



Priestley Primary School

How we Teach Phonic

Autumn 2020



At Priestley we use Letters and Sounds to teach phonics supported by 'Phonic Bug' and 'Phonic Play.' Letters and Sounds builds children's speaking skills as well as teaching children to read by developing their phonic knowledge and skills through six distinct phases – set out below. We aim for children to be fluent readers by the age of seven. Although Letters and Sounds is taught on a daily basis in reception year, Year 1 and Year 2 for about twenty to twenty-five minutes it runs through the whole curriculum and needs to be applied especially, during reading and writing.

Phase 1- normally taught in pre-school before children begin school

Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.

Phase 2- beginning in the first term of Reception year

Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.

- 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

Phase 3 - taught throughout reception year

The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.

- Set 6 j, v, w, x
- Set 7 y, z, zz, qu
- Consonant digraphs ch, sh, th, ng
- Vowel digraphs ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 4- will begin in reception year or at the beginning of Year 1

No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

Children will learn to blend two or three adjacent consonants:

e.g. **st** as in **nest** / **nd** as in **hand** / **fl** as in **flag** / **pl** as in **plane** / **str** as in **street**

Phase 5- taught in Year 1

Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

- | | | | | | | |
|----------------------------|---------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|---------------------------|
| <u>a-e</u> (as in came) | <u>au</u> (as in Paul) | <u>aw</u> (as in saw) | <u>ay</u> (as in day) | <u>e-e</u> (as in these) | <u>ea</u> (as in sea) | <u>ew</u> (as in stew) |
| <u>ew</u> | <u>ey</u> | <u>i-e</u> | <u>ir</u> | <u>o-e</u> | <u>oe</u> | <u>ou</u> |

(as in chew) (as in money) (as in like) (as in girl) (as in bone) (as in toe) (as in out)

oy (as in boy) ph (as in Phil) u-e (as in June) u-e (as in huge) ue (as in clue) ue (as in due) wh (as in when)

Phase 6 - Year 2 and beyond

Working on spelling, including prefixes and suffixes, doubling and dropping letters etc

Sound Mats to support Phonics

My Alphabet Mat

| | | | | | | | | |
|--|--|--|--|--|--|---|--|--|
| a  | b  | c  | d  | e  | f  | g  | h  | i  |
| j  | k  | l  | m  | n  | o  | p  | q  | r  |
| s  | t  | u  | v  | w  | x  | y  | z  | |

 visit [twinkl.com](https://www.twinkl.com)

My Phase 2 Sound Mat

| | | | | | | | |
|--|--|--|---|---|---|--|--|
| s  | a  | t  | p  | i  | n  | m  | d  |
| g  | o  | c  | k  | ck  | e  | u  | r  |
| h  | b  | f  | ff  | l  | ll  | ss  | |

 visit [twinkl.com](https://www.twinkl.com)

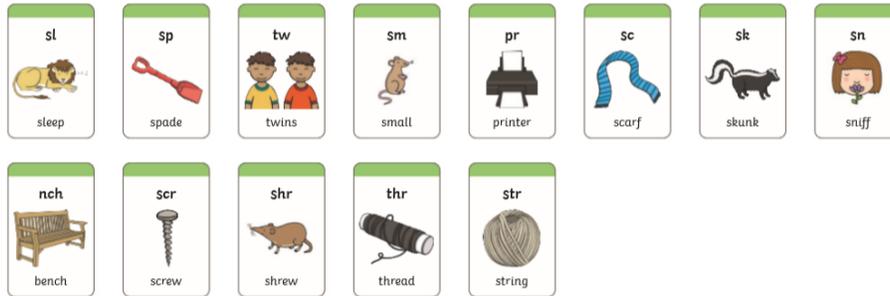
My Phase 3 Sound Mat

| | | | | | | | | | |
|--|--|---|---|---|---|--|--|--|--|
| 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  |  visit twinkl.com | | | | | | |

