

# Teaching and Learning Phonics at Keston Primary School

Every child in Reception and Year 1 has a daily phonics lesson targeted at their level.

- 20/25 minute sessions.
- Fast paced approach.
- Lessons encompass a range of games, songs and rhymes.

|                                  |   |
|----------------------------------|---|
| Review<br>5 minutes (approx)     | <ul style="list-style-type: none"> <li>• Practice previously learnt letters and sounds</li> <li>• Practice reading previously learnt words</li> </ul>   |
| Teach<br>3-5 minutes (approx)    | <ul style="list-style-type: none"> <li>• New sound and the letters that make this sound</li> <li>• Modelling segmenting and blending words with these sounds</li> <li>• Teach new tricky words</li> </ul> |
| Practice<br>5-7 minutes (approx) | <ul style="list-style-type: none"> <li>• Children led by adult practice reading words through sound buttons</li> <li>• Stretch and challenge</li> </ul>   |
| Apply<br>5-7 minutes (approx)    | <ul style="list-style-type: none"> <li>• Read or write captions</li> <li>• Play a phonics game</li> </ul>   |

**Phonics is ...**

a method of teaching children to read and write by linking letters in the alphabet with sounds. Phonics teaches children to be able to identify the units of sound (phonemes) that make up each word to support reading and writing.

It is the first strategy we use, but it does run along side other methods. Sight word recognition, guided reading...

We use the Letters and Sounds planning document to support the teaching of phonics and incorporate the Jolly Phonics actions.

There are 6 phonics phases which the children work through at their own pace. These gradually progress from concentrating on developing children's speaking and listening skills and getting them attuned to the sounds around them to learning complex spellings - rules etc.

## Phonic terms your child will learn at school

- **Phonemes:** The smallest units of sound that are found within a word. B, d, a.
- **Grapheme:** The spelling of the sound e.g. Th.
- **Digraph:** Two letters that make one sound when read.
- **Trigraphs:** Three letters that make one sound.
- **CVC:** Stands for consonant, vowel, consonant.
- **Segmenting:** Breaking up a word into its sounds.
- **Blending:** Putting the sounds together to read a word.
- **Tricky words:** Words that cannot easily be decoded.



### Phase 2:

## Learning phonemes (units of sound) to read and write simple words

- Children will learn the first 19 phonemes:
- Set 1: s a t p    Set 2: i n m d
- Set 3: g o c k    Set 4: ck (as in duck) e u r
- Set 5: h b l f    ff (as in puff) ll (as in hill) ss (as in hiss)
- They will use these phonemes to read and spell simple "consonant-vowel-consonant" (CVC) words:
- tap, dig, duck, rug, puff, hill, hiss
- All these words contain 3 phonemes.



## Phase 1: Getting ready for phonics

1. Tuning into sounds
  2. Listening and remembering sounds
  3. Talking about sounds
- Music and movement  
Rhythm and rhyme  
Sound effects  
Speaking and listening skills



## Saying the sounds

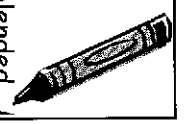
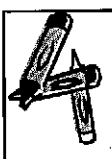
- Sounds should be articulated clearly and precisely.
- [https://www.youtube.com/watch?v=BqHXUW\\_v-1s](https://www.youtube.com/watch?v=BqHXUW_v-1s)



### Tricky Words

There are many words that **cannot** be blended or segmented because they are irregular.

the was said you some



### Phase 3: Learning the long vowel phonemes

Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.

- They will learn another 26 phonemes:
- j, v, w, x, y, z, zz, qu
- ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- They will use these phonemes (and the ones from Phase 2) to read and spell words:

chip, shop, thin, ring, pain, feet, night, boat, boot, look, farm, fork, burn, town, coin, dear, fair, sure



### Phase 4: Introducing consonant clusters: reading spelling words with four or more phonemes

- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have consonant clusters at the beginning:

spot, trip, clap, green, clown  
...or at the end: tent, mend, damp, burrit  
trust, spend,  
twist

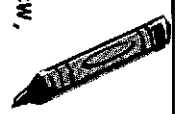


### Phase 5

- Teach new graphemes for reading
- oy, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,
- a-e, e-e, i-e, o-e, u-e

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fir/find, hot/cold, cat/cent, got/giant, but/put, cow/blow, tie/field, eat/bread, farmer/her, hat/what, yes/by/very, chin/school/chef, out/shoulder/could/you.



### Learning all the variations!

Learning that the same phoneme can be represented in more than one way: *burn*

*first*  
*term*  
*heard*  
*work*



### Learning all the variations!

Learning that the same grapheme can represent more than one phoneme:

*meat*      *bread*  
*he*        *bed*  
*bear*      *hear*  
*cow*      *low*

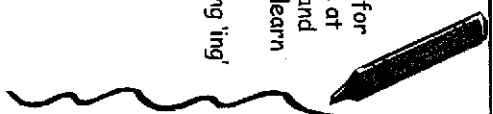


*tie*                      *time*  
*toe*                    *tone*  
*cue*                    *cube*  
*pie*                      *pine*



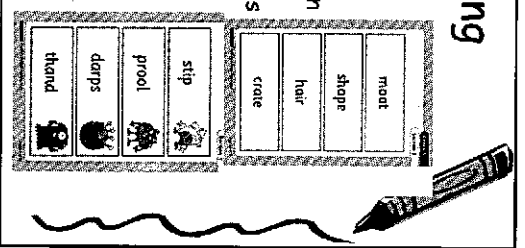
## Phase 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look for example at syllables (unit of uninterrupted sound - hotel) and analogy (use parts of words that they know to learn others).
- Children learn about past tense, rules for adding 'ing' and irregular verbs
- 'tion' and 'sion' words.



### Phonics screening

- Phonics screening check is a quick an easy way for the teachers to track the progress your children have made.
- It will take place in the June, when your child is in Year 1.
- The check is made up of real words that the children will have seen before and names for types of imaginary creatures; nonsense words.



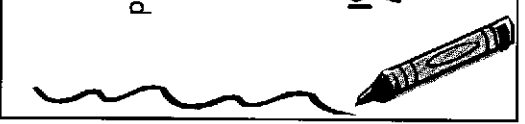
### How can I help at home?

Help the children to learn the new phonemes once introduced in school – **sound books**.

Play games: lots of free games on the internet.

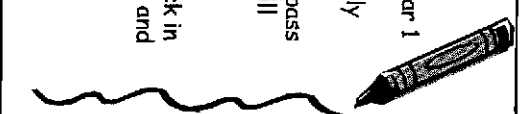
Or make up silly games: the robot.

For example, you say 'b-u-s', and your child says 'bus'.



- We introduce the imaginary words early on in Year 1 so that your children are well prepared for the check. They do not find it stressful. They actually quite enjoy it
- Pass or fail situation. Teachers do not know the pass mark until after but it is usually about 32. We will let you know the results when we get them.

Those who do not meet the standard of the check in Year 1 will continue to receive support in phonics and take the screening again in Year 2.



### Phonics words

Phoneme frame and sound buttons

