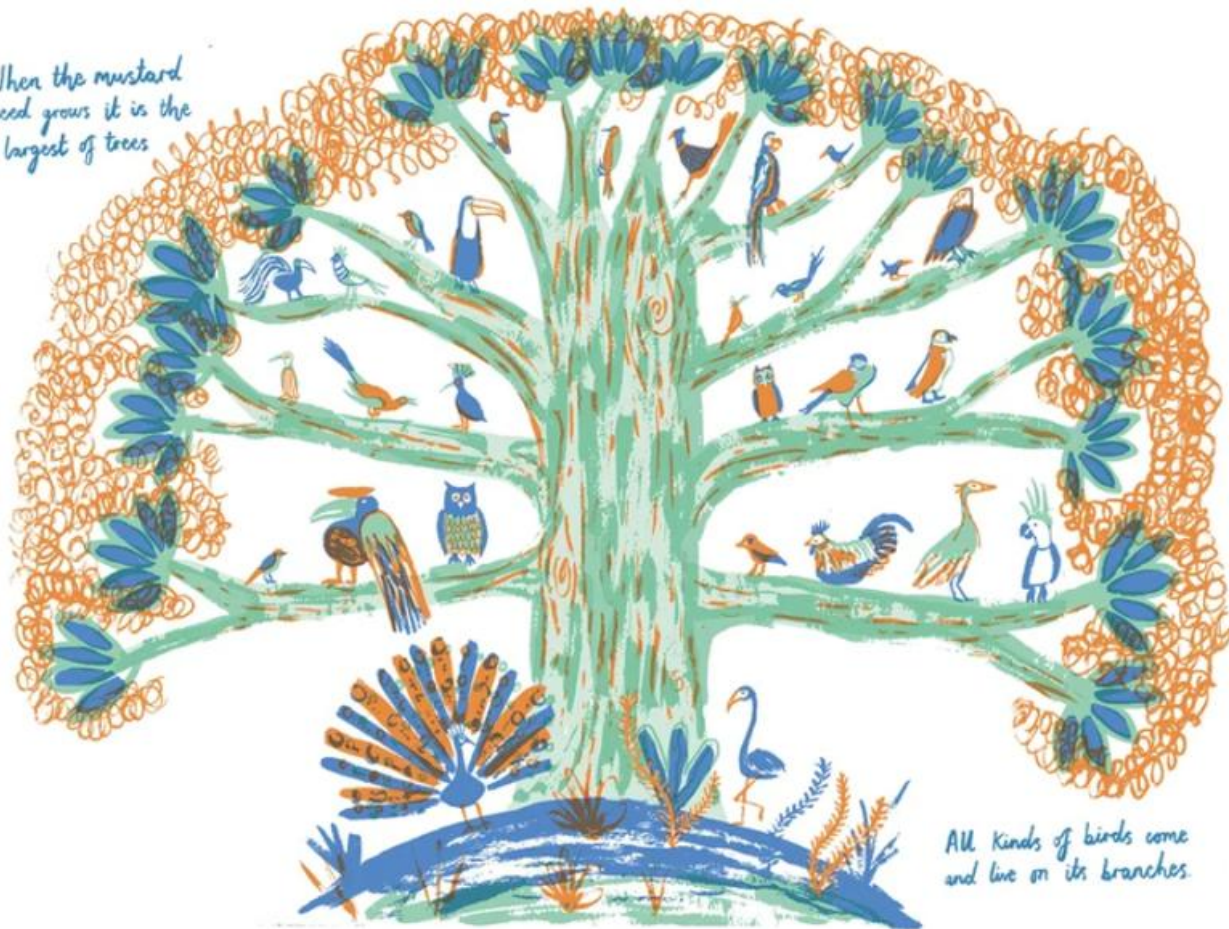


# Phonics Teaching at



When the mustard  
seed grows it is the  
largest of trees



All kinds of birds come  
and live on its branches



- This is the programme that we follow at Thurnham to ensure that we have a well structured plan that ensures progression and fidelity through the school. All staff receive the same, high quality CPD to ensure that all pupils are given the opportunity to become fluent readers by the time they leave us.
- This is based on synthetic phonics which is a method of teaching where words are broken up into the smallest units of sound (phonemes)
- How we say the sounds

## 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

# 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.

How we blend

# 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

- **Seven Aspects:**

Aspect One: General sound discrimination – environmental sounds

Aspect Two: Instrumental Sounds

Aspect Three: Body Percussion

Aspect Four: Rhythm and Rhyme

Aspect Five: Alliteration

Aspect Six: Voice Sounds

Aspect Seven: Oral Segmenting and Blending

Each split into 3 aspects:

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
  - Talking about sounds (developing vocabulary and language comprehension).
- This is usually acquired prior to the children starting EYFS at Thurnham.

## Phase 2

- Introduces 36 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
- What is a tricky word and how do we teach them?

# Phase 3

- Introduces another 16 graphemes
- One representation of each of the phonemes
- Reading and spelling two syllable words and captions
- This starts in EYFS, being able to read the sounds, including writing the sounds and words.
- We continue to use sound buttons and introduce sound bars in their written phonics.

# Phase 4

- Blending / two syllable words
- This phase consolidates knowledge of Grapheme Phoneme Correspondences
- Introduces adjacent consonants
- No new GPCs
- This should be completed by the end of EYFS.

# Phase 5

- Introduces additional graphemes
- Introduces alternative pronunciations for reading
- Introduces alternative graphemes for spelling
- Developing automaticity
- Alternative spellings

# Phonics Screening Check for all Year 1 pupils

- This is in June
- Your child needs to be able to read real and alien words containing all the graphemes taught up to Phase 5
- There will be a talk about this in the Spring Term for Year 1 parents

# Alien / Nonsense Words

 zorps	 dirst
 harnd	 gair
 jigh	 thobe
 zale	 scroy
 bluns	 spraw

# Year 2 Reading

In Year 2 children will continue with Little Wandle until reading is fluent. Then they move onto coloured book band books.

There is an emphasis on the following:

- Accurately reading words of 2 or more syllables.
- Reading most words containing common suffixes
- Reading most common exception words.
- Reading words accurately and fluently without overt sounding and blending.
- Sound out most unfamiliar words accurately, without undue hesitation.
- Self correcting for understanding.



# Year 2 Spelling Rules and Patterns

- When to use –ge and when to use –dge eg age, badge
- Lots of silent letters e.g. w, g, k at start of the word
- /s/ spelt as a /c/ before i, e and y eg race, ice, cell, city, fancy
- When to use –le, -el, -il, -al at the end of words
- Rules for adding suffixes e.g. if a short vowel is followed by one consonant, double the consonant, drop an e, change a y to an i etc.
- How to add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

# Year 2 Spelling

In Year 2 children also learn to

- spell lots of homophones e.g. won, one, there, their, here, hear, blue, blew, sun, son etc
- spell more words with contracted forms e.g. don't, couldn't, can't, haven't etc
- use the possessive apostrophe (singular) e.g. the girl's book

We teach this daily, using the Little Wandle spelling programme.

# What can you do?

- Articulation
- Say/segment/blend
- Read lots of rich texts
- Spellings – YR / Y1 and Y2 - that are set on Seesaw
- 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.
- Encourage spelling investigations.

# Where can you get help

- Your child's teacher is your first port of call.
- Miss Saunders, Phonics & Early Reading Lead can always help.
- Use the parent area on the Little Wandle website.
- GPC flashcards are available to purchase but we are not saying you have to buy them.
- [Little Wandle for Parents](#)