

Phonics

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use the different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined helps children decode words as they read.

-National Literacy Trust

At St Michael's C of E Primary School, we teach phonics using the Letters and Sounds programme (see table below), supplementing this with some Read, Write, Inc resources, to ensure that the children cover all the sounds they need to learn to read. Our aim is for each and every child to become a competent reader, who can access the full school curriculum and takes pleasure in reading.

All children in Reception and Year 1 have daily phonics lessons. They are taught to read letters or groups of letters by saying the sound(s). They are taught what each letter or group of letters sounds like when we say it. This is a synthetic phonics approach and it is vital that the children (and their adults) use the pure letter sounds: 'c' 'a' 'p', not 'cuh' 'a' 'puh' or 'see' 'ay' 'pee'.

Once they have learnt a number of letter sound correspondences, the children are taught to blend. This is when they say the sounds that make up a word and then merge or blend the sounds together until they can make the word. They are also taught to segment the sounds in a word, breaking a word up into its separate sounds.

When children can access our reading scheme, they are sent home with a reading book, which is changed regularly, and a reading record, which parents and carers can use to communicate with school about their child's reading. It is important that children read at home with an adult every day; this really helps them to become confident readers. Children also visit our school library every week with their class, from where they can borrow a new book each week.

Phase	Letters and Sounds Overview
1 Nursery	Activities designed to help children: listen attentively; enlarge their vocabulary; speak confidently to adults and other children; orally blend and segment words; appreciate rhythm, rhyme and alliteration
2 Reception	Learn at least 19 letters and move from oral blending and segmentation to blending and segmenting with letters. By the end of this phase children should be able to read and spell some VC and CVC words and read simple phrases, for example: pack a pen in a bag Letter sounds taught: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss CEW: l, no, the, to, go, into
3 Reception	Learn another 25 graphemes, most of them comprising two letters (eg. oa), so that the children can represent the majority of phonemes. Continue to practise blending and segmenting CVC words and apply this knowledge to read and spell two-syllable words, singly and in phrases, for example: Can a chicken sit on a chair? Letter sounds taught: j, v, w, x, y, z, zz, qu Graphemes taught: ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er CEW: he, she, we, me, be, you, are, her, was, all, they, my
4 Year 1	Consolidation of all grapheme phoneme correspondences taught in previous phases. Learn to blend and segment longer words with adjacent consonants, for example: speech, think, frost CEW: said, have, like, so, do, some, come, little, one, were, there, what, when, out
5 Reception & Year 1	Broaden knowledge of graphemes and phonemes for use in reading and spelling, including learning new graphemes and alternative pronunciations for these and the graphemes already known. Become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words, learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words. Graphemes taught: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e ** Alternative pronunciation of known graphemes: a, e, l, o, u, ow, ie, ea, er, ou, y, ch, c, g, ey Alternative spellings: ch (-tch, -ture), j (g - gem, -dge), m (mm, -mb), n (kn, gn), r (wr-), s (c - rice, st, -se), z (-se), u (some), i (y - sky), ear (eer, ere), ar (a father/half), air (-are, -ere, -ear), or (all, our, augh) , ur (ear, (w)or), oo , ai (eigh, ey, ay, a-e), ee (ea, e-e, y, ie, ey), igh (ie, y, i-e), oa (ow, oe, o-e), oo (ue, ew, u-e), oo (u, oul), sh (ch, ci, ti, ssi, si). CEW: oh, Mr, Mrs, people, their, called, looked, asked, could
6 Year 2	Understand rules for adding and applying suffixes: -s, -es, -ing, -ed, -er, est, -y, -en, -ful, -ly, -ment, -ness During this phase, children become fluent readers and increasingly accurate spellers.

