



Newman University

Synthetic Phonics

A University and School-Based Training Support Document



Newman University Systematic Synthetic Phonics

A University, School-Based Training and Independent Study and Support Document

The National Curriculum (2014) puts phonics at the heart of learning to read and in the OFSTED document *Removing barriers to literacy (2011)* the importance of phonic skills for reading, writing and spelling is highlighted. Therefore practitioners need the relevant subject knowledge and pedagogical skills to teach phonic skills effectively. This booklet has been designed as a working document to support you with the teaching of systematic phonics (SSP).

The documents in this booklet are from a range of sources and use the phases of learning from *Letters and Sounds*, which is currently in use in many schools, as a framework for teaching. However, your development as a teacher of SSP is dependent on attendance at lectures, effective observation and reflection on lessons, your own independent study and investigation of other frameworks for teaching SSP whilst you are engaged in school based training. This combination of learning methods is essential to ensure that you are confident to teach phonics when you enter your NQT year and that you meet one of the criteria for: Teachers' Standards (2012) 3:

Demonstrate good subject and curriculum knowledge

- *If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.*

We would like to wish you every success in this element of your training and if you have any questions please feel free to ask Programme Leaders or any member of the English core team who will be only too pleased to support you.

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Parents leaflet

Glossary of terms

Reading expectations

The English module(s) covers many of the basic concepts and skills required to teach Primary English. From September 2014 systematic phonics is a statutory requirement of the National Curriculum and is as a key strategy in the teaching of early reading. Ensuring you are well-prepared to teach systematic phonics and early reading is an important aspect of achieving Qualified Teacher Status. The following materials will support the development of your phonics subject knowledge and pedagogy in preparation for School Experience.

Required reading

Department for Education and Skills (DfES) (2007) *Letters and sounds*. Norwich: Department for Education and Skills.

Jolliffe, W., Waugh, D. and Carss, A. (2015) *Teaching systematic synthetic phonics in primary schools*. 2nd edn. London: Sage.

The ability to teach during School Experience requires students to be very familiar with the above texts. Therefore, it is recommended that you purchase the Jolliffe et al (2015) text and download the DfES (2007) materials and refer to them to support your learning during University based sessions and teaching during School Experience.

Recommended reading

The following texts are part of the wider reading list for the English module:

Goouch, K. and Lambrith, A. (2011) *Teaching Early reading and phonics: creative approaches to early literacy*. London: Sage.
Library holdings - 10 copies

Goouch, K. and Lambrith, A. (2017) *Teaching Early reading and phonics: creative approaches to early literacy*. 2nd edn. London: Sage.
Library holdings – 1 copy

Lewis, M. and Ellis, S. (eds.) (2006) *Phonics: Practice, research and policy*. London: Sage.
Library holdings - 9 copies and also available as an e-book.
This book will give useful background information

Medwell, J., Wray, D., Minns, H., Coates, E and Griffiths, V. (2014) *Primary English: teaching theory and practice*. 7th edn. Exeter: Learning Matters.
Library holdings – 4 copies
The library holds copies of earlier editions of this book which are also useful.

Waugh, D., Carter, J and Desmond, C. (2015) *Lessons in teaching phonics in primary schools*
London: Learning Matters
Neaum, S. Waugh, D.(ed) (2013) *Beyond early reading*. Northwich: Critical Publishing (ebook)

Department for Education (2014) *English programmes of study: key stages 1 and 2*. available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284162/Primary_English_curriculum_to_July_2015_RS.pdf accessed: 2014-08-26

Example of Systematic Synthetic Phonics Schemes

Hewplewhite, D (developed by) (2011) *Floppy's Phonics, Sounds and Letters* Oxford: OUP

Lloyd, S. (2002) *Jolly Phonics*. Chigwell: Jolly Learning

Miskin, R. (series devised by) (2011) *Read Write Inc.* Oxford: OUP

Phonics in the National Curriculum (2014)

The programmes of study for the English for the National Curriculum (2014) divides reading into 2 areas : word reading and comprehension. This booklet is essentially supporting your development as a teacher of word reading and transcription. However, the link between efficient and automatic word reading and comprehension should not be ignored, as the Rose report (2006) explains, using the Simple View of Reading as a model and showing how these two components are both vital for successful reading with meaning.

The English programmes of study from the Department for Education (2013 page 4) which are to be implemented in all state funded schools from September 2014 state:

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

A further statement regarding the importance of phonics in the teaching of writing is on page 5

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

The following pages show the word reading and writing components for Years 1 and 2 where the focus is on learning grapheme/phoneme correspondences

Department for Education (2014) *English programmes of study: key stages 1 and 2*. available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284162/Primary_English_curriculum_to_July_2015_RS.pdf Accessed: 2014-08-26

Rose, J (2006). ["Independent review of the teaching of early reading"](#) (PDF). *Department for Education and Skills*. Accessed 2011-08-24

READING YEAR 1

Year 1 programme of study (statutory requirements)	Notes and Guidance (non-statutory)
<p>READING Word reading Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply phonic knowledge and skills as the route to decode words ▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read words containing taught GPCs and <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings ▪ read other words of more than one syllable that contain taught GPCs ▪ read words with contractions, e.g. <i>I'm, I'll, we'll</i>, and understand that the apostrophe represents the omitted letter(s) ▪ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ▪ re-read these books to build up their fluency and confidence in word reading. 	<p>READING Word reading Pupils should revise and consolidate the grapheme-phoneme correspondences (GPCs) and the common exception words taught in Reception. As soon as they can read words comprising the Year 1 GPCs accurately and speedily, they should move on to the Year 2 programme of study for word reading. Pupils do not need to be taught the terms 'grapheme' and 'phoneme'. The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary. Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and re-reading of books that are closely matched to their developing phonic knowledge supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.</p>

READING YEAR 2

Year 2 programme of study (statutory requirements)

Notes and Guidance (non-statutory)

READING

Word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same GPCs as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- read most words quickly and accurately when they have been frequently encountered without overt sounding and blending
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

READING

Word reading

Pupils should revise and consolidate the GPCs and the common exception words taught in Year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the Year 2 GPCs accurately and speedily, they should move on to the Years 3 and 4 programme of study for word reading.

Pupils do not need to be taught the terms 'grapheme' and 'phoneme'.

When teaching pupils how to read longer words, pupils should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.

Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.

Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their word reading level. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly.

