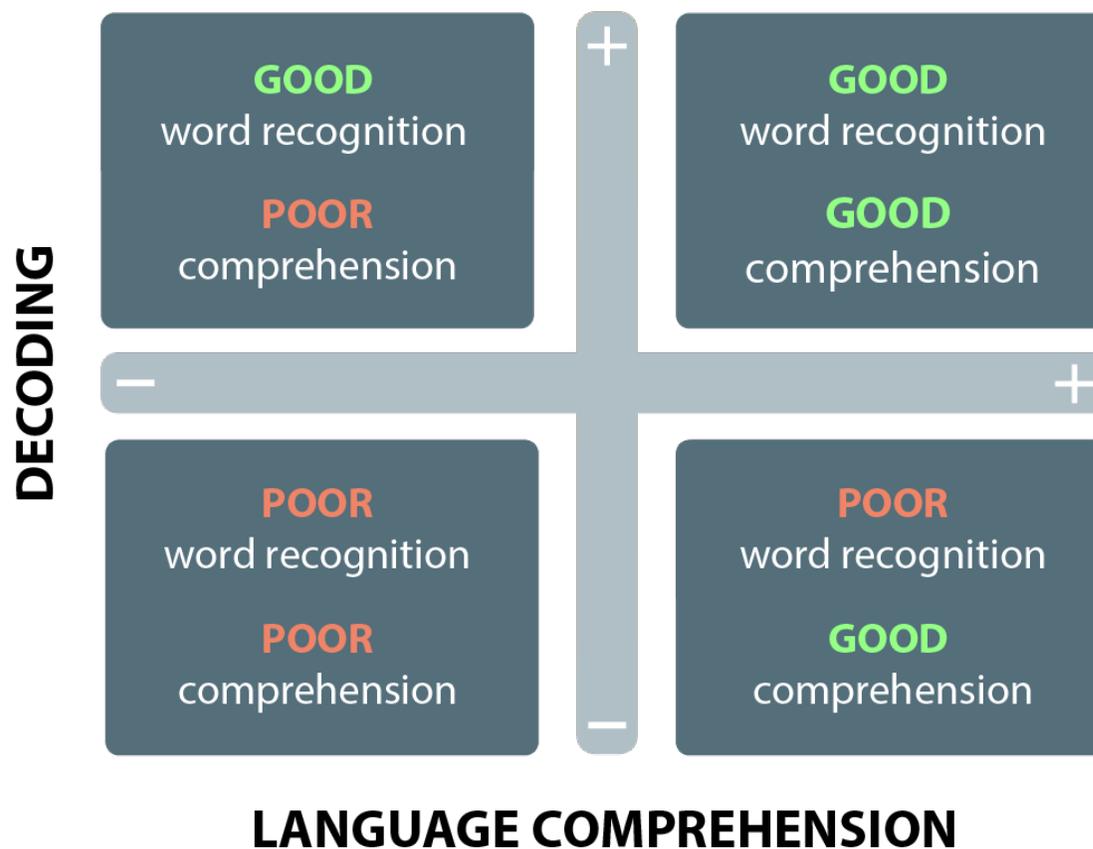




# Phonics

at Walter Infant School and Nursery

# The Simple View of Reading



Reading can be broken down into two processes or dimensions: word recognition and language comprehension.

Phonics helps with word recognition or decoding words so they can be read.

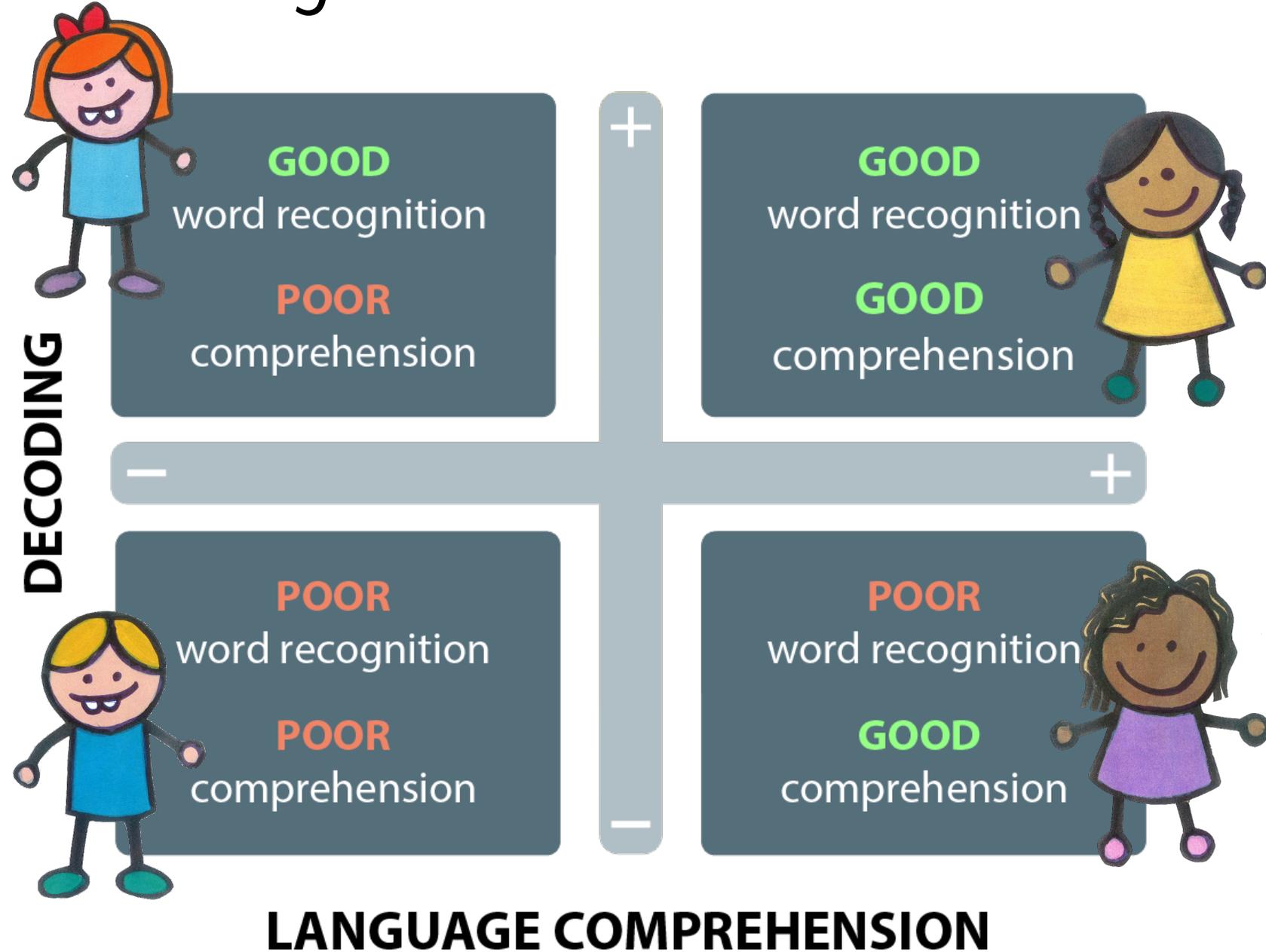
Phonics does not help develop language comprehension; the understanding of what is being read. This is done through questioning and discussion before, during and after reading a book or text.

# Contextualising with the SVoR

Look at the children on the SVoR. Try to contextualise them and their reading journey.

Consider the following:

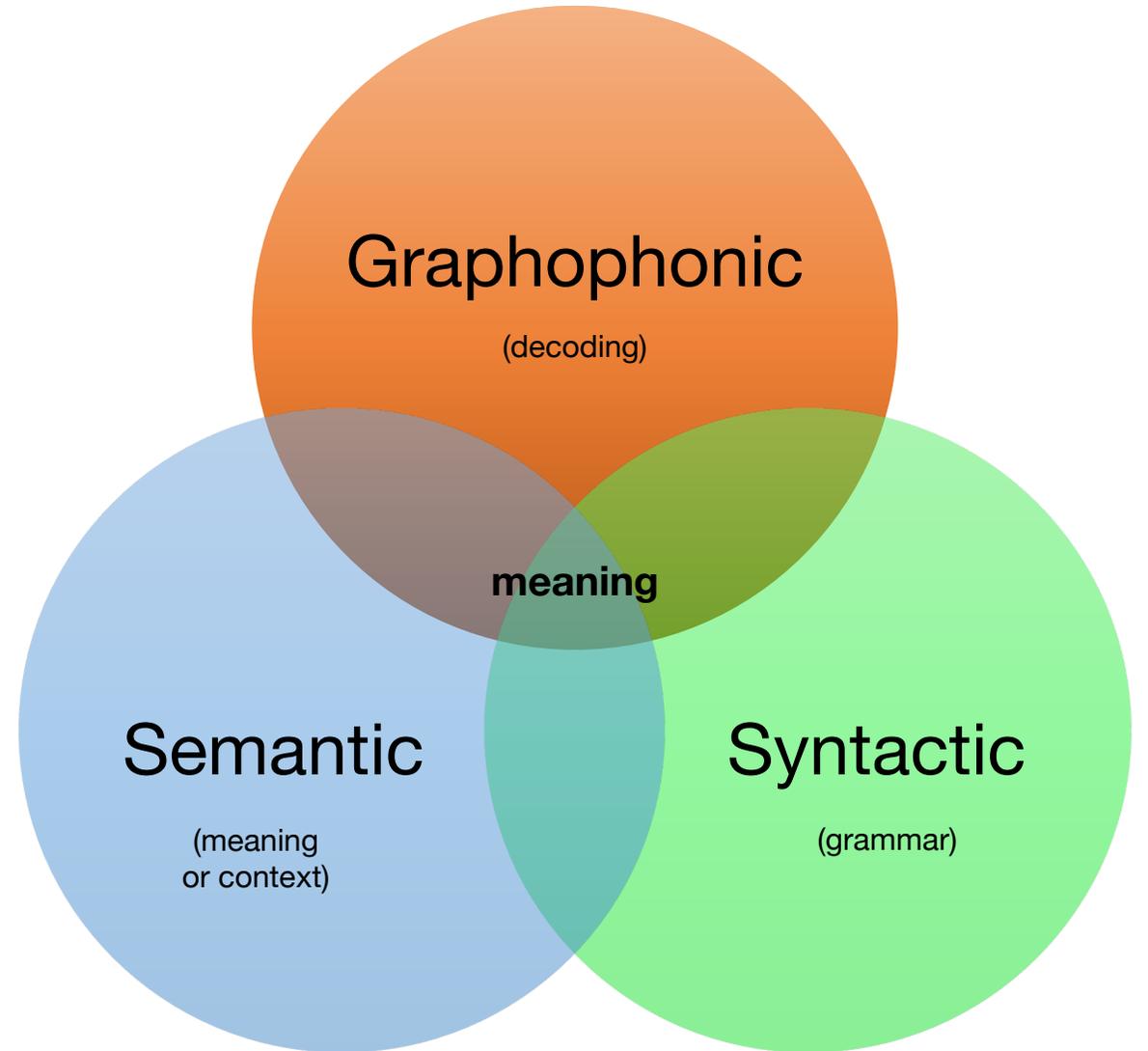
- Why are they in that particular quadrant?
- What is their home life like?
- How are they supported?
- What is missing in their reading?
- How could you help them?



**LANGUAGE COMPREHENSION**

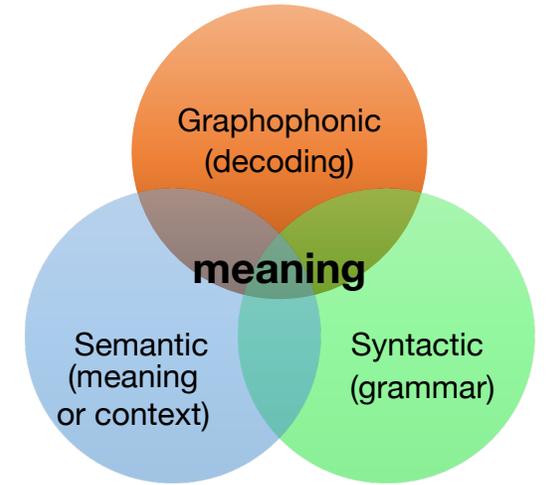
# Cueing Strategies

Children employ a range of skills and strategies to help them to decode and comprehend their reading. These skills are learned over time and follow the rules of the English language. The Venn diagram shows how children make meaning when they are reading. Let's look at these in more detail...