Phonics Glossary:

CEW: Common Exception Words. Commonly used words for which the standard phonics and spelling rules cannot be applied, for example: you, all, friend

Phoneme: the smallest unit of sound that signals a distinct, contrasting meaning. There are around 44 phonemes in English. A phoneme can be represented in writing by one, two, three or four letters, for example:

- the word *cat* has three letters and three phonemes - c-a-t.
- the word *catch* has five letters and three phonemes - c-a-tch
- the word *caught* has six letters and three phonemes - c-augh-t

Grapheme: the written letter, or combination of letters, that represent a sound, for example:

- the grapheme **t** in the words *ten*, *bet* and *ate* corresponds to the 't' sound.
- the grapheme **ph** in the words *dolphin* and *graph* corresponds to 'f' sound.

Digraph: a type of grapheme where two letters represent one phoneme, for example:

- the digraph **sh** in *shed*
- the digraph **oo** in *zoo*

Split digraph: a type of grapheme where the two letters are not next to each other, for example:

- the letters **u** and **e** in *cube*
- the letters **o** and **e** in *hope*

Trigraph: a type of grapheme where three letters represent one phoneme, for example:

- the digraph **igh** in *high*
- the digraph **ure** in *pure*
- the digraph **dge** in *hedge*

Blending: Once children can recognise enough graphemes, they are taught to blend them together to start to read a word, for example, recognising that the letters c-a-t blended together make cat

Segmenting: Children can say a word and then break it down into the sounds from which it is constructed, for example, identifying the sounds t-e-n in ten

Grapheme	Corresponding phrase**
ay	May I play?
ou	Shout it out!
ie	Terrible tie!
ea	Cup of tea
oy	Toy for a boy
ir	Whirl and twirl
ue	Come to the rescue
aw	Yawn and dawn
wh	Whisk, whisk
ph	Take a photo
ew	Chew the stew
oe	Oh no, my toe!
au	Paul the astronaut
a-e	Make a cake
e-e	Go Pete and Steve
i-e	Nice smile
o-e	Phone home
u-e	Huge brute

Grapheme - Phoneme Correspondence, with examples

s (sat) ss (hiss) se (house) c (pacify) ce (cent) sc (science)	a (sat)	t (sat) tt (matter)	p (hop) pp (hopper)	i (hit)	n (plan) nn (manner) kn (knot) gn (sign)	m (mum) mm (hammer) mb (lamb)	d (dad) dd (ladder)	g (dig) gg (digger)	o (pot) (w)a (wasp)	c (cat) k (kind) ck (duck) ch (school)
e (hen) ea (bread)	u (run) o-e (some)	r (rust) rr (barrel) wr (write)	h (hot)	b (ball) bb (rubber)	f (fish) ff (stuffy) ph (dolphin)	l (lunch) ll (tall) le (apple)	j (jam) g (gentle) ge (large) dge (edge)	v (heavy) ve (leave)	w (wish) wh (when)	x (fix)
y (yellow)	z (zebra) zz (buzz) se (blouse)	qu (quest)	ch (chain) tch (catch) t(ure) (picture)	sh (bush) ch (chef) ti (station) ci (delicious) ssi (passion) ss (pressure) s (leisure)	th (this, think)	ng (singing) nk (plank)	ai (rain) ay (play) a-e (wave) aigh (straight) eigh (sleigh) ey (whey)	ee (feed) ey (donkey) ie (field) ea (eat) e-e (these) y (many)	igh (light) i-e (mile) ie (pie) i (find) y (fly)	oa (boat) oe (toe) o-e (role) ow (blow) ou (shoulder)
oo (too) u-e (cube) ue (blue) ew (threw) ou (you) u (ruin)	oo (look) oul (could) u (push)	or (port) oor (floor) ore (core) aw (awful) au (haul) our (four) augh (caught) al (talk)	ur (fur) ir (thirst) er (later) or (work)	ow (cow) ou (about)	oy (toy) oi (soil)	ear (fear) eer (deer) ere (here)	air (fair) are (stare) ere (there) ear (wear)	ure (mature)	ar (cart) a (calf/father)	