

Phonics

At Chase Lane we use the Government document Letters and Sounds alongside Jolly Phonics.

Phonic terms your child will learn at school

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|------------------------|---|
| • Phoneme: | The smallest units of sound that are found within a word. |
| • Grapheme: | The letter (s) written to represent the sound. (th, ng) |
| • Digraph: | Two letters that make one sound when read. |
| • Trigraphs: | Three letters that make one sound. (igh) |
| • CVC: | Stands for consonant, vowel, consonant. |
| • Segmenting | is breaking up a word into its sounds. |
| • Blending : | Putting the sounds together to read a word. |
| • Tricky words: | Words that cannot easily be decoded. |
| • Pseudoword: | Words that are made up. (vib, duz) |

Phase 1- Mainly in Nursery

Modelling listening and speaking

The ways in which adults model speaking and listening, interact and talk with children are critical to the success of Phase One phonics activities and to promoting children's speaking and listening skills more widely.

Listen to encourage talking – time spent listening to children talk to each other, and listening to individuals without too frequent interruption, helps them to use more, and more relevant, language.

Model good listening. This includes making eye contact with speakers, asking the sort of questions attentive listeners ask and commenting on what has been said.

Provide good models of spoken English to help young children enlarge their vocabulary and learn, for example, how to structure comprehensible sentences, speak confidently and clearly, and sustain dialogue.

Seven aspects and three strands

Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

Children need opportunities to listen carefully and talk extensively about what they hear, see and do.

Each aspect is divided into three strands

- Tuning into sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).

Children need to learn to:

1. listen attentively;
2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes;
5. reproduce audibly the phonemes they hear, in order, all through the word;
6. use sound-talk to segment words into phonemes.

The ways in which adults interact and talk with children are critical to developing children's speaking and listening.

Phase 2 – Reception Autumn Term

- Phonics is taught every morning around 9.05am, please do not be late otherwise your child will miss essential learning which will be detrimental to their learning of reading and writing.
- To achieve the Government expected level for reading and writing by the end of the year your child must be confident with all Phase 2 and Phase 3 phonics.
- We have a little song for each letter sound with the action.
- Ask your child to sing you the song and show you the action.

<http://www.teachfind.com/national-strategies/letter-and-sounds-%E2%80%93-articulation-phonemes-vowels-and-consonants> The Quick Time movie has the sounds of the phonemes in English.

As the sounds are learnt the children are taught to blend these sounds in words so that they can read them.

Eg 'c' 'a' 't' when blended is read as cat. 'b' 'i' 'g' is read as big

The children are also taught to use these sounds to segment simple words to spell them.

Eg can is written 'c'- 'a'- 'n' (at the beginning 'k'- 'a'- 't' may be written, which is phonetically correct). Dog is 'd'- 'o'- 'g'

Set 1

Snake is slithering s,s,s, Snake is slithering s,s,s, Snake is slithering s,s,s, This letter's name is s.	Ants on your arm a,a,a, Ants on your arm a,a,a, Ants on your arm a,a,a, This letter's name is a
Lets play tennis t,t,t, Lets play tennis t,t,t, Lets play tennis t,t,t, This letter's name is t.	Candles on a pink pig p,p,p, Candles on a pink pig p,p,p , Candles on a pink pig p,p,p, This letter's name is p.
Brief use of oral blending 'c''a''t' is cat <u>Robot talk</u> – Put your hands on your h-ea-d// b-a-ck// n-e-ck// l-e-g// f-oo-t	Brief use of oral segmenting cat is 'c'- 'a'- 't'

Set 2

Inky Mouse says i,i,i, Inky Mouse says i,i,i, Inky Mouse says i,i,i, This letter's name is i	Nose diving aeroplane n,n,n, Nose diving aeroplane n,n,n, Nose diving aeroplane n,n,n, This letter's name is n.
Munching meatballs m,m,m, Munching meatballs m,m,m, Munching meatballs m,m,m, This letter's name is m.	Play your drums d,d,d, Play your drums d,d,d, Play your drums d,d,d, This letter's name is d.
Practise of oral blending and segmenting Blending and reading the high-frequency words is, it, in, at	

Set 3

Glug, glug gurgle g, g, g, Glug, glug gurgle g, g, g, Glug, glug gurgle g, g, g, This letter's name is g.	On and off o, o, o, On and off o, o, o, On and off o, o, o, This letter's name is o.
Castanets clicking c, c, c, Castanets clicking c, c, c, Castanets clicking c, c, c, This letter's name is c.	Castanets clicking k,k,k, Castanets clicking k,k,k, Castanets clicking k,k,k, This letter's name is k.
Practise of oral blending and segmenting	

Segmentation for spelling/ Blending for reading
Reading the high-frequency word **and**

Set 4

Ck is also taught in set 4.	Crack the egg e, e, e, Crack the egg e, e, e, Crack the egg e, e, e, This letter's name is e.
Umbrellas up u, u, u, Umbrellas up u, u, u, Umbrellas up u, u, u, This letter's name is u.	Rover has a rag r, r, r, Rover has a rag r, r, r, Rover has a rag r, r, r, This letter's name is r.
Practise of oral blending and segmenting Blending to read words/ Segmenting to spell words Reading the tricky words to and the Practise reading and writing in short simple captions	