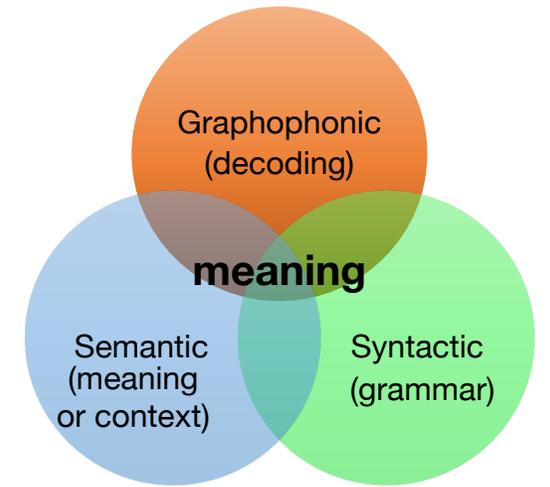
# Syntactic Awareness

**Syntactic awareness** is having an understanding of grammar, or the way that language is organised and structured; more specifically, the order of the words. Rules are followed in all languages for the order of words when spoken or written. Having a basic understanding of this allows readers to anticipate the sorts of words that might follow; for example, the '*the blue ball bounced off the wall*' not '*the ball blue wall off the bounced*'.



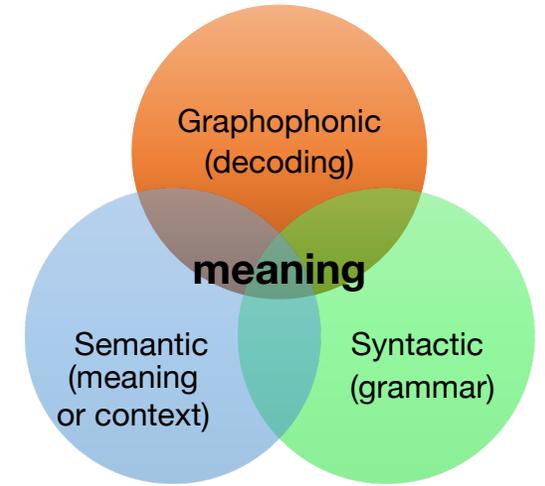
# Semantic Knowledge

**Semantic knowledge** is finding meaning or an understanding of the text. Being made aware of the type of text and subject matter is essential to understanding the context of what is written. This is important because in the English language we have many words that have several meanings and can even have different pronunciations, for example lead and close. If readers come across written text that they may not fully understand, they may need to re-read it.



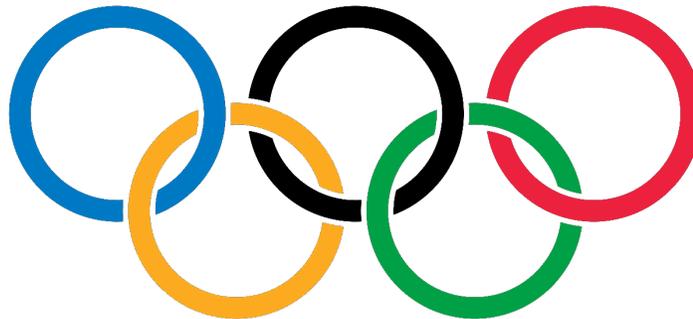
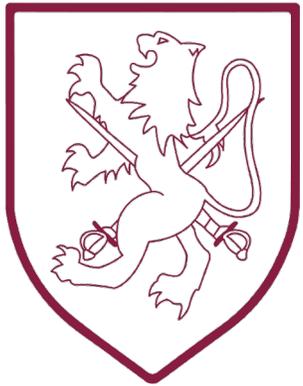
# Graphophonic Knowledge and Awareness

The third is **graphophonic knowledge and awareness**. This includes word recognition, the shape the words or letters make and the use of phonics to decode words. Part of this strategy for word recognition is graphic knowledge, which includes the visual appearance of words. Readers can identify initial letters, word endings, letter strings, word length and word roots to help them recognise words. Children can develop this by looking carefully at words, and matching groups of words or by using onset and rime. This also includes the use of phonics.



# Print to Meaning

Phonics gives the children a strategy needed for word recognition only. Language comprehension is primarily developed through our Guided Reading sessions. Phonics is about turning the marks on the page, the symbols or letters into a sound. Below are some examples of this. What do the following symbols mean?



# What is Phonics? Why is it so important?

Phonics is a strategy and tool used for word reading or decoding; we can also use it for spelling.

Phonics is important because it should be taught as the prime method for decoding (reading) and encoding (spelling) newly encountered or unfamiliar words.



# What is synthetic phonics?



What other words  
are there for  
synthesise?

Synthesise, fuse,  
integrate, mix, alloy,  
merge, coalesce,  
arrange or blend.



Synthetic phonics is the breaking down of words  
into their smallest possible sounds and synthesised:

c-a-t   d-o-g   ph-o-n-i-c-s

It is a strategy that can be used for both word reading and spelling.  
A lot of research has been done into using synthetic phonics.

# Technical Vocabulary

Letters – the 26 letters of the alphabet.

Vowel – the letters a, e, i, o, u.

Consonant – all the letters that are not vowels.

Grapheme – the written representation of a sound or phoneme made up of one or more letters.

Phoneme – the smallest possible units of sounds that makes up a word.

Digraph – two letter grapheme (ea, ay)

Trigraph – three letter grapheme (igh, ear)

Quadgraph – four letter grapheme (eigh)

Split digraph – where the letter 'e' at the end of the word changes the vowel sound, e.g. snake, flute or mike.

Common exception words – words that are not so easily; or impossible to decode using phonics.

Grapheme-Phoneme correspondence (GPC) – the process of identifying that a grapheme represents a phoneme or sound.

Segment – breaking down words into their smallest possible phonemes or phonemes.

Blend – to join the phonemes or sounds together to make a word.

Decode – when phonics is used for reading.

Encode – when phonics is used for spelling.

# The English Language

There are 26 letters  
in the alphabet.

26

abcdefghijklmnop

qrstuvwxyz

vwxyz

xyz

40+ phonemes or  
sounds in the English  
language, accounting  
for regional dialects.

40+

200+

Over 200 graphemes or written representations of these sounds. Sounds or phonemes can have one or more grapheme for example the sound s can be spelt with an 's' or a 'c'.

# Enunciation and Pronunciation of Phonemes

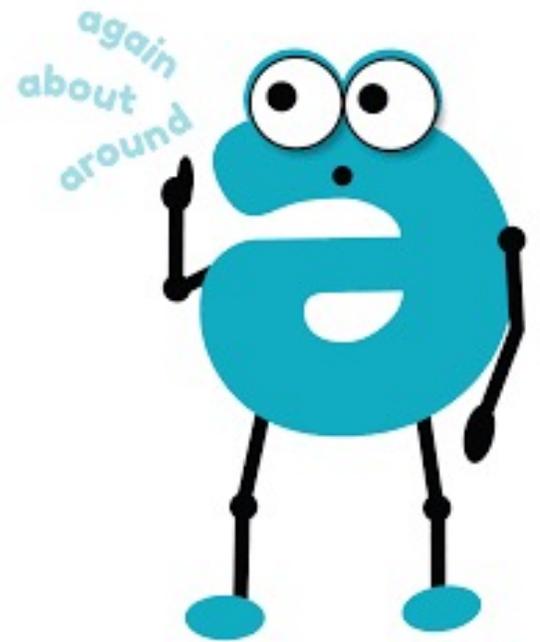
The shape of our mouths and the sounds that we make when 'sounding out' in phonics is essential. The way we say each individual phoneme or letter sound is important. It is not always easy, it takes a lot of practise and even some teachers can get this wrong. In England, when we talk, we do not tend to open our mouths very wide. You might want to try to over emphasise the sound or phoneme a little more than usual and open your mouth a bit wider. If the sound or phoneme is spoken incorrectly then the child will not be able to blend or segment. Be careful of the schwa sound; an added 'er' at the end of phonemes. Look at our Walter Reading Hub or Walter Tube, our YouTube channel, to hear the correct pronunciation of the sounds. Mr Thorne Does Phonics is another useful resource.



[https://www.youtube.com/channel/UC7sW4j8p7k9D\\_qRRMUsGqyw](https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw)

# The Added Schwa

The schwa sound is the 'uh' sound. It exists in many words in the English language. It is an unstressed vowel sound, where the vowel is neither long or short. It is the most common vowel sound; however, we must be very careful not to add it on when enunciating a phoneme.



m = “mm” and not “muh”

s = “ss” and not “suh”

Also, remember to keep the phonemes ‘clipped’ so they are not elongated. Keep them short and snappy.



m = “mm” and not “mmmmmm”

s = “ss” and not “ssssssssssss”

# Letters and Phonemes

There is a difference between letters and phonemes. Think of the word 'letter' as the name of the letter and the 'phoneme' as the sound it makes; BBC's Alphablocks illustrates this very well. Do not be afraid to use these interchangeably. Use the letter name when discussing what letters make up a digraph, for example 'or' is made up of the letters o and r not 'oh' and 'rrr' and makes the sound "aw". Here are some examples with the "k" sound or phoneme.



**This is the letter "kay"  
and it makes the  
sound "k" as in kite.**



**This is the letter "see"  
and it makes the  
sound "c" as in cat.**



**This is the digraph  
"ck" as in wick. It is  
made up of the letters  
"see" and "kay".**



**This is the digraph  
"ch" as in school. It is  
made up of the letters  
"see" and "aitch"**

# Sound Buttons

We can add sound buttons to words to help the children to segment and blend. We use a dot for a single letter grapheme, a dash for a multi-letter grapheme and a curve for a digraph. Here are some examples:

**c a t**  
• • •

**s h o p**  
— • •

**t a p e**  
• — •

# The Letter H!

The letter H or h causes a lot of controversy. People call this letter different things. To settle any disagreements at Walter Infant School and Nursery, we would like everyone to say it as “aitch” and not “haytch”.



Ohh look,  
its 'aitch'!



# The Letter Z!

The letter Z or z causes a lot of controversy. People call this letter different things. Some people refer to as “zee” and some people refer to it as “zed”. “Zee” is the American name for this letter, this is due to American television programmes and people learning American English more widely. However, in British English, it is called “zed”.



# Writing and Letter Formation

Our Phonics sessions allow the children to practise their letter formations. The children should be encouraged to always form their letters correctly, even when on a whiteboard. Despite being referred to as 'quickwrite' in the planning, the children should always be expected to write beautifully. Also, don't forget ascenders (monkey letters) and descenders (giraffe letters).

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

## Tortoise Letters



a c e i m n o

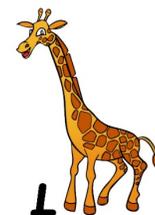
r s u v w x z

## Monkey Letters



f g j p q y

## Giraffe Letters



b d h k l t

# Phonic Groups

The children are grouped by phase and ability. However, remember that the groups should be flexible and with some sense of fluidity. Never hold a child back that is starting to make accelerated progress or needs further consolidation. In KS1 don't forget to use the additional choosing time or 'Curriculum Enhancement' slot for any catch-up needed.



# Lesson Structure

Phonic lessons always follow the same format or structure. It begins with the learning intention, or introduction. The children revisit GPCs that they have already learned or any common exception words; this is usually through the use of flash cards. The children are taught something new or consolidate and build on previous learning. They have an opportunity to practise this skill through reading or writing. Finally, the children apply the newly taught skill; this could be by reading sentences or spelling new words. A phonics session should provide lots of opportunities for talking, reading and writing.

