

# Phonics Information

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

(‘Letters and Sounds’ Principles and Practice of High Quality Phonics)

# What is phonics?

Phonics is the link between letters and the sounds they make. Phonics is the way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Phonics is currently the main way in which children in British primary schools are taught to read in their earliest years.

Children will also be taught other skills, such as whole-word recognition (see 'tricky words'), book skills and a love and enjoyment of reading.

# Key terminology

Term	Meaning	Example
Phoneme	The smallest units of sound that are found within a word (what you hear)	bed fish chip
Grapheme	The spelling of the sound (what you see)	th, sh, ch, igh
Digraph	Two letters that make one sound	th, ai, ng, oo
Trigraph	Three letters that make one sound	igh, air, ear
Split Digraph	When a digraph is split by a consonant it becomes a split digraph	made, these, hide, home, cute a-e, e-e, i-e, o-e, u-e
CVC, CVCC, CCVC	Consonant vowel consonant	CVC : cat, mat CVCC: fast, hang CCVC: flat, shin
Tricky Words	Words that cannot be decoded	The, was , said, you, come

Term	Meaning	Example
Oral Blending	Hearing a series of spoken sounds and merging (blending) them together to make a spoken word - no text used	Someone says b    u    s  Children say bus
Blending	Recognising the letter sounds in written word and blending them in the order which they are written.	Children read c-u-p and blend together to say cup
Segmenting	'chopping up' the word into it's spoken sounds to help writing.	e.g. If trying to spell the word sheep, children pinch on the sounds onto their fingers to segment the word e.g. sh    ee    p

# Phonics at Holmesdale

Phonics is a crucial part of every day teaching.

Children have a daily 30 minute discrete phonic lesson.

Phonics is taught as a whole class.

There are 6 phonics phases which the children work through.

Phonics is reinforced through other lessons and reinforced through the use of phonetically decodable books.

Additional support is put in place for any children who may need it.

# Whole class phonics

- ▶ Throughout the school, phonics is taught as whole class.
- ▶ Every child accesses the same phase of phonics as their class e.g. all year 1 children receive whole class phase 5 phonics. However those children who may need additional support in a previous phase of phonics (such as phase 3) will receive extra support in addition to their whole class phonic lesson.
- ▶ Phonic lessons follow a 4 part structure. Revisit, teach, practise and apply.

Revisit	previous phonemes.
Teach	new phonemes, tricky words or high frequency words.
Practise	reading with the new phoneme/grapheme and spelling words
Apply	Read and write sentences

- ▶ Children use time to read sheets in their phonic lesson.

# Phonics in EYFS

Reception use Letters and Sounds for phonics. Letters and sounds is a detailed and systematic programme for teaching phonic skills for children. It aims to build children's speaking and listening skills and prepares children for learning to read by developing their phonic knowledge and skills.

When the children are taught a new sound they are introduced to the oral sound - phoneme, the written sound - grapheme. This is then supplemented with the use of Jolly Phonic actions and Jolly Jingles to help make these memorable for children.

Children are also introduced to reading 'tricky words' at this level.




▶ <https://www.youtube.com/watch?v=2lVPmGyUAC0>



# Time to read sheets EYFS



Time to Read

Can you read the word and draw a picture of the word?								
jar			job			jump		
Can you look at the pictures and write the words below?								
								
.	.	.	.	.	.	.	.	.

Children will practise reading words with the new sound in and draw a picture to match the word. Afterwards they will apply the new sound to spell some words.

Can you circle the real words?			
jet	jelly	jug	jam
jus	jest	jazz	jig

Can you read the words?		
a	all	an

Can you write a sentence about something you have done today?

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Children will practise reading words with the new sound in and will begin to look at whether it is real or fake. They will also practise reading high frequency words and have a go at writing a sentence using the new sound they have learnt.

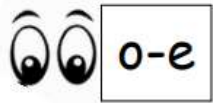
## In KS1




KS1 also follows Letters and Sounds. Our planning ensures a clear progression in phonics teaching and uses tricky words.

Within our daily teaching we also use alien words which allow children to practise applying the sounds they have learnt to 'nonsense' words.

