



An Introduction
to
First Class Phonics

First Class Phonics is an innovative, new scheme that provides exactly what both Head Teachers and teachers want: a cost-effective, easy-to-follow programme proven to help children reach the ELGs (Reading/Writing), to increase attainment in reading and spelling in KSI, improve results in the Year One Phonics Screening Check and provide resources for phonics teaching in KS2.

What does First Class Phonics provide?

First Class Phonics provides everything that teachers need – ready made and organised!

First Class Phonics starts in EYFS with phonological and phoneme awareness

Starting in Nursery and continuing in Reception, teachers can help children to develop knowledge and understanding of Aspects 1-7 with a unique set of picture cards, PowerPoints (for environmental sounds) and session overviews for focused groups.

First Class Phonics has a focus on oral blending and segmenting in every lesson

This eliminates the often-heard plaintive cry from EYFS and Year One teachers... "They know all the graphemes but they just can't read the words". If children don't have daily opportunities to orally blend and segment, they will not become confident at blending and segmenting to read and spell words.



First Class Phonics has a new progression in grapheme introduction and word structure

No more 'satpin' – we use 'catsnip' and here is why. By introducing just our first four graphemes ('c', 'a', 't', 's'), a child will learn to read words (a, at, sat, cat), a phrase (a cat) and even a sentence (A cat sat.). As for writing, the letter 's' is one of the most difficult graphemes to write – whether you write it in the air, in the sand or on your friend's back. It also doesn't help you to write any other letter! On the other hand, the letter 'c' is much easier to learn to form – if done correctly, it will help you to write the letters 'a', 'd', 'e', 'g', 'o', 'q'. With our first four graphemes ('c', 'a', 't', 's'), they will learn to spell words, phrases and even complete a sentence. We also provide 'letter patters' for letter formation so that all children learn to form the letters correctly.



Most early phonically decodable books are written in the simple past tense using decodable verbs e.g. put, hit, dug or, more frequently, in the simple present tense with verbs in the third person e.g. 'sits', 'digs', 'puts' and even 'nips'. This creates an issue when schools follow a phonics progression which does not introduce adjacent consonants until Phase 4. First Class Phonics overcomes this barrier by introducing adjacent consonants early in Phase 2. We start simple by giving children what they need when they need it. Children are taught to orally blend and then decode CVCC words ending in 's' early on in Phase 2 – verbs in the third person e.g. 'digs' and plurals e.g. 'dogs'.

First Class Phonics has a new pace and progression for teaching

We have significantly changed the timescales for Phase 2 and Phase 3 to remove one of the key issues – rushing too quickly through a phase but not allowing time for children to embed and build on prior learning. By reducing the relentless pace of introducing grapheme after grapheme after grapheme, we have put the fun back into phonics and also prioritised why we learn phonics – to read and write!

We have broken down the Phases in order to help teachers to teach in small steps and see progress: Phase 3 is in three 'parts' to link with the Reading ELG in EYFS; Phase 4 is in two 'parts' which links with Section 1 and Section 2 of the Phonics Screening Check; Phase 5 is in

nine 'parts' teaching the more common GPCs in Year One, the less common GPCs in Year Two and the phonic elements of Year Three/Four Spelling Appendix.

We provide teaching records to support communication between the team; Expectation Grids that link with ELGs, end of KSI and KS2 attainment; Excel tracking grids to monitor progress and identify children who are falling behind.

First Class Phonics encourages 'manipulative spelling' for as long as it is needed.

Many children will not have the gross and fine motor control for handwriting but they *will* have the phonic skills and understanding required to spell words with magnetic letters or letter cards. We recommend the use of 'manipulative' spelling activities to teach children to spell words – either using letter cards or magnetic letters. Many of our games involve children manipulating resources to spell rather than to physically write.



First Class Phonics provides comprehensive and easy-to-follow weekly plans

By following the First Class Phonics planning, teachers have a simple but sensible structure for teaching phonics across the week. We slow down the pace of teaching but increase the pace of learning. Teachers love the simplicity of the daily lessons, weekly structure and the easy-to-follow planning. Children love the familiarity and the confidence this gives them to read and spell.

First Class Phonics has a comprehensive range of quality resources which come ready-to-use so no more laminating!

