

# Phonics



## Cannon Lane Primary School

This booklet is designed to provide information for parents and carers on how Phonics is taught to children in Reception and beyond. Cannon Lane Primary School uses the Department for Education programme called Letters and Sounds.

# Phonics phases

## Phase 1

Throughout Pre-School

Phase 1 of Letters and Sounds includes seven aspects that are progressive and support very young children to develop auditory discrimination of sounds, memory and sequencing of sounds as well as developing vocabulary and language comprehension. Phase 1 is often, but not exclusively, delivered in pre-school settings. It may be the case that some children may need to repeat Phase 1 in Reception.

- Aspect 1 Environmental sounds
- Aspect 2 Instrumental sounds
- Aspect 3 Body percussion
- Aspect 4 Rhythm and rhyme
- Aspect 5 Alliteration
- Aspect 6 Voice sounds
- Aspect 7 Oral blending and segmenting

## Phase 2

Duration 9 weeks

Phase 2 of Letters and Sounds teaches children the first 18 phonemes as the corresponding graphemes. It introduces the concepts of digraph and trigraph. Phase 2 focuses on blending sounds together for reading and segmenting sounds for writing. It also introduces the first set of tricky words which have to be learned as they are not phonetic. A new phoneme is taught each day for four consecutive days with the last day of the week given over to consolidation. The main focus of Phase 2 is on reading and writing VC and CVC words progressing on from the oral blending and segmenting that took place in Phase 1.

Phonemes	Tricky Words
<ul style="list-style-type: none"><li>• s a t p</li><li>• i n m d</li><li>• g o c k</li><li>• c k e u r</li><li>• h b l, ll f, ff ss</li></ul>	<ul style="list-style-type: none"><li>• I</li><li>• No</li><li>• Go</li><li>• To</li><li>• the</li></ul>

## Phase 3

Duration 12 weeks

Phase 3 involves extending the number of known phonemes to 43 altogether. Digraphs and trigraphs feature increasingly and the children practise recognising them when they occur in words they are reading. Phase 3 increases the vocabulary the children can read and write enormously. The focus on the skills of blending for reading and segmenting for spelling continue as in Phase 2. There is an additional bank of tricky words to learn. In Phase 3 children begin to blend and segment words with adjacent consonants such as camp, tent, train (CVCC words) and sleep, spoon, (CCVC words).

Phonemes	Tricky Words
<ul style="list-style-type: none"><li>• j v w x</li><li>• y z,zz qu</li><li>• sh ch th ng</li><li>• ai ee igh oa</li><li>• oo ar or ur</li><li>• ow oi ear air</li><li>• ure er</li></ul>	We Me Be He She Are Was My You They Her All

## Phase 4

Duration 6 weeks

Phase 4 involves extensive practise of reading and writing using the phonemes already taught in Phases 2 and 3. Phase 4 is still progressive in that children are exposed to two and three syllable words. The purpose of this phase is to consolidate all of the letter sounds learned to date and ensure there is a high degree of competence among the children in using those first 43 phonemes. There is another bank of tricky words to be learned which again will expand the range and level of books that can be read while giving the child an extended vocabulary to use in their writing.

Tricky Words	
Said	Were
So	There
Do	Little
Have	One
Like	When
Some	Out
Come	What

## Phase 5

Duration up to 30 weeks

Phase 5 can be started in Reception but then continues into Year 1. The purpose of Phase 5 is to introduce the children to alternative graphemes e.g. /ai/ as in rain and /ay/ as in day and alternative phonemes e.g. /ow/ as in cow and /ow/ as in blow. Phase 5 broadens the range of words that can now be spelt correctly rather than the phonetically plausible spelling attempts acceptable in the earlier phases. The last phoneme /zh/ as in vision is also taught. There is a continued emphasis on blending for reading and segmenting for writing during this phase with a focus on recognising digraphs immediately.

New phoneme	Alternative graphemes	Alternative phonemes
zh	ay ou ie ea oy ir ew aw wh	ph ew oe au a_e e_e i_e o_e u_e
		i - fin, find ow - cow, blow y - yes, by, very o - hot, cold ie - tie, field ch - chin, school, chef c - cat, cent
		ea - eat, bread ou - out, shoulder, could, you g - got, giant er - farmer, her u - but, put (south) a - hat, what

## Phase 6

Throughout Year 2 and KS2

During this phase children become fluent readers and increasingly accurate spellers. It builds on the phonic knowledge already acquired and increases familiarity with a broad range of words. Rapid recognition of graphemes leads over time to automatic reading of words. Children should continue to read aloud but also begin to read silently as well. While reading aloud children are encouraged to use expression to retain the interest of the listener. Comprehension is also developed during Phase 6. The emphasis is on understanding the context, generating questions, interrogating the text and summarising.

# Phonics Vocabulary

- **Phoneme:** smallest unit of sound e.g. a as in ant
- **Grapheme:** letters representing units of sounds
- **Digraph:** 2 letters that together make one phoneme or sound e.g. sh as in ship or ai as in rain
- **Trigraph:** 3 letters that together make one phoneme or sound e.g. igh as in night
- **Split digraph:** 2 vowels that make one phoneme but are separated by a consonant in a word e.g. a\_e as in make, i\_e as in kite, o\_e as in broke, u\_e as in mute, e\_e as in these
- **CVC words:** consonant, vowel, consonant words such as bag, log, mat, hid
- **Tricky words:** words that are not phonetic in spelling and just have to be learned

## Key Skills

### Blending

Blending is recognising the letter sounds in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'. Blending is the skill that is used to sound out a word and then bring the sounds together to say the whole word. Blending is essential for reading new or unfamiliar words.

### Segmenting

Segmenting is identifying the individual sounds in a spoken word (e.g. 'him' = h – i – m) and writing down letters for each sound to form the word. Segmenting is the skill that is used to sound out each of the phonemes in a word and identify the grapheme so the word can be written. Segmenting is essential for writing new or unfamiliar words.

# Daily Phonics

Phonics is taught daily in Cannon Lane Primary School to all children in Reception, Year 1 and Year 2. In Key Stage 2 children are provided with phonic support according to individual needs assessed by the class teacher.

The phonic lesson always follows the same format and lasts between 20 and 40 minutes depending on the age of the children.

The lesson consists of the following sections:

## **1.REVISIT AND REVIEW**

Recently and previously learned grapheme-phoneme correspondences, or blending and segmenting skills as appropriate

## **2.TEACH**

New grapheme-phoneme correspondences; skills of blending and segmenting

## **3.PRACTISE**

New grapheme-phoneme correspondences; skills of blending and segmenting

## **4.APPLY**

New knowledge and skills while reading/writing

# Websites to use at home

There are many websites with games that can help to support children's acquisition of phonic skills. The following is just a small selection.

- Phonics play [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- Busy things [www.busythings.co.uk/](http://www.busythings.co.uk/)
- Letters and sounds [www.letters-and-sounds.com](http://www.letters-and-sounds.com)
- ICT games [www.ictgames.com](http://www.ictgames.com)
- Topmarks [www.topmarks.co.uk](http://www.topmarks.co.uk)
- Crickweb <http://www.crickweb.co.uk/Early-Years.html>
- Family Learning [http://www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html)

The Department for Education has several documents related to the teaching of phonics if you would like further information.

- Teaching phonics (information for schools and parents)  
[www.gov.uk/government/collections/phonics](http://www.gov.uk/government/collections/phonics)
- Letters and sounds (publication)  
[www.gov.uk/.../Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](http://www.gov.uk/.../Letters_and_Sounds_-_DFES-00281-2007.pdf)