

Phonics Narrative

Phonics:

The teaching and learning of phonics provides the building blocks for future reading and is a key focus in EYFS and Key Stage One. We teach phonics using the LCP planning tool, in conjunction with the DfE's "Letters and Sounds" document. Our youngest children in Nursery begin with Phase 1 phonics which is all about tuning into sound and the idea of listening. By the time the children reach Year Two, they will have progressed through Phases 1-6.

Phonics Phases:

Phase 1 focuses upon oral and aural accuracy.

Phase 2 includes teaching of letter names. Children begin to match upper and lower-case letters and they are taught the rules about certain spelling patterns. From Phase 2 onwards children are exposed to more 'pseudo, nonsense or alien' words which challenge their decoding and blending skills. Of course, this is only one part of reading and the teaching of other reading strategies alongside phonics is still vital.

In Phase 3 children will learn the alphabet, the corresponding upper and lower-case letters and vowels and consonants so they can begin to learn spelling rules. The phase also includes much more explicit teaching of what a digraph is and the rules for using these.

In Phase 4 children will learn about adjacent consonants. They are taught to tackle words with two or three adjacent consonants and time is spent on tricky combinations of consonants such as st in 'stop' which children often spell as 'sdop'. They also learn about syllables and how these can help them segment to spell and blend for reading.

In Phase 5 pupils practise blending for reading and segmentation for spelling one-syllable words. There is more teaching of grammar including the past tense and suffixes such as ing, ed, es/s and so on.

Phase 6 includes more teaching of new sounds and their spelling rules. Children learn that there is not always an obvious connection between the way a word is said and the way it's spelt. There is a more in-depth look at the spelling of words with suffixes, contractions, homophones and polysyllabic words.

The following table outlines the long-term plan for the teaching of phonics:

LCP PHONICS PROGRESSION OVERVIEW

	TERM 1	TERM 2	TERM 3
EYFS	<ul style="list-style-type: none"> Phase 2 Term 1 assessment of Phase 2. 	<ul style="list-style-type: none"> Phase 3, allowing for continuous assessment and revision. Pupils who have embedded phase 3 move onto phase 4 	<ul style="list-style-type: none"> Phase 3, allowing for continuous assessment and revision. Pupils who have embedded phase 3 move onto phase 4
YEAR 1	<ul style="list-style-type: none"> Consolidation of Phase 3 and Phase 4 	<ul style="list-style-type: none"> Phase 5 	<ul style="list-style-type: none"> Phonics screening Assessment of gaps-to be addressed by booster group intervention.
YEAR 2	<ul style="list-style-type: none"> Consolidation of Phases 3, 4 and 5 with particular focus on segmenting to spell and alternate graphemes Vowel sound families 	<ul style="list-style-type: none"> Phase 6 	<ul style="list-style-type: none"> Year 2 spellings and English appendix. Phonics screening for identified pupils

Reading Scheme: Running alongside the phonics programme is the **Oxford Reading Tree Scheme**, in which children read a matched decodable book. This helps to structure the children's reading and is continued at home – where the children are encouraged to read with adults daily and record their success in the home-school record book. As the children move through school to Key Stage Two, the expectations of reading at home remains similar – about twenty minutes per day but their understanding may be shown in different ways for example through book reviews, creative and exciting homework projects and comprehension activities.

Phonics glossary

General vocabulary

- **Oral segmenting and blending:** “Let’s sound this word out.” Say the sounds before speeding up to blend them back together e.g. **c-oa-t** “Now let’s put the sounds back together”
- **Tricky words:** words that cannot be sounded out because they are not phonetically plausible e.g. the
- **Grapheme:** the letters that represent a sound
- **Phoneme:** a sound made by 1 or more letters that go together.
- **Sound buttons:** lines and dots that are put under words to help sound them out. One letter making one sound is a dot. 2 letters making one sound is a line.

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Split digraphs (phase 5 are represented with a tie

bike
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- **phoneme fingers:** using your fingers to sound words out where one finger represents one phoneme.
- **Phoneme frame:** a template used to support splitting words up into their sounds (modelled differently in each phase below)

Phase 1: Oral and aural sounds (eg. Rhymes / alliteration and environmental sounds)

Phase 2 vocabulary

- **CVC words:** 3 letter words that have consonant-vowel-consonant e.g. c-a-t
- **CVC word in phoneme frame:**

c	a	t
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Phase 3 vocabulary: where we start to put individual letters together to make different sounds

- **Digraph:** where 2 letters make one sound e.g. ‘sh’, ‘th’, ‘ch’
- **Vowel digraph:** 2 letters that go together to make a long vowel sound e.g ‘ai’ in rain, ‘ee’ in feet, ‘oa’ in coat’ and then ‘oo’ makes 2 sounds 1. Sort ‘oo’ in book 2. Long ‘oo’ in ‘food’
- **Vowel trigraph:** where 3 letters work together to make one vowel sound e.g. ‘igh’ in night
- **Trigraph:** where 3 letters go together to make one sound e.g. ‘ure’ in pure, ‘air’ in chair and ‘ear’ in beard.

- **Vowel digraph in phoneme frame:**

c	oa	t
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- **Vowel trigraph in phoneme frame**

n	igh	t
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Phase 4 vocabulary: where we start blending letters at the beginning or end of a word to make the building blocks of a word bigger so sounding out and blending together is quicker.

- **Initial consonant blend:** 2 letters that go together at the beginning of a word e.g. ship
- **Final consonant blend:** 2 letters that go together at the end of a word e.g. texst
- **Consonant cluster:** where 3 letters are put together at the beginning or end of a word e.g. scrunch
- **CVCC word:** a 4-letter word with a blend at the end
- **CCVC word:** a 4-letter word with a blend at the beginning
- **Initial consonant blend in phoneme frame:**

s	m	e	ll
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- **Final consonant blend in phoneme frame:**

t	e	nt
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- **Consonant cluster in phoneme frame**

thr	oa	t
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Phase 5 vocabulary

- **Short vowel sounds:** when vowels sound like a in cat, e in bed, i in tin, o in cot and u in tub.
- **Long vowel sounds:** when vowels 'say their name' like 'A' in 'cake' e in 'Pete' I in 'night' 'o' in 'float' and 'u' in 'unicorn'.
- **Split digraphs:** when a 'magic e' is added to the end of a word to change the vowel sound into a long sound. E.g. cub to cube, win to wine.