

Phonics at Paradise Primary School

At Paradise Primary School the teaching of phonics is highly prioritised and is taught every day.

Approach

A synthetic phonics approach is adopted through the 'Letters and Sounds' programme and Jolly phonics actions are used to support the children's memory. Letters & Sounds' is the government programme for teaching phonics and high frequency words.

Synthetic phonics is the process of sounding out the individual sounds in an unknown word and then blending these sounds together to read the word. The scheme teaches the sounds in an order which allows them to quickly begin to put sounds together to read words.

Phases

Phonics is split into 6 phases with the different phases being covered in different years in Foundation Stage and Key Stage 1.

□ Phase 1- Nursery / Reception

□ Phase 2- Reception

□ Phase 3- Reception

□ Phase 4- Reception / Year 1

□ Phase 5- Year 1

□ Phase 6- Year 2

Tricky words

Alongside the skills of blending (putting sounds together to read) and segmenting (breaking words down to spell them), the children are also taught 'tricky words' words that cannot be sounded out, such as 'was' or 'me'. They learn to read and to spell these from memory within each phase.

Sessions

The sessions, as outlined in Letters and Sounds, are pacy and only last 20 minutes. They follow the same four-part structure each day of recap/revisit, teach, practice and apply.

Reception

The Reception phonics curriculum teaches children the first letter sounds in manageable groups, based on the Letters and Sounds programme. Children are then taught to read and then write simple words using these sounds. By the end of Reception, we aim for all children to be working securely in Phase 3 and the majority working within Phase 4.

Phase 1

Children are introduced to Phase 1 phonics in Nursery which is then drip fed all the way through to phase 6 and beyond to help blend the sounds to read words and segment to spell.

There are seven aspects within phase 1 that focuses on hearing and identifying sounds:

1. General sound discrimination - environmental sounds
2. General sound discrimination - instrumental sounds
3. General sound discrimination - body percussion
4. Rhythm and rhyme
5. Alliteration
6. Voice sounds
7. Oral blending and segmenting

Children who can listen for and identify initial, medial and final sounds will be able to successfully blend the sounds to read words.

Phase 1 focuses on the basic skills needed for reading and writing and includes singing lots of nursery rhymes, playing 'listening' games and using musical instruments.

Things to try at home: -

- ☐ Play games like 'I spy'
- ☐ Sing songs and rhymes together
- ☐ Make a 'junk band' with pots & pans
- ☐ Share lots of books together

Phase 2

By the end of phase 2, the children should know 23 sounds and be able to read 5 tricky words...

Phase 2	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, ff	l, ll, ss

Tricky words introduced	the, to, I, no, go
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They should be able to **orally blend** cvc words e.g. when you sound out c-a-t, they can tell you the word is cat, and also **orally segment** cvc words e.g. when you say mum, they can pick out the sounds m-u-m.

Phase 3

Phase 3 builds on Phase 2 and the children learn 28 more sounds (including where the same letters can make different sounds e.g. oo- book, loop).

By the end of phase 3 they should be able to read 12 more tricky words and be able to spell the 5 tricky words from phase 2.

Phase 3	Set 6	Set 7	Set 8 - Consonant digraphs	Set 9 - Vowel digraphs	Set 10 - Vowel digraphs	Set 11 - Vowel digraphs	Set 12 - Vowel digraphs
	j, v, w, x	y, z, zz, qu	ch, sh, th, ng	ai, ee, igh, oa	oo, ar, or, ur	ow, oi, ear	air, ure, er
Tricky words introduced	he, she, we, me, be, was, you, they, all, are, my, her						

Following on from this, children will use the above sounds to segment and blend in order to read words within sentences.

Phase 4

In Phase 4, no new graphemes (sounds) are introduced and it is a revision phase where children practise their previous knowledge. 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'.

A number of new tricky words are introduced within this phase:

Phase 4	Tricky words introduced
	said, have, like, so, do, some, come, were, there, little, one, when, out, what.

