



## A Guide to Phonics

Clyst Hydon Primary School uses the Letters and Sounds scheme to teach phonics. Children receive daily whole class phonics teaching and will work through phases 1 - 6.

At the end of Year 1, children sit a Phonics Screening Check, which is a nationally produced test with an 'expected' threshold. Children who do not reach the threshold in Year 1 receive extra support in Year 2 and will be given the opportunity to re-sit the screening check at the end of Year 2.

### Phase One

This is the first of 6 phases. It is a vital phase that prepares children for learning to link sounds and letters. It can begin when your child is very young and is just beginning to communicate and respond. If children do plenty of Phase 1 activities throughout each day, they are much better prepared for learning phonics.

In our pre-school and Reception class, we provide the following types of activities as a normal part of everyday teaching. They are easy to do at home and will have a big impact on your child's progress through our phonics programme.

#### Phase 1 aims to help children:

- Tune into sounds
- Listen and remember sounds
- Talk about sounds

This will encourage your child to develop their vocabulary, speak confidently and ultimately to hear separate sounds within words and be able to reproduce them in order.

#### How to support your child at home:

##### Environmental sounds

- Join in their play to extend their talk and enrich their vocabulary
- Ask open questions
- Make animal sounds including imaginary ones
- Experiment with the sounds different objects can make
- Encourage friendships
- Recall sounds in the right order
- Go on a listening walk
- Enjoy and share books, vary your tone, give the characters voices, enjoy sound words such as CRASH! or TINGALING!

### **Instrumental sounds**

- Recognise differences in sounds, i.e. loud and soft, fast and slow
- Make up and repeat rhythms
- Play with musical instruments
- Find ways of making sounds change
- Listen to music
- Make up new words for a song
- Match sounds that are the same
- Choose words to describe sounds

### **Body percussion**

- March, stamp and splash and tip-toe to a beat
- Re-enact stories
- Use your hands to make noises, e.g. rub, clap, click, repeat a sequence
- Make sounds to accompany mark-making
- Comment on movements and shapes your child makes
- Sing action songs and rhymes

### **Rhythm and rhyme**

- Hear rhymes over and over again
- Enjoy and share books, vary your tone, give the characters voices, enjoy sound words
- Invent your own rhymes
- Replace words in rhymes with nonsense
- Clap or stamp to the beat of a song or poem
- Play odd one out - which word doesn't fit?
- Read a familiar story missing out key words so your child can jump in

### **Alliteration**

- Add a couple of alliterative adjectives to every noun e.g. salty, sizzling sausages or brilliant, bendy bananas
- Bounce or stretch the first sound ssssssssssausages or b-b-b-b-banana
- Have fun with tongue twisters
- Have books at home which contain alliterative rhymes and jingles

### **Voice Sounds**

- Make sounds for actions, e.g. going down a slide, bouncing a ball
- Introduce words that sound like noises
- Encourage your child to make sounds they hear with their voices
- Play 'Metal Mike', a robot who can only talk in sounds e.g. f-i-sh
- Talk in front of a mirror their faces and movements when they make different sounds

### **Oral blending and segmenting**

- Use short, simple words to do the following: Give instructions using sounds then blend them together, e.g.  
□ 'It's time to get your c-oa-t, coat!'
- Say your shopping list, ch-ee-se, h-a-m, b-ea-n
- Play 'I spy' but say the whole word in sounds rather than giving the first sound or letter
- Have a toy that can only understand 'sound talk'

## Phase Two

At this stage, the children will use letters to represent each sound in simple words. Children will **blend** sounds to build words for reading and **segment** words into separate sounds for spelling. We call each sound within a spoken word a **phoneme**. When a phoneme is written down using a letter (or letters), it is called a **grapheme**.

### Phase 2 graphemes

In Phase 2 we teach 21 graphemes

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

The process of learning a sound, includes:

- Saying a number of words with the same initial sound, exaggerating it e.g. ssssssnake, ssssssun
- Showing the children the grapheme (letter) that represents the sound
- Flashing a card with the grapheme on one side and a picture on the other. When the children see the grapheme side, they say the sound. When they see the picture side, they say the word corresponding to the picture

### Phonics and reading

During Phase 2, children will be taught to read different words using the sounds and letters they have been exposed to. In this phase, children will be taught VC and CVC words.

#### V - vowels

#### C - consonants

VC words are those that consist of a vowel and a consonant e.g. on, it, is.

CVC words are those that consist of a consonant, then a vowel, and then a consonant e.g. cat, dog, pen.

### Tricky words

During this phase, children will also be exposed to **tricky words**. These are words that cannot be sounded out e.g. the, to, I, no, go

### How to support your child at home:

Using the sounds your child has been exposed to, the following games and activities will support their learning:

- Use flashcards to expose children regularly to the sounds they have learnt
- Magnetic letters on the fridge where children can practise making words
- Make words using letter cards or magnetic letters. Ask children to blend sounds together to make words
- Ask children to spell out CV and CVC words both orally and on paper

## Phase Three

At this stage, the children will continue to practise blending sounds to build words for reading, and segmenting words into separate sounds for spelling.

Children will learn the remaining letters of the alphabet and some sounds which are made up of two or three letters, known as **digraphs** and **trigraphs**.

They will read more tricky words and begin to spell them. They will also read familiar words from sight and will no longer have to **decode** them.

