



Phonics Teaching
at

**Thurnham CE Infant
School**

Letters and Sounds

- This is the programme that we follow at Thurnham to ensure that we have a well structured plan that ensures progression through the school.
- This is a national strategy. Children who find phonics challenging can continue at the stage they are at, regardless of their age.
- Enunciation.

Some definitions

- A **phoneme** is the smallest unit of sound in a word (as in phone – you hear it)
- A **grapheme** is a letter or group of letters representing a single phoneme:

t **ch** **igh** **eigh**

(as in writing – graphite)

Digraphs

Two letters that represent one sound.

A **digraph** contains two letters:

sh ck th ll ai ee oy oa

A **trigraph** contains three letters:

igh ure ear

Split digraph: A digraph in which the two letters are not adjacent

a-e e-e i-e o-e u-e y-e

Oral Blending

Hearing a series of spoken sounds and merging them together to make a spoken word. No text is used.

For example, when a teacher calls out b – u – s, the children say “bus”.

This skill is usually taught before blending and reading printed words.

Blending

Recognising the letter sounds in a written word, for example c – u – p, and merging or synthesising them in the order in which they are written to pronounce the word “cup”.

Segmenting

Identifying the individual sounds in a spoken word, for example h – i – m, and writing down or manipulating letters for each sound to form the word “him”.

(use fingers- children use this to help them with their spelling)

Phase 1

- Nursery setting
- Seven Aspects: Three Strands in each
- Introduces oral blending and segmenting in Aspect 7
- Adult-led activities
- Illustrated freely chosen activities
- Continues well beyond introduction of Phase 2

Phase 2

- Introduces 19 grapheme-phoneme correspondences (GPCs)
- Decoding and encoding taught as reversible processes
- As soon as children have a small number of grapheme/phoneme correspondences, blending and segmenting can start (s/a/t/p/i/n/)
- 'Tricky' words
- Typical duration: Up to 6 weeks

Phase 3

- Introduces another 25 graphemes
- Most comprising two letters
- One representation of each of 43 phonemes
- Reading and spelling two syllable words and captions
- This starts in Year R, being able to read the sounds and words and continues into Year 1, including writing the sounds and words.

CVC words – clarifying some misunderstandings

p i g

s h i p

b o y

f i l l

s o n g

d a y

w h i z z

c h i c k

c a r

c o w

w h i p

f o r

m i s s

h u f f

CVC?

p i g ✓

s h i p ✓

b o y x

f i l l ✓

s o n g ✓

d a y x

w h i z z ✓

c h i c k ✓

c a r x

c o w x

w h i p ✓

f o r x

m i s s ✓

h u f f ✓

Phase 4

- Blending / two syllable words
- This phase :Consolidates knowledge of Grapheme Phoneme Correspondences
- Introduces adjacent consonants
- No new GPCs

Phase 5

- Introduces additional graphemes
- Introduces alternative pronunciations for reading.
- Introduces alternative graphemes for spelling
- Developing automaticity
- Throughout Year One
- Alternative spellings
- Becomes a proof reader

Year 2

- Revision of long vowel phonemes.
- Investigations -
 - Phoneme spotter story- /oa/ phoneme find the words.
 - Phoneme fans .
- Past and present tense (suffixes)
- Verbs - nouns - adjectives
- Other suffixes

Support for Spelling – Year 2 and beyond

- Compound words
 - Prefixes
- Multisyllabic words

What can you do

- Articulation
- Say/segment/blend
- Read lots of rich texts
- Spellings –yr R /Yr 1 and Yr 2- look cover write check
- Letter formation
- Know the name and sound of letters and be able to sequence letters (to help use a dictionary).
- Spell words using the letter names.
- Know consonant and vowels, including long vowels and short vowels.