

Three Ways School Phonics Overview

At Three Ways School, our philosophy and beliefs on a well-structured progressive phonics programme focus on supporting the pupils map sounds onto spellings, decoding words, word recognition, in turn increasing reading fluency.

Identified below, is an outline of our phonics overview aims and Methodology:

Aim:

- *Teaching and learning of phonics across the whole school is consistent and progressive.*
- *Ensure that systematic synthetic phonics is pupils first approach to reading and spelling.*
- *To have an assessment and tracking file to identify pupils progress across the academic year.*

Methodology:

Letters and Sounds is our agreed phonics programme across the whole school. This enables fluency and continuity of teaching and learning from Early Years Foundation Stage, through to the end of key stage 4.

Phase 1

Within phase 1, of Letters and Sounds, the main area of focus concentrates on the development of the pupils speaking and listening skills, paving the foundations for phase 2. During phase 1, the pupils will get attuned to sounds around them, preparing them to begin the development of oral blending and segmenting skills.

Within in phase 1, there are seven individual aspects, each containing three strands: auditory discrimination, auditory memory and sequencing and developing vocabulary and language comprehension.

To create a balanced comprehension of activities, it is intended that all six aspects should be accessed continually, rather than completing each section in order. Aspect seven, will follow on in sequence, when the pupils have had the opportunity to develop their sound discrimination skills.

Aspect 1 - General sound discrimination – environmental

- Pupils to develop the pupils listening skills and raise awareness of the sounds around them.

Aspect 2 - General sound discrimination - instrumental sounds

- Pupils to develop their awareness of the various sounds made by instruments and noise maker.

Aspect 3 - General sound discrimination - body percussion

- Pupils to develop the pupil's awareness of sound and rhythm – building on their sound vocabulary.

Aspect 4 - Rhythm and rhyme

- Pupils to experience the rhyme and rhythm in speech.

Aspect 5 – Alliteration

- Pupils to focus on the initial sounds of words.

Aspect 6 - Voice sounds

- Pupils to distinguish differences between vocal sounds and initial oral blending and segmenting.

Aspect 7 - Oral blending and segmenting

- To develop oral blending and segmenting skills.

All activities that are introduced and practised in phase 1 should be continued throughout the next four stages, developing confidence in phonetical knowledge.

Phase 2

In phase 2, the introduction of letters and sounds are taught one at a time. A group of letters are taught in 5 sets.

When pupils have been introduced to a group of letters, they should develop the use of blending and sounding out the letters in a word. For example, blending the letter sounds t-a-p to create the word tap.

Phase 2 – Set 1 (Letters and Words)

Letters - s, a, t, p

Words – at, a, sat, pat, tap, sap, as

Phase 2 – Set 2 (Letters and Words)

Letter – i

Words – it, is, sit, sat, pit, tip, pip, sip

Letter – n

Words – an, in, nip, pan, pin, tin, tan, nap

Letter – m

Words – am, man, mam, mat, map, Pam, Tim, Sam

Letter – d

Words – dad, and, sad, dim, dip, din, did, Sid

Phase 2 – Set 3 (Letters and Words)

Letter – g

Words – tag, gag, gip, gap, nag, sag, gas, pig, dig

Letter – o

Words – got, on, not, pot, top, dog, pop, God, Mog

Letter – c

Words – can, cot, cop, cap, cat, cod

Letter – k

Words – kid, kit, Kim, Ken

Phase 2 – Set 4 (Letters and Words)

At this stage, pupils will be introduced to four new graphemes as well as two 'trick words' – the and to.

Letter – ck

Words – kick, sock, sack, dock, pick, sick, pack, ticket, pocket

Letter – e

Words – get, pet, ten, pen, peg, met, men, neck

Letter – u

Words – up, mum, run, mug, cup, sun, tuck, mud, sunset

Letter – r

Words – rim, rip, ram, rat, rag, rug, rot, rocket, carrot

Phase 2 – Set 5 (Letters and Words)

At this stage, pupils will be introduced to seven new graphemes as well as three 'trick words' – no, go and I.

Letter – h

Words – had, him, his, hot, hum, hit, hat, has, hack, hug

Letter – b

Words – but, big, back, bet, bad, bag, bed, bug, bun, bus, Ben, bat, bit, bucket, beckon, rabbit

Letter – f, ff

Words – of, if, off, fit, fin, fun, fig, fog, puff, huff, cuff, fan, fat

Letter – l, ll

Words – lap, let, leg, lot, lit, bell, fill, doll, tell, sell. Bill, Nell. Dull, laptop

Letter – ss

Words – ass, less, hiss, mass, mess, boss, fuss, hiss, pass, kiss, Tess, fusspot

Phase 3

By this stage, pupils will already be able to blend and segment words. In phase 3, pupils will be introduced to twenty-five new graphemes.

Pupils will begin to learn the names of letters alongside using their sounds to decode words.

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, or, ur, ow, oi, ear, air, ure, er

Tricky words – he, she, we, me, be, was, you, they, all, are, my, her

Phase 4

Phase 4 of Letters and Sounds phonics programme, pupils will know a grapheme of forty-two phonemes. Pupils will blend phonemes together, reading CVC words (Consonant-vowel-consonant) as well as being able to segment and spell them.

In conjunction with this, pupils will have begun reading two syllable words, simple captions, spelling and reading some tricky words.

Tricky words – said, have, like, so, do, some, come, were, there, little, one, when, out, what

Phase 5

When entering phase 5 of Letters and Sounds phonics programme, pupils will be able to spell and read words which have adjacent consonants as well as spell and read some polysyllabic words.

In phase 5, pupils will continue to learn more phonemes and graphemes as well as being introduced to other pronunciations for graphemes.

Tricky words – oh, their, people, Mr, Mrs, looked, called, asked, could

Terminology

Blending – Stringing together the sounds that each letter stands for.

Segmenting – Hearing a whole word, then splitting it up into phonemes that make it.

Consonant – A sound that is name by blocking the air from flowing out of the mouth with the teeth, tongue, lips or palate (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z)

Vowel – A sound that is made by allowing a breath to flow out of the mouth, without closing any part of

Graphemes – A letter, or number of letters that represent a sound (phoneme) in a word.

Phonemes - The smallest unit of sound in speech.

CVC words - CVC Words are words that are made up of a consonant, vowel and consonant sounds.

Polysyllabic – A word containing more than one syllable.

Syllable - A unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word