



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. <https://binged.it/2MugjTN>

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

- **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).

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

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.
- We continue to use sound buttons and introduce sound bars in their written phonics.

Letters

Set 6: **j** **v** **w** **x***

Set 7: **y** **z, zz** **qu***

*The sounds traditionally taught for the letters **x** and **qu** (/ks/ and /kw/) are both two phonemes, but children do not need to be taught this, at this stage as it does not affect how the letters are used.

Graphemes	Sample words	Graphemes	Sample words
ch	chip	ar	farm
sh	shop	or	for
th	thin/then	ur	hurt
ng	ring	ow	cow
ai	rain	oi	coin
ee	feet	ear	dear
igh	night	air	fair
oa	boat	ure	sure
oo	boot/look	er	corner

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 4 CVCC words

Bank of suggested words and sentences for use in Phase Four

The words in this section are made up from the letters taught for use in blending for reading and segmentation for spelling. These lists are not for working through slavishly but to be selected from as needed for an activity (*words in italics are from the list of 100 high-frequency words*).

CVCC words

Words using sets 1–7 letters			Words using Phase Three graphemes		Polysyllabic words	
<i>went</i>	best	fond	champ	shift	<i>children</i>	shampoo
<i>it's</i>	tilt	gust	chest	shelf	helpdesk	Chester
<i>help</i>	lift	hand	tenth	joint	sandpit	giftbox
<i>just</i>	lost	next	theft	boost	windmill	shelter
tent	tuft	milk	Welsh	thump	softest	lunchbox
belt	damp	golf	chimp	paint	pondweed	sandwich
hump	bust	jump	bench	roast	desktop	shelving
band	camp	fact	sixth	toast	helper	Manchester
dent	gift	melt	punch	beast	handstand	chimpanzee
felt	kept		chunk	think	melting	champion
gulp	tusk	<i>(north)*</i>	thank	burnt	seventh	thundering
lamp	limp	ask*				
wind	soft	fast*				
hump	pond	last*				
land	husk	daft*				
nest	cost	task*				
sink	bank					
link	bunk					
hunt						

Phonics Screener check

- 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 early Spring
- **DO NOT WORRY**

Alien / Nonsense Words

 zorps	 dirst
 harnd	 gair
 jigh	 thobe
 zale	 scroy
 bluns	 spraw

Phase 5

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

READING

It must always be remembered that phonics is the step up to fluent word recognition. Automatic and effortless reading of all words – decodable and tricky – is the ultimate goal. By repeated sounding and blending of words, children get to know them, and once this happens they should be encouraged to read them straight off in reading text, rather than continuing to sound and blend them aloud because they feel that this is what is required. They should continue, however, to use overt or silent phonics for words that are unfamiliar.

Teaching further graphemes for reading

New graphemes for reading

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
		au Paul	u-e rule

KITE FESTIVAL

Have you ever tried flying a kite?

It's time to give it a try.

Watch them soar high in the sky.




Delight in the bright colours and wild variety of shapes and sizes.



Look out for kites in the shape of mice, tigers and lizards.

Exciting prizes for high, fast, big and tiny kites.

Fine food and drinks to try include:

-  Mini lime pies
-  Slices of cake
-  Spiced cookies

Spelling

SPELLING

Teaching alternative spellings for phonemes

Alternative spellings for each phoneme

(See 'Bank of words and other materials/activities for use in Phase Five' on page 154.)

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
				eo					

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

New phoneme

/zh/
vision

100 high-frequency words in phases

Phase Two

Decodable words

a
an
as
at
if
in
is
it
of
off
on
can
dad

had
back
and
get
big
him
his
not
got
up
mum
but
put (north)

Tricky words

the
to
I
no
go
into

100 high-frequency words in phases

Phase Three

Decodable words

will
that
this
then
them
with

see
for
now
down
look
too

Tricky words

he
she
we
me
be
was

you
they
all
are
my
her

100 high-frequency words in phases

Phase Four

Decodable words

went
it's
from
children
just
help

Tricky words

said
have
like
so
do
some
come

were
there
little
one
when
out
what

100 high-frequency words in phases

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words

don't
old
I'm
by
time
house
about
your

day
made
came
make
here
saw
very
put (south)

Tricky words

oh
their
people
Mr
Mrs
looked
called
asked
could

Year 2 Reading

In Year 2 children continue to apply phonic knowledge and skills to decode words until reading is fluent. They learn to

- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes eg steam, bread
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes (word endings)
- read further common exception words.

Year 2 Reading

The children will start to read books with

- An increasing range of adjectives
- A variety of words to replace 'said'
- More extended descriptions
- Some use of paragraphs
- More challenging vocabulary
- Longer and more complex sentences

By the end of Year 2, many will be reading books which have longer chapters for more sustained reading. Non fiction books will have an increasingly sophisticated layout and more technical vocabulary.

Year 2 Spelling Rules and Patterns

- When to use –ge and when to use –dge eg age, badge
- Lots of silent letters eg 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 eg 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 eg won, one, there, their, here, hear, blue, blew, sun, son etc
- spell more words with contracted forms eg don't, couldn't, can't, haven't etc
- use the possessive apostrophe (singular) eg the girl's book

We teach this daily, using games, websites and lots of spelling investigations...

Word Study

Investigate



- Be a word detective
- Say what you already know
- Do a word observation
- Sort the words
- Say why you have sorted them
- Test to see if your sort works



Challenge

- Find other similar words
- Find out what the words mean
- Act out the meaning
- Create a rule about the words and explain it to others
- Use the words in some writing

Reflect



- Say what you have learned about the words
- Play games to make sure you can use them properly
- Use the words even after they're the ones you're working on

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.
- Encourage spelling investigations.