



How we teach phonics at Mulgrave Primary School

Our Phonics scheme follows 'Letters and Sounds, with aspects of Jolly Phonics incorporated.' 'Letters and Sounds' was published by the Government to support the teaching of phonics in primary schools in England and Wales. 'Letters and Sounds' is split in to six phases. By the end of Year two (End of KS1), all six phases should have been taught. Phases 2-3 are taught by the end of the Reception year and these phases are then consolidated in Year One. Phase 5 is taught throughout Year One. At the end of Year One a phonic screening takes place to assess children's phonic ability (reading). Year Two complete the programme by teaching from phase 6 and consolidating phase 5. The children then have spelling lessons which includes looking at the common root of words and their origins to give children an insight into the way language has been built up over the centuries. This enables them to begin developing spelling strategies, and to infer the meaning of words new to them. They also learn further spelling rules throughout KS2 (Years Three, Four, Five and Six) in order to develop their reading and spelling using the scheme: No Nonsense Spelling Years 2-6.

Phonics

- In the English Language there are 26 letters
- There are 44 phonemes in the English Language
- A phoneme is the smallest unit of sound
- A grapheme is the written representation of this sound

How we teach Phonics:

Phase 1

This phase is taught in Nursery. The main focus of this phase is to develop the children's speaking and listening skills through listening activities, songs, rhymes, stories and instruments. The emphasis is on children becoming aware of the sounds in their environment. Nursery also begin to teach the letter sounds.

Some children are taught Phase 2 Phonics, only if they are ready.

Phase 2

This phase is taught in Reception. The children are introduced to each letter (grapheme) and the sound they make (phoneme). They are taught in sets which follow a 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

After being introduced to each set the children are then taught to blend and segment in order to begin to read and spell short words.



Oral Blending - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

Blending - This involves looking at a written word, looking at each grapheme and using knowledge of grapheme-phoneme correspondence (GPCs) to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

Oral Segmenting - This is the act of hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

Segmenting - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

Tricky words during Phase 2: **the, to, I, no, go, into**

Phase 3

This phase is taught in Reception. The children are introduced to 25 new graphemes and will be consolidating the 19 graphemes previously taught.

Set 6: j, v, w, x

Set 7: y, z, zz, q

Consonant digraphs/trigraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Children will also learn the letter names, although they will continue to use the sounds when segmenting and blending words.

Digraph: Two letters which together make one sound.

ch - chip

ee – feet

oa - boat

For example: we don't say s-h-o-p we would say sh-o-p. However, if the two letters can be split into their separate sounds like s-t-o-p it is a blend.

Trigraph: Three letters which together make one sound

ear as in fear, hear

ure as in cure

air as in hair, fair

For example: we would say l-igh-t rather than l-i-g-h-t

Lesson Structure for Phase 2 and 3



Revise – Children practise all the phonemes they already know.

Teach – Children are taught a new phoneme, e.g. 'oa' as in goat.

Practise – Children practise reading and writing words using this new phoneme/grapheme.

Apply – Children are then asked to independently read or write this grapheme in a sentence.

Tricky words during Phase 3: **he she we me be was you they all are my her**

Phase 4

This phase is taught in Year 1. When the children reach Phase 4 they will know a grapheme for each of the 44 phonemes. The main aim of this phase is to consolidate the learning from Phase 2 and 3 and to improve the children's fluency. The children will be able to read and spell simple CVC words, such as cat, dog, fish, chip.

This phase also looks at reading and spelling ccvc or cvcc words with double/triple consonants (blends) e.g. gr – green , scr – scratch.

Tricky words during Phase 4: **said have like so do some come were there little one when out what**

Phase 5

This is taught throughout Year One. In Phase Five, children will learn more graphemes and phonemes. They will be introduced to different graphemes which represent the same phoneme and will learn alternative pronunciations for already known graphemes. The children are also introduced to the 'split diagraph'.

Examples of new graphemes representing already taught phonemes:

The 'ai' sound The 'ee' sound

pain, day, pane, they green, beach, happy, these, donkey

The 'igh' sound The 'oa' sound

light, sky, pie, time boat, toe, snow, bone

The 'oo' sound

book, blue, chew, shoe, cube

Sometimes 'a,e,i,o,u' can make the short vowel sound (a,e,i,o,u) such a cat or the long vowel sound (ai, ee, igh,oa, oo-yoo) such as 'a' in bacon.

Examples of graphemes representing more than one phoneme

g go giant

ch church school chef

c cat cell

ie pie chief



Split digraph:

Two letters, which work as a pair, split, to represent one sound,

For example: ie as in pie can be split for the word pine.

a-e cake bake

e-e eve

i-e kite time

o-e bone alone

u-e prune cube

You may remember this as 'Magic E' which is a term we no longer teach but it is the same principle.

Lesson Structure:

Revise – Children practise all the sounds taught so far.

Teach – Children are taught an alternative way of writing a phoneme or pronouncing a grapheme, e.g. 'ow' as in cow and 'ow' as in snow.

Practise – Children practise reading and writing words using the phoneme/grapheme taught.

Apply – Children are then asked to independently read or write this in a sentence.

Tricky words During Phase 5: **oh their people Mr Mrs looked called asked could**

Phase 6

This phase is taught throughout Year 2. By this point the children will have been introduced to the most frequently occurring graphemes and phonemes. This phase focuses on improving fluency in reading and the ability to decode any new word using their knowledge of the phonemes and graphemes. At this point children should be able to spell words phonetically but not always accurately. This phase looks to improving accuracy of spelling by looking at different suffixes and the spelling rules associated with these, e.g. adding – ing, -ed, -er, -ness.

We believe in planning for opportunities for children to apply their Phonics to a range of subjects and content. This means slowing the learning down and allowing pupils to embed and apply their Phonics to reading and writing opportunities across the curriculum. The focus is on depth and not breadth. This allows pupils to confidently read with fluency by the end of KS1.

Developing early reading is essential for children in the early years. Mastery is a must, where the application of sounds are planned and catered for across the curriculum, to extend all learners, before they move up to Year 1.



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Phonics KS2:

Phonics is taught in KS2 for pupils, who need it and have not passed the Phonics Screening in Year 1.

Interventions are planned for pupils, who require Phonics, to enable them to catch up with their peers. This supports them to apply their phonics to their reading and writing using a range of strategies and resources.