



Park Grove Primary Academy



Phonics at Park Grove

At Park Grove Primary Academy we have daily phonics sessions from EYFS to the end of Year Two.

Our teaching of phonics is based on the Letters and Sounds programme, however we have developed our own long term plan for our delivery of phonics grouping the same sounds together and learning the different ways they can be written.

Letters and Sounds is a six phase teaching programme which starts from Nursery and continues to be taught primarily within Key Stage 1 and within Key Stage 2.

Within the Nursery age children will begin learning phonics at Phase 1. When secure with this they can progress through Phase 2 where they will learn initial sounds.

In Reception children will learn through Phase 2, 3 and 4.

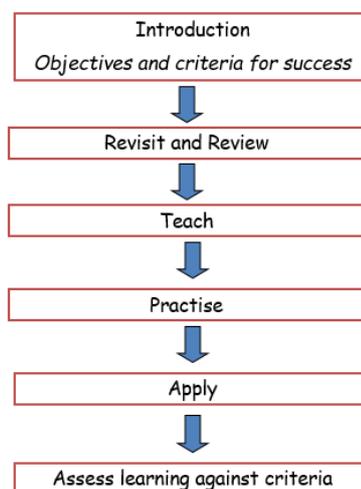
In Year 1 children will learn many alternative spellings for the same sounds. This will prepare them for the Phonics Screening Check in June.

In Year 2 children will learn about prefixes and suffixes along with grammar and spelling rules.

Phase 6 continues throughout KS2.

Teaching Phonics

At Park Grove our phonics lessons are systematic and follow a set pattern. We repeat the same format daily.



Terminology

Phoneme

This is the smallest unit of sound in a word. We generally use 44 phonemes in spoken English.

Grapheme

This is a symbol for a phoneme. It is a letter or group of letters which represent a sound.

Digraph

This is when two letters represent one sound. This is a two letter grapheme. For example in /sh/ in push and /oa/ in boat.

Trigraph

This is a three letter grapheme, where three letters represent one sound. For example 'igh' in knight.

Segmenting

This involves a word being broken down into phonemes. For example d/ay.

Blending

This involves phonemes being put together to read a whole word. For examples s/a/t.

6 Phase programme – and how you can help!

Phase 2

In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'. They will also be taught the phonemes (*sounds*) for a number of letters (*graphemes*), which phoneme is represented by which grapheme and that a phoneme can be represented by **more than one letter**, for example, /ll/ as in **b-e-ll**. We use pictures and hand movements to help remember these. **VC and CVC words**

C and V are abbreviations for 'consonant' and 'vowel'. VC words are words consisting of a vowel then a consonant (e.g. *am, at, it*) and CVC words are words consisting of a consonant then a vowel then a consonant (e.g. *cat, rug, sun*).

Saying the sounds

Your child will be taught how to pronounce the sounds (*phonemes*) correctly to make blending easier. Sounds should be sustained where possible (e.g. sss, fff, mmm) and, where this is not possible, 'uh' sounds after consonants should be reduced as far as possible (e.g. try to avoid saying 'buh', 'cuh').

How can you help?

- Use magnetic letters to make words.
- Use the letter sounds rather than their names.
- Sound talk eg Please can you get your b-a-g.
- Elongate the sounds and get the children to teach you the actions.

Phase 3

The main individual letter phonemes have now been learnt, and children are reading CVC words independently. Phase 3 teaches children to learn the graphemes (written sounds), made up of more than one letter, eg: '**oa**' as in **boat**.

Your child will also learn all the letter names in the alphabet and how to form them correctly. Read more tricky words and begin to spell some of them. Read and write words in phrases and sentences.

How can you help?

- Sing an alphabet song together
- Play '**I spy**'
- Play with magnetic letters, using some two-grapheme (letter) combinations, eg: *r-ai-n = rain* blending for reading *rain = r-ai-n* segmenting for spelling
- Praise your child for trying out words
- Ask for a list of tricky words
- Create phonic games with a timer
- Play pairs

Phase 4

This is a consolidation unit. There are no new graphemes to learn. Reading and spelling of tricky words continues.

- Tricky words such as they, have, little.
- Words featuring 4 or more sounds such as damp or stamp.

Phase 5

Children will broaden their knowledge of graphemes and phonemes throughout Phase 5.

They will learn alternative pronunciations of graphemes including split digraphs.

Split digraphs

We explain to the children that the letters within the split digraphs always stay together and therefore always make the same sound. When another letter tries to come between the split digraph letters they continue to hold hands and make the same sound.



At the end of Year 1 all children take part in the phonics screening check. This checks the child's ability to segment and blend to read. The paper contains both real words and pseudo (nonsense) words as it checks the child's knowledge of decoding phonics rather than reading ability.

If a Year 1 child does not meet the expected standard of phonics at the end of Year 1 they will continue consolidating the previous phases during Year 2 and onwards through additional intervention work if necessary.

Phase 6

For our Phase 6 teaching we use the 'No Nonsense Spelling' programme.

Children working at Phase 6 can read hundreds of words automatically. Children can decode words quickly and silently. During this phase children become fluent readers and increasingly accurate spellers. Children will learn different spelling rules when adding prefixes and suffixes eg...

tap would become tapped when adding the -ed suffix

Therefore the spelling rule for adding **-ed** is to double the final consonant and then add **-ed**. This is because there is a single consonant sound within the word. This is only one rule and there are many more.