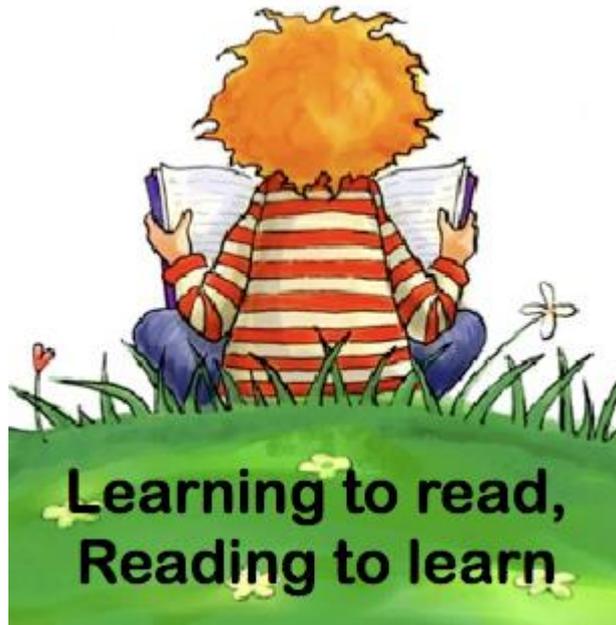


# 'Phonics Explained'



A guide for Parents

“The more you **read**  
the more **things** you know.  
The more that you **learn**  
the more **places** you'll go.”  
-Dr. Seuss

Meavy C of E Primary School 2016

## Introduction

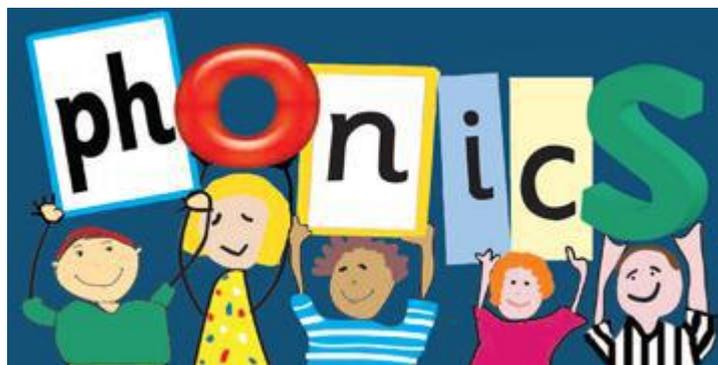
This booklet has been written to help you understand how we teach phonics at Meavy C of E Primary School.

We use *“Letters and Sounds”* to deliver high quality phonic teaching within a language rich curriculum that gives high standards in reading and writing.

*“Letters and Sounds”* is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of four, with the aim of them becoming fluent readers by age seven.

There are six overlapping phases. At Meavy children start learning phonics in Acorn Class, building on the work Pre-schools will have done and it is taught on a daily basis throughout EYFS, Key Stage 1 and when required in Key Stage 2.

It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.



## Terminology

Term	Meaning
Blend	To draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap
Custer	Two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
Diagraph	Two letters making one sound, e.g. sh, ch, th, ph.
Vowel Digraph	Comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
Split Diagraph	Two letters, split, making one sound, e.g. a-e as in make or i-e in site
Grapheme	A letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
Grapheme – Phoneme Correspondence (GPC)	The relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
Mnemonic	A device for memorising and recalling something, such as a snake shaped like the letter 'S'
Phoneme	The smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
Segment	To split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
Tricky Words	Words that con not be decoded using phonics
VC, CVC, CCVC	The abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.

## Sound Buttons

When children learn a new sound, they are taught to look for this sound within a word to help them decode and read it. When they see a sound we ask them to place their sound buttons underneath.

Single sounds:                    j a m

Digraphs :                        c h i p

Trigraphs :                        h a i r

Split digraph:                    s n a k e

## Phase 2

This phase begins in Acorn Class and concentrates on developing:

Vowels (V) - a,e,i,o,u

Consonants (C) - all other letters of the alphabet

Increased ability to discriminate between sounds

Recognise initial sounds at the beginning of words

Increased awareness of sounds, letters, and words

Letter-sound correspondence

### Sounds

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

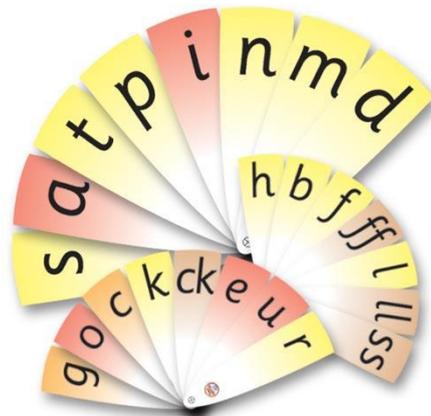
**Set 1:** s, a, t, p

**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



As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

### Tricky Words

In phase 2, children need to be able to read these tricky words on sight

**l to no go the**

## Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

### Sounds

In Phase 3 twenty-five new graphemes are introduced (one by one).

