In school, we follow the Letters and Sounds programme.

Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.
Everything starts with reading......

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

(Letters and Sounds Principles of Practise of High Quality Phonics)
What is phonics?

Phonics is the link between letters and the sounds they make.

Although there are 26 letters in our alphabet the English language has 42 phonemes (speech sounds).

A phoneme is the smallest unit of sound that makes a difference to a word.
General

- Phonics is taught discretely every day in EYFS, Y1 and Y2 for 20 minutes. Now in KS2 as well Y3 & 4, GPaS in 5/6.
- Phonics is also taught and used in other lessons. (Cross Curricular e.g. History, Geography, Science, Maths etc)
- At the beginning of Y1 and Y2 the children are reassessed on their sounds and sight vocabulary (slippage over the holidays)
Terminology

**Phoneme** - The sounds found within a word

**Graphemes** - The way we write the sound/letter

**Segmenting** - Breaking a word into separate phonemes to spell it out

**Blending** - Merging the phonemes together to read the word.

**Digraph** - Two letters which make a sound e.g. ch, sh, th, ai, ee

**Trigraph** - Three letters which make one sound e.g. air.

**Split digraph** - A digraph which is split by another letter e.g. ie is the digraph, split it i-e as in bike.
    a-e, e-e, o-e u-e.
Phases 1-6

 Phase 1 (Nursery): Already explained with 7 aspects.

 Phase 2-Phase 5: Individual sounds, digraphs, trigraphs, split digraphs, consonant clusters, tricky words and spelling.

 Phase 4: No new sounds. Applying sounds learnt to decode words.

 Phase 6: Children should know most of the common GPC’s, they should be able to read hundreds of words (automatically on sight, decoding quickly and silently, decoding aloud). Past tense, add suffixes to words, spelling guidelines, application of spelling and writing.
### Phase 3 Sounds

<table>
<thead>
<tr>
<th>j</th>
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<td><img src="image3.png" alt="Hammer" /></td>
<td><img src="image4.png" alt="Star" /></td>
<td><img src="image5.png" alt="Zebra" /></td>
<td><img src="image6.png" alt="Bee" /></td>
<td><img src="image7.png" alt="Wizard" /></td>
<td><img src="image8.png" alt="Duck" /></td>
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<td><img src="image12.png" alt="Rainbow" /></td>
<td><img src="image13.png" alt="Tree" /></td>
<td><img src="image14.png" alt="Light Bulb" /></td>
<td><img src="image15.png" alt="Goat" /></td>
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<td><img src="image17.png" alt="Boot" /></td>
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<td><img src="image20.png" alt="Radish" /></td>
<td><img src="image21.png" alt="Cow" /></td>
<td><img src="image22.png" alt="Tea Pot" /></td>
<td><img src="image23.png" alt="Ear" /></td>
<td><img src="image24.png" alt="Chair" /></td>
<td><img src="image25.png" alt="Pure" /></td>
<td><img src="image26.png" alt="Pea" /></td>
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Phase 5 Sounds

- ay
- ou
- ie
- ea
- oy
- ir
- ue
- aw
- wh

- ph
- ew
- oe
- au
- ey
- a_e_e_e

- i_e_o_e_u_e
PHASE 6

The focus is on learning spelling rules for suffixes.

-s     -es    -ing    -ed
-er     -est    -y    -en
-ful    -ly    -ment     -ness
## Phonics Planning

### The 'oa' Family
- Practise recall and recognition of phase 3 and phase 5 graphemes
- Teach new graphemes for reading oo, ow, oh, o-e, oe
- Practise reading and spelling words containing new graphemes

