

**We use Unlocking Letters and Sounds which was validated by the DfE in December 2021.**

We begin teaching phonics in the first few weeks of Autumn One in Reception and children make rapid progress in their reading journey. Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2, 3 and 4.

In Year 1 through Phase 5a, b and c, they learn any alternative spellings and pronunciations for the graphemes and additional 'Common Exception' words. By the end of Year 1 children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national Phonics Screening Check.

In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps. For further details please see the Unlocking Letters and Sounds progression that is outlined in the English Curriculum Map document. Please also see the Phase 2 and 3 Actions, Images and Letter formation for additional information (at the bottom of this document).

To ensure that no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have an impact.

## Reading Scheme

At Sun Hill Infant and Preschool we promote a 'phonics first' approach and in both our guided reading sessions at school and in the digital books children read at home. Texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading.

In these crucial early stages of reading we primarily use books from Ransom Reading Stars Phonics, to ensure complete fidelity to the Unlocking Letters and Sounds progression we follow. Once children progress beyond decodable texts, they move onto our book scheme so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.



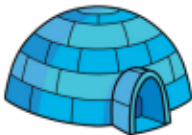
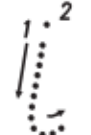
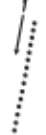
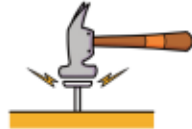
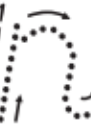
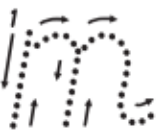
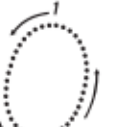
# Unlocking Letters and Sounds

## Actions, Images and Handwriting – Phase 2

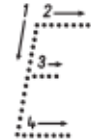
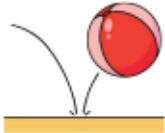
- These are simple, clear actions that don't impede the child saying the sound
- The sound is only voiced once, so that the teacher can spot those children who are saying the sound slightly behind the rest of the group
- The actions also help warm up hands and fingers, ready for writing

| GPC | Image | Action                                          | Lower Case Letter Formation              |  | Upper Case Letter Formation                              |  |
|-----|-------|-------------------------------------------------|------------------------------------------|--|----------------------------------------------------------|--|
| s   |       | <b>Snake</b> – Slithering snake action with arm | Up and over, around the other way        |  | Up and over, around the other way                        |  |
| a   |       | <b>Arrow</b> – Firing an arrow                  | Around, up, down and flick               |  | Down, down, lift and across                              |  |
| t   |       | <b>Tap</b> – Twisting a tap                     | Down and round, pencil off, across       |  | Down from the top, lift and left to right across the top |  |
| p   |       | <b>Paint</b> – Painting with a paintbrush       | Down, up to the top, round to the middle |  | Down and back up, around to the middle                   |  |

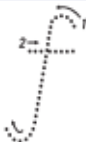
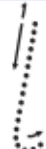
## Actions, Images and Handwriting – Phase 2

|   |                                                                                     |                                                              |                                                   |                                                                                       |                                                                       |                                                                                       |
|---|-------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| i |    | <b>Igloo</b> – Making a curved igloo shape motion with hands | Short down, flick, give it a dot                  |    | From the top to the bottom, lift, across, across                      |    |
| n |    | <b>Nail</b> – Hammering a nail                               | Down, up, over and flick                          |    | Straight down and back up, diagonal down and straight up              |    |
| m |    | <b>Monkey</b> – Monkey arms                                  | Down, up, over and down. Up, over, down and flick |    | Straight down and back up, diagonal down, diagonal up, straight down  |    |
| d |    | <b>Dog</b> – Digging dog                                     | Around, all the way up, down and flick            |    | Down, up, round to the bottom                                         |    |
| g |   | <b>Gate</b> – Closing a gate                                 | Around, up, down and a tail                       |   | Round from the top, curl along the line, up and down. Lift and across |   |
| o |  | <b>Orange</b> – Squeezing an orange                          | Around all the way                                |  | Around all the way                                                    |  |
| c |  | <b>Cat</b> – Clawing cat                                     | Around the curl to sit on the line                |  | Around the curl to sit on the line                                    |  |

## Actions, Images and Handwriting – Phase 2

|    |                                                                                     |                                             |                                             |                                                                                       |                                                                               |                                                                                       |
|----|-------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| k  |    | <b>Key</b> – Turning a key in a lock        | Down, up to the middle, loop and flick      |    | Down, lift, diagonal into the middle, diagonal out.                           |    |
| ck |    | <b>Clock</b> – A ticking clock motion       |                                             |                                                                                       |                                                                               |                                                                                       |
| e  |    | <b>Elephant</b> – Elephant trunk            | Across and over, curl to sit on the line    |    | Down, back to the top and across, to the middle across, to the bottom across. |    |
| u  |    | <b>Umbrella</b> – Putting up an umbrella    | Down, round, up, down, flick                |    | Down, round and up to the top                                                 |    |
| r  |   | <b>Rat</b> – Make the shape of a rat's nose | Down, up and over                           |   | Down and back up, around to the middle, diagonal down                         |   |
| h  |  | <b>Hat</b> – Putting a hat on your head     | Down, up to the middle, over and flick      |  | Down, lift, space and down. Across the middle to join                         |  |
| b  |  | <b>Ball</b> – Bouncing a ball               | Down, up to the middle, round to the bottom |  | Down, lift, space and down. Across the middle to join                         |  |