When children are secure on Phase 5 they then progress onto Phase 6. At Holmesdale we use No Nonsense Spelling programme to deliver Phase 6 phonics. No Nonsense Spelling focuses on the teaching of spelling and spelling patterns and rules including National Curriculum statutory words, common exception words (where phonics does not work because it is spelt in an unusual or uncommon way) and words that children personally find difficult. No Nonsense Spelling focuses on the application of spellings into writing.

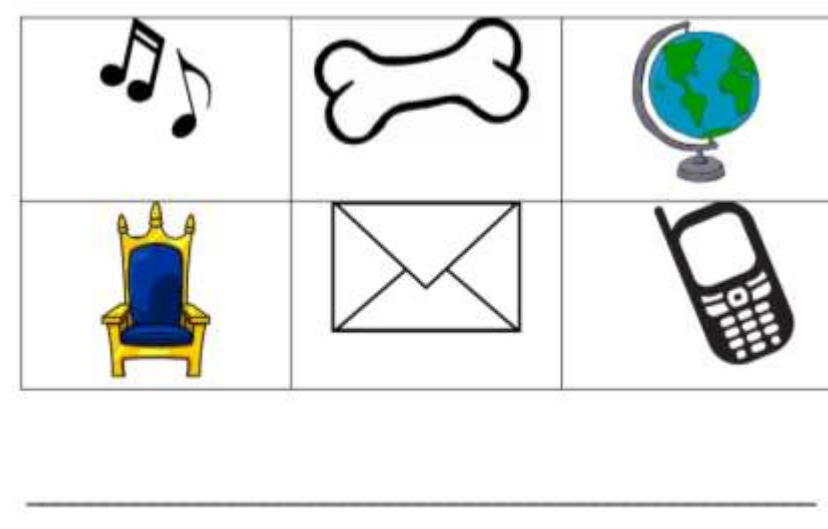
# Time to read sheets KS1



1. woke	2. drove	3. pole
4. home	5. alone	6. those
7. explode	8. whole	9. stone
10. joke	11. antelope	12. mole
chole 	quobe 	thrope 
she	said	their

I hope you do not choke on a bone in your chicken.

Children will practise reading words with the new sound in and apply sound buttons. They will also practise reading tricky words from their current phase and phases before. Afterwards they will apply their phonics to read a sentence which contains the new sound.



Children will then have a go at writing a word which contains the new sound and attempt to write a dictated sentence from the teacher.

## When introducing a GPC (Grapheme, phoneme correspondence)

- ▶ At Holmesdale we refer to this as a new sound.
- ▶ i.e. Today we are learning the new sound ‘j’

## In Phase 3/4/5

The terms digraph, trigraph and split digraph are used with children.

i.e. today we are going to learn a new digraph. Which means two letters that make one sound.

The term blend and cluster are also used during phase 4. The term **cluster** refers to the **written form**, and the term **blend** refers to the **spoken form**. There are no new sounds in Phase 4 and it's important that children recognise that a blend is different to a digraph/trigraph.

Children will also learn which letters are consonants and which are vowels.

## In Phase 5/6

The terms phoneme and grapheme will be introduced as they are now learning alternative ways of spelling sounds they have already learnt.

i.e. today we are looking at the phoneme (which means sound) 'ai' however we are looking at a new grapheme for this. (how the sound looks)

# Sounding out- breaking down words for spelling.

Some people refer to this as segmenting however we refer to it as sounding out. We also model and encourage children to use sound buttons to help them to sound out.

cat

c a t  
• • •

When the word has a digraph or trigraph we will use a \_\_\_\_\_ underneath instead of a button to show that it is two/three letters making the sound.

chop

ch o p

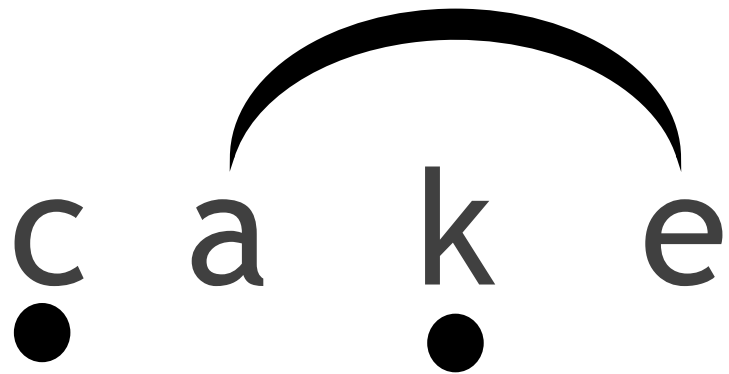
queen

qu ee n

When the word contains a split digraph we will join the sound using an arch over the top.

