

PHONICS IN THE EARLY YEARS

Greenfield Primary School

WHAT IS PHONICS AND WHY DO WE TEACH IT?

A way of teaching children how the alphabet works for reading and spelling:

- ◉ fostering children's speaking and listening skills as valuable in their own right and as preparatory to learning phonic knowledge and skills
- ◉ to equip them with the phonic knowledge and skills they need to become fluent readers by the age of seven
- ◉ High quality systematic phonic work teaches correspondence between graphemes (letters) and phoneme (sounds) and how to use these in reading and spelling
- ◉ It is systematic when taught in a clearly defined sequence
- ◉ Research shows this leads to superior performance in reading compared to no phonics or unsystematic teaching



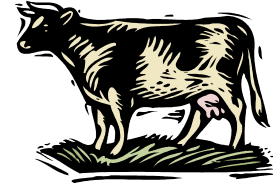
PHASE ONE - MAKING A GOOD START PRE-SCHOOL AND NURSERY

- ◉ Speaking and listening skills pave the way to making a good start in reading and writing - the more words children know and understand before they start on a phonics programme the better equipped they are to succeed.
- ◉ Relies on broad and rich language experiences - we want children to talk a lot, increase their vocabulary and improve their understanding of language.
- ◉ Exploit story, rhyme, drama and song to fire their imagination.
- ◉ Using non-fictional sources, interesting investigations and information such as scientific and historical sources appeal to young and will capture the interest of boys as well as girls.



GENERAL SOUND DISCRIMINATION

- Environmental sounds - vehicles, animals etc



- Instrumental sounds - distinguish between maracas and bells



- Body percussion - sounds and rhythms, patterns in sounds

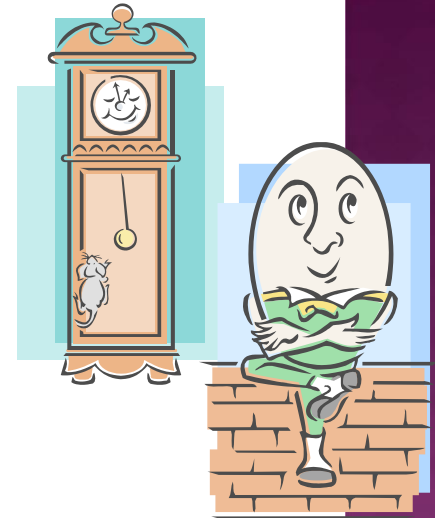


- All of these aspects are designed to support children to tune into sounds, listen to and remember sounds and talk about sounds.

RHYTHM AND RHYME

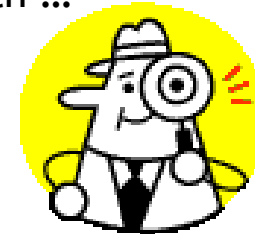
Rhythm and Rhyme

- ◉ Need to hear them over and over
- ◉ Tune into rhythm and sound of English
- ◉ Rhyming books - developing a love and enjoyment of reading
- ◉ Clapping syllables in words and rhyming games



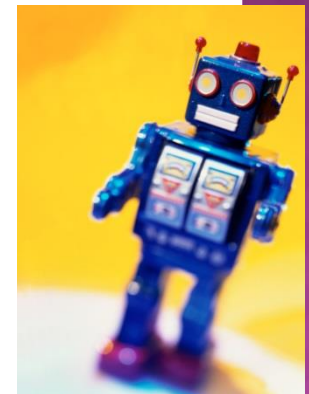
Alliteration

- ◉ I spy games - I spy someone whose name begins with ...
- ◉ Silly soup - alliterative objects



Voice Sounds

- ◉ Metal Mike - talking in a robot voice
- ◉ Watch my sound - using mirrors and look at the mouth as we make individual sounds



Activities in these areas are done to support discriminating phonemes, reproducing phonemes audibly throughout the word and use sound talk to segment words into phonemes.

ORAL BLENDING AND SEGMENTING

Blending -

- Using single syllable words for oral blending ie look at the c-a-t.
- Toy Talk - I am a d-o-g.
- Clap sounds - s-a-t, p-i-n, n-i-p.
- I spy can be used again using objects on the floor 'I spy with my little eye a c-u-p'. Child to pick up the correct item and sound out and blend the word, 'c-u-p cup'.



Segmenting -

- Reverse of blending - can you find the cup? How do we sound talk cup? 'c-u-p'.
- Talk about the sounds in the word 'the cup has 3 sounds'.



PHASE TWO

NURSERY AND RECEPTION



- ◉ The purpose of this phase is to teach up to 19 letters and move them on from orally blending and segmenting to using letters.
- ◉ By the end of the phase children will be able to read some VC and CVC words and spell them in writing, i.e on and tap.
- ◉ They will learn to read simple captions and high frequency 'tricky' words: the to no go l

LETTER PROGRESSION

◉ 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



PHASE THREE

RECEPTION

- ◉ The purpose of this phase is to teach another 25 graphemes most of which comprising two or three letters ie **oa** (digraphs/trigraphs) so that they can represent each of the 42 phonemes by a grapheme as well as the letter names.
- ◉ Children continue to practise CVC blending and segmenting reading some VC and CVC words and spell them in writing.
- ◉ They will learn to read simple captions and high frequency 'tricky' words: **he, she, we, me, be, was, my, you, her, they, all, are** and spell **l, no, go, to, the.**



GRAPHEME PROGRESSION

- ◉ Set 6 - j v w x
- ◉ Set 7 - y z,zz qu
- ◉ Set 8 - ch sh th,th ng
- ◉ Set 9 - ai ee igh oa oo
- ◉ Set 10 - ar or ur ow oi
- ◉ Set 11 - ear air ure er



PHASE FOUR

RECEPTION TO YEAR ONE



- ◉ The purpose of Phase Four is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants (ie bring) and polysyllabic words (ie chimpanzee). No new graphemes are taught at this stage.
- ◉ Phonics is the step up to word recognition. Automatic reading of all words - decodable and tricky - is the ultimate goal for all children.
- ◉ They will also learn to read high frequency 'tricky' words: said, so, have, like, some, come, were, there, little, one, do, when, out, what and spell the Phase Three words.

DAILY TEACHING

- ◉ Revisit and review previously taught sounds.
- ◉ Teach a new letter, blending and segmenting with letters once they have 4 or 5 sounds and tricky words.
- ◉ Practice reading or spelling words with the new letter.
- ◉ Applying new skills reading or writing a caption using one or more high frequency words and words containing the new letter (with the teacher).

GAMES AND ACTIVITIES TO SUPPORT LETTER SOUND RECOGNITION

- ◉ Buried Treasure
- ◉ Yes/No
- ◉ Master Master
- ◉ Magnetic Letters
- ◉ Phoneme Frames
- ◉ Picture and captions
- ◉ Matching words and pictures - Silly soup
- ◉ Dominoes
- ◉ Word and picture bingo