By the end of Phase 4, the children should now be able to spell the Phase 3 words

Year 1

The children in Year 1 continue with daily phonics practise, following the Letters and Sounds programme. They spend a few weeks consolidating phase 4 and then move on to phase 5.

In **phase 5**, they learn the following new sounds:

Phase 5	<u>ay</u> (as in day)	<u>ou</u> (as in out)	<u>ie</u> (as in tie)	<u>ea</u> (as in sea)	<u>oy</u> (as in boy)	<u>ir</u> (as in girl)	Tricky words oh, their, people, Mr, Mrs, looked, called, asked.
	<u>ue</u> (as in clue)	<u>ue</u> (as in queue)	<u>aw</u> (as in saw)	<u>wh</u> (as in when)	<u>ph</u> (as in Phil)	<u>ew</u> (as in stew)	
	<u>ew</u> (as in screw)	<u>oe</u> (as in toe)	<u>au</u> (as in Paul)	<u>ey</u> (as in money)			

The children also learn the split digraphs where the vowel say its name e.g. came, Pete, rice, bone, cube.

<u>a-e</u> (as in came)	<u>e-e</u> (as in these)	<u>i-e</u> (as in like)	<u>o-e</u> (as in bone)	<u>u-e</u> (as in June)
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Children learn that there are alternative spellings for some sounds, (e.g. leek, monkey) and begin to look at common spelling patterns.

They should be able to read words such as crayon, mountain, thirsty and dolphin using their phonic knowledge.

Alternative Spelling For Phonemes

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/	/ai/	/ee/	/igh/	/oa/	/oo/	/oo/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o
				ey	y		o	ou	
				ei	ey				
					eo				

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							

New Phoneme

/ar/
a

Simple suffixes are also introduced...

-s -es -ed -ing -er -est

All children complete the national phonics screening in Year 1 during a specified week in June. Any children who did not take the test or did not pass the test in Year 1 will retake it again in Year 2.

By the end of Year 1, the children should be confidently reading all of the High Frequency words below and writing many of them accurately too.

First 100 High Frequency Words

the	and	a	to	said	in	he	I
of	it	was	you	they	on	she	is
for	at	his	but	that	with	all	we
can	are	up	had	my	her	what	there
out	this	have	went	be	like	some	so
not	then	were	go	little	as	no	mum
one	them	do	me	down	dad	big	when
it's	see	looked	very	look	don't	come	will
into	back	from	children	him	Mr	get	just
now	came	oh	about	got	their	people	your
put	could	house	old	too	by	day	made
time	I'm	if	help	Mrs	called	here	off
asked	saw	make	an				

Year 2

The children in Year 2 continue to follow the Letters and Sounds programme and the main focus is on supporting children's fluency and accuracy in spelling.

In **Phase 6**, the focus is on learning spelling rules for word endings or **suffixes**.

Year 2 Spelling Curriculum	<u>ge</u> / dge / <u>g</u> (as in bad <u>ge</u> , a <u>ge</u> , <u>g</u> iant)	<u>ce</u> / ci /cy (as in ice, city, fancy)	<u>kn</u> / gn (as in <u>k</u> n <u>igh</u> t, <u>g</u> naw)	<u>le</u> / el / <u>il</u> (as in pudd <u>le</u> , tunn <u>el</u> , pencil)	<u>y</u> (as in dry)	<u>al</u> / all (as in ball, walk)
	<u>o</u> (as in mo <u>th</u> er)	<u>wa</u> / qua (as in wa <u>tch</u> , squash)	<u>wor</u> (as in wo <u>r</u> k)	<u>war</u> (as in wa <u>r</u> m)	<u>s</u> (as in televis <u>ion</u>)	<u>-tion</u> (as in stat <u>ion</u>)

Children will be taught the many different rules for spelling plurals, and adding suffixes to words. Children are taught to understand when to apply which alternative spellings of words in which situation.