## An example of a lesson from Phonics Play:

<b>Introduce</b>	We are learning a new grapheme <b>ay</b> .
<b>Revisit</b>	Practise GPCs particularly any that the assessments showed children struggling with. Play Flashcards or Quickwrite Graphemes <a href="#">Flashcards: Speed Trial</a> , <a href="#">Flashcards: Time Challenge</a> .
<b>Teach</b>	Write the grapheme <b>ay</b> . Ask all children to say the phoneme and write the phoneme in the air, on each other's backs etc.
<b>Practise</b>	Play Buried Treasure. Words: <b>lay, stray, spray, crayon, sclay, glay, deflay</b> . <a href="#">Buried Treasure</a> , <a href="#">Dragon's Den</a> , <a href="#">Picnic on Pluto</a> .
<b>Apply</b>	Hold up sentence on card or whiteboard. One child reads – encourage them to blend if they get stuck. Then all children read together. <b>Can a crayon spray paint? Can a stray cat play? Do not delay unless you want to stay all day.</b> <a href="#">Sentences</a> .
<b>Assess</b>	Make notes on assessment sheet.

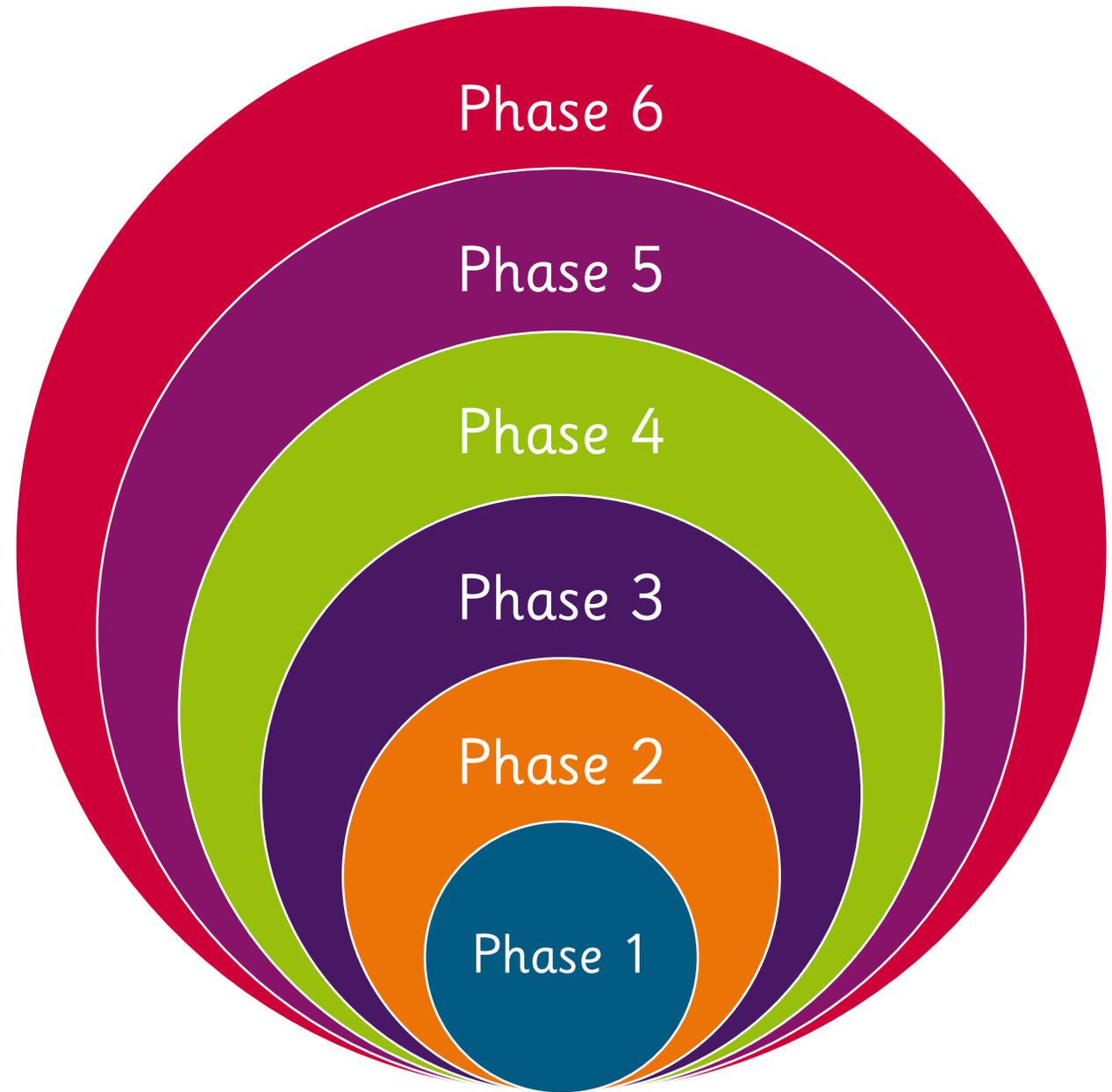
# Lesson Structure

Like all subjects, in Phonics learning must be consolidated, revisited and practised time and time again to ensure it has been assimilated by the children. The adults teaching the phonics sessions should ensure the children master the skills taught. This might mean repeating a lesson or returning to a phonic phase to ensure it has been learned and can be applied. All adults are expected to have paper copies of the plans and make notes; the plans should be a living document.



# Revise, Revisit and Consolidate

All phonics sessions begin with a revise or revisit stage. This allows the children to practise all the skills or knowledge taught from the previous phases. For example, although a child might be working in Phase 3, they would still be applying and revisiting knowledge from Phase 1 and 2.



# Lesson Times

Phonics sessions are rapid and taught at pace. This is adjusted according to the ability of the group; however, all sessions should be busy, active and speedy. This is to ensure the lessons are never dull and packed full of activities. The children love their phonics lessons; partly due to this approach. In Foundation, a Phonic sessions consists of at least 15 minutes of intense and active learning. In Year 1 and 2, a Phonic lesson is 25 minutes.

## Foundation



## Key Stage 1



# Letters and Sounds and Phases

We follow the Letters and Sounds guidance, which we supplement with the resources on the [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) website.

Letters and Sounds breaks the teaching of Phonics down into Six Phases.





# Phase One

## Aspect 1 – Environmental Sounds

- Going on sound walks
- Making or matching animal sounds
- Listening for sounds that are all around us
- Sounds of different weather

## Aspect 2 – Instrumental Sounds

- Exploring sounds using instruments
- Matching sounds to their instruments
- Playing instruments alongside stories
- Making loud and quiet noises

## Aspect 3 – Body Percussion

- Clapping patterns
- What sounds can we make with different body parts?
- Develop an awareness of sound patterns and rhythms

## Aspect 4 - Rhythm and Rhyme

- Telling rhyming stories
- Singing nursery rhymes
- Counting or clapping the syllables in words
- Odd one out games, for example cat, dog, mat.

## Aspect 5 – Alliteration

- Listening for the first sound in a word
- Matching objects that begin with the same initial sound
  - Playing I-spy games

## Aspect 6 – Voice Sounds

- Exploring different mouth movements
- Making different vocal sounds
- Using robot voices to sound out words (c-a-t)

## Aspect 7 – Oral Blending and Segmenting

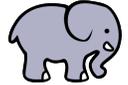
- Games that involve breaking down words into sounds or phonemes and blending.
- Segmenting words together and then blending.

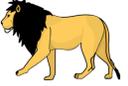
# Phase Two



Children begin to learn that letters make phonemes or sounds. They are taught the 19 most common phonemes. They learn how to blend and read CVC (consonant-vowel-consonant) and VC words. They also learn some common exception words.

s  sock	a  ant	t  tomato	p  penguin	i  igloo	n  nest	m  mouse	d  dog
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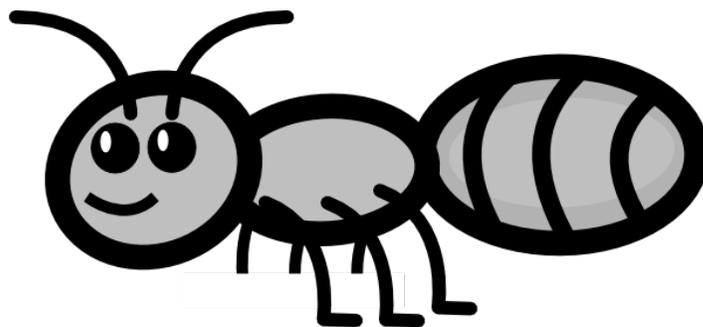
g  grape	o  orange	c  cat	k  key	ck  clock	e  elephant	u  umbrella	r  rainbow
--	---	--	--	---	---	---	--