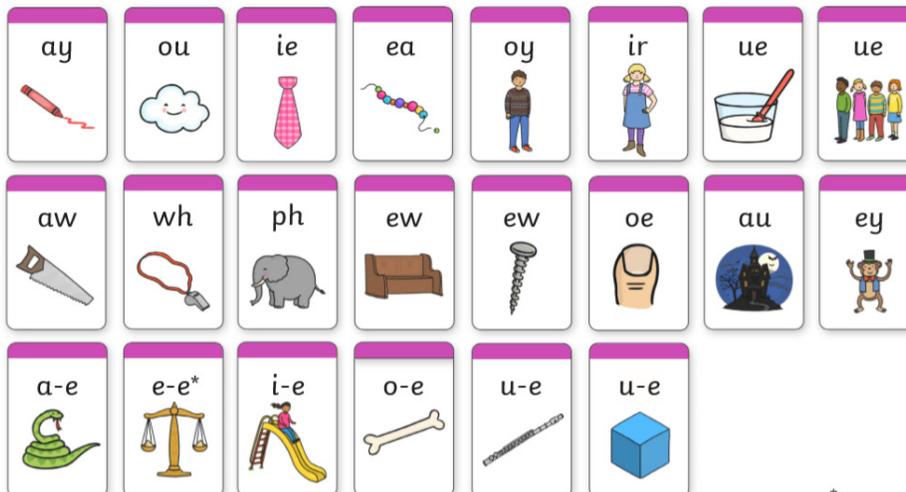
My Phase 4 Sound Mat

| | | | | | | | |
|---|---|---|---|---|--|---|---|
| st  | nd  | mp  | nt  | nk  | ft  | sk  | lt  |
| lp  | lf  | lk  | pt  | xt  | tr  | dr  | gr  |
| cr  | br  | fr  | bl  | fl  | gl  | pl  | cl  |

My Phase 4 Sound Mat



My Phase 5 Sound Mat



*even



Phonics Vocabulary – A Working Terminology

Phonics:

Phonics consists of knowledge of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling.

Phonemes:

A *phoneme* is the smallest unit of sound in a word that can change its meaning (eg. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words *bed*, *led*).

It is generally accepted that most varieties of spoken English use about 44 *phonemes*.

In alphabetic writing systems (such as English) phonemes are represented by graphemes.

Graphemes:

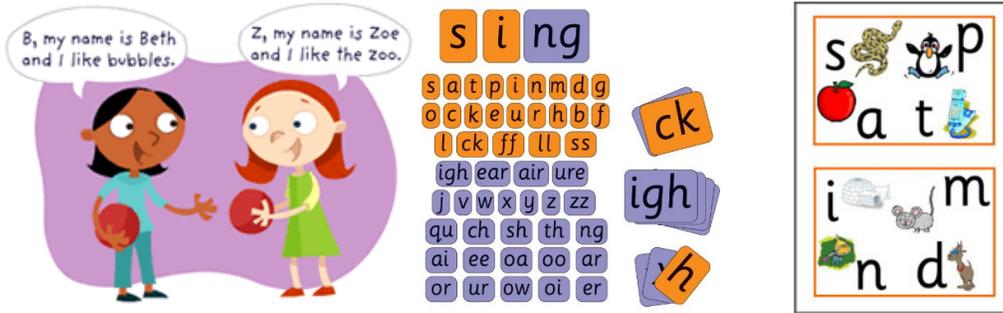
A *grapheme* is a symbol of a phoneme, that is, a letter or group of letters representing a sound.

There is not always the same number of graphemes in a word as phonemes.

The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.

Grapheme-phoneme correspondences (GPCs) and phoneme-grapheme correspondences:

We convert graphemes to phonemes when we are reading aloud (decoding written words). We convert phonemes to graphemes when we are spelling (encoding words for writing). To do this, children need to learn which graphemes correspond to which phonemes and vice versa. In order to read an unfamiliar word, a child must recognise ('sound out') each grapheme, not each letter (eg. sounding out *ship* as /sh/ - /i/ - /p/ not /s/ - /h/ - /i/ - /p/), and then merge (blend) the phonemes together to make a word.



Segmenting and blending:

Segmenting and blending are reversible key phonic skills. *Segmenting consists of breaking words down into their constituent phonemes to spell. Blending consists of building words from their constituent phonemes to read.* Both skills are important. The skill of blending (synthesising) phonemes, in order, all through the word to read it, tends to receive too little attention in the teaching of phonics; *it is very important to make sure that children secure blending skills.*

Digraphs and trigraphs (and four-letter graphemes):

A *digraph* is a two-letter grapheme where two letters represent one sound such as 'ea' in *seat* and 'sh' in *ship*. A *trigraph* is a three-letter grapheme where three letters represent one phoneme (eg. 'eau' in *bureau*, and 'igh' in *night*). And by definition a four-letter grapheme uses four letters to represent one phoneme (eg. 'eigh' representing the /ai/ phoneme in *eight* and in *weight*).

A *split digraph* has a letter that splits, ie. comes between, the two letters in the digraph, as in *make* and *take*, where 'k' separates the digraph 'ae' which in both words represents the phoneme /ai/. There are six split digraphs in English spelling:

'a-e', 'e-e', 'i-e', 'o-e', 'u-e', 'y-e', as in *make*, *scene*, *like*, *bone*, *cube*, *type*.

A very few words have more than one letter in the middle of a split digraph (eg. *ache*, *blithe*, *cologne*, *scythe*).

Abbreviations:

VC, CVC and CCVC are the respective abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (eg. *am* (VC), *Sam* (CVC), *slam* (CCV), or *each* (VC), *beach* (CVC), *bleach* (CCVC)).

