



# Phonics

**SLCF Vision:** *To be a community of confident, creative learners thriving together in a rich, inclusive environment that raises the aspirations of each unique child*

# Phonics at SLCF

## Intent

At SLCF believe that reading is integral to all learning so it is our mission to ensure that all children succeed in this area. We understand the importance of phonics skills and how vital they are in the development of competent readers. From the start of their journey with us, children are supported to learn these skills through a consistent approach to the teaching of phonics.

## Implementation

We follow Pearson's Bug Club phonics which is a rigorous, systematic and synthetic phonic programme. Phonic sessions are fast paced and multisensory, taking into account kinaesthetic, visual and auditory learners. We believe this ensures every opportunity for all children to engage and learn. We monitor children regularly to assess where support is needed and implement targeted intervention quickly.

Our phonic reading books offer a diverse range of fiction and non-fiction texts and are closely matched to the graphemes taught within school. Each child is assigned books to meet their individual phonic progression to challenge them at their appropriate level.

These 'decodable' books are also shared at home for children to practice until fluent.

We believe this helps children build confidence in their own ability as a reader.

Throughout school we strive to encourage a rounded approach to reading. Children are exposed to words, print and text within the whole school environment. We believe this provides them with the opportunity to independently use, apply and embed their phonic skills in a range of situations which helps them understand the true importance of reading.

## Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through KS2.

In reception, year 1 and year 2, there is a review session which recaps the learning each week. There are also review weeks to address gaps identified by the class teacher's ongoing formative assessment. These are done at the end of phonic blocks or when individual teachers feel they are appropriate for their class/group. Phonic checks are completed half termly to identify children in danger of falling behind. They are then provided with 'keep up' sessions which follow the Bug Club Phonic programme.

The children in Y1 sit the Phonics Screening Check in the summer term. Children who do not pass the Phonics Screening Check in Y1, will re-sit this in Y2. Children who are in Y2-Y3 and have not achieved the expected level in phonics, receive targeted intervention sessions and are assessed through teacher's ongoing formative assessment as well as half termly summative assessments.

Phonics is broken down into six phases which are taught from Nursery (Reception at Scapegoat Hill) to Year 2. At SLCF we have five discrete phonic sessions a week and each individual child is taught and assessed at the appropriate phase for them. Interventions are quickly put in place to support children who need it.

Phonics is:

## Knowledge of the alphabetic code

(26 letters, 44 phonemes, 140 different letter combinations)

+

## Understanding of the skills of segmenting and blending

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<b>7 Aspects</b> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Instrumental sounds</li> <li>• Body percussion</li> <li>• Rhythm and rhyme</li> <li>• Alliteration</li> <li>• Voice sounds</li> <li>• Oral blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• 19 letters taught and the sound for each one and the 4 digraphs, ck, ff, ll, ss</li> <li>• Blending and segmenting to begin</li> <li>• Tricky words introduced and high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>• 25 more graphemes taught including seven letters, j, v, w, x, y, z, qu</li> <li>• Letter names introduced</li> <li>• Blending and segmenting CVC words</li> <li>• Reading and spelling simple 2 syllable words/ captions</li> </ul>	<ul style="list-style-type: none"> <li>• No new grapheme-phoneme correspondences</li> <li>• Blending and segmenting words with adjacent consonants</li> <li>• Further tricky words and high frequency words introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces more graphemes for the ones previously taught in Phases 2 and 3</li> <li>• Introduces alternative ways of pronouncing graphemes taught in phases 2 and 3</li> <li>• Blending and segmenting</li> <li>• Further tricky words and high frequency words introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing fluency and accuracy in blending and sounding out</li> <li>• Teaching spellings – past tense, adding suffixes, spelling long words, doubling letter and so on</li> <li>• Learning and practising a range of spellings</li> <li>• Application of a range of spellings</li> </ul>

## Useful terminology:

**Phoneme (sound)** - The smallest unit of sound

**Grapheme** - Letter representation of the phoneme. A phoneme can be represented by one letter or by a group of 2 or more letters. (e.g. 'sh', 'igh')

**Digraph** - Two letters representing one sound (phoneme) e.g. ai, ee, oa.

**Split digraph** - A digraph where another letter (sometimes more) come between it - a\_e, e\_e, i\_e, o\_e, u\_e e.g. **make**, **like**, **hope**, **tune**, **even**. (You may remember them as 'magic e' words!)