### Phase 3 graphemes

In Phase 3 we teach 26 graphemes

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

### CVC words

Children will continue to read CVC words, but in this phase, these will include digraphs and trigraphs. Children will use **sound buttons** to help them read digraphs and trigraphs as one sound rather than individual letters.

e.g. sh i p, ch o p, th e m, w i ng

### Tricky words

During this phase, children will be exposed to the following tricky words:

he	she	we	me	be	was
my	you	her	they	all	

### How to support your child at home:

Using the sounds your child has been exposed to, the following games and activities will support their learning:

- Use flashcards to expose children regularly to the sounds they have learnt
- Put sounds into phoneme frames to make words
- Use picture cards to sound out the spelling

## Phase Four

The purpose of Phase 4 is to consolidate and practise the sounds already taught.

Children are also exposed to **adjacent consonants** (consonants that are next to each other e.g. st, tr, fr) and polysyllabic words (words with more than one syllable e.g. wind+mill - windmill, lunch+box - lunchbox). Children will know these as **CVCC** and **CCVC** words.

In this Phase, children are encouraged to read words without blending as soon as possible. Children progress from blending out loud, to blending in their head, before reading on sight. As children learn to read by sight, they will become more fluent in their reading.

### CVCC and CCVC words

Some of the following blends and clusters are taught:

<b>nt</b> as in tent	<b>st</b> as in toast	<b>pl</b> as in plum	<b>sp</b> as in spoon	<b>mp</b> as in lamp
<b>nk</b> as in ink	<b>ft</b> as in gift	<b>sk</b> as in tusk	<b>lt</b> as in belt	<b>tr</b> as in tree

### Tricky words

During this phase, the children will be exposed to the following tricky words:

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

### How to support your child at home:

Using the sounds your child has been exposed to, the following games and activities will support their learning:

- Use flashcards to expose children regularly to the sounds they have learnt
- Practise sounding out a range of CVCC and CCVC words
- Ask your child to make a word out of magnetic letters or write on a whiteboard
- Match picture cards to words, including playing snap with them

## Phase Five

In this phase, children will broaden their knowledge and learn some new phonemes and graphemes. They will also learn alternative pronunciations for graphemes they have already learnt, as well as alternative spellings of phonemes.

Children will practise and apply new phonic skills in the context of longer sentences and passages of text. They will also be reading and spelling polysyllabic words, i.e. words with more than one syllable

### Phase 5 graphemes

Children will learn 18 new graphemes

ay	ou	ie	ea	oy	ir
ue	aw	wh	ph	ew	oe
au	a_e	e_e	i_e	o_e	u_e

### Split digraphs

In Phase 5, children are introduced to the **split digraphs** a\_e, e\_e, i\_e, o\_e, u\_e.

Children will learn that the 'e' on the end causes the initial vowel to make a longer vowel sound rather than the shorter one. Examples of words with a split digraph include; make, these, like, home, rule.

### Alternative pronunciations and spellings of graphemes

In this Phase, children will also learn that some graphemes have different pronunciations and spellings. For example, the sound /ee/ can be spelled in a number of ways: **see, me, real, key, field, happy, Pete** and **ceiling**.

Once children are introduced to the alternative sounds, they will then categorise words with these graphemes into 'families'. This develops not only the understanding that sounds can be spelled in different ways, but allows children to learn through sorting, comparing and contrasting. When words are ordered into different categories of spellings, children can discover spelling tendencies in English, e.g. that the spelling 'ay' as in 'day' comes at the end of the word.

### Tricky words

During this phase, the children will be exposed to the following tricky words:

oh	Mrs	people	Mr.	called
looked	could	asked	their	

## **How to support your child at home:**

Using the sounds your child has been exposed to, the following games and activities will support their learning:

- Ask your child to make or spell words. Support them whilst they figure out how the sounds needs to be represented
- Focus on split digraphs using flashcards, try to increase the speed as children become confident
- Encourage children to write as many sounds/words as possible in a set amount of time
- Expose children to a wider range of stories which include longer texts
- Practise reading as much as possible

## Phase Six

When children enter this Phase, they will know most of the common grapheme-phoneme correspondences. As a result of this, children will be able to read hundreds of words. This will be in one of three ways:

- Reading the word on sight when they are very familiar
- Decoding the word quickly and/or silently
- Decoding the word aloud

By the end of Phase 6, children will become fluent, competent, and confident readers and increasingly accurate spellers.

### Spelling

In Phase 6, children are introduced to the following spelling rules:

- adding the suffixes: -ed, -ing, -er, -est, -ly, -ful, -ment, -ness
- adding the suffixes 's' and 'es' to nouns and verbs
- adding the prefixes: un-, bi-, dis-, mis-, pre-, re-, sub-, tri-, pro-
- the contracted form of words e.g. I am - I'm, you are - you're, we are - we're, he would - he'd
- homophones e.g. be/bee, hear/here, to/too/two, one/won
- tenses - changing the verb in a sentence to say when something happens (e.g. I am playing, I played, I will play)
- common exception words for their year group

Children will be taught to edit their writing and check their spelling using a range of strategies, including:

- Asking themselves if the word looks right
- Trying out an alternative spelling
- using their spelling log or dictionary to check
- using a mnemonic e.g. said - **S**ally **A**nn **I**s **D**ancing
- chunking the word into syllables