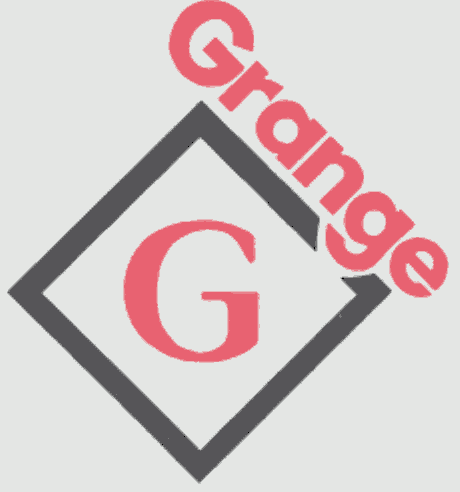
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**Phonics in Class Seven and Eleven**

Children in Classes Seven and Eleven present with significant learning needs. All children have a diagnosis of Autism or Specific Speech, Language and Communication needs. They require a multisensory approach to phonics teaching that supports non-verbal and children with limited verbal language whilst providing opportunities for overlearning. It is essential that our approach to teaching phonics and reading is accessible for all learners, regardless of their areas of need.

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| **Pre-Phonics**  **Children have lots of opportunities to develop familiarity with stories, nursery rhymes, poems and action songs.**  Children will develop shared attention, rhyme, rhythm, basic vocabulary, develop their knowledge of words, enjoy books and reading, multisensory exploration. | |
| **1:1 Activities** | |
| Sharing of a board book/early picture book | Action rhymes |
| Musical instrument exploration | Mark making: large scale, gross motor, using objects |
| Sensory messy play activities linked to stories or rhymes | Developing language through objects and experiences |
| Exposure to environmental and animal sounds | Exposure to Jolly Phonics songs and actions |

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| **Early-Phonics**  **Children are exposed to reading and writing the letter sounds.**  Children will develop shared attention, rhyme, rhythm, basic vocabulary, develop their knowledge of words, enjoy books and reading, multisensory exploration, develop awareness of letters in the environment, initial sounds | |
| **m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x** | |
| **1:1 Activities** | |
| Sharing of an early picture book | Action rhymes |
| Sensory messy play activities linked to sounds and letters | Mark making linked to sounds and letters: large scale, gross motor, using objects |
| Exposure to environmental and animal sounds | Developing language through objects and experiences |
| Exposure to ‘sound-out’ words orally | Letter and picture hunts |
| H-O-H modelling of letter formation on different scales and media | Initial sound picture sticking activity |
| Bag of highly stimulating initial letter sound objects. | Jolly Phonics songs and actions |

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| **Phonics 1**  **Children are taught to read and write the letter sounds along with oral blending.**  Children will develop sustained attention, rhyme, rhythm, basic vocabulary, develop their knowledge of words, enjoy books and reading, multisensory application, knowledge of single letter correspondence for 25 sounds. | |
| **m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x** | |
| **1:1 Activities** | |
| Sharing of an ORT/Traditional Tales wordless picture book | Multisensory letter formation on different scales and media |
| Adult modelling reading of a simple book | Oral blending linked to pictures or objects |
| Developing language through objects and experiences | Matching, finding and writing activities. |
| Bag of highly stimulating initial letter sound objects. | Initial letter activities |
| Jolly Phonics songs and actions |  |

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| **Phonics 2**  **Children are taught to blend and segment to read and write.**  Children will develop their knowledge of words, enjoy books and reading, skills of blending and segmenting, knowledge of the 25 single letter sounds. Introducing high frequency words. | |
| **m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x,** | |
| **Set 1: I, is, a, the, for, of, are, was** | |
| **1:1 Activities** | |
| Building of CVC words from a restricted choice of sounds | Writing CVC words with appropriate support |
| Whole word-reading activity | Segment, blend and manipulate phonemes in CVC words. |

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| **Phonics 3**  **Children are taught to blend and segment to read and write.**  Children will develop their knowledge of words, enjoy books and reading, skills of blending and segmenting, knowledge of the 25 single letter sounds and 11 diagraphs. Continue to introduce high frequency words. | |
| **m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x, ff,ll,ss,zz, sh, th, ch, qu, ng, nk, ck, wh** | |
| **Set 2: all, come, to, said, he, she, was, we, no, go** | |
| **1:1 Activities** | |
| Building of CVC words from a restricted choice of sounds | Writing CVC words with appropriate support |
| Whole word-reading activity | Segment, blend and manipulate phonemes in CVC words. |

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| **Phonics 4**  **Children are taught to blend and segment to read and write.**  Children will develop their knowledge of words, enjoy books and reading, skills of blending and segmenting, knowledge of the 25 single letter sounds and 12 diagraphs, progress to VCC, CVCC, CCVC, CCVCC, CVCCC and CCCVC.  Continue to introduce high frequency words. | |
| **m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x, ff,ll,ss,zz, sh, th, ch, qu, ng, nk, ck, wh** | |
| **Set 3:** | |
| **1:1 Activities** | |
| Building of a range of focus words | Writing focus words with appropriate support |
| Sight reading activity | Segment, blend and manipulate phonemes in a range of words. |

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| **Phonics 5**  **Children are taught to blend and segment to read and write including vowel diagraphs and trigraphs.**  Children will develop their knowledge of words, enjoy books and reading, consolidate skills of blending and segmenting, learn vowel diagraphs and trigraphs. A sound symbol can represent more than one sound. | |
| **m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h,r,j,v,y,w,z,x, ff,ll,ss,zz, sh, th, ch, qu, ng, nk,**  **ay, ee, igh, ow, oo, *oo*, ar, or, air, ir, ou, oy** | |
| **Set 3:** | |
| **1:1 Activities** | |
| Building of a range of words | Writing focus words with appropriate support |
| Sight reading activity | Segment, blend and manipulate phonemes in a range of words. |