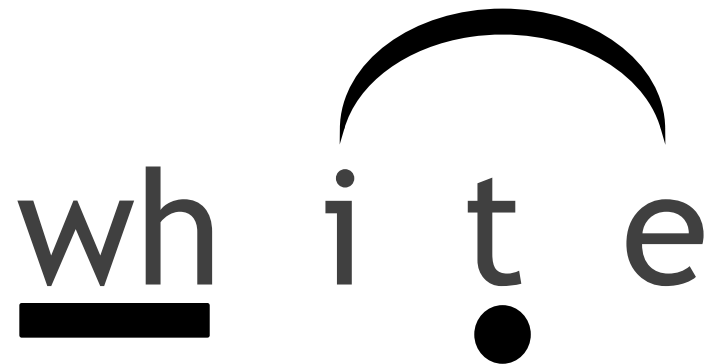
cake

c a k e  
● ●

The word 'cake' is written in a simple, sans-serif font. Below the letters 'c' and 'k' are solid black dots. A thick black arch is drawn over the letters 'a' and 'k', connecting their top centers.

white

wh i t e  
●

The word 'white' is written in a simple, sans-serif font. The letters 'wh' are underlined with a thick black horizontal bar. Below the letter 't' is a solid black dot. A thick black arch is drawn over the letters 'i' and 't', connecting their top centers.



# Blending

- ▶ Children need to be able to hear the separate sounds in a word and then blend them together to say the whole word . For this we pinch sounds on to our fingers and then push them together to blend.

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug


# Assessment

Children are closely tracked in their phonics. At the end of each phase or at a scheduled assessment point children will be assessed. Our assessments look at how a child recognises GPCs and applies their phonic knowledge when reading and later writing, in relation to their current phase of phonics.

Regular assessment allows us to ensure that children are making progress and for us to identify any gaps or misconceptions. From this we can also put in any additional support for children who may need it.

# Phonic Homework




- ▶ Each day, children will take home their time to read sheets which are used in phonics lessons. This reinforces the sound which has been that day and allows children to practise this again at home. It will also include the tricky words done. These are just to practise reading and applying sound buttons and sounds to spell and are not something that children will be tested on. In addition children will have word lists (Reception) and Spelling Zappers (KS1) which they will be tested on.

 ch Time to Read

Can you read the word and draw a picture of the word?

chin	chick	rich

Can you look at the pictures and write the words below?

Can you circle the real words?

chop	chab	chall	much
chot	luch	yech	doch

Can you read the words?

her	him	his
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Can you write a sentence about something you have done today?

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# Reception word lists

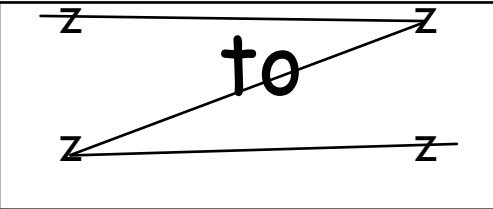
- ▶ In Reception the children have lists of high frequency and tricky words to learn to read. The lists are progressive and link with the order in which the sounds are taught. Children practise reading these lists at school and these are then taken home to be practised further. A teacher will check that your child is able to read these words correctly and independently before giving a child a new set of words.
- ▶ During their time at school children will also be developing their ability to spell these high frequency and tricky words and in Summer term children will begin a spelling zapper like in KS1 to further practise spelling.

