

KS1



Phonics



What is phonics?

- Phonics is the learning of sounds leading onto reading and spelling words.



Terminology

- **Phoneme** - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.
- **Grapheme** - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g ough.
- **GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.
- **Digraph** - A grapheme containing two letters that makes just one sound (phoneme).
- **Trigraph** - A grapheme containing three letters that makes just one sound (phoneme).



- **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 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 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.



Phase 1

- Phase 1 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.



Phase 2

- **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 s ss**

Children can immediately start to blend these sounds once they have been learnt to read simple CVC words –e.g Sat, Pin

(CVC refers to words with a consonant, vowel, consonant)

Children can then try segmenting, sounding out in order to spell / write a word.



Phase 3

- **Set 6 - j v w x**
- **Set 7 - y z zz qu**
- **Consonant digraphs - ch sh th ng**
- **Vowel digraphs (and trigraphs) ai ee igh oa oo ar or ur ow oi ear air ure er**
- Phase 3 continues in the same way as Phase 2 and introduces more new GPCs. By the end of Phase 3 the children will know one way of writing down each of the 44 phonemes. **GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.



Phase 4

- The main challenge in this phase is to help children to blend and segment words with adjacent consonants e.g. **truck, help**. These adjacent consonant phonemes can both be heard when you say the word which makes them different from a digraph where there are two letters that make just one sound.
- Children with speech and language difficulties can find Phase 4 very tricky. If children struggle to hear all the sounds in a word encourage them to think about the movements that their mouths are making. