

# St Ives Infant & Nursery School Phonics Statement



Phonics sessions are taught daily from the beginning Nursery to the end of Year 1 and through into Year 2. We follow the Letters and Sounds Scheme of work and utilise a wide range of fun, interactive practices to make these sessions fun and engaging.

The Letters and Sounds scheme is grouped into phases and pupils progress from phase 1 to phase 6. These phases ensure that children progress from talking about and exploring sounds, through to understanding what graphemes and phonemes are and how they correspond to each other.

From phase 2 through to phase 4, Pupils learn about GPCs (grapheme-phoneme correspondences), consonant digraphs, vowel digraphs and trigraphs. Children develop knowledge of how to blend and segment the phonemes within words, including those with adjacent consonants.

Within phase 5, pupils progress to learning about split digraphs, alternative pronunciations of the same grapheme, and alternative representations of the same phoneme.

Phase 6 concentrates on developing spelling rules and enhance reading strategies and it is at this point that teachers begin to use the Babcock Spelling scheme. The reading and spelling of high frequency words are taught throughout the academic year in every year group, as part of phonic development, along with how to spell tricky words which may not fit conventional spelling rules.

Phonics is taught in a variety of ways, including high quality modelling of sounding out, decoding, segmenting and blending strategies. Interactive resources and games are sometimes used and children are given the opportunity to rehearse sounds verbally and record them in written work recording both single, easily decodable words and sentences.

Phonics sessions are structured to build on previous learning and introduce new phonics skills and subject knowledge. Sessions often follow the revisit/review, teach, practise and apply model. Sessions are planned to include opportunities for development of speaking and listening, reading and writing.

Each June, all children in Year 1 and any children in Year 2 that did not pass their phonics screening check the previous year, undertake a National Phonics Screening Check. This check consists of 40 words which all children will be asked to read. The focus of this check is to see if pupils can decode a range of words which they have not seen before, some words are real and some of them are nonsense (pseudo). Children have the opportunity to practise for this screening check 3 times a year.

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## Sequence of phonics lesson

Reception:

Whole class revisit sounds learned

### **1. Introduce new sound**

Read words with new sound

1. Using sound buttons
2. Using sound buttons but in head
3. Quick reading with no sound buttons

Read and write tricky word

### **2. Application of new sound**

Reading (caption / sentence)

Writing (dictated words / caption / sentence)

KS1:

Whole class revisit sounds learned

### **1. Introduce new sound**

Read words with new sound

1. Using sound buttons
2. Reading in head (use sound button cards)
3. Quick reading with no sound buttons

Read and write tricky word

### **2. Application of new sound and tricky word (TA to work with LA children to apply at their phonic level):**

Reading (sentence / passage)

Writing (dictated sentence/s)

## Strategies

Daily pacy session lasting at least 30 minutes.

Consistent use of resources / language / actions in every class.

## Terminology to use with the children

### Phonemes

Phonemes are speech sounds made by the mouth, like the /p/ sound in /spoon/. Understanding that phonemes are the building blocks of spoken words is called phonemic awareness. Phonemic awareness is the most powerful predictor of future reading ability in young children