## Actions, Images and Handwriting – Phase 2

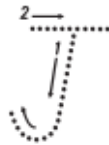
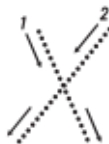
|    |                                                                                    |                                              |                                   |                                                                                     |                                                        |                                                                                     |
|----|------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------|
| f  |   | <b>Fish</b> – Hand makes a fish swimming     | Over and down, pencil off, across |  | Down, back to the top and across, to the middle across |  |
| ff |   | <b>Puff</b> – Puffing out candles            |                                   |                                                                                     |                                                        |                                                                                     |
| l  |   | <b>Lollipop</b> – Licking a lollipop         | Down and flick                    |  | From the top, down and across                          |  |
| ll |   | <b>Bell</b> – Ringing a bell                 |                                   |                                                                                     |                                                        |                                                                                     |
| ss |  | <b>Grass</b> – Grass growing up with fingers |                                   |                                                                                     |                                                        |                                                                                     |



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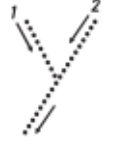
## Actions, Images and Handwriting – Phase 3

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| GPC | Image                                                                               | Action                                             | Lower Case Letter Formation     |                                                                                       | Upper Case Letter Formation     |                                                                                       |
|-----|-------------------------------------------------------------------------------------|----------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------|
| j   |    | <b>Jelly</b> – wobble like a jelly                 | Short down, tail, give it a dot |    | Down and curl. Lift and across. |    |
| v   |   | <b>Violin</b> – play a violin                      | Down, up                        |   | Diagonal down, up               |   |
| w   |  | <b>Worm</b> – wiggle your finger like a worm       | Down, up, down, up              |  | Down, up, down, up              |  |
| x   |  | <b>Exercise</b> – lift arms as if lifting a weight | Across and across               |  | Across and across               |  |



## Actions, Images and Handwriting – Phase 3

|    |                                                                                     |                                                 |                                       |                                                                                     |                                       |                                                                                     |
|----|-------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------|
| y  |    | <b>Yell</b> – hands placed as if yelling        | Down, round, up, down, give it a tail |  | Diagonal down, diagonal to the middle |  |
| z  |    | <b>Zip</b> – pulling a zip up and down          | Straight, across, straight            |  | Straight, across, straight            |  |
| zz |    | <b>Buzz</b> – move finger as if following a fly |                                       |                                                                                     |                                       |                                                                                     |
| qu |    | <b>Queen</b> – putting on a crown               |                                       |                                                                                     |                                       |                                                                                     |
| ch |   | <b>Chop</b> – chopping motion with hand         |                                       |                                                                                     |                                       |                                                                                     |
| sh |  | <b>Shush</b> – shushing motion with finger      |                                       |                                                                                     |                                       |                                                                                     |
| th |  | <b>Thank</b> – BSL 'thank you'                  |                                       |                                                                                     |                                       |                                                                                     |

|     |                                                                                     |                                                                      |  |  |  |  |
|-----|-------------------------------------------------------------------------------------|----------------------------------------------------------------------|--|--|--|--|
| th  |    | <b>This and that</b> – pointing at one thing, then at something else |  |  |  |  |
| ng  |    | <b>Ring</b> – putting on a ring                                      |  |  |  |  |
| ai  |    | <b>Rain</b> – rain motion with fingers                               |  |  |  |  |
| ee  |    | <b>Feet</b> – point to feet                                          |  |  |  |  |
| igh |   | <b>Light</b> – open and close hand, as if light switching on         |  |  |  |  |
| oa  |  | <b>Coat</b> – putting on a coat                                      |  |  |  |  |
| oo  |  | <b>Moon</b> – draw crescent moon with finger                         |  |  |  |  |



## Actions, Images and Handwriting – Phase 3

|     |                                                                                     |                                           |  |  |  |  |
|-----|-------------------------------------------------------------------------------------|-------------------------------------------|--|--|--|--|
| oo  |    | <b>Book</b> – opening and closing a book  |  |  |  |  |
| ar  |    | <b>Car</b> – steering a car               |  |  |  |  |
| or  |    | <b>Sword</b> – slashing with a sword      |  |  |  |  |
| ur  |    | <b>Curl</b> – draw curl with finger       |  |  |  |  |
| ow  |   | <b>Owl</b> – hands make owl eyes          |  |  |  |  |
| oi  |  | <b>Coin</b> – putting coins in your hand  |  |  |  |  |
| ear |  | <b>Hear</b> – cupping ear as if listening |  |  |  |  |

|     |                                                                                   |                                             |  |  |  |  |
|-----|-----------------------------------------------------------------------------------|---------------------------------------------|--|--|--|--|
| air |  | <b>Air</b> – arms rise like hot air balloon |  |  |  |  |
| ure |  | <b>Cure</b> – giving a spoonful of medicine |  |  |  |  |
| er  |  | <b>Ladder</b> – climbing a ladder           |  |  |  |  |