# Spelling zappers

- ▶ Spelling zappers will contain the high frequency and common exception words which children need to learn to spell
- ▶ Children will have 9 words which they need to practise spelling.
- ▶ Children will need to practise these and be able to spell them independently on 5 separate occasions before bringing the zapper back into school for an adult to test them on.

to	you	me
my	he	she
I	into	go

Each time your child spells a word correctly independently you put a 'z' in the corner. Once your child has done this 5 times we say the word is zapped. And when all 9 have been zapped at home, children will tell their teacher and they will then test them independently one more time. Any word which the child mis-spells when checked with the teacher will remain on the zapper.

 <p>to</p>	you	me
my	he	she
I	into	go

# Progression in Phonics

- ▶ EYFS: Phase 2, 3 and Phase 4
- ▶ Year 1: Phase 5
- ▶ Year 2: Phase 6
  
- ▶ However we acknowledge that every child is unique and that children all learn differently which is why at Holmesdale we use whole class phonics to ensure no child is left behind. But for those children who may need it, additional support is also given (such as learning phase 3 digraphs) in addition to their daily phonics lessons to ensure they make progress and achieve.

# Phase 1

- ▶ Phase 1 supports children's developing speaking and listening skills and linking of sounds and letters. Activities are divided into seven groups:
- ▶ Environmental sounds (sounds we hear around us every day)
- ▶ Instrumental sounds (listening to and discriminating the sounds made by different instruments)
- ▶ Body percussion (using the body to create sounds and follow a song, rhyme or beat)
- ▶ Rhythm and rhyme (recognising rhythms and rhymes in songs, speech and nursery rhymes)
- ▶ Alliteration (focus is on initial sounds of words and matching objects with the same initial sound)
- ▶ Voice sounds (distinguish between different vocal sounds and to begin oral blending and segmenting)
- ▶ Oral blending and segmenting. (develop oral blending and segmenting skills e.g. c/u/p and saying cup or showing an object and a child saying the sounds they can hear for that object)



# In Phase 1

Your child will be learning to:

- ▶ Have fun with sounds
- ▶ Listen carefully
- ▶ Develop their vocabulary
- ▶ Speak confidently to you, other adults and children
- ▶ Tune into sounds
- ▶ Listen and remember sounds
- ▶ Talk about sounds
- ▶ Understand that spoken words are made up of different sounds

# Phase 2

- ▶ In Phase 2, children begin to learn some letter sounds and to match them to graphemes.
- ▶ Most of the first sounds are single-letter sounds but there are also several digraphs, where one sound is represented by two letters, e.g. 'ck', 'll', 'ss'.
- ▶ Children also begin to blend the sounds to make words. By the end of Phase 2, children will be able to read some 'vowel-consonant' (vc) and 'consonant-vowel-consonant' (cvc) words, e.g. up, in, cat, pin
- ▶ There are 5 sets in Phase 2
  - Set 1: s, a, t, p
  - Set 2: i, n, m, d
  - Set 3: g, o, c, k
  - Set 4: ck, e, u, r
  - Set 5: h, b, f, ff, l, ll, ss

**Set 1:**

**s, a, t, p**

at, a, sat, pat, tap, sap, as

**Set 2:**

**i** : it, is, sit, pit, tip

**n** : an, in, nip, pan, nap

**m** : am, man, mat, map, Tim

**d** : dad, and, sad, dim, Sid

**Set 3:**

**g** : tag, gag, sag, gas, pig

**o** : got, on, not, top, dog

**c** : can, cot, cop, cap, cod

**k** : kid, kit, Kim, Ken

**Set 4:**

**ck** : kick, sack, dock, sick, pocket

**e** : get, pet, ten, net, pen

**u** : up, mum, run, mug, cup

**r** : rip, ram, rat, rocket, carrot

**Set 5:**

**h** : had, him, his, hot, hut

**b** : but, big, back, bed, bus

**f, ff** : of, if, off, fit, fog, puff

**l, ll** : let, leg, lot, bell, doll

**ss** : less, hiss, mass, mess, boss

**Phase 2 tricky words:** the, to, no, go, I, into

s



a



t



p



i



n



m



d



g



o



c



k



ck



e



u



r



h



b



f



ff



l



ll



ss



# Phase 3

- ▶ In Phase 3 children are taught another 25 graphemes.
- ▶ The final single-letter sounds are taught, together with more consonant digraphs (e.g. zz, qu) and several vowel digraphs (e.g. ai, ee, igh).
- ▶ Children also continue to learn how to blend and segment CVC words using the new sounds, e.g. tail, sheet, night - note that these words still only have three sounds.
- ▶ Children will then move on to blending and segmenting two-syllable words such as cooker, eating, broken.
- ▶ Tricky words also continue to be taught.