h  hat	b  balloon	f  fish	ff  muffin	l  lion	ll  bell	ss  grass
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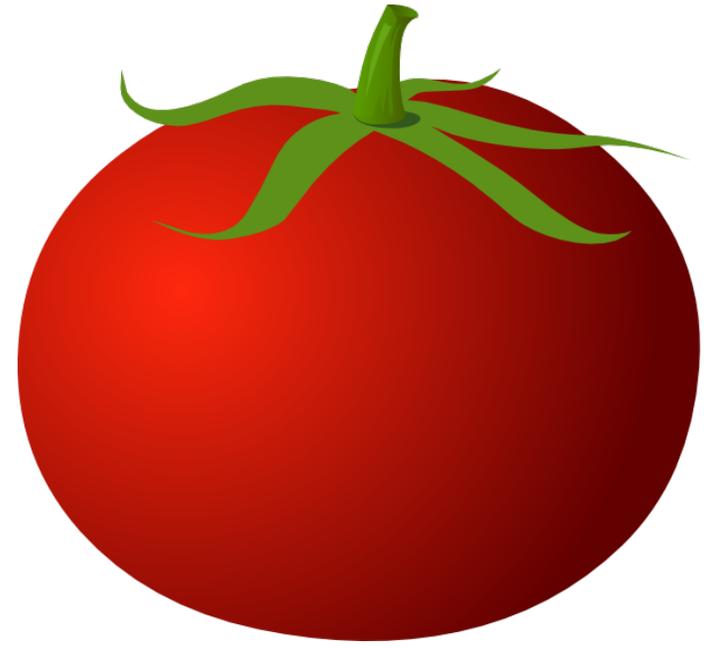
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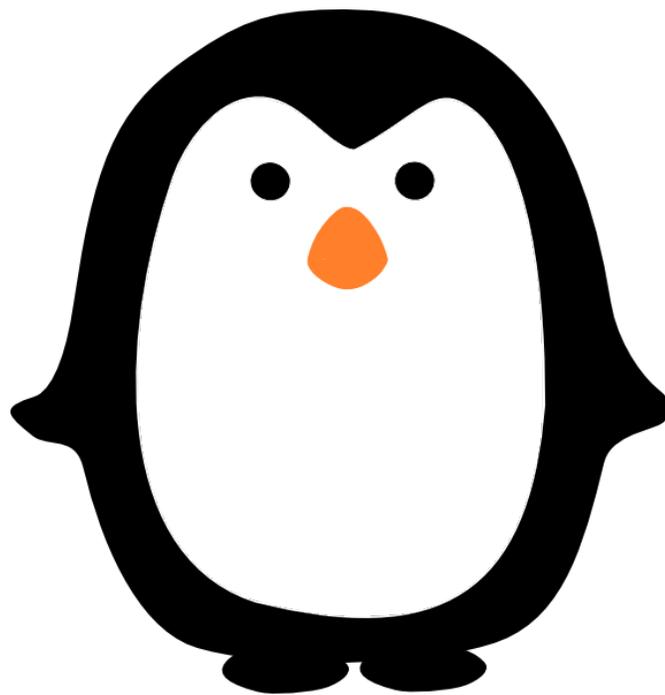
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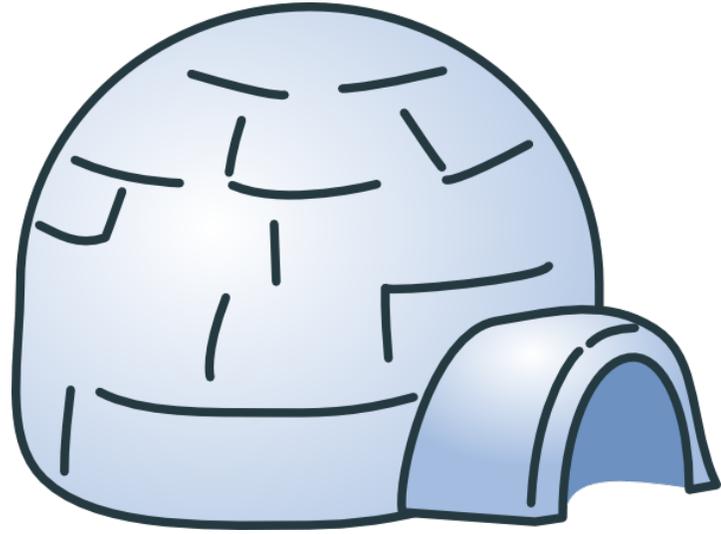
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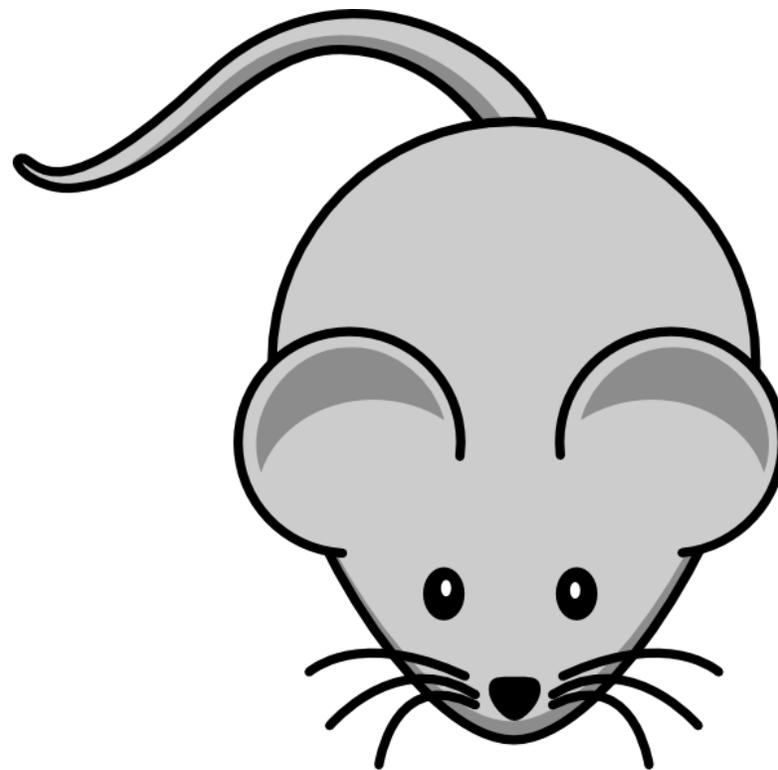
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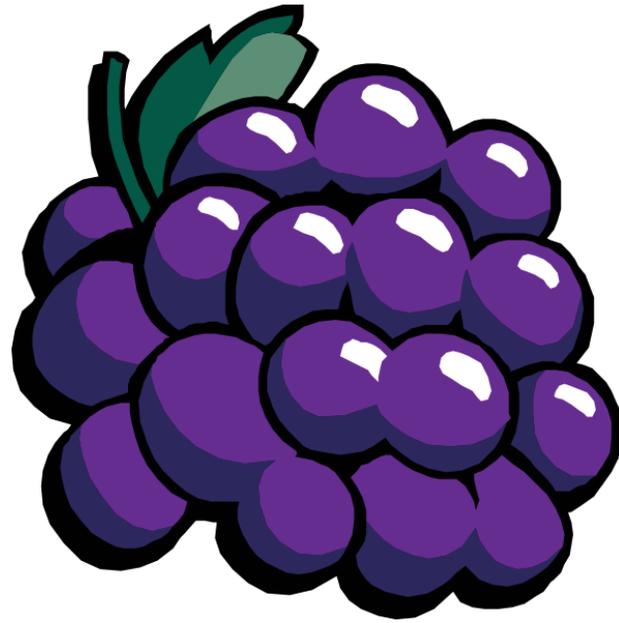
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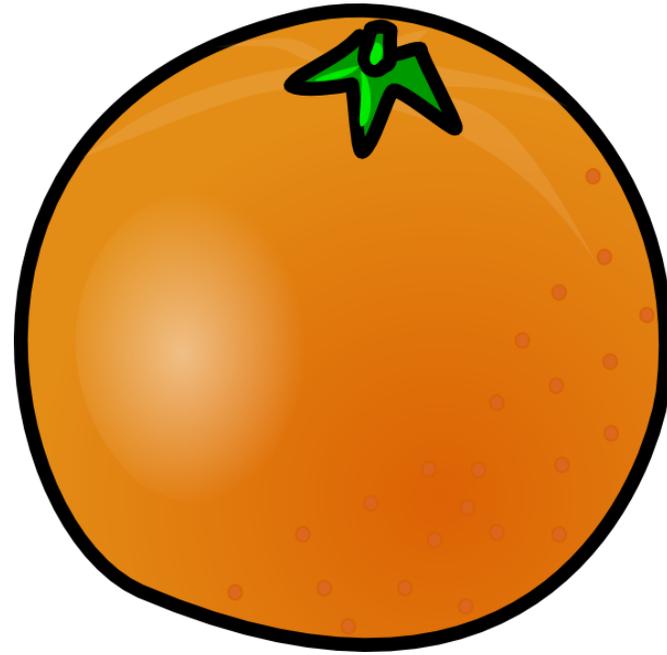
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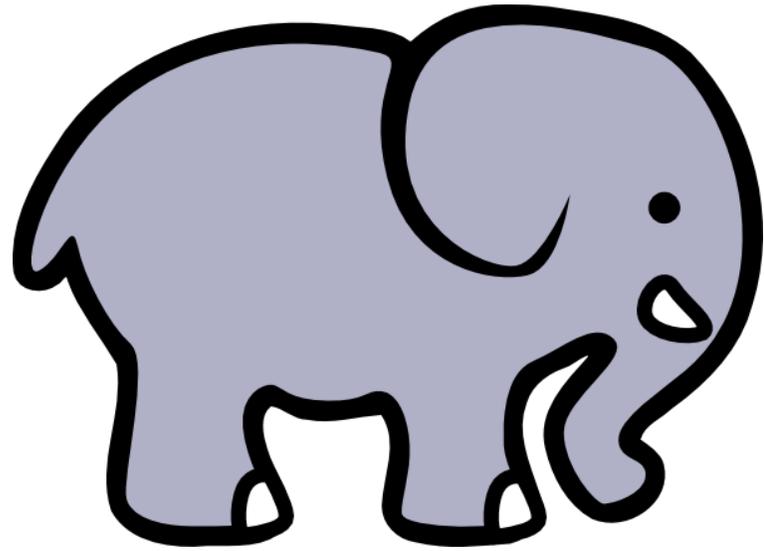
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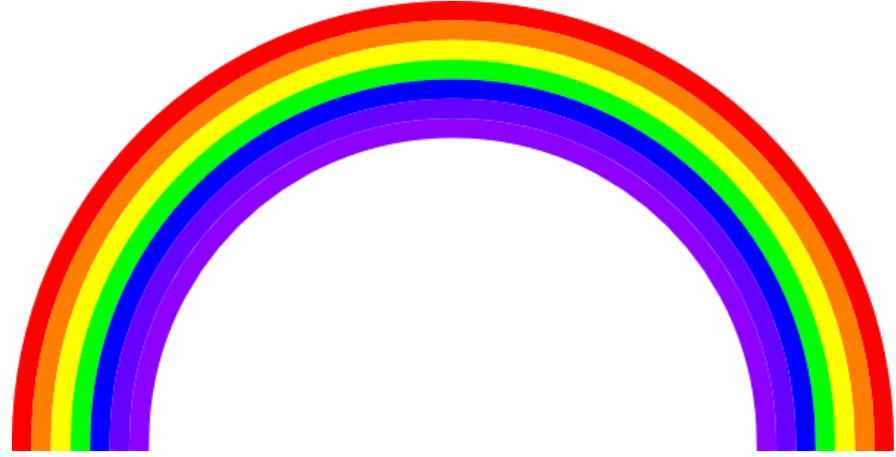
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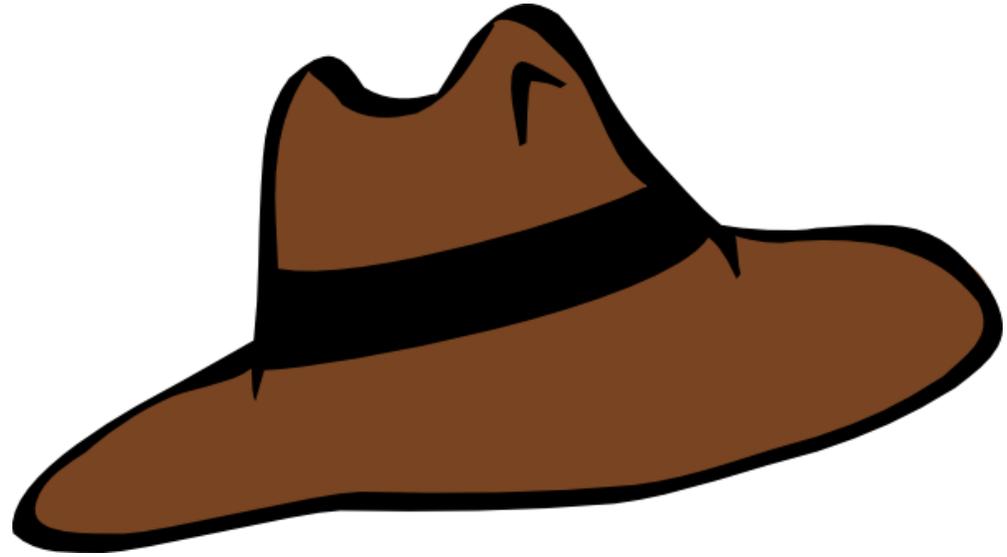
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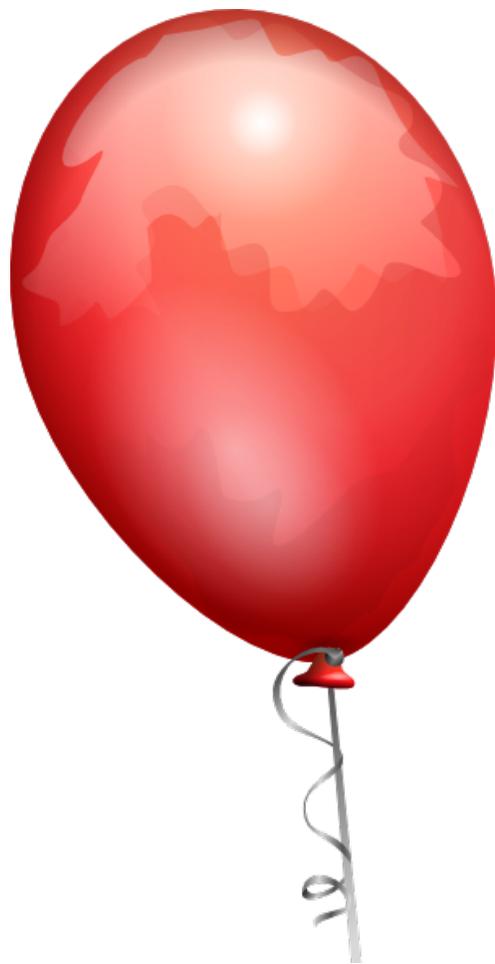
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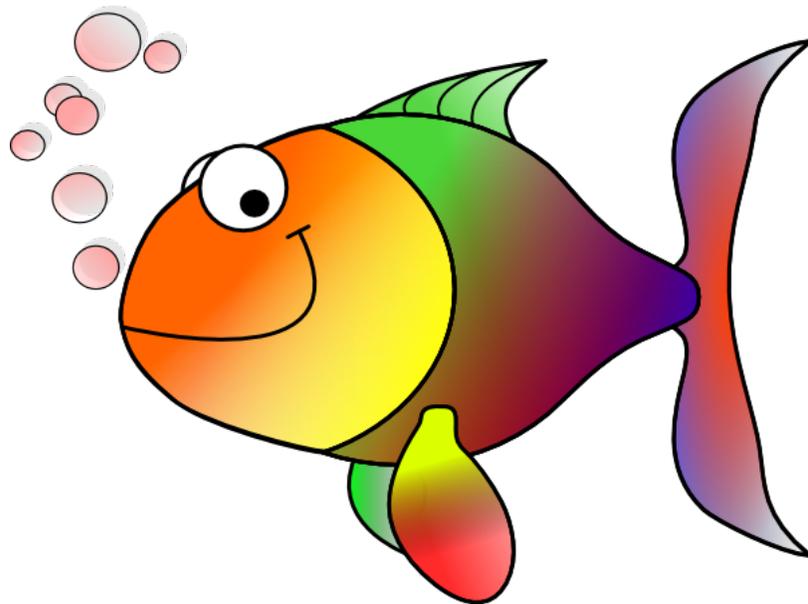
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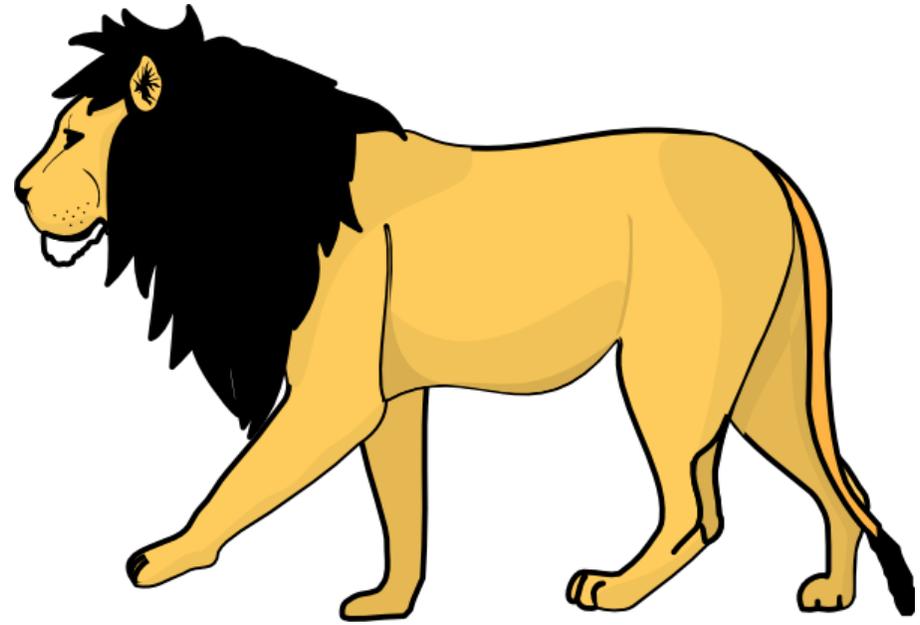
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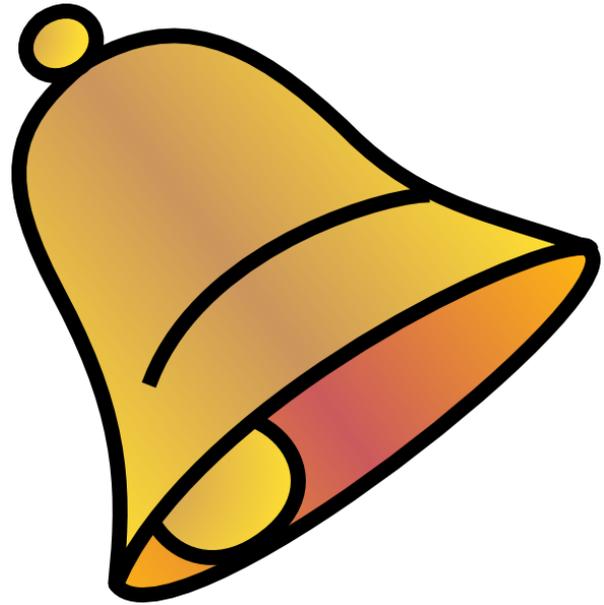
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S S