Suffixes	Meaning	Example
-ed	in the past/past tense	walked, climbed
-s/-es	more than one	pencils, boxes
-ing	doing something	singing, running
-ly	how something is done	quietly, angrily
-less	without	fearless, hopeless
-ful	full of	colourful, beautiful
-ness	state or condition	happiness, sadness
-ment	in the action of	movement, enjoyment
-er	more	lower, luckier
-est	most	lowest, luckiest

Many words do not change when a suffix is added, but others do:

- Words that end with short vowel sound + consonant — double the last letter before adding suffixes that begin with a vowel such as -ed, -ing and -est, e.g. fit - fitter - fittest bat - batted - batting
- Don't double the last letter if the suffix begins with a consonant, e.g. bat - bats fit - fitness
- Words that end with consonant + 'y' — the 'y' becomes 'i' or 'ie' before the suffix is added, e.g. puppy - puppies, happy - happiness, lucky - luckier - luckiest, fry - fried
- Words that end with vowel + y do not change, e.g. monkey - monkeys enjoy - enjoying
- Words that end with x, zz, ch, tch, sh — add -es to make a plural, e.g. fox - foxes wish - wishes

Children will also be taught to:

- learn to spell common exception words
- learn to spell more words with contracted forms (eg, can't, isn't)
- learn the possessive apostrophe for singular nouns (eg, Tom's)
- spell homophones and near-homophones (eg, pear and pair)

The children are also expected to be able to read and write the 'next 200 common words'.

Next 200 Common Words

water	away	good	want	over	how	did	man
going	where	would	or	took	school	think	home
who	didn't	ran	know	bear	can't	again	cat
long	things	new	after	wanted	eat	everyone	our
two	has	yes	play	take	thought	dog	well
find	more	I'll	round	tree	magic	shouted	us
other	food	fox	through	way	been	stop	must
red	door	right	sea	these	began	boy	animals
never	next	first	work	lots	need	that's	baby
fish	gave	mouse	something	bed	may	still	found
live	say	soon	night	narrator	small	car	couldn't
three	head	king	town	I've	around	every	garden
fast	only	many	laughed	let's	much	suddenly	told
another	great	why	cried	keep	room	last	jumped

because	even	am	before	gran	clothes	tell	key
fun	place	mother	sat	boat	window	sleep	feet
morning	queen	each	book	its	green	different	let
girl	which	inside	run	any	under	hat	snow
air	trees	bad	tea	top	eyes	fell	friends
box	dark	grandad	there's	looking	end	than	best
better	hot	sun	across	gone	hard	floppy	really
wind	wish	eggs	once	please	thing	stopped	ever
miss	most	cold	park	lived	birds	duck	horse
rabbit	white	coming	he's	river	liked	giant	looks
use	along	plants	dragon	pulled	we're	fly	grow

All of these words and sounds form the basis of reading and writing and if they are known before the children go into key stage 2 then they will greatly benefit.

Words your child might use when talking about phonics:

Phoneme	Phonemes are the smallest unit of speech - sounds which make up a word. If you change a phoneme in a word, you would change its meaning. For example, there are three phonemes in the word sit /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, fit . If you change the phoneme /t/ in fit for a /sh/, you have a new word, fish - /f/-/i/-/sh/.
Grapheme	Graphemes are the written representation of sounds - the letters.
Digraph	A grapheme containing 2 letters that makes just one sound, eg /sh/ in shop or /ch/ in chip.
Trigraph	A grapheme containing 3 letters that makes just one sound, eg /air/ in pair or /igh/ in night.
Split digraph	A grapheme containing 2 letters but are separated by another sound, eg 'ae' in make is separated by the sound /k/ so it is split /a-e/.

Blend	The process of putting individual sounds together to read a word, eg sh-o-p, shop.
Segment	The process of breaking a word into individual sounds to spell a word.
Sound buttons	Teachers might use these under words to indicate whether the sound is a single letter sound (dot) or a digraph/trigraph (dash) to help children to blend the sounds correctly in the word, eg shop.