

# Mickleover Primary School



Phonics

November 2017



## Introduction

This booklet has been written to help you understand how we teach phonics at Mickleover 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 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 Mickleover Primary School children start learning phonics in Reception and are taught on a daily basis throughout EYFS, Key Stage 1 and when required in Key Stage 2.

## Terminology

<b>Term</b>	<b>Meaning</b>
<b>Blend</b>	To draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap
<b>Cluster</b>	Two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
<b>Digraph</b>	Two letters making one sound, e.g. sh, ch, th, ph.
<b>Vowel Digraphs</b>	Comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
<b>Split Digraph</b>	Two letters, split, making one sound, e.g. a-e as in make or i-e in site
<b>Grapheme</b>	A letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
<b>Grapheme-Phoneme Correspondence (GPC)</b>	The relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
<b>Mnemonic</b>	A device for memorising and recalling something, such as a snake shaped like the letter 'S'
<b>Phoneme</b>	The smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
<b>Segment (vb)</b>	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/
<b>Tricky Words</b>	Words that con not be decoded using phonics
<b>VC, CVC, CCVC</b>	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



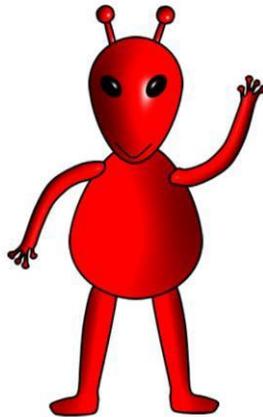
## Alien Words

These are nonsense words. Children are encouraged to read 'alien words' throughout the phases. They are always shown alongside an alien to ensure children can differentiate between the two. Alien words assess whether a child is able to decode and blend. They need decoding in the same way as a real word.

### Examples of Alien Words



desh



chab



queep

### Why do we use Alien words?

"They are included because they will be new to all pupils, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words. Pupils who can read non-words should have the skills to decode almost any unfamiliar word."

## First One Hundred HFW

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

### Reading

- Some can be sounded out using phonics
- Some are more tricky

### Spelling

- Some can be sounded out using phonics
- Some are more tricky

# Phase 1

This phase is usually taught in Nursery and other pre-school settings and concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects:

**Aspect 1 - Environmental Sounds** - The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.

**Aspect 2 - Instrumental Sounds** - This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.

**Aspect 3 - Body Percussion** - The aim of this aspect is to develop children's awareness of sounds and rhythms.

**Aspect 4 - Rhythm and Rhyme** - This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.

**Aspect 5 - Alliteration** - The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

**Aspect 6 - Voice Sounds** - The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.

**Aspect 7 - Oral Blending and Segmenting** - In this aspect, the main aim is to develop oral blending and segmenting skills.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.



## Phase 2

This phase begins in Reception 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



### Tricky Words

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

**I            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.

During this phase, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

### 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.

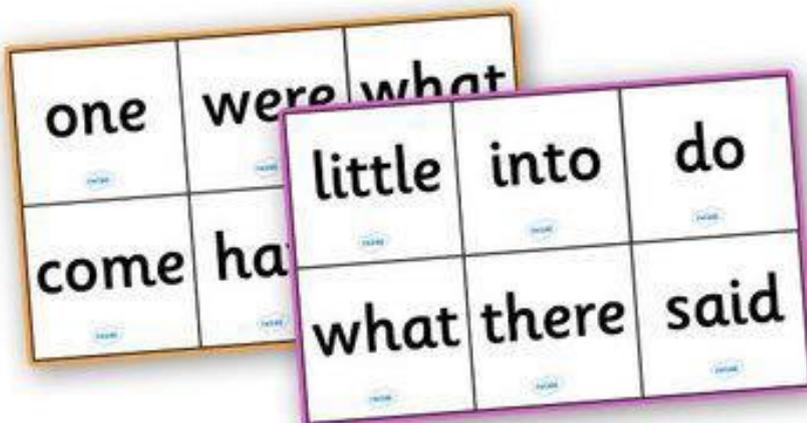
### Tricky Words

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

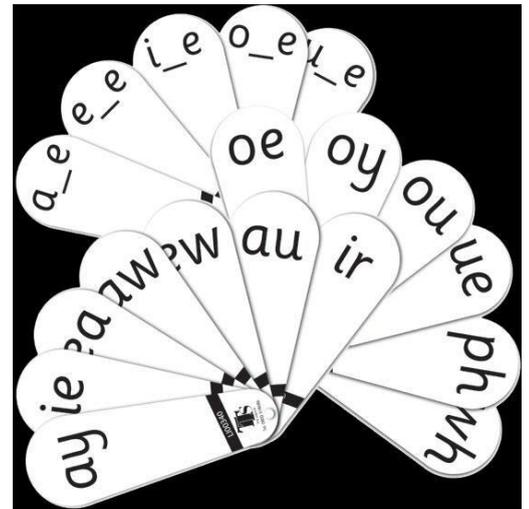
ay, ou, ie, ea, oy, ir, ue, aw,  
wh, ph, ew, oe, au, ey, a-e,  
e- e, i-e, o-e, u-e,

•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

## Phase 6

At this stage children should be able to spell words phonetically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.

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)

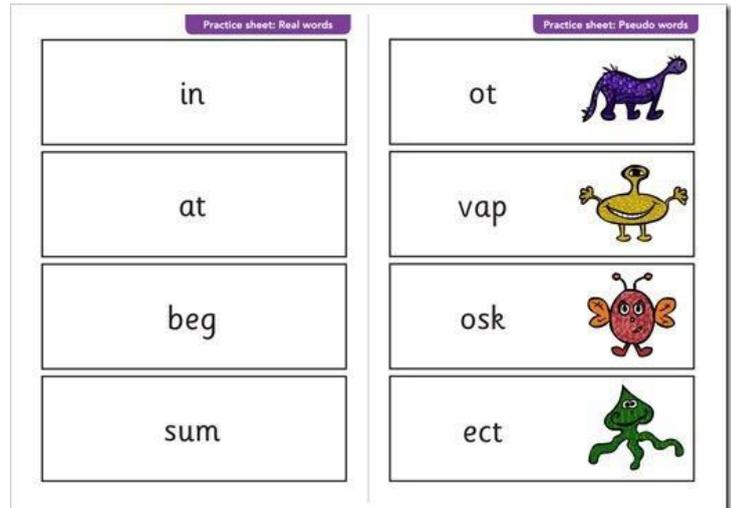


# Year 1 Phonics Screening

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 at Mickleover Primary School.

If you have any questions regarding the different methods please don't hesitate to pop into school.