# Phase Three

Children are introduced to the remaining phonemes. This includes a wider range of digraphs and trigraphs. The children are also taught more common exception words.

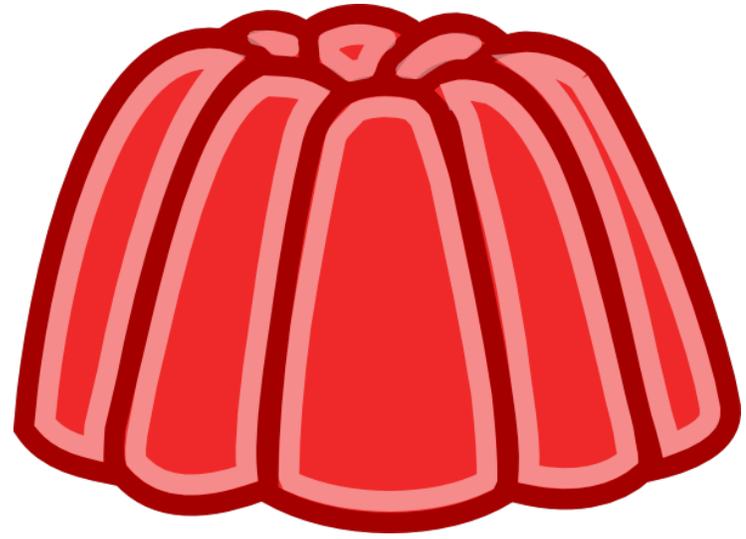


j  jelly	v  volcano	w  web	x  fox	y  yoyo	z  zebra	zz  pizza	qu  queen	ch  chicken
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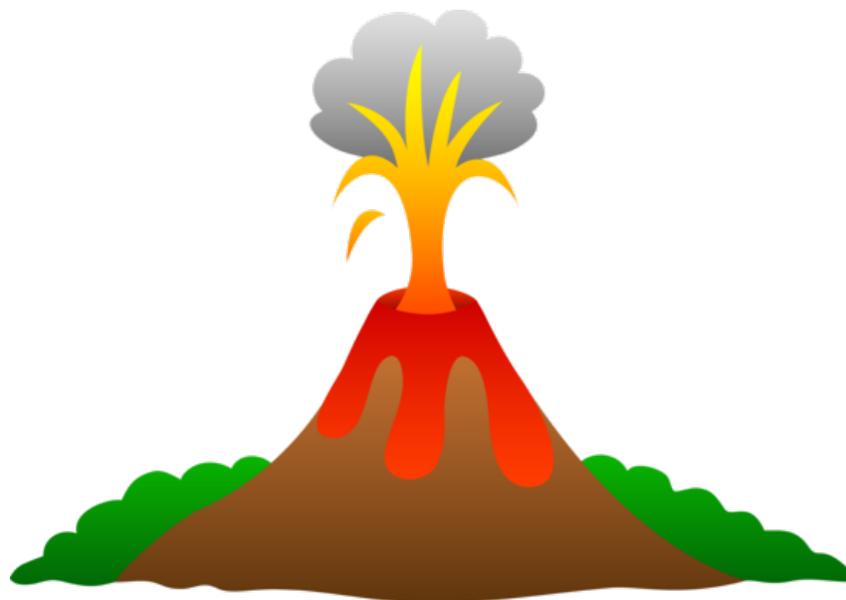
sh  shoe	th  thumb	ng  ring	ai  snail	ee  sheep	igh  night	oa  boat	oo  moon	oo  book
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ar  star	or  fork	ur  burger	ow  owl	oi  coin	ear  ear	air  chair	ure  pure	er  hammer
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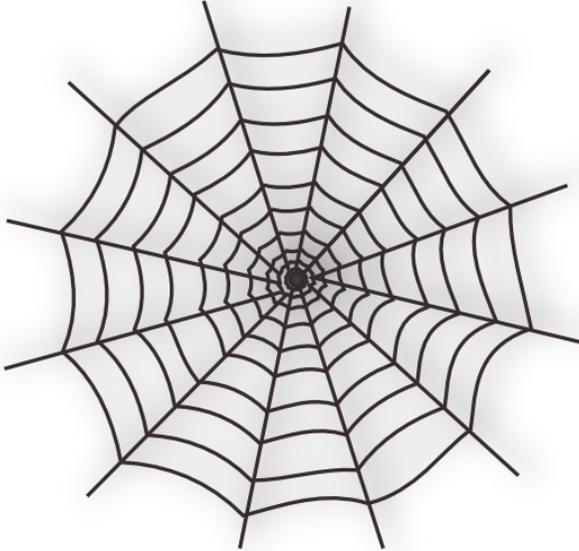
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**w**



