

Phonics at Leeds and Broomfield C.E Primary School

Phonics lessons are taught every morning for twenty minutes across Year R and Year 1. Children in Year 2 receive phonic in put as part of booster and small group support - for example if they did not pass the phonic screen test in year 1 or have joined the school during the year without a strong grasp of phonics to support their reading and writing. Phonics is taught by both class teachers and teaching assistants who have been trained in the phonic system we use in school.

Phonics teaches the children letter sounds (phonemes and graphemes) and how to use them in both their reading and their writing (segmenting and blending).

Phonics at Leeds and Broomfield is planned using the Letters and Sounds programme which works through 6 different phases.

Phase 1

This is the beginning of the journey and concentrates on developing children's speaking and listening skills, which they will need when they start learning their letter sounds in phase 2. Phase 1 encourages the children to listen to the sounds around them which help to develop tuning into sounds (auditory discrimination), listening and remembering sounds (auditory memory and sequencing) and talking about sounds (developing vocabulary and language comprehension). This is usually delivered in the reception classes over the first few weeks of school.

Phase 2

This is the first time children are introduced to letter sounds; they are delivered in sets which are taught one letter sound a day over a course of many weeks. Each letter sound is delivered in the same way. The children are told the letter sound it makes as well as its letter name.

The sounds are also taught using Jolly Phonics songs, which incorporate cued articulation signs.. The following link will enable you to watch and listen to the sounds at home.

www.youtube.com/watch?v=Djz82FBYiug

The letter sounds are in the following sets:

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

The sounds are taught in a mixed pattern to enable the children to work with and use the sounds for reading and writing quicker than if they were taught in alphabetical order. For example after the first set has been taught they will be taught how to blend the sounds **s a t** to make the word **sat** (CVC word) and to segment the letters to read.

Children would not be expected to just write these using paper and pencil, but would practise them in many different media such as sand, rice, foam and paint. They might also use magnetic letters and cards to help them make words for reading and writing.

Phase 3

During phase 3 the children will continue to learn letter sounds in different sets. By the time they get to phase 3 the children will be confident to write and read all 19 letter sounds taught in phase 2. Phase 3 is taught over a period of about 12 weeks and introduces 25 new sounds.

The letter sounds are in the following sets:

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

Phase 4

When children start this phase they will know a grapheme for each of the 42 phonemes they have learnt so far. The children will be able to use these sounds to be able to blend and segment to read, write and spell CVC (frog) and CVCC (black) words. Children are also taught polysyllabic words.

During this phase initial grapheme blends are taught as sets.

Initial Blend Set 1: bl, br, cl, cr, dr, fl

Initial Blend Set 2: fr, gl, gr, sm, sn, pl,

Initial Blend Set 3: pr, sc, scr, shr, sk, sl,

Initial Blend Set 4: sp, st, str, thr, tr, tw,

Phase 5

The children moving into phase five will be confident to read, write and spell using the sounds they have been taught. During phase 5 they 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.

They are taught in the following blends:

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey,

Then the children are taught the split diagraphs:

a-e (came), e-e (even), i-e (like), o-e (home), u-e (use)

Alternative vowel pronunciations: *(The same letter is written but it sounds different when said in the word)*

Some of these would not apply if you are from the north of England as the pronunciation is different in different dialects.

a				e		i		o		u		
hat	acorn	fast	was	bed	he	tin	mind	hot	no	but	unit	put
bat	bacon	past	what	fed	she	bin	find	cot	so	cut	music	push
cat	lady	bath	squad	red	me	sin	kind	rot	go	rut	human	pull
rat	station	grass	watch	led	we	lint	behind	lot	old		duty	awful

Alternative blend pronunciations: *(The same letter is written but it sounds different when said in the word)*

ow		ie		ea		er		ou			
down	low	pie	chief	sea	head	farmer	her	out	your	could	mould
frown	slow	tie	field	tea	ready	calmer	stern	about	soup	would	shoulder
clown	tow		relief		bread		fern	found	group	should	boulder

More alternative blend pronunciations: *(The same letter is written but it sounds different when said in the word)*

y				ch			c		g		ey	
yes	by	gym	very	chin	school	chef	cat	cell	got	gent	money	they
guess	my	Egypt	happy	chip	Chris	Charlotte	cod	December	get	gym	honey	grey
	try	bicycle	mummy	chop	headache	machine	cap	success	go	Gill		obey

The next group of alternatives are used for spelling. They are letters that sound like one phoneme and the word is spelt using another. In the tables below the letter at the top in bold is the sound the children will hear to write but they have to learn that the words below are spelt using an alternative spelling (**highlighted in red**).