We provide everything that practitioners need to teach effective phonics lessons – quality display posters showing all graphemes to Phase 5, dry-wipe modelling posters for the introduction of letter formation, weekly planning, high-quality word/sentence and picture cards, PowerPoints, teaching records and tracking grids.



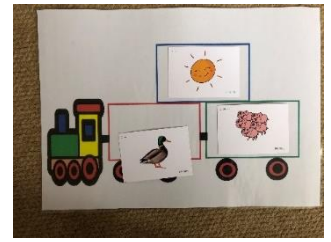
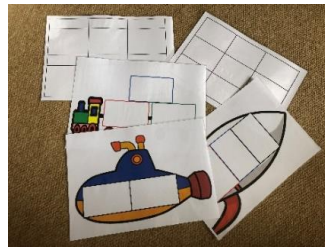
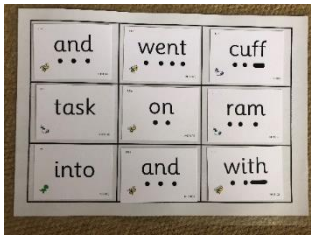
We provide the following for each Set (week):

- easy-to-follow scripts for reading and spelling lessons
- easy-to-follow weekly planning – all ready for you to personalise for your children.
- Teacher Cards for a 'hands-on' approach – picture prompt cards and double-sided word cards (with or without sound buttons/bars). We include familiar words and also some less common words to develop children's vocabulary, including some two-syllable words.
- Teacher Caption/Sentence Cards so that children can apply their new learning into reading. We gradually build up exposure to a range of sentence structures and sentence types.
- a comprehensive range of Teaching PowerPoints so you have everything you need to teach using an IWB – these cover the same learning as the Teacher Cards. In addition, these have an added benefit of pictures, words and sound buttons appearing at the touch of a mouse!
- Teacher Cards for Tricky Words (Trevor the T-Rex), High Frequency Words (Izzy the Busy Bee), Alien Words and Unicorn Words (Luna the Moon Unicorn) up to the PSC.
- Boxes of group packs of Pupil Cards containing double-sided word cards and matching picture cards (8 of everything for individual or paired work)



We prioritise active learning so First Class Phonics provides Pupil Sets of word and picture cards of all our resources so every child can participate in games played during the practice part of the lesson. No more lessons where a few children are involved and the rest just 'look on'.

We provide an Activity booklet containing a wide range of easy to learn games to be used in the teaching, practice and apply parts of the session which are engaging, multi-sensory and develop collaborative learning and a greater level of independence. Electronic resources include simple game sheets for teachers to print out and laminated if needed.



First Class Phonics Assessment, Progress Checks and Catch-up Programme

With First Class Phonics, teachers can assess attainment and progress, carry out 1-1 progress checks and plan/provide small group intervention using the resources provided.

Three friends to help with learning – Trevor the T-Rex, Izzy the Busy Bee and Luna the Moon Unicorn

Trevor the T-Rex

Trevor is used to teach the concept of high frequency words that are not fully decodable. They are words which children will need to read on a regular basis. These words fall into two categories:

- partially decodable such as the word 'said'. The initial and final phonemes are fully decodable but the middle grapheme 'ai' read as /e/ is unique to this word.
- fully decodable but not until children are being taught graphemes in the later phases, such as the word 'came'.



Trevor teaches the children that there might be a 'tricky trap' in the word which we mustn't 'fall into'.

Izzy the Busy Bee

Izzy is used to teach of the concept of high frequency words that are decodable after teaching a particular set of graphemes.

For example, she will teach Reception children that the words 'can' and 'did' are very busy words that they see in lots of their reading books. Just like Trevor, she wants children to add these words to their sight vocabulary and also memorise the correct spellings.



The range of HFWs that Izzy introduces has been brought up-to-date and is now in line with the common words used in most popular phonically decodable books.

Luna the Moon Unicorn

Luna is used to develop vocabulary. She may introduce words that are new to the children's vocabulary or words that do not come along as often as Izzy and Trevor's words. These words will always be decodable within the Phase being taught. Luna is a Moon Unicorn and has lots of Alien friends. She also makes sure the Alien words are read and that children know that sometimes a word will be an Alien word and sometimes it will be a Unicorn word but they will always use their phonics to read these words.