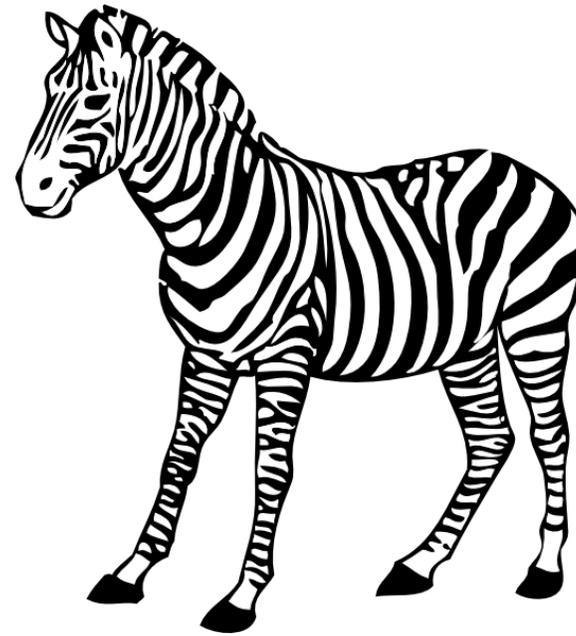
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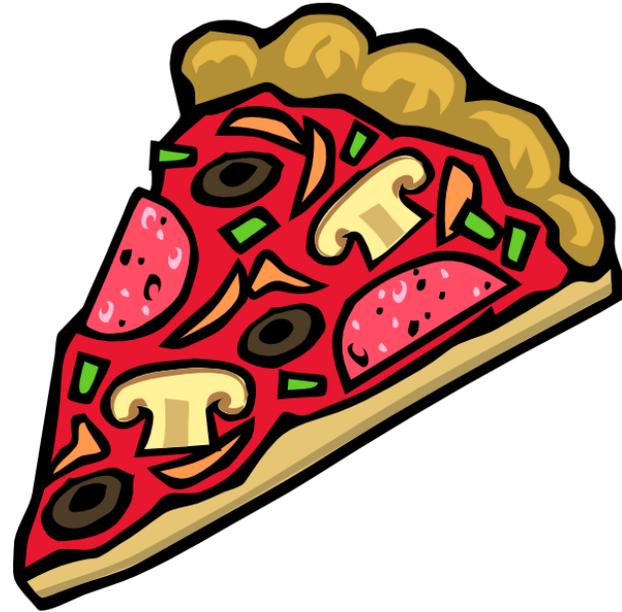
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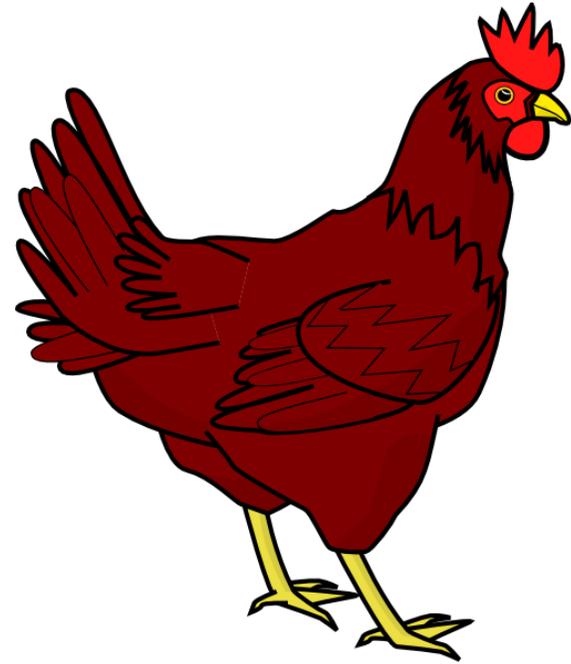
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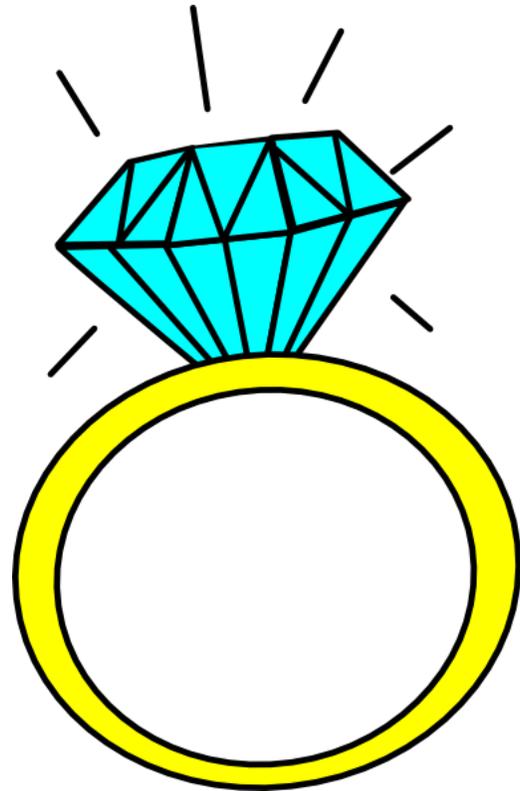
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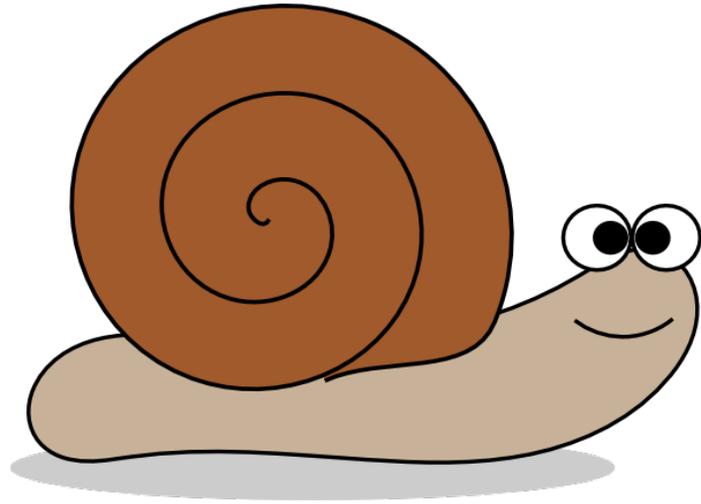
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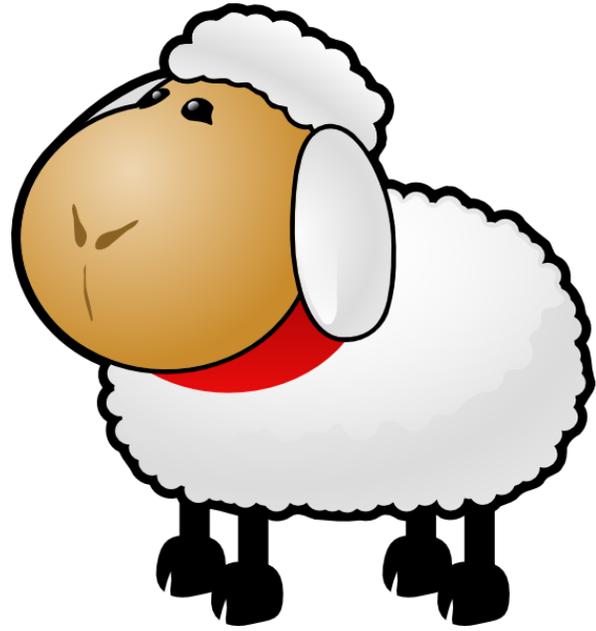
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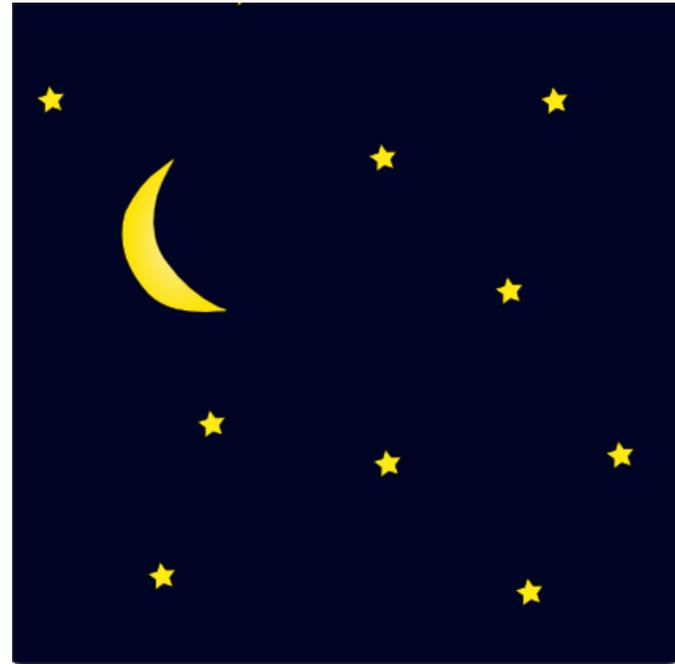
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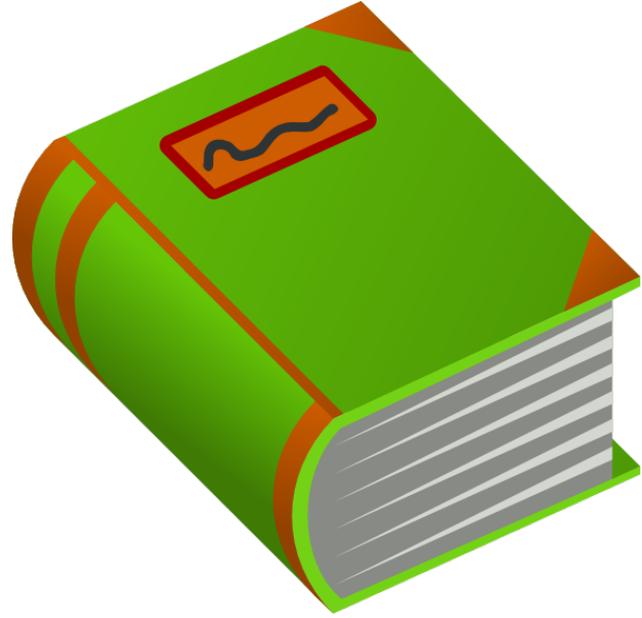
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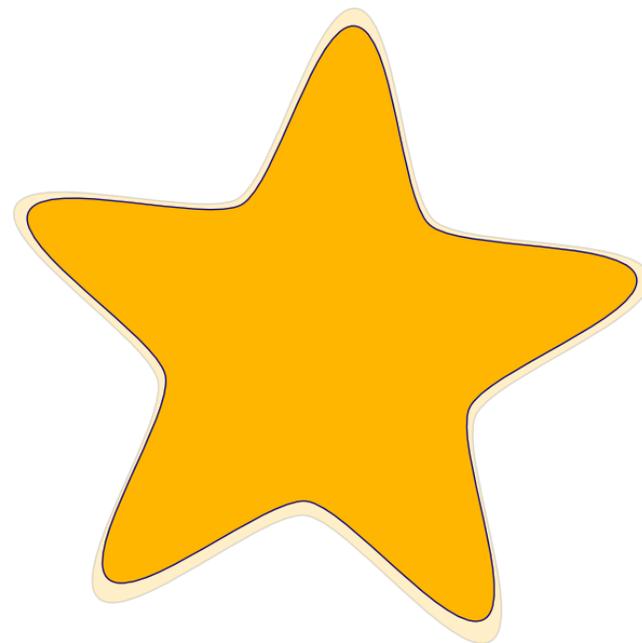
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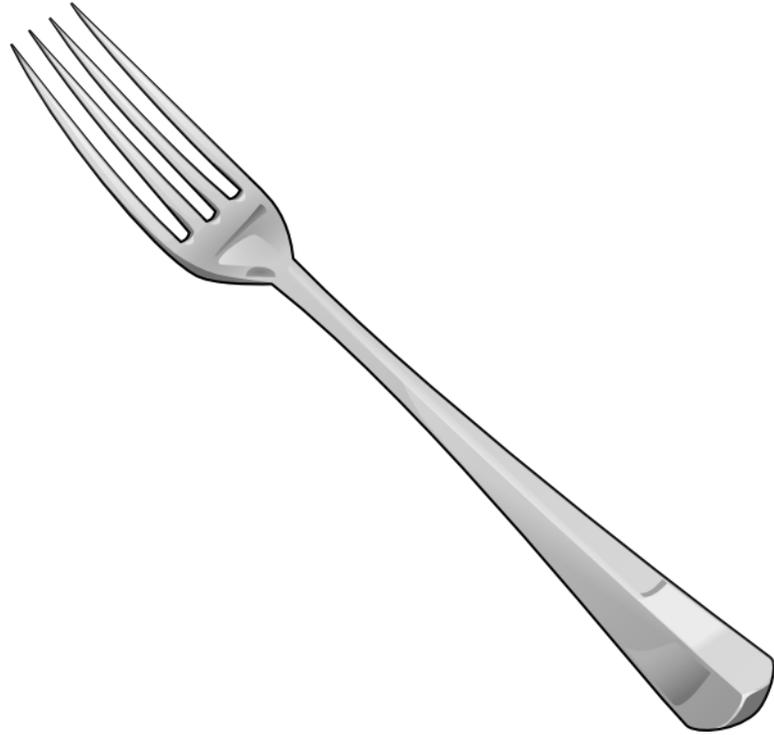
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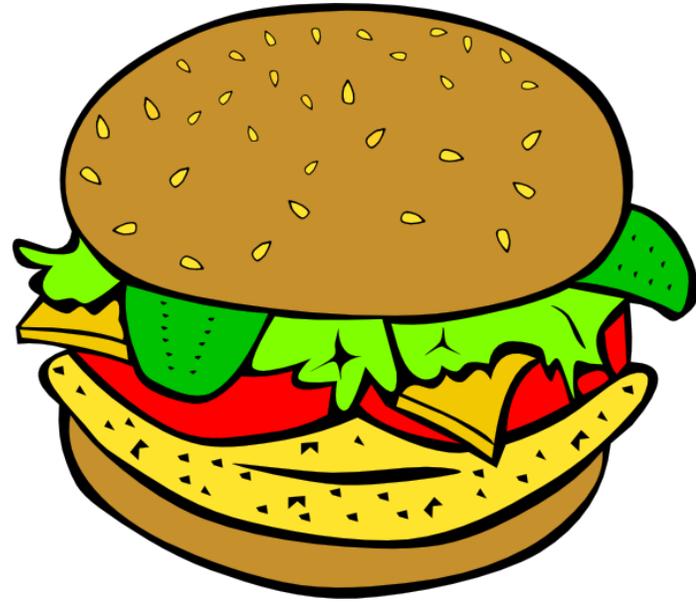
ar



or



wr



Ow



Oi



ear



air



wre



er



This phoneme should be taught as 'uh' and not 'ergh'.

