



Phonics Guide 2018





Fairfield Primary School Phonics Statement

Here at Fairfield Primary School our aim is to ensure that all children reach their full potential and become confident, creative and fluent readers and writers. Underpinning children's success as early readers and writers is their knowledge and understanding of letters and sounds within the English Language- which is taught to them through Phonics.

Phonics at Fairfield Primary School begins in Nursery and continues throughout the Early Years Foundation Stage and Key Stage 1. In Nursery children begin by exploring different sounds and developing their speaking and listening skills. When children reach Reception, Year 1 and Year 2 they are grouped according to their developing Phonetical knowledge and confidence. We group children across the year groups for Phonics- so that we can ensure that their Phonics lessons are tailored to their specific needs and are appropriately challenging.

At Fairfield Primary School we follow the structure of the Letters and Sounds programme for our Phonics teaching. This programme is structured into different developmental phases which teach children the skills of segmenting and blending (to read) and word recognition to promote accurate spelling. Lessons are delivered by experienced staff, in a multisensory and lively manner- promoting high engagement and enjoyment in the children's learning. Staff plan daily opportunities within lessons to assess children's phonetical understanding and progress is monitored half termly. Regular use of assessments ensures that children are challenged daily and allows teachers to plan timely intervention groups- for any children who require extra support.

In Year 1 all children sit the Governments Phonics Screening Check in the Summer Term. During the check, children are asked to read aloud 40 words. These words are all phonetically decodable and are a mix of real and nonsense words. This allows teachers to identify any children who have not yet reached the expected reading level by the end of Year 1. Those children then receive additional small group intervention and are re-assessed in Year 2.



Our aim is to ensure that the children experience a smooth transition from the Early Years Foundation Stage to Key Stage 1. The Key Stage 1 curriculum builds upon and extends the experiences that children have had in Reception. Reading begins in the Early Years Foundation Stage where our main reading scheme 'The Oxford Tree Reading Scheme' is supplemented by a variety of other phonetically rich texts such as 'Floppy Phonics'. These enable the children to practise and enhance their segmenting and blending skills. In Year 1 children receive two reading books each week- at a level which is appropriate for their developing fluency and confidence. They also have an opportunity to choose their own Free Choice Library Book each week, to encourage their love of reading. When children reach Year 1 and Year 2 we provide them with books that offer a broad range of vocabulary, to build their growing repertoire of sight words. Children are given the opportunity to read a wide variety of different genres to promote their reading comprehension skills. When children reach Year 1 and Year 2, they also receive weekly Guided Reading lessons in small groups. This gives children the opportunity to learn from their peers and demonstrate their reading comprehension skills to the class teacher. Children's reading is regularly assessed, and their progress is monitored to ensure that they are on the correct reading level.

Through our Phonics teaching we strive to ensure that all children achieve their full potential, and by the end of Key Stage 1, are fluent and confident readers with a strong understanding of spelling.





Phonetical knowledge taught in each phase

Phase 1

In Phase 1 children practise their speaking and listening skills to ensure that they have a secure foundation for future Phonics work. Phase 1 comprises of 7 key aspects: environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.

Phase 2

In Phase 2 children are introduced to letters and their correlating sounds. They practise their phoneme- grapheme correspondence skills by identifying which letters match each sound. They begin to look at spelling simple words through segmenting, and reading simple words through blending. Non-decodable tricky words are also introduced.

Phase 3

In Phase 3 children learn new phoneme- grapheme correspondences. They also learn digraphs (two letters that make one sound) and trigraphs (three letters that make one sound). Children practise their segmenting and blending skills by reading captions, questions and exclamations. New tricky words are also introduced.

Phase 4

In Phase 4 children re-cap all previously learnt phoneme- grapheme correspondences. Children enhance their segmenting and blending skills by beginning to read longer words with adjacent consonants. A further set of tricky words are also introduced.

Phase 5

In Phase 5 children begin to learn alternative graphemes for sounds they have already learnt, for example 'ay' makes the same sound as 'ai'. Children also begin to look at alternative pronunciations of previously learnt graphemes, for example 'u' in 'plug/ unicorn'. New tricky words are also introduced.

Year 2

In Year 2, children who have passed their Phonics Screening Check focus on learning spelling rules, such as prefixes and suffixes.

Phonics & Reading



<u>Phase 2</u>	<u>Phase 3</u>	<u>Phase 5a</u>	<u>Phase 5 continued</u> <u>Examples of alternative sounds</u>
s	j	ay /ai/	i- win/wild
a	v	ou /ow/	o- hot/ gold
t	w	ie /igh/	g- gap/ giant
p	x	ea /ee/	c- clock/cell
i	y	oy /oi/	u- plug/unicorn
n	z	ir /ur/	ow- low/ brown
m	qu	ue /oo/	ie- chief/ pie
d	ch	aw /or/	ea- sea/meat
g	sh	wh /w/	er- letter/stern
o	th	ph /f/	a- water/ hat
c	ng	ew /oo/	y- yes/sky
k	ai	oe /oa/	ch- church/machine
ck	ee	au /or/	ou- loud/shoulder
e	igh	a_e /ai/	
u	oa	e_e /ee/	
r	oo	i_e /igh/	
h	ar	o_e /oa/	
b	or	u_e /oo/	
f	ur		
ff	ow		
l	oi		
ll	ear		
ss	air		
	ure		
	er		

Tricky Words

<u>Phase 2</u>	<u>Phase 3</u>	<u>Phase 4</u>	<u>Phase 5</u>
I	he	you	said
into	they	are	some
no	she	her	there
the	my	was	have
to	we	all	come
go	me		what
	be		like
			little
			when
			so
			one
			out
			do
			were
			oh
			Mr
			looked
			Mrs
			asked
			people
			could
			their
			called

How to help your child with Phonics at home

Phonics should always be fun and multisensory! If you ask your child to write a sound or word, try and be as creative as possible! For example, they could write it with; a stick in mud, chalk, writing in a tray of rice, writing in shaving foam, writing in playdough etc.

It is also very important that you listen to your child read as much as possible. Ideally a couple of pages every night!

Phonics Play

www.phonicsplay.co.uk

This website is full of exciting games to consolidate children's blending and segmenting skills. Games are split into different phases, so that children are working at appropriate levels.



Mr Thorne does Phonics

www.mrthorne.com

Mr Thorne has lots of videos available to watch on YouTube. He teaches children different Phonics sounds with Geraldine the giraffe.



Mr Thorne Does Phonics - Episode A

46,899 views

112 likes 10 comments SHARE

Teach Your Monster to Read

www.teachyourmonstertoread.com

This website has lots of fun games which help to consolidate children's knowledge of grapheme-phoneme correspondences.

