



Phonics

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At Copnor Primary we follow the phonics phases as set out by the Letters and Sounds phonics programme. This is supported by the use of phonetically decodable books from schemes such as Read, Write inc. This allows us to give the children a really immersive approach to the teaching of phonics in which they can apply this knowledge into everyday reading and writing with a real focus on blending and segmenting. These programmes have proven results across the country in accelerating children's progress.

For more information about what to expect as your child moves through our school,

EYFS	<p><u>My child is in Reception, what can I expect?</u></p> <p>When your child enters our reception classes we aim to immerse them in a language rich culture full of stories, rhymes and letter sounds.</p> <p>They will start in the autumn term by continuing work on Phase 1 which is taught across the whole of Key Stage 1. Phase 1 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. This will build upon work they will have carried out in Nursery.</p> <p>They will then start to learn the sounds from Phase 2 and Phase 3, gaining confidence in blending and segmenting these before finishing the year on Phase 4. The main aim of Phase 4 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.</p> <p>A breakdown of the phases and the tricky words can be found at the bottom of this page.</p> <p>How can I support my child during their Reception year?</p> <p>At the start of reception your child will be sent home with two sets of words. Tricky words and phonetically decodable words. Tricky words are those words which either cannot be sounded out or that are above the children's current phonic level. This includes words such as I, my, to, no and go and are taught alongside the phonics provision. Phonetically decodable words are those which can be sounded out: for example cat can be sounded out and blended back together by saying c-a-t cat.</p> <p>To support your child learning the tricky words use the cards sent home from school to play games such as snap or speed read. Practice makes perfect with these words and will really help your child as they move on to reading books.</p> <p>To support your child learning to read words encourage them to add the 'sound buttons' to the words and to carefully sound them out. Say the sounds closer and closer together until you form the word e.g. c - a - t, c - a - t, cat. Similarly when writing words, encourage your child to sound the word out writing each letter as they say the sound. In school they use robot arms to segment the sounds. Ask them to show you!</p> <p>As they progress through the year they will be sent home with a coloured book. These will progressively increase in terms of the amount of phonics knowledge the children will need in order to read them.</p>
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<p>Year 1</p>	<p><u>My child is in Year 1, what can I expect?</u> When your child enters Year 1, they will continue to build upon the phonics skills they gained in Reception. They will start by recapping on Phase 4 before starting to look at Phase 5. Children entering Phase 5 will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words such as handstand.</p> <p>In Phase 5, 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. How can I support my child during Year 1?</p> <p>Read, read, read!</p> <p>At this stage most children will be confidently blending and segmenting words they will be sent home with reading books which reflect the sounds that they have learnt. The more they can practise reading these words at home the more confident they will become in recognising the different ways we can make the sounds.</p> <p>If they are struggling with sounding out a word, ask them to use their sound buttons or to see if there are any special friends in a word e.g. in bath the digraph 'th' is a special friend. They join together to form a digraph and make the sound 'th'.</p> <p>When writing encourage your child to sound out and to think about which sounds they might need to use. Play games which involve finding things which contain that sound.</p>
<p>Year 2</p>	<p>My child is in Year 2, what can I expect? When your child joins Year 2 they will be starting Phase 6. At the start of Phase 6, children will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly using their well-developed sounding and blending skills.</p> <p>At this stage children should be able to spell words phonemically although not always correctly. In Phase 6 the main aim is for children to become more fluent readers and more accurate spellers. We focus on teaching them the different spelling patterns such as adding -ing to words and what happens when we change words into the past tense.</p> <p>How can I support my child during Year 2?</p> <p>Most children will now be confident with each of the different phonemes and graphemes and the alternative ways they can be written and pronounced. They will now be sent home with books which contain a wide variety of sounds, suffixes and compound words.</p> <p>When reading these books with your child, encourage them to sound out unknown words using the skills they have learnt in previous years e.g. sound it out, look for any digraphs or trigraph (any sounds that go together). Encourage them to split up longer words making the parts they need to sound out smaller.</p> <p>For writing, encourage them to try the different sounds they know if they are unsure of the spelling to see if they can work out which is the correct one to use.</p>
<p>KS2</p>	<p>My child is in KS2 but still struggles with phonics. What will happen now? All children learn at different paces and at Copnor we understand that some children may need a little extra support when it comes to phonics. Through our embedded transition programme between KS1 and KS2 and regular assessments, children who may need extra phonics are identified early and targeted support is put in place either in the form of 1:1 support or small group work. The phonics programme which we use means that we can closely monitor your child's progress and adapt the teaching to meet the needs of every individual. Your child's class teacher will speak to you if they feel they would benefit from this support.</p> <p>If you do have any concerns about your child's phonics knowledge please don't hesitate to contact their class teacher or to speak to a member of the English team</p>

Overview of Letters and Sounds

Below is a chart showing the order that children will be taught the sounds

Phase 1	<ul style="list-style-type: none"> • Listening to and for sounds. • Rhythm and rhyme • Alliteration
Phase 2	<ul style="list-style-type: none"> • Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, ll, ss • Tricky words: the, to, go, no,
Phase 3	<ul style="list-style-type: none"> • Sounds taught: j, v, w, x, y, z, zz, qu • ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er • Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	<ul style="list-style-type: none"> • Recap all previous sounds. • Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her • Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr
Phase 5	<ul style="list-style-type: none"> • Learn new phoneme zh • Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e • Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. • Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked. • Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh
Phase 6	<ul style="list-style-type: none"> • Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es • Understand the rules for adding ing, ed, er, est, ful, ly, y • Investigate how adding suffixes and prefixes changes words • Introduce the past tense
<p>Glossary. Phoneme- the smallest unit of speech-sounds which make up a word. Grapheme- the written representation of sounds. Tricky word- word which cant be sounded out Keywords- high frequency words vc word- vowel consonant word (it, as) cvc word- word made up of a consonant, vowel, consonant (cat, dog) Initial sound- first sound in word</p>	

Below are links to some great websites which you may like to use at home

https://www.phonicsbloom.com/	
https://www.phonicsplay.co.uk/resources/phase/2	
https://www.bbc.co.uk/cbeebies/shows/alphablocks	