

ppFast Track Phonics



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Lancashire
County
Council



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The Phonics Catch Up Programme

Through phonics, children will develop key skills to help them achieve as readers and writers. Most pupils will reach the expected level of understanding through following a systematic daily phonics programme. However, some pupils may have more difficulty in acquiring these skills and for these children a phonics catch up programme may be required.

Fast Track Phonics has been developed to support children in Year 2 who did not achieve at the expected level in the Year 1 Phonics Check. It is designed to address gaps in learning. It is not intended to take the place of the daily phonics session, but would ideally be run in addition. *It is **not** for pupils who have identified special needs and a more intensive one to one programme may be more appropriate for these children.*

Fast Track Phonics is a 14 week programme which focuses on the key skills of all good phonics programmes which are:

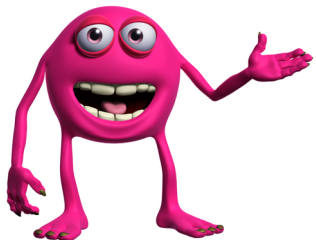
- Grapheme/phoneme correspondence.
- Blending to support reading.
- Segmenting to support spelling.
- Blending and segmenting as reversible processes.

In addition, this programme focuses on specific aspects of phonic learning that pupils who have not achieved at the expected level may have found difficult. These include pupils who:

- can decode phonemes separately but have difficulty with blending to read;
- can read CVC words but have difficulty with adjacent consonants (Phase 4);
- can read short vowel phonemes but have difficulty with long vowel phonemes;
- can read real words but have difficulty with nonsense words; and
- have difficulty with words which have more than one syllable.

Within the fourteen week programme there are three sessions planned for each week. It is also recommended that an additional guided reading session should be planned weekly, focusing on the phonic skills that have been taught that week, to support application into reading. This session can be carried out at any time during the week.

Each phonics session lasts for approximately 20 minutes and follows the sequence of Review, Teach, Practise and Apply. The sessions are designed to be as engaging and creative as possible, as children who have not achieved at the expected level already may need additional motivation and the introduction of some different games and activities.



Overview of the Programme

Stage 1 - Phase 2 and Phase 3 phonemes applied within words with adjacent consonants CVC, CVCC, CCVC, CCVCC and CCCVC

Weeks	Phonemes
1	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss
2	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss
3	j, v, w, x, y, z, zz, qu, ch, sh, th, ng
4	j, v, w, x, y, z, zz, qu, ch, sh, th, ng

Stage 2 - Phase 3 vowel phonemes applied within words with adjacent consonants CVC, CVCC, CCVC, CCVCC and CCCVC

Weeks	Phonemes
5	ai, ee, igh
6	oa, oo, ar
7	or, ow, er
8	oi, ur, air

Stage 3 - Phase 5 alternative graphemes CVC, CVCC, CCVC, CCVCC, CCCVC and CCCVCC

Weeks	Phonemes
9	ee, ea, e, e-e, y, ie, ey
10	oo, o, ue, u-e, ew, ui
11	ai, ay, a-e, eigh, ey
12	igh, ie, y, i-e, i
13	oa, o, ow, o-e, oe

Stage 4 - Two syllable words

Weeks	Phonemes
14	All possible phonemes

Each session builds on previous learning. It is recommended that to ensure the greatest impact, the full programme is completed. However, pupils with specific needs may be put onto the programme at the beginning of a different stage if teacher assessments show that they are confident with application of skills at the previous stage.



Assessments

Before the programme begins, all children who did not achieve at the required level in the Year 1 phonics check should be assessed using the provided assessment materials. The children should be shown the words on cards using a similar approach to the Year 1 phonics check.

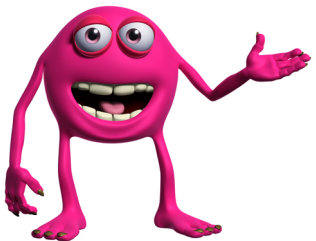
The teacher identifies which words the children can read by giving a tick and a cross next to the words which are read incorrectly. The teacher can then use this information to identify gaps in children's phonic knowledge.

This can be used alongside school information to identify which children would benefit most from starting the programme and from which stage.

At the end of the programme, children should be given the same assessment so that progress can be measured.

The pack contains:

- Assessment information.
- Daily plans for the 14 weeks.
- Resources.



Organisation of the Programme

Target Group

The target group should include pupils in Year 2 who did not achieve at the expected level in the Year 1 phonics check. There should ideally be no more than six in a group.

Length and Frequency

The programme contains three 20 minute phonics sessions each week for 14 weeks. These sessions should be in addition to the Literacy and phonics sessions that the child is already receiving. It is an **additional** intervention and does not take the place of good Quality First Teaching.