WRITING Transcription (Phonics based statements only)

Year 1 programme of study (statutory requirements)	Year 1 Notes and Guidance (non-statutory)
<p><i>Spelling</i> (see Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none">• spell:<ul style="list-style-type: none">▪ words containing each of the 40+ phonemes already taught▪ common exception words▪ the days of the week • name the letters of the alphabet:<ul style="list-style-type: none">▪ naming the letters of the alphabet in order▪ using letter names to distinguish between alternative spellings of the same sound	<p><i>Spelling</i> Spelling should be taught alongside reading, so that pupils understand that they can read back words they Pupils should be shown how to segment words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than GPCs (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading. have spelt.</p>
Year 2 programme of study (statutory requirements)	Year 2 Notes and Guidance (non-statutory)
<p>Pupils should be taught to spell by:</p> <ul style="list-style-type: none">▪ segmenting words into phonemes and representing these by graphemes, spelling many correctly▪ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling including some common homophones	<p>At this stage pupils will still be spelling some words in a phonically plausible way. Misspellings of words that pupils have been taught should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing sounds.</p>

Section 1:

Introduction to systematic synthetic phonics subject knowledge and practice.

This first section will lead you through the subject knowledge you need in order to become an effective teacher of phonics. The resources in here will complement your school based training or course lectures on the teaching of reading.

List of Phonemes

This is a simple table showing the 44 phonemes generally recognised as those of British Received Pronunciation (RP) and one spelling for each is given. The correspondences given here can be used equally in the grapheme-to-phoneme direction needed for reading and in the phoneme-to-grapheme direction needed for spelling. This list is taken from the *'Letters and Sounds'* programme but there are variations in other SSP programmes which are used in schools.

Consonant phonemes, with sample words		Vowel phonemes, with sample words	
1. /b/ – bat	13. /s/ – sun	1. /a/ – ant	13. /oi/ – coin
2. /k/ – cat	14. /t/ – tap	2. /e/ – egg	14. /ar/ – farm
3. /d/ – dog	15. /v/ – van	3. /i/ – in	15. /or/ – for
4. /f/ – fan	16. /w/ – wig	4. /o/ – on	16. /ur/ – hurt
5. /g/ – go	17. /y/ – yes	5. /u/ – up	17. /air/ – fair
6. /h/ – hen	18. /z/ – zip	6. /ai/ – rain	18. /ear/ – dear
7. /j/ – jet	19. /sh/ – shop	7. /ee/ – feet	19. /ure/ – sure ²
8. /l/ – leg	20. /ch/ – chip	8. /igh/ – night	20. / / – corner (the 'schwa' – an unstressed vowel sound which is close to /u/)
9. /m/ – map	21. /th/ – thin	9. /oa/ – boat	
10. /n/ – net	22. /th/ – then	10. /oo/ – boot	
11. /p/ – pen	23. /ng/ – ring	11. /oo/ – look	
12. /r/ – rat	24. /zh/ – vision ¹	12. /ow/ – cow	

- 1 The grapheme 'zh' does not occur in English words, but /zh/ is a logical way of representing this isolated phoneme on paper: there is no other simple and obvious way, and the phoneme is the 'buzzing' (voiced) version of the 'whispery' (unvoiced) sound /sh/, just as /z/ is the voiced version of /s/. Because this sound does not occur in simple CVC words, however, it can be omitted in Phase Three.
- 2 This phoneme does not occur in all accents. It occurs only if people pronounce words such as sure and poor with an /ooer/ vowel sound, not if they pronounce them as shaw and paw. It, too, can be omitted in Phase Three, and perhaps even permanently.

SUBJECT KNOWLEDGE PHONIC RULES AND PATTERNS

- In English there are 26 letters which represent 44 phonemes. These phonemes are represented by 140 different letter combinations.
- After a short vowel, words end in 'ss' instead of 's', ff instead of 'f', ll instead of 'l', zz instead of 'z' (eg **hiss**, **whiff**, **hill**, **fizz**).
- After a short vowel, words end in 'ck' instead of 'k' (eg lick).
NB. These are the only consonants which double in this position.
- At the end of a word /v/ is usually spelled 've' (eg **have**, **live**).
- CCVC words: After a short vowel, words end in 'ss' instead of 's', 'ff' instead of 'f', 'ck' instead of 'k', 'll' instead of 'l' (eg. **dress**, **sniff**, **block**, **frill**). This is the same as CVC words at Step 4.
- CVCC words: After a consonant, words end in 'f' instead of 'ff', 'k' instead of 'ck' (eg **shelf**, **sink**). /l/ doesn't appear in final position and /s/ only as a plural (and therefore represented by 's').
- After a digraph, words end in 'f' instead of 'ff', 'k' instead of 'ck', 'l' instead of 'll' (eg **surf**, **park**, **heel**), 'ce' or 'se' instead of 'ss'.
- Regional pronunciation: (this is relevant in areas where 'path' is pronounced 'parth') /ar/ followed by /s/ (eg **grass**), /th/ (eg **bath**) or a consonant cluster (eg **plant**, **ask**, **clasp**) is written 'a'. Where it is followed by /s/, this is written 'ss' (eg **glass**).

Pronunciation guide

Continuant consonant phonemes (stretchy phonemes)

This set can be pronounced without any added schwa sound 'uh':

f	h	l	m	n	r	s	v	z	sh	th	th	ng	zh
(as in 'fan')	(as in 'hat')	(as in 'leg')	(as in 'man')	(as in 'net')	(as in 'rat')	(as in 'sun')	(as in 'vet')	(as in 'zip')	(as in 'shop')	(as in 'this')	(as in 'thing')	(as in 'sing')	(as in 'vision')

Stop consonant phonemes

This set can be pronounced without any added schwa sound 'uh'. They are unvoiced sounds.

c	p	t	ch
(as in cat)	(as in pen)	(as in tap)	(as in chip)

Stop consonant phonemes

It is harder to get rid of the 'uh' at the end of this next set of sounds. They are voiced sounds

b	d	g	j	w	y
(as in bed)	(as in dog)	(as in gate)	(as in jam)	(as in wig)	(as in yet)

Vowels : short

a	e	i	o	u
(as in cat)	(as in bed)	(as in sit)	(as in rod)	(as in sun)

Vowels: stretchy

ay (as in day)	ee (as in feet)	igh (as in night)	ow (as in cow)	oo (as in boot)	oo (as in look)	ar (as in farm)	or (as in for)	air (as in fair)	ur (as in hurt)	ow (as in low)	oi (as in coin)
ure (as in sure)	ear (as in dear)										

Prompts for Observing a Discrete Phonics Session
Complete this form as you observe a phonics session.
DATE..... CLASS.....