**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



### Tricky Words

In phase 3, children need to be able to read:

**he she we me be was you they all are my her**

and spell:

**I to no go the**

## Phase 4

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

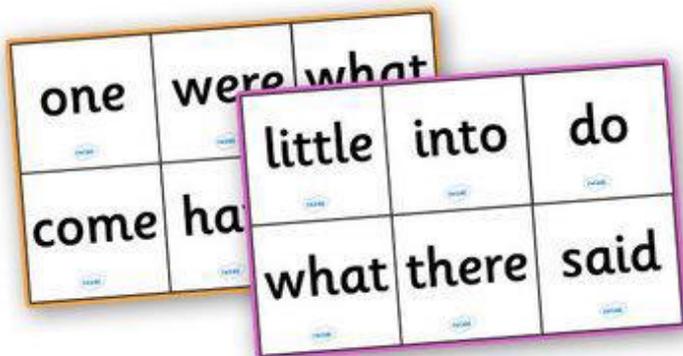
### Tricky Words

In phase 4, children need to be able to read:

**said have like so do some come were there little  
one when out what**

and spell:

**he she we me be was you they all are my her**



## Phase 5

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

### Sounds

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e,

### Alternative pronunciations for;

i, o, c g, u, ow, ie, ea,  
er, ch, y, ou, a, e, ey

### Alternative spellings for the sounds;

ch, j, n, r, m, s, z, u, i, ear, ar,  
ur, air, or, oo, ai, ee. igh, oa, sh

### Tricky Words

In phase 5, children need to be able to read:

**oh their people Mr Mrs looked called asked could**

and spell:

**said have like so do some come were there little one when  
out what**

## High Frequency Words

The following table shows words that young children are likely to come across in their reading or want to use in their writing. They have been separated into phonic phases and colour coded to show those which can be phonically decoded at that stage and those which would be learnt on sight as 'tricky words' These would be good words to practice with your child as they move through the phases.

<u>Phase 2</u>		
Decodable words		Tricky words
a	had	the
an	back	to
as	and	I
at	get	no
if	big	go
in	him	into
is	his	
it	not	
of	got	
off	up	
on	mum	
can	but	
dad	put (north)	

<u>Phase 3</u>			
Decodable words		Tricky words	
will	see	you	he
that	for	they	she
this	now	all	we
then	down	are	me
them	look	my	be
with	too	her	was

**Phase 4**

<b>Decodable words</b>	<b>Tricky words</b>	
went	said	were
it's	have	there
from	like	little
children	so	one
just	do	when
help	some	out
	come	what

**Phase 5**

Note that some of the words that were tricky in earlier phases become fully decodable in Phase 5

<b>Decodable words</b>		<b>Tricky Words</b>
don't	day	oh
old	made	their
I'm	came	people
by	make	Mr
time	here	Mrs
house	saw	looked
about	very	called
your	put (south)	asked
		could

## Year 2

At this stage children should be able to spell words phonemically although not always correctly. In Year 2 the main aim is for children to become more fluent readers and more accurate spellers. The spelling teaching that the children undertake is detailed in the New National Curriculum.

It will include;

Less common spelling patterns

Spelling past tenses

Spelling suffixes - \_\_ed, \_\_ing, \_\_s and \_\_es, \_\_ies, \_\_ful, \_\_er, \_\_est, \_\_ly, \_\_ment, \_\_ness, \_\_y

Spelling long words (How suffixes and prefixes change words)

Syllables

Tricky HFW (often misspelt)



## Year 1 Phonics Screening

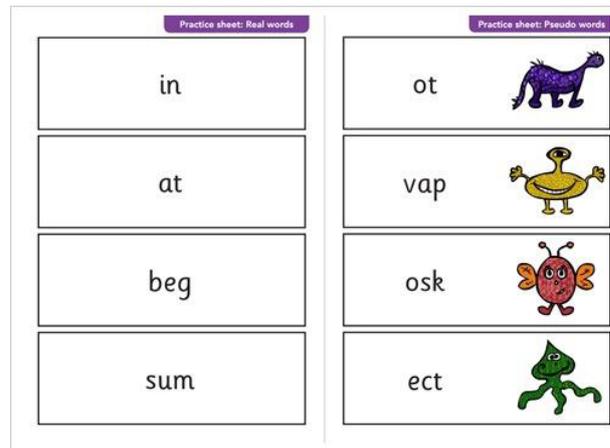
The Year 1 phonics screening check is a short, light-touch assessment of your child's phonics knowledge. This enables us as to identify gaps and ensure suitable provision is provided to support all children.

Your child will sit with a familiar adult 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 will only take a few minutes to complete and there is no time limit.

The screening takes place in the Summer Term. You will be provided with more information nearer the time.



We hope this booklet is useful and provides you with a better understanding of how and why we teach phonics.

Learning to read is one of the most exciting things you can share with your child and phonics is a tool to be used to this end. Reading for pleasure, sharing stories, talking about the books you are reading, enjoying looking at the illustrations, talking about why things happened and working out what might happen next, finding out a fascinating fact in a non-fiction book, finding an author whose books you love and losing yourself in another world within the pages of a book.....that's what learning to read is all about.

If you have any questions regarding the different methods please make an appointment to see your child's teacher.