### **Set 6:**

**j** : jet, jam, jog,  
**v** : van, vet, velvet  
**w** : wig, will, web  
**x** : fox, box, six

### **Set 7:**

**y** : yes, yet, yell  
**z** : zip, zig-zag  
**zz** : buzz, jazz  
**qu** : quit, quick, liquid





### **Consonant digraphs:**

**ch** : chip, chat, rich  
**sh** : shop, shed, fish  
**th** : thin, moth, that  
**ng** : ring, thing, song

### **Vowel digraphs and trigraphs**

**ai** : rain, tail, aim  
**ee** : bee, leek, see  
**igh** : high, sigh, might  
**oa** : boat, toad, foal  
**oo** : boot, food, moon  
**oo** : book, wood, foot  
**ar** : park, art, car  
**or** : for, torn, fork  
**ur** : hurt, fur, surf  
**ow** : cow, owl, town  
**oi** : coin, boil, oil  
**ear** : dear, shear, year  
**air** : fair, pair, hair  
**ure** : sure, pure, manure  
**er** : dinner, summer, letter

**Phase 3 tricky words:** he, she, we, me, be,  
was, you, they, all, are, my, he

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					



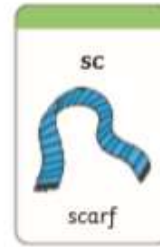
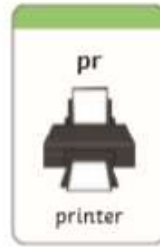
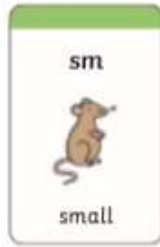
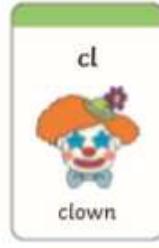
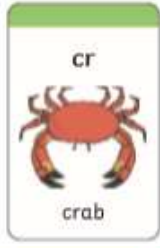
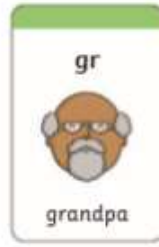
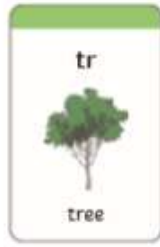
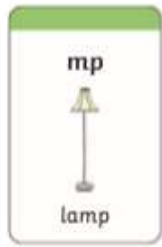
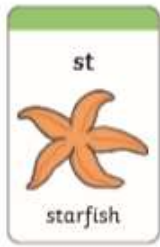
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# Phase 4

- ▶ In Phase 4 there are no new grapheme/phoneme correspondences introduced. The children will practice the sounds that they learnt in Phase 3.
- ▶ Instead children learn to identify clusters of letters which are blended together to help read and spell. The difference between a cluster of letters and a digraph is that the cluster of letters retain their individual sounds when blended e.g. st whereas in a digraph the two letters make one sound e.g. sh. For example in the word s t o p this can be sounded out individually and blended to say the word but in the word s h o p no matter how many times you sound the letters out individually it will not make the word shop you have to recognise that the 's h' make one sound 'sh' and do not retain their original letter sounds.
- ▶ Children will consolidate their knowledge during this phase and they will learn to read and spell words which have adjacent consonants, for example e.g. st, sp, tr, br, spr, str in words such as string, blow, train.
- ▶ They will also develop their ability to read and spell words with two or more syllables such as cooker, handstand, windmill.

