

# Shobnall Primary School



## Phonics Handbook For Parents



## Introduction

This booklet has been written to help you understand how we teach phonics at Shobnall Primary School.

We use "Letters and Sounds" to deliver high quality phonics teaching within a language rich curriculum that gives high standards in reading and writing. This resource aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills.

There are six overlapping phases. At Shobnall Primary children start to learn phonics when in the Nursery Class, and is taught on a daily basis throughout the EYFS, Key Stage 1 and when required in Key Stage 2.

## Terminology

<b>Term</b>	<b>Meaning</b>
<b>Blend</b>	To draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap
<b>Cluster</b>	Two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
<b>Digraph</b>	Two letters making one sound, e.g. sh, ch, th, ph
<b>Trigraph</b>	Three letters which go together making one sound, e.g. ear, air, igh, dge, tch.
<b>Vowel Digraphs</b>	Comprise of two vowels which, together, make one sound, e.g. ai, oo, ow
<b>Split Digraph</b>	Two letters, split, making one sound, e.g. a-e as in make or i-e as in site
<b>Grapheme</b>	Graphemes are the written representation of sounds.
<b>Phoneme</b>	The smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two 's' and 'p'
<b>Segment</b>	To split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
<b>Tricky words</b>	Words that can not be decoded using phonics
<b>VC, CVC, CCVC</b>	The abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam

## 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  
                                  • • —•

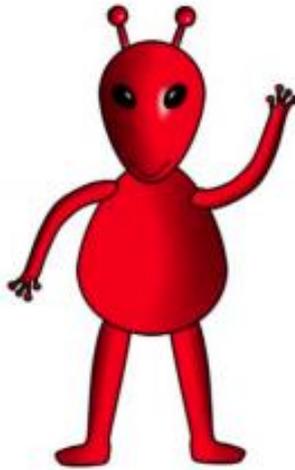
## Alien Words

- 'Fake' words / non-words
- Children are encouraged to read 'alien words' throughout the phases.
- They are always shown alongside an alien to ensure children can differentiate between the two.
- Alien words assess whether a child is able to decode and blend.
- They need decoding in the same way as a real word.

### Examples of Alien Words



**desh**



**chab**



**queep**

### Why do we use Alien words?

"They are included because they will be new to all pupils, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words. Pupils who can read non-words should have the skills to decode almost any unfamiliar word."

## Phase 1

This begins in Nursery and concentrates on developing children's speaking and listening skills and lays the foundations 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 sounds made by various instruments and noise makers.

**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 is on initial sounds of words, with activities including I-Spy type games, and matching objects which begin with the same sound.

**Aspect 6 - Voice Sounds** - The aim is to distinguish between different vocal sounds and to 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
- Oral blending and segmenting of cvc 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 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**

## Phase 3

By the time children reach Phase 3, they will already 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, 25 new graphemes are introduced (one by one).

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:

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

and 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:

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

and spell:

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



## Phase 5

Phase Five is taught in Year 1. Children will 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, e.g. ea in tea, head and break.

### Sounds

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

•Alternative pronunciations for:

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

c	aloi	bone	nome
pre	quob	pode	yfe
pl	dom	stone	lome
slc	glone	gome	love

•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

and spell:

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

## Phase 6

Phase 6 phonics takes place throughout Year 2, with the aim of children becoming fluent readers and accurate spellers.

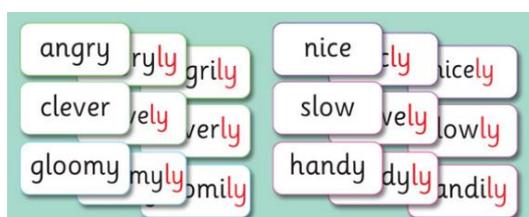
By Phase 6, children should be able to read hundreds of words using one of three strategies:

- Reading them automatically
- Decoding them quickly and silently
- Decoding them aloud

Children should now be spelling most words accurately (this is known as '**encoding**'), although this usually lags behind reading. They will also learn, among other things:

- **Prefixes** and **suffixes**, e.g. 'in-' and '-ed'
- The **past tense**
- Memory strategies for high frequency or topic words
- Proof-reading
- How to use a dictionary
- Where to put the **apostrophe** in words like 'I'm'
- Spelling rules

Although formal phonics teaching is usually complete by the end of Year 2, children continue to use their knowledge as they move up the school. The whole aim of phonics teaching is not just to learn the sounds, but also to use them as a tool for reading and spelling. Everything leads on to independent reading and writing.

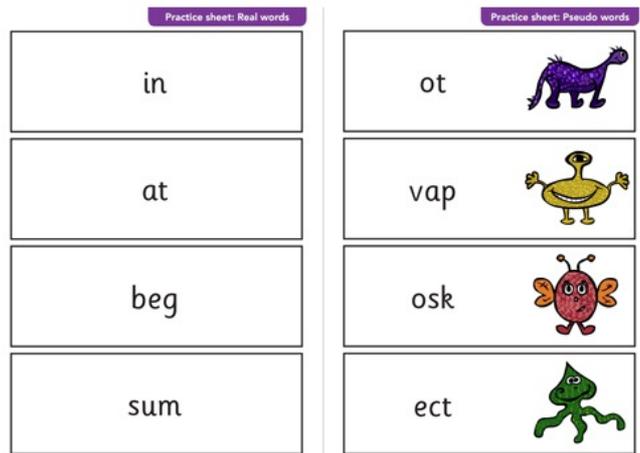


## Year 1 Phonics Screening

The Year 1 phonics screening check is a short, light-touch assessment of your child's phonic knowledge. This enables us as to identify gaps and ensure suitable provision is provided to support all children.

Your child will sit with a familiar adult and be asked to read 40 words aloud, a combination of real and non-words. Your child may have read some of the words before, while others will be completely new. The check will only take a few minutes to

complete and there is no time limit. The screening takes place in the Summer Term. You will be provided with more information nearer the time.



We hope this booklet is useful and provides you with a better understanding of how and why we teach phonics at Shobnall Primary School.

If you have any questions regarding the different methods, please speak to your child's teacher, who will be more than happy to discuss this further with you.