**Trigraph** - Three letters representing one sound (phoneme) e.g. igh, air, ear, ure.

**Adjacent consonants or blends** - Two or more consonants next to each other that have separate phonemes - bl, sp, nks, cl.

**Initial, final and medial sounds** - first, last and middle sounds

e.g. c - a - t (c - initial, a - medial, t - final)

**C** - Consonant

**V** - Vowel

**CVC** - Consonant, vowel, consonant (it is not referring to letters therefore d-o-g, b-e-d, b-oa-t, sh-i-p are all CVC but t-oy, c-ow are not.

**CCVC** - examples - c-l-a-p, s-n-i-p, s-t-o-p

**CVCC** - examples - t-e-n-t, p-a-r-k

**Tricky words** - Ones which cannot be read using phonic rules (you can't sound talk and blend them) e.g. the, was, could.

# Key skill 1 - sound talking and blending for reading

**Graphemes are converted to phonemes when we read.**

The same phoneme (sound) can be represented in more than one way.

**C**at

**k**ennel

**ch**oir

**Sound talking** - Saying the phonemes

**Blending** - Merging them together to pronounce a word.

e.g. c - a - t,  
b - oa - t,  
m - ea - t

# Key skill 2 - Segmenting for writing

**Phonemes are converted to graphemes when we spell.**

The same grapheme may represent more than one phoneme

m**ea**n - d**ea**f

cr**ow**n - fl**ow**n

**fi**eld - **tr**ied

In order to spell, a child must segment a word into its component phonemes and choose a grapheme to represent the phonemes.

**Segmenting** - Breaking down words into their phonemes to spell.

e.g. "crash" has 4 phonemes - c-r-a-sh

**Blending and Segmenting are reversible skills**

## Phase 1 - This phase is intended to develop children's listening, vocabulary and speaking skills.

The ways in which adults interact and talk with children are critical to developing children's speaking and listening. This needs to be kept in mind throughout all phase one activities.

In Phase 1 phonics, children learn about:

- **Environmental sounds** - sounds we hear all around us every day.
- **Instrumental sounds** - musical instrument sounds
- **Voice sounds** - sounds made using the voice
- **Body percussion** - sounds made using the body e.g. clapping and stamping)
- **Rhythm and rhyme** - repetitive phrases in stories, rhyming pairs (cat/hat) and rhyming strings (dog/log/bog/fog/hog)
- **Alliteration** - Sounds which all begin with same sound - bus/book/bat/begin/banana (I spy is a great game to support this)
- **Oral segmenting and blending** - Hearing a series of spoken sounds and merging them together to make a spoken word - **no text is used**  
*For example, when you call out 'b-u-s', the children say 'bus'*  
**This skill is usually taught before blending and reading printed words**

Activities to help with Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy.

## Phase 2

In Phase 2, children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. In **Phase 2, children focus on learning the 19 most common single letter sounds**. These are broken down into smaller sets of about six sounds to make them more achievable for children to learn.

Focus and example word						
Unit 1	s sat	a at	t tap	p pat		
Unit 2	i pip	n nan	m map	d did		
Unit 3	g get	o on	c cat	k kid		
Unit 4	ck sock	e ten	u nut	r rat		
Unit 5	h hat	b big	f fin	ff puff	l leg	ll bell ss mess



They also learn to read 'tricky words' 'the, to, go, no, I into, her'  
They begin to learn the names of the letters by singing the Alphabet Song.

## Phase 3

Introduces children to the remaining, more difficult and/or less commonly used letter sounds.

They are then taught the digraphs and tigraps.

Focus and example word						
Unit 6	j jog	v van	w web	x box		
Unit 7	y yes	z zip	zz fizz	qu quiz		
Unit 8	ch chop	sh ship	th cloth	th them	ng hang	
Unit 9	ai rain	ee peel	igh night	oa coat	oo book	oo moon
Unit 10	ar jar	or born	ur surf	ow cow	oi soil	
Unit 11	ear hear	air pair	ure cure	er sister		



Alongside this, children are taught to read more **tricky words**, 'he, she, we, me, be, they, was, my, by, you, her, all, are, give, live.' They also learn to write phase 2 'tricky words'.

They consolidate understanding of the names of the letters by singing the Alphabet Song.