Planning and discussion	
What phase of the phonic programme is the teaching pitched at? Is this appropriate to the pupils' age and level of attainment?	
Is there a tightly focused learning objective?	
Can all pupils see /hear the teaching input/objects used?	
Is the session well-paced?	
Is assessment for learning built into the planning?	

Teaching sequence:

Revisit/Review	
Are children practising phonemes/graphemes they already know?	
Is this part of the sequence lively and well-paced?	
Are all children engaged?	

Teach	
Are phonemes articulated correctly by the student?	
Are children given the opportunity to articulate the phonemes?	
Is student ensuring the children articulate the phonemes correctly?	

Teach	
Is there evidence of new learning, not just consolidation?	
Are the children being taught to blend and segment? This may include oral blending and segmenting.	
Practice	
Do the activities in this section give the children the opportunity to practise the phonemes and graphemes they have just learnt?	
Blend phonemes for reading?	
Segment phonemes for spelling	

APPLY	
Are children given the opportunity to apply their phonics skills in and activities?	
Reading activities	
Writing activities	

Throughout the Session	
Are the activities multisensory?	
Is the session fun?	

Other thoughts	
Is the outdoor space used effectively?	
Use of ICT. Is this used effectively to promote learning?	
Is the session about 20 minutes long?	

Are additional adults used effectively?	
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Section 2:

Linking Theory to Practice

Having begun to feel confident about your phonics subject knowledge and having had the opportunity to observe phonics in practice in school, this section will further the link between theory and practice and will complement your school based training or course lectures on the teaching of reading.

...if you want to be an outstanding teacher of reading, you need to take a professional approach. A professional reading teacher is enthusiastic about her [sic] field of practice, determined to do her best to ensure the educational well-being of the children in her charge. She will draw on the methods and procedures based on a body of theoretical knowledge and research, generated in universities and other research institutions or associations (Carr and Kemmis, 1997). Armed with this knowledge and love of her job, as one of a body of practitioners in a school, she will take autonomous decisions, informed by professional knowledge, about teaching reading to individuals in her class. Professionals operate in this way. (Lambirth, 2011 p24)

Lambirth, A. cited in Cox R. (ed) 2011. *Primary English Teaching* London. Sage

The Criteria for Assuring High Quality Phonic Work (DfE 2011)

(We will be using these criteria in university based sessions to consider phonics programmes that you may find in schools)

The core criteria provide schools with clearly defined key features of an effective, systematic, synthetic phonics programme. Published programmes for phonic work should meet each of the following criteria. Further explanatory notes are offered below.

The programme should:

- present high quality systematic, synthetic phonic work as the prime approach to decoding print, i.e. a phonics 'first and fast' approach (see note 1).
- enable children to start learning phonic knowledge and skills using a systematic, synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of key stage one (see note 2).
- be designed for the teaching of discrete, daily sessions progressing from simple to more complex phonic knowledge and skills and covering the major grapheme/phoneme correspondences (see note 3).
- enable children's progress to be assessed (see note 4).
- use a multi-sensory approach so that children learn variously from simultaneous visual, auditory and kinesthetic activities which are designed to secure essential phonic knowledge and skills (see note 5).
- demonstrate that phonemes should be blended, in order, from left to right, 'all through the word' for reading.
- demonstrate how words can be segmented into their constituent phonemes for spelling and that this is the reverse of blending phonemes to read words.
- ensure children apply phonic knowledge and skills as their first approach to reading and spelling even if a word is not completely phonically regular.
- ensure that children are taught high frequency words that do not conform completely to grapheme/phoneme correspondence rules.
- provide fidelity to the teaching framework for the duration of the programme, to ensure that these irregular words are fully learnt (see note 6).
- ensure that as pupils move through the early stages of acquiring phonics, they are invited to practise by reading texts which are entirely decodable for them, so that they experience success and learn to rely on phonemic strategies (see note 7).

Explanatory notes

- 1 Phonic work is best understood as a body of knowledge and skills about how the alphabet works, rather than one of a range of optional 'methods' or 'strategies' for teaching children how to read. For example, phonic programmes should not encourage children to guess words from non-phonetic clues such as pictures before applying phonic knowledge and skills. High quality systematic, synthetic phonic work will make sure that children learn:
 - grapheme/phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence;
 - to apply the highly important skill of blending (synthesising) phonemes, in order, all through a word to read it;
 - to apply the skills of segmenting words into their constituent phonemes to spell; and that
 - blending and segmenting are reversible processes.
- 2 Teachers will make principled, professional judgments about when to start on a systematic, synthetic programme of phonic work but it is reasonable to expect that the great majority of children will be capable of, and benefit from doing so by the age of five. It is equally important for the programme to be designed so that children become fluent readers having secured word recognition skills by the end of key stage one.
- 3 The programme should introduce a defined initial group of consonants and vowels, enabling children, early on, to read and spell many simple CVC words.
- 4 If the programme is high quality, systematic and synthetic it will, by design, map incremental progression in phonic knowledge and skills. It should therefore enable teachers to: track children's progress; assess for further learning and identify incipient difficulties, so that appropriate support can be provided.
- 5 Multi-sensory activities should be interesting and engaging but firmly focused on intensifying the learning associated with its phonic goal. They should avoid taking children down a circuitous route only tenuously linked to the goal. This means avoiding over-elaborate activities that are difficult to manage and take too long to complete, thus distracting the children from concentrating on the learning goal.
- 6 The programme should not neglect engaging and helpful approaches to the more challenging levels where children have to distinguish between phonically irregular graphemes and phonemes.
- 7 It is important that texts are of the appropriate level for children to apply and practise the phonic knowledge and skills that they have learnt. Children should not be expected to use strategies such as whole-word recognition and/or cues from context, grammar, or pictures.