**Phase 4 tricky words** said, have, like, so, do, some, come, were, there, little, one, when, out, what





# Phase 5

- ▶ Children will learn some new graphemes and alternative graphemes for reading. They will also be taught alternative pronunciations for known graphemes. For example, they have already learned **ow** as in cow and will now learn **ow** as in blow.
- ▶ In addition, they will learn alternative spellings for known phonemes. For example, the sound /igh/ has been learned as the grapheme **igh** as in night, but can also be spelled **y**, **ie** and **i-e**
- ▶ They will begin to learn to choose the appropriate grapheme when spelling.
- ▶ The children will be automatically decoding a large number of words for reading by this point.

ay : day, play, crayon  
ou : cloud, sound, about  
ie : pie, tie, cried  
ea : sea, meat, read  
oy : toy, enjoy, boy  
ir : bird, shirt, first  
ue : blue, true, glue  
aw : paw, claw, yawn  
wh : wheel, whisper, when  
ph : photo, dolphin, alphabet  
ew : new, crew, flew  
oe : toe, foe, tomatoes  
au : Paul, launch, haul  
a-e : make, game, snake  
e-e : these, Eve, extreme  
i-e : like, time, slide  
o-e : home, bone, pole  
u-e : rule, June, flute

**Phase 5 tricky words:** oh, their, people, Mr, Mrs, looked, called, asked, could

# Alternative pronunciations

- ▶ i - fin, find
- ▶ o - hot, cold
- ▶ c - cat, cent
- ▶ g - got, giant
- ▶ u - but, put
- ▶ ow - cow, blow
- ▶ ie - tie, field
- ▶ ea - eat, bread
- ▶ er - farmer, her
- ▶ a - hat, what
- ▶ y - yes, by, very
- ▶ ch - chin, school, chef
- ▶ ou - out, shoulder, could, you

ay




ou




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a-e



e-e\*



i-e



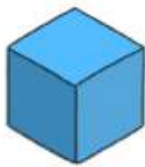
o-e



u-e



u-e



\*even

# Phonic Screening

- ▶ In June, all year 1 children are expected to complete the year 1 phonics screening check.
- ▶ The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' words.
- ▶ Pupils who have achieved the expected standard at the end of year 1 will have experience of decoding all of the types of words that appear in the year 1 phonics screening check. They will know the correct grapheme to go with most sounds and be able to blend phonemes in words in the screening check.
- ▶ If a child has not reached the expected standard, then they will receive additional support to help the child to make progress in year 2.

## How it works

- ▶ Your child will sit with their class teacher and be asked to read 40 words aloud.
- ▶ Your child may have read some of the words before, while others will be completely new.
- ▶ The check normally takes just a few minutes to complete and there is no time limit.
- ▶ If your child is struggling, the teacher will stop the check. The check is carefully designed not to be stressful for your child.
- ▶ For more information see the phonic screening booklet

# Phase 6

- ▶ The children will become more fluent readers and increasingly accurate spellers. They will learn to make spelling choices. For example when words can be spelt in more than one way, for example: sea, see.
- ▶ They will learn to add endings to words, such as: ed, ing. They will learn strategies for spelling longer words.
- ▶ In Phase 6, children will be reading longer and less familiar texts independently and fluently. It is crucial that, at this point, children are now reading to learn and reading for **pleasure**.
- ▶ Children should be able to read the 300 high-frequency words. At this point, it is important that comprehension strategies are developed so that children clarify meaning, ask and answer questions about the texts that they are reading, construct mental images during reading and summarise what they have read.
- ▶ The focus is on learning spelling rules for suffixes. -s -es -ing -ed -er -est -y -ful -ly -ment -ness
- ▶ -s -es - cats, runs, bushes, catches
- ▶ -ed -ing - hopped, hopping
- ▶ -ful - careful, painful, restful
- ▶ -er - runner, reader, writer
- ▶ -est - biggest, slowest, lastest
- ▶ -ly - sadly, lately, brightly
- ▶ -ment - payment, advertisement
- ▶ -ness - darkness, happiness
- ▶ - Y - funny, smoky, sandy

# Phase 6 strategies

- ▶ 1. Syllables - Break a word into smaller bits to spell phonetically, e.g Sep-tem-ber.
- ▶ 2. Base words - Find words within words, e.g woman - wo+man, smiling - smile+ing.
- ▶ 3. Analogy - Use knowledge of known words to help, e.g. could: would, should.
- ▶ 4. Mnemonics - Make up a sentence to help remember a word. e.g - because - big elephants can understand small elephants. Could, should, would - oh you lucky duck