Set 5

Huffing and puffing h, h, h, Huffing and puffing h, h, h, Huffing and puffing h, h, h, This letter's name is h.	Bat the ball b, b, b, Bat the ball b, b, b, Bat the ball b, b, b, This letter's name is b.
Deflate the fish f,f,f, Deflate the fish f,f,f, Deflate the fish f,f,f, This letter's name is f.	Licking lollies l, l, l, Licking lollies l, l, l, Licking lollies l, l, l, This letter's name is l.
-ff is also taught as in huff and puff -ll is also taught as in hill and will -ss is also taught as in hiss and miss	
Practise oral blending and segmenting Blending to read words/ Segmenting to spell words Reading tricky words no, go, l Practise reading and writing in short simple captions	

Phase 3 – Reception. Autumn 2 into Spring Term

- Phonics is taught every morning around 9.05am, please do not be late otherwise your child will miss essential learning which will be detrimental to their learning of reading and writing.
- **To achieve the Government expected level for reading and writing by the end of the year your child must be confident with all Phase 2 and Phase 3 phonics.**
- We have a little song for each letter sound with the action.
- Ask your child to sing you the song and show you the action.
- When digraphs (2 letters making 1 sound) are introduce there are action but no song. (Eg ee(sheep), ai (rain) etc)
- In the Spring Term the children are taught in one of 6 groups so that their needs can be more readily matched to the learning taking place.

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As the sounds are learnt the children are taught to blend these sounds in words so that they can read them.

Eg 'sh' 'ee' 't' when blended is read as sheet. 'b' 'or' 'n' is read as born

The children are also taught to use these sounds to segment simple words to spell them.

Eg sleep is written 's' 'l'-ee'-p', lunch is written 'l'-u'-n'-ch'

Week 1

Wibble wobble jelly j,j,j, Wibble wobble jelly j,j,j, Wibble wobble jelly j,j,j, This letter's name is j.	Vic in his van v, v, v, Vic in his van v, v, v, Vic in his van v, v, v, This letter's name is v.
Wind is whistling w, w, w, Wind is whistling w, w, w, Wind is whistling w, w, w, This letter's name is w.	X-ray camera x, x, x, X-ray camera x, x, x, X-ray camera x, x, x, This letter's name is x.
Learn an alphabet song Practise blending and segmenting Practise reading high frequency words Read simple sentences (The man went onto the big red bus.) Read and spell : no , go , l, the, to	

Week 2

Yellow, yummy, yoghurt y, y, y, Yellow, yummy, yoghurt y, y, y, Yellow, yummy, yoghurt y, y, y, This letter's name is y.	Buzz buzz bee z,z,z, Buzz buzz bee z,z,z, Buzz buzz bee z,z,z, This letter's name is z.
Duck goes quack qu,qu,qu, Duck goes quack qu,qu,qu, Duck goes quack qu,qu,qu, These letter's names are qu.	
Point to the letters as they sing an alphabet song Practise blending and segmenting Teach reading of he , she Practise reading and spelling high frequency words Spell the, to Read simple sentences (The man went onto the big red bus.) Read captions and sentences with previous letters and : he, she, no , go , l, the, to	

Week 3

ch Chips, lunch	sh shop, cash
th.(2 sounds made by this digraph) The, this, then thumb, thunder	-ng Lung, ding, song
Point to the letters as they sing an alphabet song Practise blending and segmenting Teach reading of we, me, be Practise reading and spelling high frequency words Practise reading 2 syllable words - into Read sentences and captions (The man went onto the big red bus.) Write short captions and sentences	

Week 4 onwards

The following sounds are taught in any order	
ai ee	ur ow

igh
oa
oo
oo
ar
or

oi
er
ear
air
ure

Week 4

4 of the vowel digraphs

Point to the letters as they sing an alphabet song.
Practise blending and segmenting
Teach reading of **was**
Practise spelling **no, go**
Practise reading and spelling high frequency words.
Practise reading 2 syllable words - lunchbox
Read sentences and captions (The dog sleeps in the big black van.)
Write short captions and sentences

Week 5

4 of the vowel digraphs

Point to the letters as they sing an alphabet song.
Practise blending and segmenting
Teach reading of **my**
Practise reading and spelling high frequency words
Practise reading 2 syllable words
Read sentences and captions (The dog sleeps in the big black van.)
Write short captions and sentences

Week 6

4 of the vowel digraphs

Practise letter names
Practise blending and segmenting
Teach reading of **you**
Practise reading and spelling high frequency words
Practise reading 2 syllable words
Read sentences and captions (The dog sleeps in the big black van.)
Write short captions and sentences

Week 7

4 of the vowel digraphs

Practise letter names
Practise blending and segmenting
Teach reading of **they**
Practise reading and spelling high frequency words
Practise reading 2 syllable words
Read sentences and captions (The dog sleeps in the big black van.)
Write short captions and sentences

Week 8

Practise all Grapheme/Phoneme correspondences

Practise letter names

Practise blending and segmenting

Teach reading of **her**

Practise reading and spelling high frequency words

Practise reading 2 syllable words

Read sentences and captions (The dog sleeps in the big black van.)

Write short captions and sentences

Week 9

Practise all Grapheme/Phoneme correspondences

Practise letter names

Practise blending and segmenting

Teach reading of **all**

Practise reading and spelling high frequency words

Practise reading 2 syllable words

Read sentences and captions (The dog sleeps in the big black van.)

Write short captions and sentences

Week 10

Practise all Grapheme/Phoneme correspondences

Practise letter names

Practise blending and segmenting

Teach reading of **are**

Practise reading and spelling high frequency words.

Practise reading 2 syllable words

Read sentences and captions (The dog sleeps in the big black van.)

Write short captions and sentences

Weeks 11-12

More consolidation if necessary.

Move on to Phase Four if ready.