Section 3:

Consolidating Phonics in Practice

The following section contains examples of planning both on a daily and weekly basis to ensure progression

Planning for Progression

- Planning across a week
- Assessing phonics

Application in the wider context

- Year 1 phonics check
- Help for parents

Letters and Sounds Phase 3 Weekly Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Teach /ch/	Teach /sh/	Teach /th/	Teach /ng/	Revise phonemes
Revisit and review					
Practise previously learned letters or graphemes	Recognition for reading-Flashcards for set 6 graphemes	Recall for spelling Fans with set 7 graphemes plus /ch/	Recognition for reading – IWB sets 6/7 and /ch/ and /sh/	Recall for spelling – Quickwrite set 7 graphemes plus /ch/ /th/ and /sh/	Recognition for reading-frieze using /ch/ etc. and any insecure phonemes
Teach					
Teach new graphemes	3-part lesson for /ch/ (p81 L&S) and Jolly phonics. Continue to sing alphabet song, point to letters whilst singing	3-part lesson for /sh/ (p81 L&S) and Jolly phonics. Continue to sing alphabet song, point to letters whilst singing	3-part lesson for /th/ (p81 L&S) and Jolly phonics. Continue to sing alphabet song, point to letters whilst singing	3-part lesson for /ng/ (p81 L&S) and Jolly phonics. Continue to sing alphabet song, point to letters whilst singing	Revise any of 4 consonant digraphs which need further practice. Continue alphabet song (silly voices)
Teach 1 or 2 tricky words	P91 (L&S) Learning to read tricky words <i>we, me, be</i>	P93. Revise previous tricky words <i>he, she</i> and recall <i>we, me, be</i> . Look at pattern/spell	P94. Teach reading two syllable words.	P92 Practise HF words. Revision of phase 2 words plus <i>will, that, then, this</i>	P92 Practise HF words. Revision of <i>will, that, then, this, introduce them, with</i>
Practise					
Practise blending and reading words with a new GPC	P85 (L&S) What's in the box? Word cards from /ch/ list p101		P86 countdown Mix of /ch/ /sh/ and /th/ list word cards p101		
Practise segmenting and spelling words with new GPC		P88Phoneme frame (2 letter graphemes section) /ch/ and /sh/		P89 quick write using words from /ch/ /sh/ /th/ and /ng/ words p101	P90 full circle using words from game list
APPLY					
Read or write caption/sentence using 1 or more tricky words containing the new graphemes	p.95 (L&S) Reading a caption 'matching' (with teacher) 'chicken and chips'	P97 demo writing 'fish in a dish'	p.95 (L&S) Reading a caption 'matching' (with teacher) 'chicken and chips'	P97 demo writing 'a moth in with a chip'	Write sentence with word missing. Hand out words – one correct to match.

A week's discrete phonics teaching - Phase 5

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OBJECTIVES	Revisit phonemes and graphemes we already know and learn a new grapheme for the phoneme /ai/.	Revisit phonemes and graphemes we already know and learn a new grapheme for the phoneme /ee/.	Revisit phonemes and graphemes we already know and learn a new grapheme for the phoneme /igh/.	Revisit phonemes and graphemes we already know and learn a new grapheme for the phoneme /ae/.	Revisit phonemes and graphemes we already know and learn to read two syllable words that contain the vowel digraphs we have looked at this week
INTRODUCTION	Share learning objectives for the day: We shall be blending and segmenting for spelling in words and sentences	Share learning objectives for the day: We shall be blending and segmenting for spelling in words and sentences	Share learning objectives for the day: We shall be blending and segmenting for spelling in words and sentences	Share learning objectives for the day: We shall be blending and segmenting for spelling in words and sentences	Share learning objectives for the day: We shall be blending and segmenting for spelling in words and sentences
REVISIT AND REVIEW	Revisit the /ai/ phoneme from phases 3 and 4 Blend words for reading Segment words for spelling	Using flashcards revisit graphemes /ai/, /ay/, /ee/ Read HF tricky word 'Mr' Revisit some previously learned tricky words – 'the', 'her', 'when'. Read sentence together containing new tricky word. Practise writing the tricky word 'some' using a phoneme frame.	Using flashcards revisit graphemes /ai/, /ay/, /ee/, /igh// Read HF tricky word 'Mrs' Revisit some previously learned tricky words – 'said', 'they', 'have', 'some', 'to', 'Mr'. Read sentence together containing new tricky word. Practise writing the tricky word 'come' using a phoneme frame.	Using flashcards revisit graphemes /ai/, /ay/, /ee/, /igh/, /ie/ Read HF tricky word 'people' Revisit some previously learned tricky words – 'there', 'are', 'some'. Read sentence together containing new tricky word. Practise writing the tricky word 'have' using a phoneme frame.	Using 'Countdown' resources read a list of words using all GPCs covered this week. Use timer to beat target time.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEACH	<p>Teach the new grapheme 'ay'.</p> <p>Introduce 'ay' within target words.</p> <p>Take further suggestions from the children.</p> <p>Identify the position of the 'ay' grapheme within the target words.</p> <p>Demonstrate segmenting phonemes using a phoneme frame.</p>	<p>Using Best bet' resources revisit previously learnt GPC 'ee' in target words as reading.</p> <p>Introduce new grapheme 'ea' I as a flashcard.</p> <p>Write target words on board.</p> <p>Investigate further list of target words containing 'ee' followed by 'd' (most words use grapheme 'ee' followed by 'd')</p> <p>Demonstrate as segmenting one target word that uses 'ea' followed by 'd' – 'read' – on a phoneme frame.</p>	<p>Using Best bet' resources revisit previously learnt GPC 'igh' in target words as reading.</p> <p>Introduce new grapheme 'ie' I as a flashcard.</p> <p>Write target words on board.</p> <p>Ask the children for other suggestions where they can hear an /ie/ phoneme at the end of the word.</p> <p>Demonstrate as segmenting one of the new target words on a phoneme frame</p>	<p>Teach the split digraph 'a-e'.</p> <p>Demonstrate how the split digraph changes 'Mae' into 'made'.</p> <p>Repeat with more target words – e.g. 'came', 'shame', 'name', 'frame'.</p> <p>Demonstrate how to record the split digraph.</p>	<p>Sound-talk list of words containing two syllable words and GPCs covered throughout the week.</p> <p>Demonstrate sound-talk of a two syllable word containing GPCs covered throughout the week e.g. 'crayon – c-r-ay – cray o-n ,on crayon'</p> <p>Repeat with another target word.</p> <p>Clap syllables in words</p> <p>Demonstrate on a phoneme frame how you would segment a two-syllable word.</p>
PRACTISE	<p>Using a phoneme frame children to spell a new list of target words either individually or working with a partner.</p> <p>'Show me' activity observing and dealing with any misconceptions.</p> <p>Practise blending for reading all target words.</p>	<p>Using a phoneme frame children to spell a new list of target words either individually or working with a partner. 'read', 'lead', 'bread', 'greed'.</p> <p>'Show me' activity observing and dealing with any misconceptions.</p> <p>Practise blending for reading all target words.</p> <p>Discuss any observations of patterns in target words</p>	<p>Using a phoneme frame children to spell a new list of target words either individually or working with a partner. 'pie', 'lie', 'tie', 'die'.</p> <p>'Show me' activity observing and dealing with any misconceptions.</p> <p>Practise blending for reading all target words.</p> <p>Discuss any observations of patterns in target words</p>	<p>Using a phoneme frame children to spell a new list of target words either individually or working with a partner. 'game', 'tame', 'blame', 'flame'.</p> <p>'Show me' activity observing and dealing with any misconceptions.</p> <p>Practise blending for reading all target words.</p> <p>Discuss any observations of patterns in target words</p>	<p>Using a phoneme frame children to spell a new list of two-syllable target words either individually or working with a partner. 'sprayed', 'raining', 'brightly'.</p> <p>'Show me' activity observing and dealing with any misconceptions.</p> <p>Practise blending for reading all target words.</p>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
APPLY	<p>Children to read prepared target sentence including target words and previously learned high frequency words.</p> <p>Children to write dictated sentence applying all new and previously learned GPCs.</p> <p>Encourage children to proofread the dictated sentences against the prepared sentence, with a partner.</p> <p>Children to feedback successes and issues.</p>	<p>Children to read prepared target sentence including target words and previously learned high frequency words.</p> <p>Children to write dictated sentence applying all new and previously learned GPCs.</p> <p>Encourage children to proofread the dictated sentences against the prepared sentence, with a partner.</p> <p>Children to feedback successes and issues.</p>	<p>Children to read prepared target sentence including target words and previously learned high frequency words.</p> <p>Children to write dictated sentence applying all new and previously learned GPCs.</p> <p>Encourage children to proofread the dictated sentences against the prepared sentence, with a partner.</p> <p>Children to feedback successes and issues.</p>	<p>Children to read prepared target sentence including target words and previously learned high frequency words.</p> <p>Children to write dictated sentence applying all new and previously learned GPCs.</p> <p>Encourage children to proofread the dictated sentences against the prepared sentence, with a partner.</p> <p>Children to feedback successes and issues.</p>	<p>Children to read prepared target sentence including target words and previously learned high frequency words.</p> <p>Children to write dictated sentence applying all new and previously learned GPCs.</p> <p>Encourage children to proofread the dictated sentences against the prepared sentence, with a partner.</p> <p>Children to feedback successes and issues.</p>

