

# Redhill Primary Academy



## Phonics

What is Phonics ?















































**Phonics** is a method for teaching reading and writing the English

language by developing learners' phonetic awareness — the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

There are 44 main sounds in the English Language. Each sound is

represented by a grapheme (the written representation of a sound).

# Phase 3 and 5 mnemonics mat

|  |   |  |   |  |   |  |   |   |
|--|---|--|---|--|---|--|---|---|
| <br>the shabby ship shook | <br>chew the chunky chips                  | <br>they were thirsty       | <br>ping pong            | <br>Ooooooh u pink sink   | <br>wait for the train | <br>bee on my knee    | <br>light up the night | <br>win in the soil      |
| sh   | ch  | th   | ng  | nk   | ai  | ee   | igh   | oi  |
| <br>float on the float    | <br>Around the feather<br>and down the pen | <br>u far star              | <br>the book nook        | <br>scoop with u spoon    | <br>turn in the surf  | <br>deer that smear   | <br>u pair in the lair | <br>go slow in the snow  |
| oa   | qu  | ar   | oo  | oo   | ur  | ear  | air   | ow  |
| <br>sure it's the cure    | <br>prowl and growl                        | <br>u bitter winter         | <br>order some popcorn   | <br>the crow flow         | <br>fawn on the lawn  | <br>u quirky shirt    | <br>u boy cries 'whoy' | <br>tip toe past the doe |
| ure  | ow  | er   | or  | ew   | aw  | ir   | oy  | oe  |
| <br>cake by the lake      | <br>tune on u flute                        | <br>note in an envelope     | <br>time to shine        | <br>the athletes compete  | <br>u proud cloud     | <br>each have u trout | <br>play all day       | <br>Pie on your tie      |
|                          |   |                            |                         |                          | ou  | ea   | ay  | ie  |
| <br>pause for lunch     | <br>use money to buy honey               | <br>true, the sky is blue | <br>photo on the phone | <br>whip with u whisk |   |  |   |   |
| au   | ey  | ue   | ph  | wh   |   |  |   |   |

All of these resources can be accessed on the school website.

## What is ELS?

Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identifying the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words. Children experience the joy of books and language whilst rapidly acquiring the skills they need to become fluent independent readers and writers

## How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- Your child will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success.
- All children are supported within the lesson to use their new phonic knowledge independently.
- In every single ELS lesson, your child will make the direct application to reading.
- Daily Phonics sessions - these start from the beginning of Reception
- Phonics throughout the day to review new sounds and graphemes taught
- Lots of opportunities for oral blending - c/oa/t
- Main focus is on word recognition. However, new vocabulary is also given and explained in every lesson.
- Opportunities for writing - new grapheme, words and sentences

## Progression in the teaching of Phonics.

We start teaching phonics as early as Nursery, focusing on those basic skills needed from their first day to ensure they have the skills and knowledge to become fluent and confident readers.

|           |          |  |
|-----------|----------|--|
| Nursery   |          | <u>Phase 1</u><br>Covering all the 7 aspects   |
| Reception | Autumn 1 | <u>Phase 2</u><br>Oral blending,<br>Sounding out and blending with 23 new grapheme phoneme correspondence (GPCS).<br>12 New harder to read words. (HRS). |
|           | Autumn 2 | <u>Phase 3</u><br>Oral blending.<br>Sounding out and blending with 29 new GPCS.  |
|           | Spring 1 | 32 New harder to read words.   |
|           | Spring 2 |  |
|           | Summer 1 | <u>Phase 4</u><br>Oral blending .<br>No new GPCS or HRS.<br>Word structures such as ccvc cvcc, ccvcc.  |
|           | Summer 2 | <u>Phase 5</u><br>Introduction to Phase 5.<br>20 New GPCS.<br>16 new HRS.  |

# Progression in the teaching of Phonics .

|                 |          |   |
|-----------------|----------|---|
| Year 1          | Autumn 1 | <p><u>Phase 5</u></p> <p>Revision of previously taught Phase 5 GPC's.</p> <p>2 New GPCS.</p> <p>9 HRS.</p>  |
|                 | Autumn 2 |   |
|                 | Spring 1 | <p><u>Phase 5</u></p> <p>Alternative spellings for previously taught sounds GPCS.</p> <p>49 New GPCS.</p> <p>4 New HRS.</p>   |
|                 | Spring 2 | <p>Oral blending.</p> <p>Revision of Phase 2,3 and 4.</p>   |
| Year 1 & Year 2 | Summer   | <p>With ELS phonics, teaching does not stop at the end of Year 1 , but continues as children move through school, with links being made between their GPC knowledge and spelling,</p> <p>Revision of all previously taught GPC's for reading and spelling.</p> <p>Wider reading, spelling and writing curriculum.</p> |

# The Phases in more detail:

## Phase 1

Phase One 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.

### Aspect 1 - General Sound Discrimination - Environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

### Aspect 2 - General Sound Discrimination - Instrumental Sounds

This aspect aims to develop children's awareness of sounds made by various

instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

### Aspect 3 - General Sound Discrimination - Body Percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

### Aspect 4 - Rhythm and Rhyme

This aspect aims to develop children's



appreciation

# The Phases in more detail:

## Phase 1

### 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

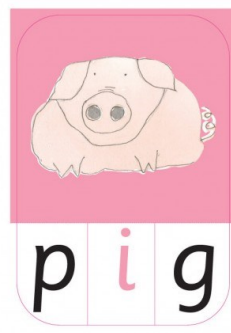
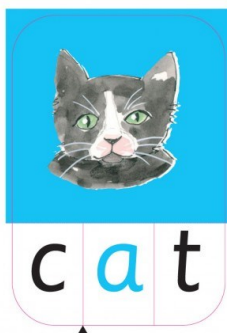
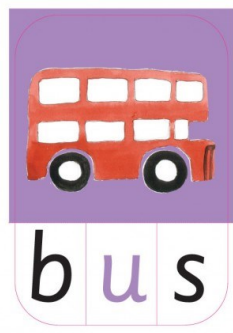
The aim is to distinguish between different vocal sounds and to begin oral

blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice—/c/-/u/-/p/ cup, with the children joining in.

