Read all words using the routine 'Special Friends, Fred Talk, read the word'.

3. Review the words

- Ask children to read six other Green word cards, including those containing the three focus sounds (*show*) plus previously taught Green word cards.

4. Reading assessment

- Ask children to read a nonsense word containing each of the three sounds.

5. Spell with Fred Fingers

- Spell four to six words read in the session.

Please note, we only ask children to spell longer words once they can spell Set 3 sounds in single-syllable words.



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Phonics Impact

Impact.

During every assessment week these groups of children will be reassessed and regrouped according to their progress. If children no longer need phonic interventions they will advance to the inference training group to support their comprehension skills. Children will receive interventions delivered by the most appropriate adult to support them regardless of which year group they are in.