<table>
<thead>
<tr>
<th>Revisit and review</th>
<th>Teach</th>
<th>Practise</th>
<th>Apply</th>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>Practise recognition and recall of all GPCs from phase 3 and 5 using flashcards</td>
<td>Teach reading the different 'oa' sounds. Teach pronunciation of 'o' (Baby o) - Teach that it can make long vowel sound or short vowel sound. Blending for reading: song, bong, total, robot.</td>
<td>Segmentation for spelling activity: hotel, also, hop, nod. Children to segment on phoneme frames</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Recap pronunciation of 'o' - long and short sounds, children to suggest words using this sound.</td>
<td>Teach reading the different 'oa' sounds. Focus on 'Daddy oo' - share examples of words. Blending for reading: road, coach, soap, loan.</td>
<td>Segmentation for spelling activity: toast, goat, float, loaf. Children to segment on phoneme frames</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td>Practise recognition and recall of all GPCs from phase 3 and 5 using flashcards</td>
<td>Teach reading the different 'oa' sounds. Briefly touch on 'mummy oh' - doesn't appear in many words - teach reading oh. Brother 'ow' - teach reading - flow, grow, snow, blow.</td>
<td>Segmentation for spelling activity: hollow, throw, yellow, show. Children to segment on phoneme frames</td>
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<tr>
<td><strong>Thursday</strong></td>
<td>Recap daddy and baby 'oa' 2 columns - oo and o - children to take turns adding a word to a column.</td>
<td>Teach reading the different 'oa' sounds. Focus on 'brother o-e' Blending for reading: rose, joke, nose, home</td>
<td>Segmentation for spelling activity: hole, smoke, code, globe. Children to segment on phoneme frames</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Practise recognition and recall of all GPCs from phase 3 and 5 using flashcards</td>
<td>Teach reading the different 'oa' sounds. Focus on 'Brother oe' Blending for reading: toe, foe</td>
<td>Segmentation for spelling activity: hoe, toe, foe</td>
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Now we are going to practise sounding, blending and saying of words.
at
pat
sat
tap
strain
trame
Decode Phase 4 words...CCVC

• brass  glass  flag
  
• grass  spin  track
  
• drop  grab  speck
Can you spot the digraphs, trigraphs split digraphs? Use sounds buttons..............

queen shade count
hair

think Rochester sandwich
blue outside branch
High Frequency Words

off, can, had, back, we, me, he, be, she
this, that, then, them, with, they, now,
down, all, look, people, house, about,
people..........................
Phonics Screening in Y1

- The phonics screening check is a short, light-touch assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard.
- All children need to be able to identify sounds associated with different letters, and letter combinations, and then blend these sounds together to correctly say the word on the page. The same skill is needed whether the word is a real word or a non-word.
- The words gradually get harder through the check as the combinations of letters become more complicated. As long as the child has said 32[has been the pass mark since 2012] out of the 40 words correctly, they will be considered to have met the standard.
- Week beginning 10th June 2019.
- It is important that your child is at school that week.
- We have to give you a separate report to inform you if your child met the required standard or not.
- Government do not release the pass mark until the end of June.
- Consists of 20 real words and 20 pseudo words.
- If your child does not pass the check they can retake it the following year in Y2.
### Sample pseudo words

<table>
<thead>
<tr>
<th>bip</th>
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<td>shebber</td>
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<td>nurtin</td>
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</tbody>
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Sample real words

grand

moat

cloaks

shape

scrap

hair

strike

crate
How Can I Help My Child at Home?

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise – get them to have a ‘good guess’.
- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been. Next move your finger under the whole word as you say it.
- Discuss the meaning of words if your child does not know what they have read.
• Read, Read, Read!
• Listen, Listen, Listen!
• Encourage children to speak in full sentences.
• Flashcards – show children sound cards, key words, build words, find sounds
• Play I spy, Scrabble
• Encourage children to write for a purpose – write a postcard, a letter to grandparents, shopping lists, present lists before their birthdays, reminders.
• Make sentences with word cards
• Challenge the children to find objects that begin with a certain sound.
• Shopping - Look for a certain letter in the shop, on packaging, labels, signs. Can you find the letter that makes this sound?
• Can you find me the m-i-l-k? b-r-ea-d? p-ea-s.
writing doesn't have to be with a pencil...
Useful websites:

- [www.phonicsplay.co.uk/](https://www.phonicsplay.co.uk/)
- [www.letters-and-sounds.com/](https://www.letters-and-sounds.com/) (introduction to phases, printable resources and interactive games)
- [www.ictgames.com/](https://www.ictgames.com/)
Resources - Twinkl, Letters and Sounds website
MANY THANKS TO YOU ALL!

- Any questions?
- This Powerpoint will be on the school website.