

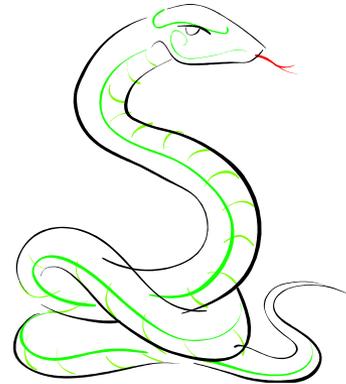


Phonics



What is phonics?

- Phonics is the back-to-basics method of reading that teaches children to recognise the different sounds letters make .
- i.e.) The letter S is phonetically 's'.



What do we use at St Edmund's to teach phonics to your children?

- Letters and sounds programme.

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 programme for teaching phonic skills for children starting by the age of three, with the aim of them becoming fluent readers by age seven.

How do we teach this programme?

- There are 6 phases to this programme.
In Early Years the children will be concentrating on phase 1, 2 and 3.
- The children normally do phonics for 20 minutes everyday.

I will look firstly at phase 1.



Phase 1

- Phase 1 is mostly for nursery aged children, however it does run along every phase as it is the foundation behind learning to read and write.
- Phase 1 has 7 parts to it:
- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

Phase 2

- Phase 2 begins when the children are in Reception Class.
- The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either by using magnetic letters or by writing the letters on paper or on whiteboards.

During this phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: **the, to, go, no.**

Phase 2

- The children learn 3 phonemes per week in this phase.
- We also use the 'jolly songs' CD to help the children remember the sounds.
- During this phase the children begin to blend sounds together in order to read CVC words like s a t. The children will also begin to write CVC words.

Phoneme counting

- if we were going to read this word we would count the phonemes and blend the word together.

i.e.)

- c a t
   
- f r o g
    

Phase 2 game

- During phase 2 we play the 'buried treasure' game a lot to help the children to blend CVC words.
- Try playing this game for yourself:

- <http://www.phonicsplay.co.uk/BuriedTreasure2.html>

Phase 3

- The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme.
- Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.

Phase 3

- Some examples of the graphemes taught in this phase are
- Sh, ch, oa, ee, or, th.

There are lots of games we play in this phase to help the children to read and write words with these graphemes in.

Here is an example...

- <http://www.phonicsplay.co.uk/PictureMatch.html>

Phase 3

- Also during phase 3 the children work a lot on tricky words and writing and reading simple sentences.

i.e.) The cat is fat.

We often play tricky word bingo which the children enjoy. This helps them to read and write the tricky words which are included in this phase.

Year 1

- As your children go into Year 1 they will work through:
- Phase 3 again as a recap as this is an important phase.
- Phase 4 and 5.

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.
- This phase concentrates on writing a variety of sentences, spelling high frequency words and understanding punctuation.

Phase 4 games

- In phase 4 we play a variety of sentence games for example:
- If I wrote ‘**The man burnt the toast**’. The children would need to change one word in the sentence to make it mean something else for example they may say...
- ‘**The man ate the toast**’.

- During phase 4 you may find your children are spelling lots of words incorrectly. We try not to focus on this too much during this phase as they focus more on spelling in phase 5 and 6.
- We hope by the end of phase 4 the children are becoming confident and happy to be writing sentences and using the correct punctuation.

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.
- The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these, and graphemes they already know, where relevant.

For example:

| ee | ay | igh | oa | oo |
|----|-----|-----|----|----|
| ey | ai | le | ow | ew |
| Ea | a-e | i-e | oe | ue |
| Ey | | y | | |
| E | | | | |

Phase 5

- During this phase the children experiment with sounds they have learnt, to learn how to read and spell words.
- For example if we looked at oi, oy the children would look at where these sounds often come in words and use this information to decide how to spell words with this sound in.

Phase 5

- During phase 5 the children learn about split digraphs. We look at sound ie) a-e that are split up in a word. (magic e)

for example: M**a**e

We teach the children that the e sound at the end of the word becomes silent but changes the 'a' to an 'a'.

Year 2

- When your children go into year two they will be recapping on phase 5. When recapping on this phase we make sure the children are more confident with spelling the high frequency words and using their phonic knowledge to spell other words correctly.

After Christmas in Year 2 the children move onto phase 6 letters and sounds.

By this stage we aim for the children to be fluent readers and becoming confident writers.

Phase 6

- To become successful readers, children must understand what they read. They need to learn a range of comprehension strategies and should be encouraged to reflect upon their own understanding and learning. Such an approach, which starts at the earliest stages, gathers momentum as children develop their fluency. Children need to be taught to go beyond literal and over time they need to develop self-regulated comprehension strategies:
 - activating prior knowledge;
 - clarifying meanings – with a focus on vocabulary work;
 - generating questions, interrogating the text;
 - constructing mental images during reading;
 - summarising.

Phase 6:

we aim to:

- Introducing and teaching the past tense
- Investigating and learn how to add suffixes
ie) adding 'ing' to a word.
- Teaching spelling long words.
- This will then run right through the school and the children will continue to work on suffixes and other spelling rules into year 3 and onwards.

- If you have any questions about how we teach phonics at St Edmund's or how you can help your child at home please ask their class teacher who will be happy to help.