ASSESS LEARNING CRITERIA	<p>Orally segment phonemes within words.</p> <p>Give the sound when shown any focus graphemes.</p> <p>For any given sound write the common grapheme.</p> <p>Apply phonics knowledge and skill when reading and spelling unfamiliar words that are not completely decodable.</p> <p>Read a sentence that includes irregular/high frequency words.</p> <p>Write a sentence that includes irregular/high frequency words, forming the letters correctly.</p>
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DAILY DIRECT TEACHING OF PHONIC SKILLS AND KNOWLEDGE

WEEK BEGINNING _____

	REVISIT and REVIEW Recently and previously learned phoneme-grapheme correspondences/blending segmenting skills	TEACH New phoneme-grapheme correspondences, skills of blending and segmenting	PRACTISE New phoneme-grapheme correspondences, skills of blending and segmenting	APPLY New knowledge and skills while reading/writing
Monday	Play noisy letters using –igh, ur, er, ar, ee, ng, ch, ai, sh, ar	Tell the children they are going to learn a new phoneme which makes the sound 'ear'. Explain it is made up of 3 letters but makes one sound. Tell them Tessa is a little nervous/unsure and needs their help. Ask children to think of an action to help Tessa remember 'ear' (tug ear). Say the word 'year', sound talk it, repeat with children joining in. Say the word 'fear' ask children to segment then orally blend. Repeat with 'gear'.	Give the children (in pairs) bags of letters g/t/n/d/h/y/r/f/b/ear and a whiteboard. Tell them I have brought some new words in for Tessa to learn and then get Tessa to ask for their help. Have Tessa select a card and read the word to the children- children to segment and form word using the letters. After a few goes choose a couple of children to come out and choose a word- which they will read to their peers and then check that they have segmented and blended it correctly. Talk children through – putting each phoneme back into the bag	Write on whiteboard the following yes/no questions Can you hear bees buzzing now? Can you hear music?
Tuesday	THIS HAS BEEN LEFT BLANK FOR YOU TO CONSIDER WHAT THE NEXT SESSION SHOULD CONTAIN IN ORDER TO ENSURE CONSOLIDATION AND PROGRESSION			
Wednesday	Play Master Master using noisy letter cards	Using puppet encourage children to discuss the new sound that they have learnt this week – ear. Produce new sound 'air' and sound talk with children and puppet. Sound talk the word 'hair'. Ask children to segment words 'fair', 'lair', 'pair'.	Provide children with envelopes of letters h/l/p/f/air. Ask children to make the following words with their phoneme cards – 'hair', 'fair', 'pair', 'lair'.	Show children questions; Is all hair fair? Can a chicken sit on a chair? Can a coach zoom in to the air?