Assessment and Tracking

Pupils will be assessed at the beginning and end of the programme. This will be additional information alongside the school's own tracking system.

Adults

This programme can be delivered by teachers or teaching assistants.

Location

Ideally there will be a separate area where the children can work with the teacher separately from the rest of the class. However, it can work effectively in the classroom as a group activity. It is **not** designed for whole class teaching.



Stage 1 Week 1 (Phase 2 sounds with CVC, CVCC and CCVC)

Resources	Revisit/Review (3 minutes)	Teach (5 minutes)	Practise (7 minutes)	Apply (5 minutes)	Assess / Evaluate
<p>All Phase 2 sounds s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll and ss on flashcards.</p> <p>A series of word flashcards containing Phase 2 words (real and nonsense words).</p> <p>Mirrors.</p> <p>Box with word cards in and matching picture cards or objects which match.</p> <p>Buried Treasure boards or treasure chest and bin.</p> <p>Coins with real and nonsense words.</p>	<p>Revisit the sounds Using a puppet, revisit Phase 2 sounds with the children looking at the soundcard.</p> <p>Children to hear the sound then say the sound to the teacher and repeat to their partner. Look at the shape of their mouths (could use a mirror).</p> <p>Show sound cards and say the sound, to the teacher and partner.</p> <p>Say the sound when shown on soundcard then write it in the air, on their partners back and on their hand.</p>	<p>CVC and CVCC</p> <p>Teacher models how to blend and segment using robot arms and sound buttons using a few example words with Phase 2 sounds in e.g. sat, tas, bed, log, tek, fuss, sand, damp, tent, dint, manp, timp.</p>	<p>What's in the box? Children choose a word card from a box and use the skills of blending and segmenting by using robot arms.</p> <p>Use real and nonsense words: dog, tap, nol, feg, belt, milk, lonk, pomt, rund, etc.</p> <p>When the word has been read, the child must then find the corresponding picture or object from the box. If the word is a nonsense word they must shout what a load of nonsense!</p> <p>Teacher will ensure throughout that all words are blended from the initial sound.</p>	<p>Buried Treasure Cards made up to look like gold coins. Some with real and some with nonsense words on them. Children put real words in the treasure chest and nonsense words in the bin.</p> <p>Ensure all children have at least one coin each e.g. mend, pond, felt, jump, hand, hend, dapt, tamg, samp, rimp etc. Children sort words according to whether they are real or nonsense words.</p> <p>Look as a group at the words in the bin. Blend together and children to use the thumbs up/down technique to decide if they agree.</p>	

Stage 1 Week 1 (Phase 2 sounds with CVC, CVCC and CCVC)

Resources	Revisit/Review (3 minutes)	Teach (5 minutes)	Practise (7 minutes)	Apply (5 minutes)	Assess / Evaluate
<p>All Phase 2 sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll and ss on flashcards.</p> <p>Sand timer or countdown on interactive whiteboard timer.</p> <p>A series of word flashcards containing Phase 2 words (real and nonsense words).</p> <p>Teaching whiteboard with a four box phoneme frame drawn on small whiteboards and pens.</p>	<p>Revisit the flashcards from lesson 1.</p> <p>Quick read the words together e.g. dog, tap, nol, feg, belt, milk, lonk, pomt, rund, mend, pond, felt, jump, hand, hend, dapt, tamg, samp, rimp.</p> <p>Use a countdown timer to read the words at a fast pace.</p>	<p>CCVC</p> <p>Teacher models how to blend and segment using robot arms and sound buttons using a few example words with Phase 2 sounds in.</p> <p>Use real and nonsense words e.g. spot, clap, trip, flop, brim, slip, fret, stid, brip, prill, fliss, traff.</p>	<p>What's missing? Display a four box phoneme frame. Write one CCVC word e.g. spit with one grapheme missing. Teacher uses the puppet to say the whole word, e.g. puppet says spit correctly but when the word is shown the p is missing.</p> <p>Children have to identify the missing sound by segmenting orally and then blend the word correctly.</p> <p>Children to write down the word onto their phoneme frame including the missing sound.</p> <p>Blend together to check that the word makes sense.</p> <p>Words to use: spit, flip, clap, grab, crab, clock.</p> <p>NB Teacher to model the game with the first word.</p>	<p>Rapid Word Creator Provide the children with the first Phase 2 sounds s, a, t, p, i, and n. Ask them in a given time to create as many CCVC words from it as possible.</p> <p>When complete children to swap boards and check by reading each other's word lists.</p> <p>Extended Children could create an oral sentence with some of the words in.</p>	