# Phase Four



During this phase children are not taught any new phonemes. From now on the teaching and learning of phonics is focused on consolidating the skills necessary for decoding and encoding new words.

The children begin to use phonics to decode and spell much longer words. They are taught words which have adjacent consonants, including CCVC and CVCC words. The adjacent consonants can sometimes be tricky to hear or sound out, for example: milk; belt; fact. They also learn some additional common exception words. Multi-syllabic words are also introduced.

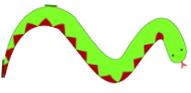
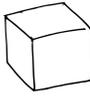
# Phase 5

A lot of time is spent learning Phase 5, therefore we split it into four sections 5a, 5b, 5c and 5d. The first graphemes that are taught in Phase 5 are listed below.



ay  crayon	ou  cloud	ie  tie	ea  leaf	oy  boy	ir  girl	ue  glue
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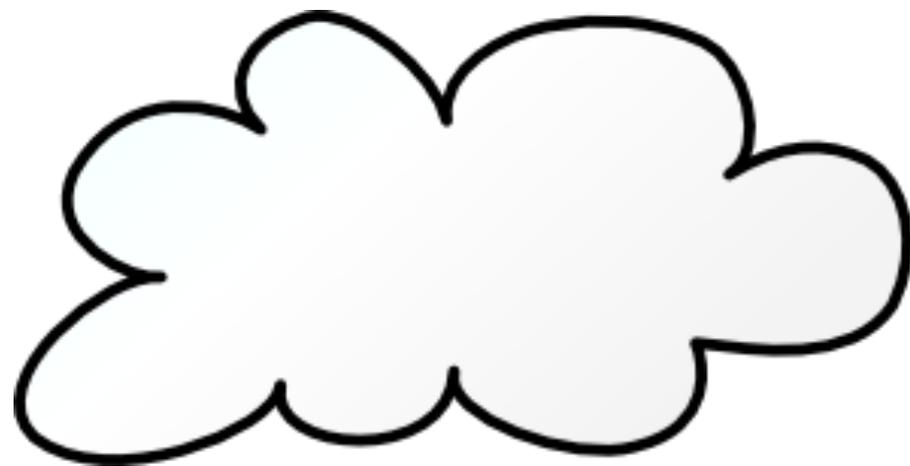
aw  saw	wh  whistle	ph  dolphin	ew  screw	oe  toe	au  sauce	ey  donkey
--	--	--	--	--	--	---

a_e  snake	e_e  delete	i_e  bike	o_e  bone	u_e  cube
---	--	--	--	--

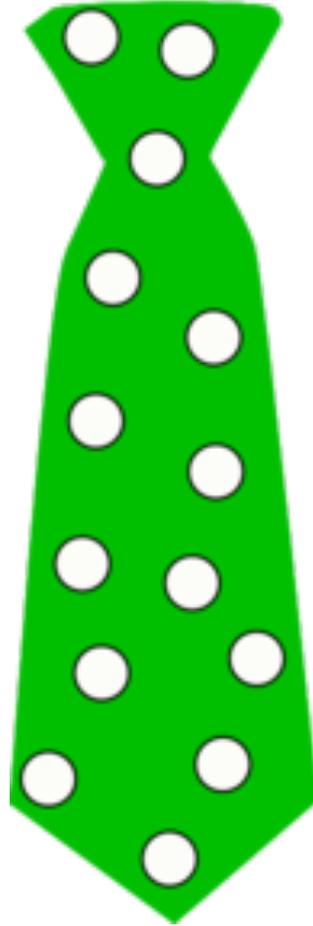
ay



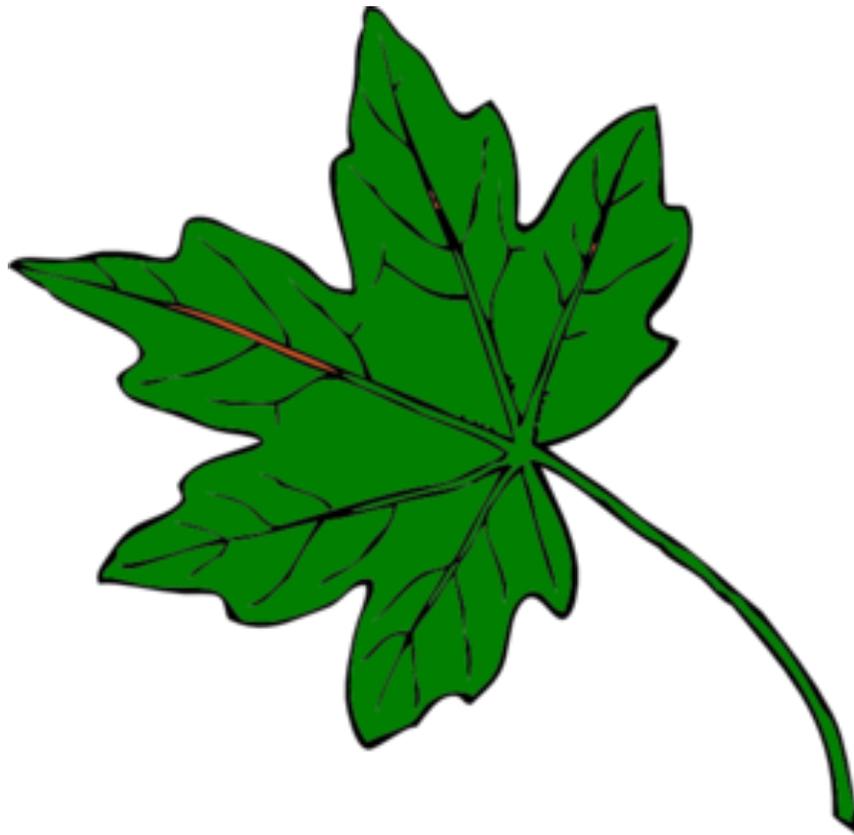
ou



ie



ea



oy



ir



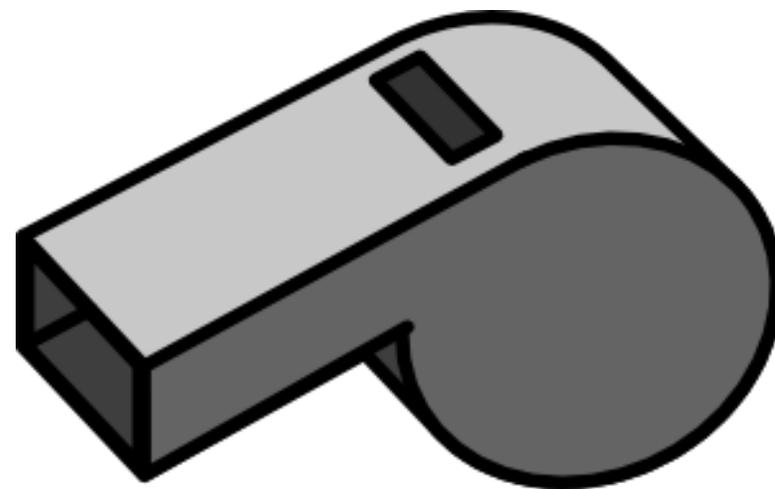
we



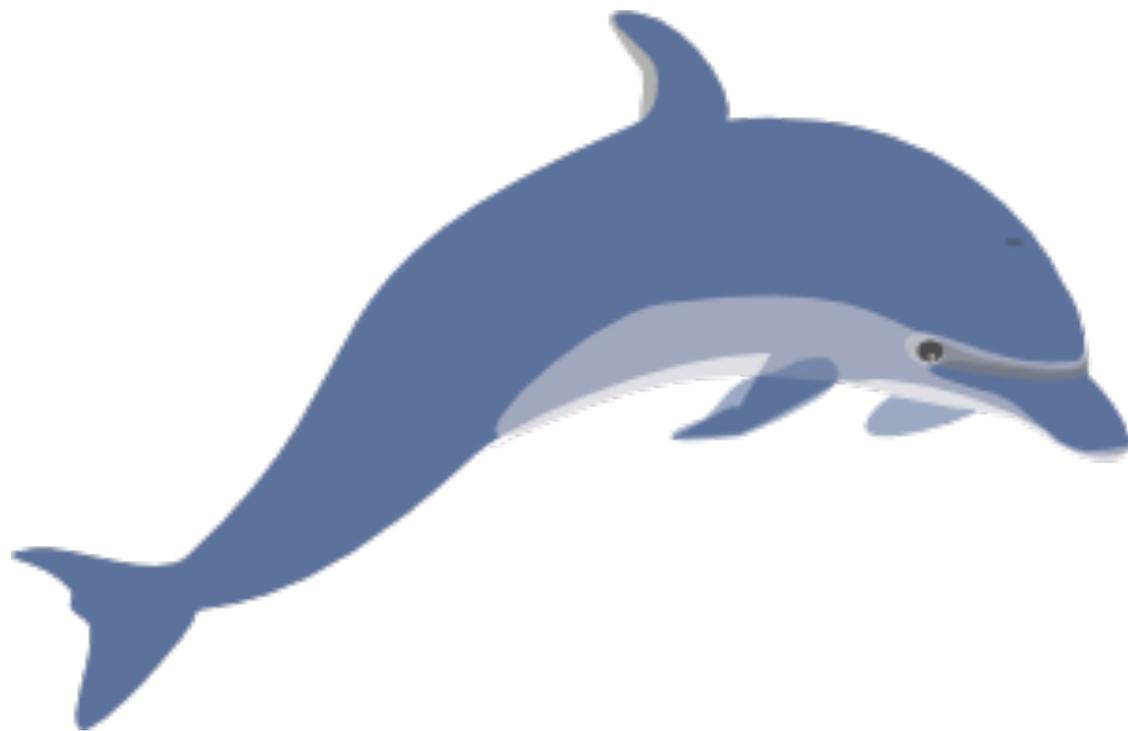
aw



wh



ph



ew



oe



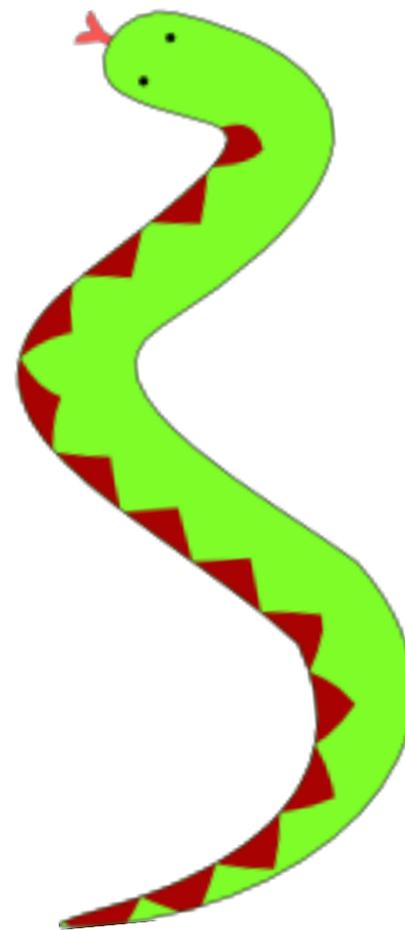
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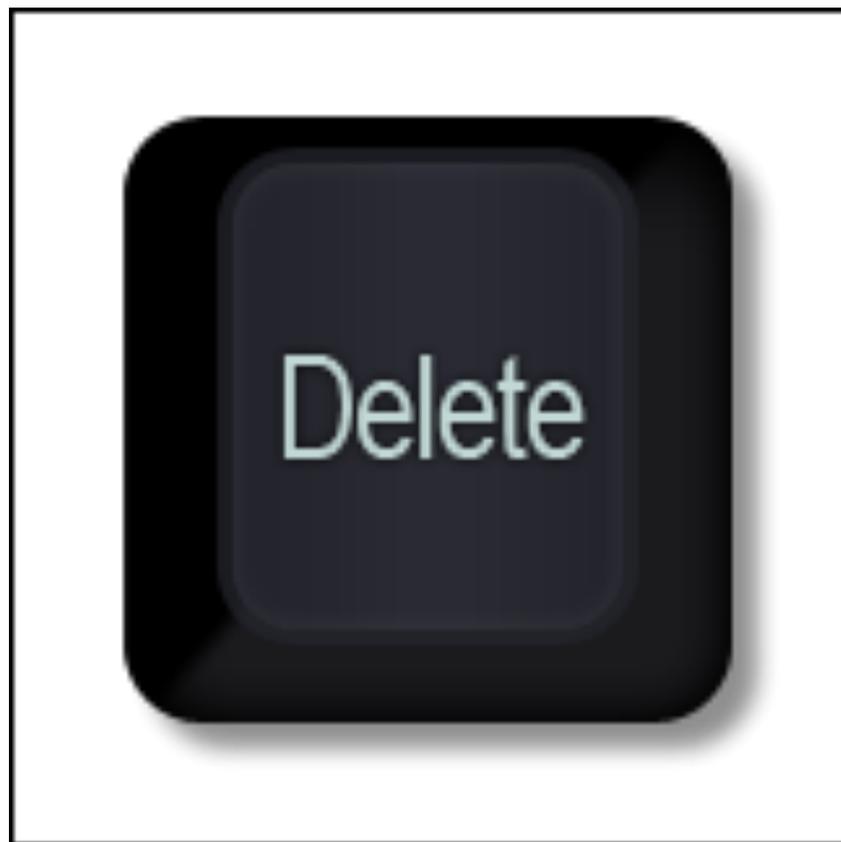
ey