	REVISIT and REVIEW Recently and previously learned phoneme-grapheme correspondences/blending segmenting skills	TEACH New phoneme-grapheme correspondences, skills of blending and segmenting	PRACTISE New phoneme-grapheme correspondences, skills of blending and segmenting	APPLY New knowledge and skills while reading/writing
Thursday	THIS HAS BEEN LEFT BLANK FOR YOU TO CONSIDER WHAT THE NEXT SESSION SHOULD CONTAIN IN ORDER TO ENSURE CONSOLIDATION AND PROGRESSSION			
Friday	Ask children to sit in a circle. Revise recently introduced phonemes using Tessa (puppet) and phoneme tree.	Use Tessa to revise recent tricky words. Tell children they are going to learn a new tricky word- show card 'are'. Explain that it is one of those words that they have to look at and try and remember. Give example of word in sentence – 'Marigold class are sitting beautifully.'	Tell the children we are going to play a game on the IWB. Explain to them that the pirate needs help to decide which coins are real gold and which are not. The real gold coins have real words on them and can go in the treasure chest. Choose different children to come up and decide if a word is real or not. Note the total they get correct at the end and tell them this is the target to beat for next time. http://www.kented.org.uk/ngfl/games/poopDeck_v4.html	Read together the following questions- Are fingers as long as arms? Are the teeth of sharks sharp? Discuss and agree on answers (thumbs up/down)
Resources	Monday – Tessa (puppet). Letters g/t/n/d/h/y/r/f/b/ear. Word cards – gear, tear, near, dear, hear, year, rear, fear, beard. Noisy letter cards (igh, ur, er, ar, ee, ng, ch, ai, sh, ar). Question cards – can you hear bees buzzing now? Can you hear music? Tuesday – Wednesday – Puppet. Letters igh, ur, er, ar, ee, ng, ch, ai, sh, ar, ear, air. Question cards – Is all hair fair? Can a coach zoom into the air? Thursday – Friday – 'air' and 'ear' cards. Tricky word cards – no, go, I to, he, she, we, me, be, was, my, you, they, her, all, are. Question cards for _ Are fingers as long as arms? Are the teeth of sharks sharp?			

Letters and Sounds Planning

	Monday	Tuesday	Wednesday	Thursday	Friday
Objective					
Revisit and review					
Practise previously learned letters or graphemes					
Teach					
Teach new graphemes					
Teach 1 or 2 tricky words					
Practise					
Practise blending and reading words with a new GPC					
Practise segmenting and spelling words with new GPC					
APPLY					
Read or write caption/sentence using 1 or more tricky words containing the new graphemes					

A week's discrete phonics teaching

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OBJECTIVES					
INTRODUCTION					
REVISIT AND REVIEW					

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEACH					
PRACTISE					
APPLY					

ASSESS LEARNING CRITERIA	
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DAILY DIRECT TEACHING OF PHONIC SKILLS AND KNOWLEDGE

WEEK BEGINNING _____

	REVISIT and REVIEW Recently and previously learned phoneme-grapheme correspondences/blending segmenting skills	TEACH New phoneme-grapheme correspondences, skills of blending and segmenting	PRACTISE New phoneme-grapheme correspondences, skills of blending and segmenting	APPLY New knowledge and skills while reading/writing
Monday				
Tuesday				
Wednesday				

	REVISIT and REVIEW Recently and previously learned phoneme-grapheme correspondences/blending segmenting skills	TEACH New phoneme-grapheme correspondences, skills of blending and segmenting	PRACTISE New phoneme-grapheme correspondences, skills of blending and segmenting	APPLY New knowledge and skills while reading/writing
Thursday				
Friday				
Resources				

Year 1 Phonics Check

The Year 1 phonics screening check was introduced as a statutory assessment in 2012. It is intended to be a short, simple assessment to ensure that all pupils have learned phonic decoding to an appropriate standard by the age of 6. All year 1 pupils in maintained schools, academies and free schools must complete the check.

The check comprises 40 words which children read to a teacher on a one to one basis. Of the first 20 words 12 are non /pseudo words and of the second 20 words 8 are non/pseudo words. The rationale for including non/pseudo words is to check that children are using only phonics and not using other cues to decode words. Results are recorded and placed on Raise online which provide online data which can be seen by the school, Local authority and Ofsted. Parents are informed if their child does not meet the required standard and these children are required to retake the check in Year 2.

For more information about the check please see:

The Government website: <https://www.gov.uk/government/policies/reforming-qualifications-and-the-curriculum-to-better-prepare-pupils-for-life-after-school/supporting-pages/statutory-phonics-screening-check>

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Watts, Z, & Gardner, P 2013, 'Is systematic synthetic phonics enough? Examining the benefit of intensive teaching of high frequency words (HFW) in a year one class', *Education 3-13*, 41, 1, pp. 100-109.

Clark, Margaret M. and Glazzard, J. (2018) The phonics screening check 2012-2017: an independent enquiry into the views of Head Teachers, teachers and parents : available at <https://newman.ac.uk/knowledge-base/the-phonics-screening-check-2012-2017>

Making 'Secure at' Assessment (adapted from Communication, Language and Literacy Development programme)

Phase 2	Phase 3	Phase 4	Phase 5
<p>Children are secure at Phase 2 when they can:</p> <ul style="list-style-type: none"> • give the sound when shown any Phase 2 grapheme, securing first the starter letters s, a, t, p, i, n • find from a display any Phase 2 grapheme when given the sound orally blend and segment CVC words • blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and 'silly names' such as ip, ug, and ock. 	<p>Children are secure at Phase 3 when they can:</p> <ul style="list-style-type: none"> • give the sound when shown all or most Phase 2 and Phase 3 graphemes • find from a display all or most Phase 2 and 3 graphemes when given the sound • blend and read CVC words consisting of Phase 2 and 3 graphemes • segment and make a phonemically plausible attempt at spelling CVC words using Phase 2 and 3 graphemes 	<p>Children are secure at Phase 4 when they can:</p> <ul style="list-style-type: none"> • give the sound when shown any Phase 2 and Phase 3 graphemes • find from a display any Phase 2 and 3 grapheme when given the sound blend • read words containing adjacent consonants • spell words containing adjacent consonants. 	<p>Children are secure at Phase 5 when they can:</p> <ul style="list-style-type: none"> • give the sound when shown any grapheme that has been taught write the common graphemes for any given sound • use phonic skill and knowledge as the prime approach to reading and spelling unfamiliar words, including those that are not completely decodable • read and spell phonically decodable two-syllable and three-syllable words.
<p>When observing a child reading, the question the practitioner should be asking in relation to each phase</p>			
<p>'Is the child using his/her phonic knowledge and skills to identify the phonemes in a word and beginning to blend them in order to read words?'</p>	<p>When observing a child reading, the question the practitioner should be asking in relation to Phase 3 is: 'Is the child using his/her phonic knowledge and skills to identify the phonemes in a word and blending them in order to read single-syllable words consisting of Phase 2 and 3 graphemes?'</p>	<p>'Is the child using his/her phonic knowledge and skills to identify the phonemes in a word and blending them in order to read single-syllable words consisting of Phase 2 and 3 graphemes and adjacent consonants?'</p>	<p>'Is the child applying his/her phonic knowledge and skills, including knowledge of alternative pronunciations, as the prime approach to reading unfamiliar words, including those that are not completely decodable?'</p>
<p>When observing a child writing, the question the practitioner should be asking in relation to each phase :</p>			