## Phase 4

In Phase 4 phonics, children will, among other things:

- Practise reading and spelling CVCC/CCVC words ('bump', 'nest', 'belt,' 'milk', etc)
- Practise reading and spelling high frequency words (see appendix)
- Practise reading and writing sentences to develop fluency - lots of opportunities are given to practise and build confidence.

They will learn to read more tricky words, including 'said, so, do, have, like, some, come, were, there, little, one, when, out, what.

They will also learn to write phase 3 tricky words.

## Phase 5

Children will learn one new phoneme: /zh/ as in treasure and about split digraphs (the magic 'e') such as a\_e in 'name'. Alternative spellings and alternative pronunciations' for phonemes and graphemes they already know are also taught in this phase. When spelling words, they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

Focus and example word	
Unit 13	wh who
Unit 14	ph photon
Unit 15	ay spray
Unit 16	a-e stair
Unit 17	ey weigh
Unit 18	ie these
Unit 19	ey hockey
Unit 20	y very
Unit 21	ie pie
Unit 22	i-e slide
Unit 23	y fly
Unit 24	i wild
Unit 25	ow snow
Unit 26	o-e stone
Unit 27	o both
Unit 28	oe toe
Unit 29	ew screw
Unit 30	ue glue
Unit 31	u-e cups
Unit 32	u push
Unit 33	oul should
Unit 34	aw claw
Unit 35	au lunch
Unit 36	ai small
Unit 37	ir girl
Unit 38	er park
Unit 39	ear search
Unit 40	ou could
Unit 41	oy boy

  

Focus and example word	
Unit 22	ere here
Unit 23	eer deer
Unit 24	are share
Unit 25	ear bear
Unit 26	ch school
Unit 27	c circus
Unit 28	sc science
Unit 29	st(l) castle
Unit 30	se horse
Unit 31	ge gems
Unit 32	gi magic
Unit 33	gy energy
Unit 34	dge dodge
Unit 35	le purple
Unit 36	mb thumb
Unit 37	kn knee
Unit 38	gn gnome
Unit 39	wr wrist
Unit 40	tch match
Unit 41	ea bread
Unit 42	s treasure
Unit 43	wa wash
Unit 44	o come

The phase 5 bank of tricky words is: oh, their, people, Mr, Mrs, Ms, looked, called, asked, would, should, could, water, where, who, again, thought, though, work, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once, great, clothes, It's, I'm, I'll, I've, don't can't, didn't, first, second, third.

Children will also continue to work on spellings of Phase 3 & 4 words.

## Phase 6

Phase 6 phonics has 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 many words accurately (this is known as 'encoding') although it may still be a little unconventional at times. Spelling usually lags behind reading.

They will also learn, among other things:

Unit 28	ing shopping	ed jogged
Unit 29	s stars	es foxes
Unit 30	re reset	un unfair

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.



Appendix

Letter formation



## Common Exception words

### Year 1 and 2 Common Exception Words

#### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

#### Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

## Useful websites and information videos

To login to **Bug Club Phonics** please go to: [ActiveLearn: Login \(activelearnprimary.co.uk\)](https://activelearnprimary.co.uk)

Login help: [Student login ActiveLearn Primary - YouTube](#)

Accessing the Bug World help: [Student world ActiveLearn Primary - YouTube](#)

Please watch these videos for support with correct pronunciation of all phonemes:

Phase 2 (initial letter sounds):

<https://www.youtube.com/watch?v=DIPcahxNSU4>

Phase 3 (digraphs and trigraphs):

<https://www.youtube.com/watch?v=vU2vWZKS7rY>

Phase 4 (adjacent consonants)

[Phonics Phase 4 Blends and Clusters Pronunciation - YouTube](#)

Phase 5 (alternative graphemes):

<https://www.youtube.com/watch?v=R3S5sJw7MfI>

This models **sound talking and blending for reading**:

<https://www.youtube.com/watch?v=D8etBZWtGL4>

This models sound buttons: [How To Use Sound Buttons - YouTube](#)

Here are a few websites that have some great Phonics games to help your children with their independent reading and writing skills!

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<http://www.letters-and-sounds.com/>

<https://www.phonicsplay.co.uk/index.htm>

<https://gb.education.com/games/phonological-awareness/>

<https://www.phonicsbloom.com/>