### Aspect 7 - Oral Blending and Segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as



a  
sock  
and  
ask  
the

children which sounds they can hear in the word sock. The activities

# The Phases in more detail:

## Phase 2

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

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words.

For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they

might be asked to find the letter sounds that make the word **tap** from a small

selection of

|    |     |      |      |    |     |
|----|-----|------|------|----|-----|
| l  | the | no   | put  | of | is  |
| to | go  | into | pull | as | his |

The  
to read words

selection of  
mag-  
letters.  
Harder



# The Phases in more detail:

## Phase 3

By the time they reach Phase 3, children will already be able to blend and

segment words containing the 19 letters taught in Phase 2.

Set 6: j, v, w, x

Set 7: y, z, zz, qu, ch

Set 8: sh, th, ng, nk

Set 9: ai, ee, igh, oa

Set 10: es (where there is no change to the root word)

Set 11: ar, ur, oo, or

Set 12: ow, oi, ear, air

Set 13: ure, er, ow

|      |     |       |      |      |      |
|------|-----|-------|------|------|------|
| he   | she | buses | we   | me   | be   |
| push | was | her   | my   | you  | they |
| all  | are | ball  | tall | when | what |

## The Phases in more detail:

### Phase 4

When children start Phase Four of the programme, they will know a grapheme for each of the 52 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.

Children will also have begun reading straight forward two-syllable words and simple captions, as well as reading and spelling some high frequency words.

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 and a variety of words structures:

CVCC ed

CCVC ed /t/

CCVCC ed /d/

CCVCC er /est

.

# The Phases in more detail:

## Phase 5

In Phase Five, 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. With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

Below are some examples:

Set 14: ay, ou, ie, ea,

Set 15: oy, ir, ue, aw

Set 16 : wh, ph, ew, oe

Set 17: au, ey, a-e, e-e

Set 18:

u-e, c

|        |         |        |       |        |       |
|--------|---------|--------|-------|--------|-------|
| oh     | their   | people | Mr    | Mrs    | your  |
| ask    | should  | would  | could | asked  | house |
| mouse  | water   | want   | very  | please | once  |
| who    | whole   | where  | two   | here   | sugar |
| friend | because |        |       |        |       |

Set 19:

i-e, o-e,

y, al

# Key vocabulary

**Phoneme** : The smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

**Grapheme**: the written representation of sounds.

**Digraph**: two letters making one sound. For examples, /sh/ in the words 'shop'.

**Trigraph**: three letters making one sound. For example, /igh/ in the word 'night'.

**Split digraph**: two vowel letters split but are split by one or more consonants for example, /a-e/ in the word 'cake'.

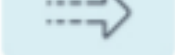
**Pure sounds**: We must use pure sounds when we are pronouncing the sounds and supporting children in reading words. If we mispronounce these sounds we will make reading harder for our children.

## Supporting your child with reading at home.

- Only 1 in 3 children are read a bedtime story at night.
- Reading a bedtime story every night to your child improves their outcomes.
- It is important that the children read and re read their texts. We suggest that they read their text 4 times across the week working on these skills :
  - Decoding
  - Fluency
  - Expression



# Supporting your child with writing at home.

Say the  word

Stretch the  word

Segment the  word (robot arms)

Blend the  word

Count the sounds within the word using pho-  neme fin-  
gers 





















Say the whole word.







This sequence can be used for any word where the children have been taught the GPCs within the word.

When writing sentences we encourage the children to plan their sentence first, rehearse it and then use their knowledge of the GPC's taught and the harder to read words to complete it.

# Resources to support at home

The mnemonics for each of the GPCs

|   |   |  |  |   |  |   |  |   |   |
|---|---|--|--|---|--|---|--|---|---|
| <br>around the head, down the body           | <br>down the person and around the wheel | <br>cut around the camel's back | <br>over his back and around the tail, up his neck and down to his feet | <br>around the head and down the trunk | <br>walk his eye, down to the tail and across the jaw | <br>up to his ear, around the jaw and down the beard | <br>from his head to his feet, up and over his back | <br>down her body, spot her side | <br>sway down the tentacles and dot the body |
| a   | b   | c  | d  | e   | f  | g   | h  | i   | j   |
| <br>down the body, up the arms, down the leg | <br>down the long ladder                 | <br>mound, mound, mound         | <br>down the bird and over her nest                                     | <br>around the ostrich's body          | <br>down his body, around his jaw                     | <br>around the button and down the pan               | <br>down her body, up over the arms                 | <br>sway around the snake        | <br>down her body and cross her shoulders    |
| k   | l   | m  | n  | o   | p  | q   | r  | s   | t   |

|  |  |  |   |  |   |
|--|--|--|---|--|---|
| <br>under and up the umbrella, down to the tip | <br>down the tongue, up the tongue | <br>hop to the top, land and hop, land and hop | <br>x is a cross over the box | <br>under the hull and down to the anchor | <br>zig and zag |
| u  | v  | w  | x   | y  | z   |

|   |   |   |   |   |   |   |  |   |   |   |   |   |
|---|---|---|---|---|---|---|--|---|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| a   | b   | c   | d   | e   | f   | g   | h  | i   | j   | k   | l   | m   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| n   | o   | p   | q   | r   | s   | t   | u  | v   | w   | x   | y   | z   |