Phase 2	Phase 3	Phase 4	Phase 5
<p>'Is the child using his/her phonic knowledge and skills in his/her writing, e.g. beginning to orally segment words and attempting to write, or use magnetic letters to form words, using the graphemes he/she knows?'</p>	<p>'Is the child using his/her phonic knowledge and skills to segment single-syllable words and making phonemically plausible attempts at spelling using Phase 2 and 3 graphemes?'</p>	<p>'Is the child using his/her phonic knowledge and skills to segment single-syllable words including adjacent consonants and making phonemically plausible attempts at spelling using Phase 2 and 3 graphemes?'</p>	<p>'Is the child applying his/her phonic knowledge and skills in writing unfamiliar words, including those that are not fully decodable and is he/she beginning to consider correct spelling choices?'</p>
<p>In independent reading and writing</p>			
<p>... children should know most of the Phase 2 grapheme–phoneme correspondences most of the time.</p>	<p>... children should know most of the Phase 2 and 3 grapheme- phoneme correspondences most of the time.</p>	<p>...children should know and use correctly most of the Phase 2 and 3 grapheme-phoneme correspondences most of the time and read and write phonemically plausible representations of words containing adjacent consonants.</p>	
<p>Spelling</p>			
<p>By the end of Phase 3, children will have been taught one representation for each of the common sounds in English (excluding /zh/). In order to be secure at Phase 3, they must be able to make phonemically plausible attempts at most of the words they wish to use, using the grapheme–phoneme correspondences they have been taught. Many children will also be able to read two-syllable words and simple captions. The skills of blending and segmenting should be well-established by the end of Phase 3</p>	<p>Some spellings may be inaccurate at this stage, but children’s letter knowledge along with their ability to segment should allow them to make a good attempt at writing many of the words they wish to use.</p>	<p>Some spellings may be inaccurate at this stage, but children’s knowledge of graphemes, along with their ability to segment, should allow them to make a good attempt at writing most of the words they wish to use.</p>	

Phase 2	Phase 3	Phase 4	Phase 5
Gathering evidence			
<ul style="list-style-type: none"> • The majority of the evidence for making 'secure at' assessments above can be gathered cumulatively during the daily discrete phonics sessions, particularly during the 'revisit and review' and 'apply' sections. • Teachers/ practitioners should also of course collect additional evidence from their observations of children <ul style="list-style-type: none"> ○ reading independently, for example in guided reading sessions or in the book corner, ○ or from their writing, either in guided writing sessions or in independent activities. 			
Phonics beyond the daily discrete session			
<p>It is crucial that children have meaningful opportunities to practise, consolidate and extend their phonic skills and knowledge in a broad range of contexts, , indoors and outdoors and throughout the day. Observation of children's achievements in self-initiated activities will reaffirm the observations made during adult-led phonics, reading and writing sessions. Recognising that some children, particularly boys, are more likely to choose to write outside than inside, teachers and practitioners should ensure that opportunities, resources and supportive adults are always available in the outdoor learning environment.</p>			

Department for children, schools and families (2006) *Communication, language and literacy development programme*, London: Department for Children, Schools and Families and Qualifications and Curriculum Authority.

This table shows what position in a word vowel phonemes are most likely to occur.

In other words, which representation is most likely in initial/medial/final position in a monosyllabic word? Letters in brackets show less likely representations.

Most likely vowel phoneme in Initial and Medial position in a word	Most likely phoneme in Final position in a word	Most likely vowel phoneme in Initial and Medial position in a word	Most likely phoneme in Final position in a word
ai a-e	ay	ar (a*)	ar
ea ee (e-e)	ee e ea (words with 1 syllable) y (words with 2 or more syllables)	oi	oy
i-e (igh i ie)	y (ie igh)	ou ow	ow
oa o-e (o ow)	ow (o oe)	ir ur er (ear or)	ir ur er
oo u-e	ew (oo ue)	aw or a (augh ough)	ore aw (oor)
		oo u (oul)	-
		-	are (air ear)
			ear eer
		* areas of the country in which 'bath' is pronounced 'b-ar-th'	

Why begin Teaching Reading through Games?

It is vital that early reading experiences are happy and positive. The aim should be not just for children to learn to read, but to enjoy reading. Whilst games may appear to be an indirect approach, they do protect a child from a feeling of failure. By 'playing together' both parent and child are relaxed. Where a child could feel pressured in a formal teaching situation he/she will usually enjoy activities in a 'play' situation. This leaflet aims to give you simple ideas to try.

The Sounds of Letters

Tips for teaching your child the sounds:

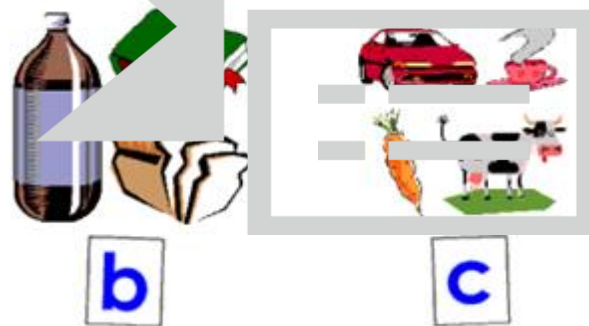
- ◆ It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. Obviously you should use a capital letter such as at the beginning of the child's name, eg. Paul.
- ◆ When you start letters to your child, remember to use the letter sounds: **a buh cuh duh e ...** rather than the alphabet names of the letters: **ay bee see dee ee ...**. The reason for this is that sounding out words is practically impossible if you use the alphabet names. eg. **cat, would sound like: see ay tee**
- ◆ When saying the sounds of **b, d, g, j** and **w** you will notice the 'uh' sound which follows each, for example buh, duh... You cannot say the sound without it, however, try to emphasise the main letter sound.

Sound Games to Play at Home...

Common Objects

Collect several objects that begin with the same sound and make a card with this letter sound on it. Make a second group of objects beginning with a different sound and make a card.

Discuss the objects on the letters on the two cards with your child and shuffle the objects. Separate the cards on the floor and ask your child to put each object near the letter that it begins with. This activity can help you to teach the sound of a word.



Odd-one Out

Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one. It is important to have the child sounding out the words.

Which starts with a different sound to the

different sound to the



I-Spy

For small children the usual way of playing that starts 'I spy with my little eye something that begins with' can be too difficult. You can make this easier by providing a clue. 'I spy with my little eye something that barks and begins with d'.