Alternative Spellings

ch		j	m	n		r	s		z
picture	catch	hedge	lamb	gnat	knit	wrap	listen	house	please
adventure	pitch	bridge	comb	sign	knot	write	whistle	purse	because
nature	kitchen	badge	thumb	design	knee	wrote	castle	loose	pause

u	i		ear		ar		air		
some	happy	donkey	here	beer	father	half	there	pear	bare
come	Mummy	trolley	severe	deer	pass	calf	where	bear	care
son	Daddy	money	interfere	cheer	bath	almond	somewhere	tear	square

or			ur		oo		ai	
all	four	caught	learn	word	could	put	day	came
walk	court	naughty	earth	world	would	bush	play	made
ball	fourth	daughter	search	worst	should	pudding	may	same

ee				igh				oa		
seat	these	happy	chief	key	pie	by	like	low	toe	bone
bead	even	Mummy	field	donkey	cried	my	nice	grow	goes	home
treat	extreme	Daddy	belief	honey	replied	why	decide	slow	echoes	those

oo						sh			
cue	tune	stew	clue	June	blew	special	station	mission	Michelle
argue	cute	few	glue	rude	screw	facial	caption	passion	Charlotte
value	amuse	knew	glue	rule	Andrew	artificial	position	session	chef

Phase 6

At the start of phase 6 of Letters and Sounds, children will have already learnt the most frequently occurring grapheme (what the sounds looks like) phoneme (the sound the letter makes) correspondences (GPCs) in the English language. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. At this stage children should be able to spell words phonetically although not always correctly. In phase 6 the main aim is for children to become more fluent readers and more accurate spellers.

Spelling in school – developing on from phonics

Since the introduction of the New Curriculum in September 2014, the focus on children learning to spell accurately has changed in KS1. Previously children were not taught about suffixes (how the end of the word changes for tense) and prefixes (how the beginning of the word changes for tense) until they had been taught all of the phonics phases. However children are now taught these complex spelling rules throughout KS1.

Suffix	The Rules and why	Example words
s	added to nouns and verbs to make plurals	cat-cats, run- runs,
es	added to nouns and verbs to make plurals	bush-bushes, catch-catches
ed	added to verbs to make the past tense	hop-hopped, marry-married
ing	added to verbs to make the past tense	run-running, stop-stopping
ful	added to nouns	care-careful, spite-spiteful
er	added to verbs to say what a person is doing now, added to adjectives to describe an objective in a different form	run-runner, big-bigger
est	added to adjectives	big-biggest, slow-slowest
ly	added to adjectives to form adverbs	sad-sadly, happy-happily
ment	added to verbs to form nouns	pay-payment, develop-development
ness	added to verbs to form nouns	dark-darkness, happy-happiness
y	added to nouns to form adjectives	fun-funny, sand-sandy
Prefix		
un	Changes the meaning of the base word	clean-unclean, adventurous-unadventurous

You will notice that when you add a suffix to a word sometimes that base word needs to be changed. The children learn and remember all of these rules too.

At home

You as parents can support your children's phonics learning in many different ways. For each phonics phase you will be aware that your children are sent home with a set of sight words. These groups of words include some words which they can use their phonics knowledge to sound out and others that are tricky words, words they just have to know and can't sound out. The best thing to do with these sheets of words is to cut them up, jumble them around and then see if your children can read them and eventually write them. You can play many different games with them to make this a bit more exciting. Regular reading with your children will also help them to use the phonics skills they have learnt in school for a purpose; the more they practise the better they will get with the children hopefully developing a love of reading.

School expectation is that you and your child practise reading at home at least five times a week. Don't forget though that the children can practise their reading in lots of different places when you are out and about. Early reading skills are introduced through the Oxford Reading Tree phonics books. Once children have a good grasp of their phonic sounds, the

introduction of other books through a book banded system will be introduced to complement the scheme.

Phonics Glossary

Phonics Term	Explanation
adjectives	a word that describes a noun
adverbs	a word that changes the meaning of an adjective
alternative pronunciation	when you say something a different way to somebody else
blending	to put individual sounds together to make one word
consonant	letters sound that is not a vowel
consonant digraphs	more than one letter sound read together
CVC Words	consonant vowel consonant
CVCC	consonant vowel consonant, consonant
graphemes	what a letter looks like
nouns	a word to name a person, place or thing
phonemes	the smallest single identifiable sound
polysyllabic	a word with more than one syllable (sound) example sandpit, lunchbox
prefix	a word placed before another to change the meaning
segment	To split words into separate sounds
suffix	a word placed after another to change the meaning
split digraph	two letters in a word split by another letter sound
tricky word	a word that cannot be read or written using phonic sounds
verb	a word to describe an action or a state of being
vowel	letters a,e,i,o,u
vowel digraph	comprises of two vowels which, together, make one sound,