

Phonics Overview

Phase 1 (This phase starts in nursery and continues throughout all phases 2-6):

Children begin to show awareness of rhyme and alliteration, distinguish between different sounds in the environment and phonemes. They explore and experiment with sounds and words and begin to discriminate speech sounds in words. At this phase, children begin to orally blend and segment phonemes. No letter sounds are taught within phase 1. Children take part in many listening activities as they need to develop their listening skills to distinguish between environmental and other sounds.

Phase 2 (This phase starts in Reception):

Children begin to use common consonants and vowels. They begin to blend for reading and segment for spelling simple CVC (Consonant – Vowel – Consonant) words e.g. c-a-t. Children are taught that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters). Letter progression:

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 (huff), l, ll (full),

Phase 3:

Children working within this phase will be working on knowing one grapheme for each of the 43 phonemes Children will be taught to read and spell CVC words using letters and short vowels. Letter progression

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Children will then begin to read and spell CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Children will then learn: **ch, sh, th, ng, ear (hear), air (fair), ure (pure), er (hammer), ar (car), or (torn), ur (turn), ow (cow), oi (coin), ai (train), ee (sheep), igh (night), oa (boat), oo (boot/look)**

Phase 4: No new phonemes or graphemes are introduced in this phase. Children consolidate their knowledge from previous phases and work on blending adjacent consonants in words and applying this skill when reading unfamiliar texts. They learn to segment adjacent consonants in words and apply this in spelling.

Phase 5 (The majority of children will be working on this phase during Year 1):

They will be taught new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Children learn to read phonically decodable two-syllable and three-syllable words. New sounds taught: **ay (day) oy (boy) wh (when) a-e (make) ou (out) ir (girl) ph (photo) e-e (these) ie (tie) ue (blue) ew (new) i-e (like) ea (eat) aw (saw) oe (toe) o-e (home) ey (honey) au (Paul) u-e (rule)** Alternative pronunciations taught: **Ow: own low, ie: pie field, ea: sea head, er: fern farmer, ou: out soup could mould, y: yes my gym happy, ch: chin chef school, c: cat cell, g: got magic, ey: they money** The children learn to spell complex words using phonically plausible attempts.

Phase 6 (The majority of children will be working on this phase during Year 2): During this phase children become fluent readers and increasingly accurate spellers. To become successful readers, children must understand what they read. They need to learn a range of comprehension strategies and should be encouraged to reflect upon what their learning. Over time, children need to develop self-regulated comprehension strategies: Children learn to recognise phonic irregularities and become more secure with less common grapheme-phoneme correspondences. They apply phonic skills and knowledge to recognise and spell an increasing number of complex words. Children are taught how to add suffixes to words: **-s -es -ing -ed -er -est -y -en -ful -ly -ment -ness -en**

Glossary of Terms:

CVC words: Words that consist of a consonant-vowel-consonant as in c-a-t and b-i-g

Digraphs and trigraphs: A digraph is a two letter grapheme where two letters represent one sound as 'sh' in ship. A trigraph is a three letter grapheme where three letters represent one phoneme as 'igh' in night.

Grapheme: A letter or sequence of letters that represent a phoneme.

Phoneme: The smallest unit of sound in a word

Phonics: Consists of the 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

Segment: Ability to hear individual phonemes in a word (so that in order to spell it, a child must segment into constituent phonemes and choose a grapheme to represent each phoneme)

Blending: Ability to merge individual phonemes together to pronounce a word (in order to read, a child must recognise each grapheme – not letter – and then merge phonemes together to make a word)

Split digraphs: Two letters representing one phoneme but split within a word: bike, made

Websites: At Gainsborough we use Phonics Play on a regular basis to aid teaching and learning using the games. We have also recommended these websites to parents: www.phonicsplay.co.uk
<http://www.letters-and-sounds.com/>