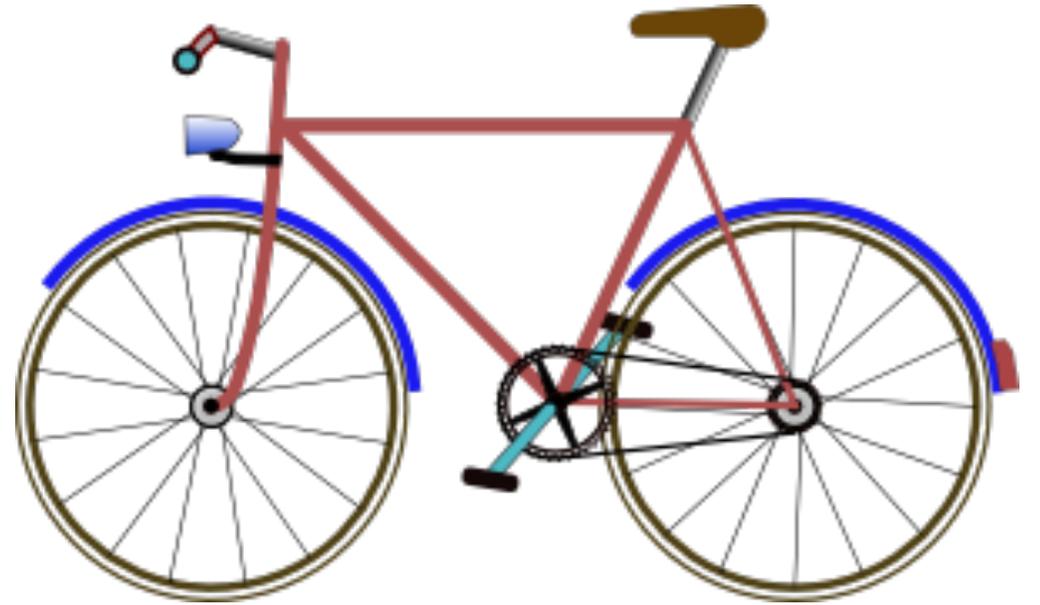
a\_e



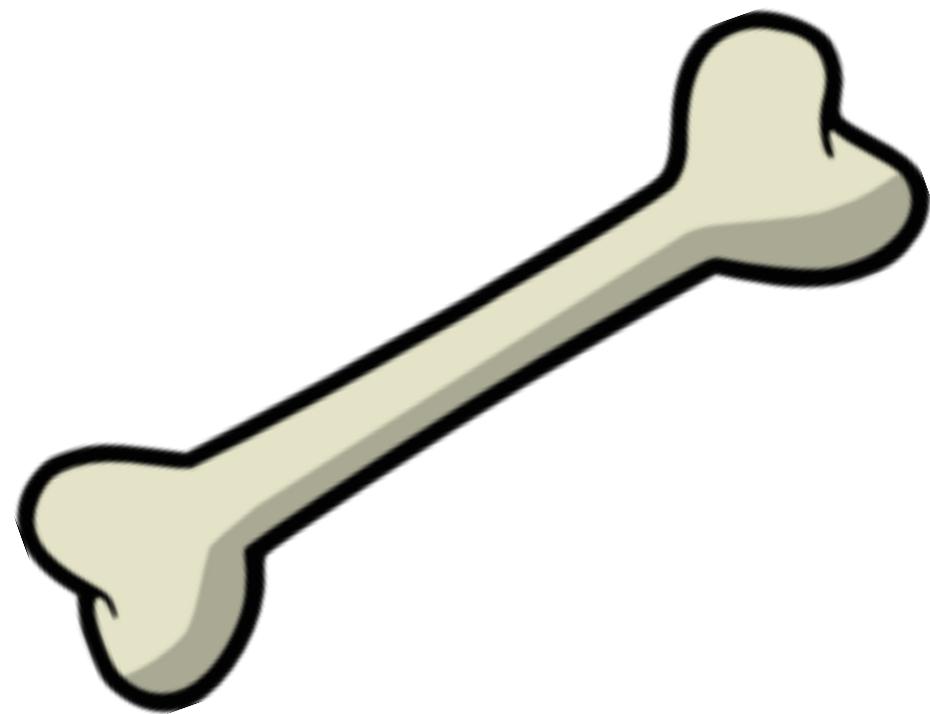
e\_e



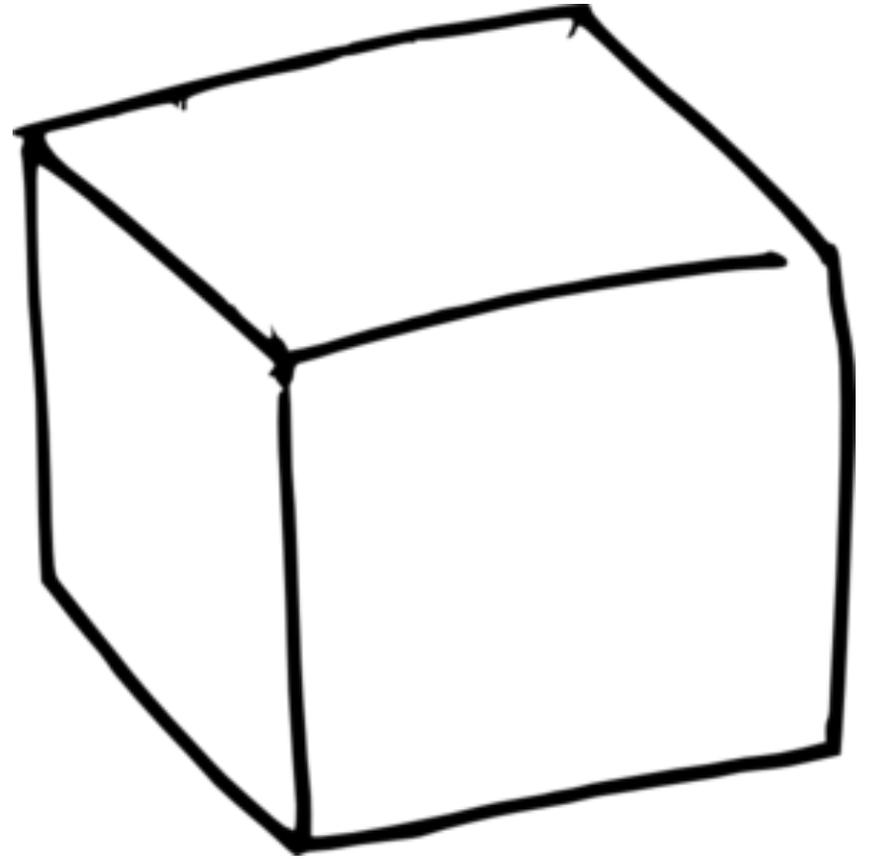
ie



o \_ e



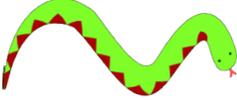
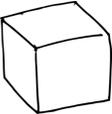
w\_e



# Split Digraph



The split digraph is where the 'e', usually at the end of a word, changes the vowel sound in the middle of the word to its letter name.

a_e  snake	e_e  delete	i_e  bike	o_e  bone	u_e  cube
--	--	--	--	--

When two vowels go out walking, the first one does the talking!



s n a k e



# Alternative Phonemes



The children learn alternative pronunciation of graphemes. For example, the use of the letter 'c' to make a hard 'k' sound as in 'cat' or a soft 's' sound as in 'city'.



# Alternative Pronunciations

**a (south) as in hat, acorn, fast or was**

**a (north) as in hat, accord or was**

**e as in bed or he**

**i as in tin or mind**

**o as in hot or no**

**u (south) as in but, unit or put**

**u (north) as in but or unit**

# Alternative Pronunciations

**ow** as in **down** or **low**

**ie** as in **pie** or **chief**

**ea** as in **sea** or **head**

**er** as in **farmer** or **her**

**ou** as in **out, you, could** or **mould**

# Alternative Pronunciations

**y** as in **yes**, **by**, **gym** or **very**

**ch** as in **chin**, **school** or **chef**

**c** as in **cat** or **cell**

**g** as in **got** or **gent**

**ey** as in **money** or **they**

# Alternative Graphemes



The children learn that some phonemes can have multiple graphemes, for example: ai, ay, a\_e, eigh, ey or ei. These are called alternative graphemes. They also learn more common exception words. It is important that the children are encouraged to spell the alternative graphemes by their letter name, for example 'igh' is made up of the letters 'i-g-h' and not the letter sounds or phonemes.

<b>ai</b>	<b>ay</b>	<b>a_e</b>	<b>eigh</b>	<b>ey</b>	<b>ei</b>
<b>rain</b>	<b>crayon</b>	<b>snake</b>	<b>weight</b>	<b>grey</b>	<b>rein</b>

# Alternative Graphemes



<b>c</b>	<b>ee</b>	<b>ai</b>	<b>sh</b>	<b>or</b>	<b>er</b>	<b>oa</b>	<b>oo</b>
king	dream	crayon	chef	claw	colour	snow	chew
sock	even	snake	station	autumn	golden	toe	cube
quit	chief	eight	session	talk	dirt	nose	fruit
box	happy	grey	confusion	dinosaur	work	open	youth
school	monkey	rein	suspicious	pour	litre		
	people				etc. (too many to list)		



# Alternative Graphemes

<b>oo</b> bush could	<b>n</b> knight gnome	<b>j</b> gem judge	<b>s</b> cell science	<b>i</b> pyramid donkey	<b>ear</b> here steer	<b>air</b> care bear
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<b>igh</b> sky slime pie	<b>ur</b> girl hammer heard
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<b>e</b> head	<b>o</b> what	<b>ar</b> bath (south)	<b>ow</b> out	<b>oi</b> toy	<b>ure</b> four
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<b>ch</b> patch	<b>f</b> dolphin	<b>m</b> thumb	<b>ng</b> tank	<b>r</b> write	<b>v</b> glove	<b>w</b> wheel
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# Phase 6



Phase 6 is the final phase of phonics. The children learn spelling patterns, grammar skills, punctuation and start to apply what they have learned from the previous phases. Technically, you never leave phase 6. Most of this is in the Year 2 curriculum, and some of it is for Greater Depth by the end of KS1.

# Common Exception Words

Common Exception Words used to be called tricky words.  
They are words that cannot be decoded or encoded using phonics.

Phase 2	Phase 3		Phase 4		Phase 5
I	he	are	said	little	oh
no	she	her	have	one	Mrs
the	we	was	like	were	people
to	me	all	so	there	their
go	be	they	do	what	called
into	you	my	some	when	Mr
			come	out	looked
					asked
					could