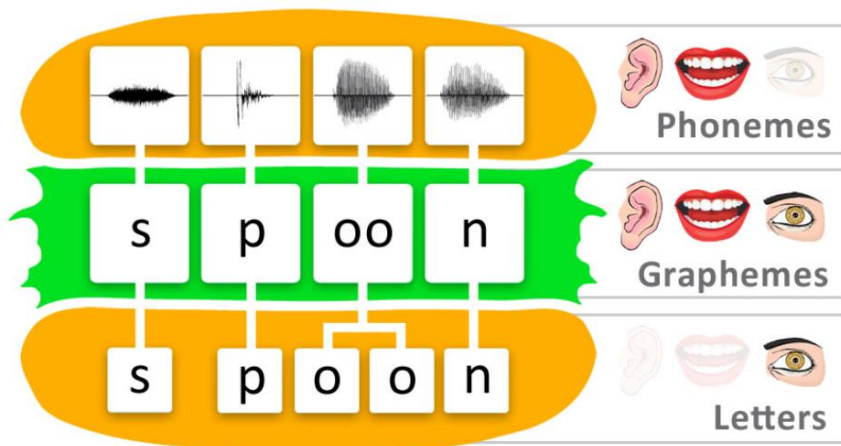
### Graphemes

Grapheme - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

GPC - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa. Phonemes are represented by a grapheme. Understanding how letters are used to encode speech sounds in written language is crucial in learning to decode unfamiliar words. Students who can decode well can teach themselves new words!

### Letters

LETTERS are the visual building blocks of written words. When we say the letters in a word, as in C (see) A (ay) T (tee), we are describing the way the word looks, not the way it sounds. Irregular words contain unusual relationships between letters and phonemes (e.g. “who”), making them more difficult to read and spell.



*“A hamburger analogy can help students learning to read and spell in understanding the difference between phonemes, graphemes and letters.”*

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## Digraph/Trigraph

A digraph is two letters that make one sound.

The digraph can be made up of vowels or consonants.

A trigraph is a single sound that is represented by three letters, for example: In the word 'match', the three letters 'tch' at the end make only one sound.

Consonant digraphs are groups of two consonants that make a single sound. Examples of consonant digraphs are:

ch as in chat

sh as in ship

th as in thick

wh as in what

ph as in phone

ck as in sock

## Split digraph

A digraph in which the two letters are not adjacent e.g.

cake

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## Phonics Progression

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery					
Phase 1: 7 aspects of sound discrimination (Pencil grip, meaning to mark making and writing name)					
Reception					
Phase 2 Letter names and sounds Write words		Phase 3 Letter names and sounds Write captions and lists		Phase 4 Letter names and sounds Write full sentences	
Set 1 & 2  s, a, t, p i, m, n, d	Set 3, 4 & 5  g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss	Set 6, 7, consonant digraphs  j, v, w, x y, z, zz, qu ch, sh, th, ng	Vowel digraphs  ai, ee, igh, oa, oo (long and short) ar, or, ur, ow, oi, ear, air, ure, er	Read CVCC / CCVC words	Write CVCC / CCVC words
Read tricky words:  the, to, l, no, go	Write VC words  (eg: in, at)	Read tricky words:  he, she, we, me, be, was, my, you, her, they, all, are	Write tricky words:  the, to, l, no, go	Read tricky words:  some, one, said, come, do, so, were, when, have, there, out, like, little, what	Write tricky words:  he, she, we, me, be, was, my, you, her, they, all, are

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1					
Phase 5 Read and spell words. Write full sentences. Dictation					
ay, ou, ie, ea oy, ir, ue, aw wh, ph, ew, oe, au, ey a-e, e-e, i-e, o-e, u-e		alternative pronunciations  a, e, i, o, u ow, ie, ea, er, ou, y, ch, c, g, ey	alternative spellings  ch, j, m, n, r, s, z, u, i, ear, ar air, or, ur, oo, ai, ee, igh, oa, oo (+y), sh, ie, ve, zh	Plural endings (s, es) Simple suffixes (ing, ed, er) Simple adjective suffixes (er, est)  Words ending in -y Prefix (un) Compound words	
Read: Oh, their, people, Mr, Mrs, looked, called, asked, could	Write: said, so, have, like, some, come, were, there, one, do, when, out, little, what	Read: water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friend, once, please	Write: Oh, their, people, Mr, Mrs, looked, called, asked, could	Write: water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please	Read and write a, today, of, says, is, his, has, your, by, here, where, love, ask, school, put, push, pull, full, house, our

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2					
Phase 6 Read and spell words. Write full sentences.					
dge, ge, ci, ce, kn, gn, wr, le, el, il, y,	suffix rules (ing, ed, er, est, y) -al (or) o (other) ey (key) a (qu, w) o (word) ar (ward) s (treasure)	suffixes (ment, ful, ness, less, ly) contractions possessive apostrophe tion ending	Homophones Near homophones	Revision	
<p>Read and write common exception words and their patterns:</p> <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should</p>					