Sounds Scrapbook

Write a letter at the top of each page of a scrapbook. Concentrating on a few letters at a time collect pictures of objects that begin with those letters. Draw or use examples words where the first letter makes its normal sound such as in **g**uitar, **s**nip, **c**reese, **t**humb. Stick the pictures on the appropriate pages.

Games For Recognising Letter Shapes...

Fishing for Sounds

You will need a few cards with individual letters. Attach a paper clip to each card. Using a small stick with a string and magnet, your child fishes for letter sounds. If your child can say the sound of the letter he/she wins the card, otherwise you win it.

Sequencing the Letters in your Child's Name

Providing the individual letter cards for each letter of your child's first name can be a useful way to teach the sequence of letters. Remember you will need to write a capital for the first letter and lower case for the rest.

If you want to print out the cards using a word processor use a font such as Century Gothic on PC which has a not a. Show your child how to make the name first, before shuffling the cards for him/her to have a try. For a very long name work with the first few and build up a letter at a time.

'What does it start with?' Box

You will need:

- ◆ A box
- ◆ Several items each beginning with a different sound
- ◆ Corresponding letter cards

This game is similar to the common objects game on the previous page, but the emphasis now is on recognising the sounds the letters make. Ask your child to choose an object from the box, to think what its sound is (remember it is the sound you are looking for rather than the alphabet name) and then to match the object with the relevant letter card.



Sand Tray or Finger Paints

Children enjoy writing letters with their fingers in a tray of sand or finger paints. These ways provide good opportunities to teach correct letter formation.



Sentence Games

This activity is quite useful when your child has been given an early reading book. Quite often parents say "He's not reading the book. He's remembering the story off by heart". This can happen. Some children become over-dependent on the picture clues and do not look for clues

Making Sentences

Read the book with your child so he/she is familiar with the story. Then simply use the first sentence from the reading book and copy it out on a strip of paper. Either write it out or if you use a word processor use a font such as Century Gothic (font size 10 or at least leave a double space in between each word. Now cut up the sentence into the individual words. For example:

Ask your child to make the sentence, "This is a dog.", using the individual words. At first you will probably have to help. When he/she has made the sentence ask your child to read it to you and encourage him/her to point to each word with a finger.

Retain interest by only spending a few minutes a day on the activity. If your child makes a mistake do not say "That's wrong" immediately, because negative comments discourage. Ask your child to read the sentence and mistakes will often be self-corrected. If you can give positive comments such as, "Well done." or "Which starts with a different sound to the ...?" If your child says "I got all these right and only ... wrong. Well done." Then show your child the correct order.

We recommend working on a maximum of five sentences on each reading book.

If you require further information or advice please do not hesitate to contact your child's class teacher

Barlows Primary School

Learning Through Play

Letter Sounds

Promoting Partnership between home, school and the community

Further information for parents can be found on:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/194057/phonics

Glossary of Terms

Phonics:

Phonics consists of the skills of segmenting and blending, knowledge of the alphabetic code and an understanding of the principles underpinning the way the code is used in reading and spelling.

Adjacent Consonant: Consonants which appear next to each other and can be blended together *nk* as in bank and the *str* as in *string* (note the *ng* in *string* is a digraph as these two letters make a single sound)

Alphabetic code: In English everything that is said or written is encoded in approximately 44 sounds (phonemes) which are represented by 26 letters in about 140 letter combinations.

Analytic phonics: In this form of phonics instruction, students analyse the letter-sound relationships in previously learned words in order to decode new words. They are encouraged not to pronounce the sounds of a word in isolation. For example, a student might recognize the similarity in the sound of the words *gear*, *fear*, *hear*.

Blending: Recognising the letter sounds in a written word, for example c-u-p, and merging them in the order to read the word 'cup'.

Consonant: All letters of the alphabet except a, e, i, o, u

Consonant Digraph: A consonant digraph contains two consonants *sh ck th ll*

CV, CVC, CCVC: These are the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant and are used to describe the order of **graphemes** in words (a grapheme may consist of more than one letter). E.g. am (VC), Sam (CVC), slam (CCVC), or each (VC), beach (CVC), bleach (CCVC).

Digraph: A two letter grapheme which represents one sound, e.g. 'ea' in beat

Four letter graphemes: Uses four letters to represent one phoneme e.g. 'eigh' as in weigh

Grapheme: A letter or group of letters representing a sound (phoneme). There is always the same number of graphemes as phonemes in a word.

Phoneme/Grapheme correspondence: An understanding of which graphemes correspond to which phonemes and vice versa. We convert graphemes to phonemes when we read (decoding written words). We convert phonemes to graphemes when we are spelling (encoding words for writing).

Phoneme: Smallest unit of sound in a word - It is generally accepted that in most varieties of spoken English there are 44 phonemes.

Schwa An unstressed vowel sound which is close to /u/ - spellings include: teacher, collar, doctor, about

Segmenting: Identifying the individual sounds in a word (e.g. h-i-m) in order to be able to spell.

Split Digraph: This is a digraph which has a letter which splits, comes between, the two letters of the digraph e.g. take and make where the 'k' splits the two letters which make the 'ae' digraph which in both words represents the /ai/ phoneme.

There are 6 split digraphs in English spelling: 'a-e', 'e-e', 'i-e', 'o-e', 'u-e', 'y-e', as in: *make, scene, like bone, cube, type.*

Syllable: A word or part of a word consisting of a vowel phoneme with either, no, one or more consonant phonemes before or after it. E.g. 'telephone' has 3 syllables tel/e/phone

Synthetic phonics: Synthetic phonics teaches the phonemes (sounds) associated with the graphemes (letters). The sounds are taught in isolation then blended together (i.e. synthesised), all-through-the-word. They are taught to pronounce each phoneme in a word, then to blend the phonemes together to form the word (e.g. /s/ - /a/ - /t/; "sat").

Systematic phonics: This relates to either analytic or synthetic phonics programmes which build skills from easy to more complex.

Trigraph: A three letter grapheme which represents one sound e.g. 'ure' as in pure

Vowel Digraph: Two letters combine to represent one vowel sound e.g. **out**, **boat**

Vowel: In English, the vowel sounds are a e I o u and y which sometimes acts as a consonant when at the beginning of a word.

This document should support you to become a confident and competent teacher of phonics.
Good luck in your future career.

The End
or
is that the beginning?

