



Reigate Park Primary Academy

Phonics



Phonics at Reigate Park

This booklet has been created to help you understand how phonics is taught at Reigate Park Primary Academy.

At Reigate Park, we follow the DfES Letters and Sounds phonics programme to deliver a high quality, systematic approach to learning new sounds. This is delivered within a language rich curriculum that promotes high standards in reading and writing.

There are six overlapping phases within the Letters and Sounds approach. At Reigate Park, children start accessing phase 1 in nursery and are taught phonics on a daily basis throughout EYFS, Key Stage 1 and when required in Key Stage 2.

Most children begin learning Phase 5 at the start of Year 1 and are taught in their class group. Small group interventions are also provided in addition to the main phonics lesson for those who are working below the expected standard.



Phase 1

Phase 1 is usually taught in Nursery and other pre-school settings and concentrates on developing children's speaking and listening skills. This prepares them for the phonic work which starts in Phase 2.

The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects:

Aspect 1- Environmental Sounds

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.

Aspect 2- Instrumental Sounds

This aspect aims to develop children's awareness of the sounds made by various instruments and noisemakers.

Aspect 3 - Body Percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms.

Aspect 4 - Rhythm and Rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.

Aspect 5 - Alliteration

The focus in this aspect is on the initial sounds of words.

Aspect 6 - Voice Sounds

The aim is to distinguish between different vocal sounds and begin oral blending and segmenting.

Aspect 7- Oral Blending and Segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.



Phase 2

This phase begins in Reception and concentrates on developing:

- Vowels (V)- a,e,i,o,u
- Consonants (C)- all other letters of the alphabet
- Increased ability to discriminate between sounds
- Recognise initial sounds at the beginning of words
- Increased awareness of sounds, letters and words
- Letter-sound correspondence

Sounds:

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in a the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

Tricky words:

In phase 2, children need to be able to read these tricky words:

I	to	no	go	the
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Phase 3

By the time they reach Phase 3, children will be able to blend and segment words containing the 19 letters taught in Phase 2.

During this phase, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Sounds:

In Phase 3, twenty-five new graphemes are introduced.

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant Digraphs: ch, sh, th, ng

Vowel Digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Tricky words

In phase 3, children need to be able to read these tricky words:

he	she	we	me	be	was
you	they	all	are	my	her

Children also need to be able to spell:

I	to	no	go	the
---	----	----	----	-----



Phase 4

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Tricky words

In phase 4, children need to be able to read these tricky words:

said	have	liked	so	do	some
were	there	little	one	when	out
what	come				

Children also need to be able to spell:

he	she	we	me	be	was
you	they	all	are	my	her



Phase 5

In phase 5, children learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. Alternative pronunciations for graphemes will also be introduced. For example, ea in tea, head and break.

Sounds

The phase 5 sounds are:

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e

Alternative pronunciations for :

i , o, c g, u, ow, ie, ea, er, ch, y, ou, a, e, ey

Alternative spellings for the sounds:

ch, j, n, r, m, s, z, u, i, ear, ar, ur, air, or, oo, ai, ee, igh, oa, sh

Tricky words

In phase 5, children need to be able to read:

oh	their	people	Mr	Mrs	Looked
called	asked	could			

Children must also be able to spell:

he	she	we	me	be	was
you	they	all	are	my	her



Phase 6

At this stage, children should be able to spell words phonetically although not always correctly. In Phase 6, the main aim is for children to become more fluent readers and accurate spellers.

Phase 6 activities are split into broad groups:

- Reading with increasing fluency
- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
- Spelling long words
- Finding and learning the difficult bits in words
- Developing memory strategies for spelling
- Application of spelling in writing
- Knowledge of the spelling system
- Adding suffixes to words

Year 1 Phonics Screening Check



At the end of Year 1 there is a statutory assessment of the children's phonics skills – Year 1 Phonics Screening Check. The Phonics Screening Check is designed to provide teachers and parent's information on how children are progressing in phonics and confirms if they are working at the expected standard in this vital early reading skill. The assessments are completed within an allocated timeframe, usually in June. Parents are informed of the outcomes of this check as part of the annual report to Parents

Samples of previous Phonics Checks can be viewed online:

<https://www.gov.uk/government/publications/phonics-screening-check-2019-materials>

More information about the Phonics Screening Check will be provided to parents and carers throughout the year.



Terminology

<u>Term</u>	<u>Meaning</u>
Blend	To draw individual sounds together to pronounce a word, eg- s-n-a-p, blended together, reads snaps.
Cluster	Two or three letters making two or three sounds, eg- the first three letters of 'straight' are a consonant cluster.
Digraph	Two letters making one sound eg- sh, ch, th, ph
Vowel Digraphs	Comprise of two vowels which, together, make one sound eg- ai, oo, ow
Split Digraph	Two letters, split, making one sound, eg- a-e as in make or i-e in site
Grapheme	A letter or a group of letters representing one sound, eg- sh, ch, igh, ough (as in 'though')
Grapheme- Phoneme Correspondence (GPC)	The relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
Mnemonic	A device for memorising and recalling something, such as a snake shaped like the letter 'S'.
Phoneme	The smallest single identifiable sound, eg- the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
Segment	To split up a word into its individual phonemes in order to spell it, eg- the word 'cat' has three phonemes: /c/, /a/, /t/
Tricky Words	Words that cannot be decoded using phonics

Sound Buttons

When children learn a new sound, they are taught to look for this sound within a word to help them decode and read it. When they see a sound, we ask them to place their sound buttons underneath.

Single sounds: j a m

Digraphs: c h i p

Trigraphs: h a i r

Split digraph: s n a k e

Alien Words

Alien words are nonsense words. Children are encouraged to read alien words throughout the phases. These words are always displayed alongside a picture of an alien to ensure children can differentiate between real and nonsense words. Alien words are designed to assess whether a child is able to decode and blend unfamiliar words. These words also form part of the phonics screening check because they will be new to all children, reducing bias to those with visual memory of words.





Supporting your child at home

Useful websites:

For further information see <http://www.letters-and-sounds.com/>

The following video shows the correct annunciation of the sounds we teach:

http://www.youtube.com/watch?v=BqhXUW_v-1s

<https://home.oxfordowl.co.uk/reading/what-is-letters-and-sounds/>

<https://home.oxfordowl.co.uk/at-school/primary-school-assessment-tests/year-1-phonics-screening-check/>

<https://www.phonicsbloom.com/>

<https://www.wandleenglishhub.org.uk/lettersandsounds>