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## Indicators of 'Secure' knowledge in phonics

"Secure" in Phonics			
Phase 2	Phase 3	Phase 4	Phase 5
<ul style="list-style-type: none"> <li>Give sound when shown any phase 2 letter</li> <li>Find phase 2 letter from display when given sound</li> <li>Orally blend</li> <li>Orally segment</li> <li>Read and spell (not write) VC words</li> <li>Read 5 Tricky Words (the to I no go)</li> </ul>	<ul style="list-style-type: none"> <li>Give sound when shown all ph 2 and most ph 3 graphemes</li> <li>Find ph 2 and 3 grapheme from display when given sound</li> <li>Blend to read CVC words containing ph2 and 3 graphemes</li> <li>Segment to make phonetically plausible attempts at CVC words</li> <li>Be able to read additional 12 tricky words</li> <li>Spell 5 ph2 tricky words</li> <li>Write each letter correctly when following model</li> </ul>	<ul style="list-style-type: none"> <li>Give sound when shown any phase 2 and 3 graphemes</li> <li>Find any ph2 or 3 grapheme from display</li> <li>Blend and read words containing adjacent consonants</li> <li>Segment to spell words containing adjacent consonants</li> <li>Be able to read additional 14 tricky words</li> <li>Be able to spell ph3 tricky words</li> <li>Write each letter, usually correctly</li> </ul>	<ul style="list-style-type: none"> <li>Give sound for any grapheme that has been taught</li> <li>Write common grapheme for any sound</li> <li>Apply phonic knowledge and skills as prime approach to reading and spelling unfamiliar words that are not completely decodable</li> <li>Read and spell phonically decodable two-syllable and three-syllable words</li> <li>Read automatically all 100 HFWs</li> <li>Accurately spell most of 100 HFWs</li> <li>Form each letter correctly</li> </ul>
Read Tricky Words:			
the to I no go	he    my    you she    all    her me    they    are we    was    be	some    one    said come    do    so were    when    have there    out    like little    what	All 100
What to look out for			
<p><u>When reading:</u> are they using their sounds and skills to identify the phonemes in a word and <b>begin</b> to blend them?</p> <p><u>When writing:</u> are they using their sounds and skills when attempting to write or make words with magnetic letters (do NOT need to be able to actually write)</p> <p><u>Independently:</u> do they know most grapheme-phoneme correspondences <b>most</b> of the time</p>	<p><u>When reading:</u> are they using their sounds and skills to blend and read single-syllable words consisting of ph 2 &amp; 3 graphemes?</p> <p><u>When writing:</u> are they using their sounds and skills when segmenting single-syllable words and making phonemically plausible attempts at spelling using ph2 &amp; 3 graphemes?</p> <p><u>Independently:</u> do they know most ph 2 &amp; 3 grapheme-phoneme correspondences <b>most</b> of the time?</p>	<p><u>When reading:</u> are they using sounds and skills to blend and read single-syllable words consisting of ph2 &amp; 3 graphemes <b>and adjacent consonants</b>?</p> <p><u>When writing:</u> are they using sounds and skills when segmenting single-syllable words <b>including adjacent consonants</b> and making phonemically plausible attempts at spelling using ph2 &amp; 3 graphemes?</p> <p><u>Independently:</u> do they know and use most ph 2 &amp; 3 grapheme-phoneme correspondences <b>most</b> of the time and read and write phonemically plausible representations of words containing adjacent consonants?</p>	<p><u>When reading:</u> are they applying knowledge and skills, inc. knowledge of alternative pronunciations, as prime approach to reading unfamiliar words, inc. those that are not completely decodable?</p> <p><u>When writing:</u> are they using their sounds and skills when writing unfamiliar words, inc. those that are not completely decodable and beginning to consider correct spelling choices?</p>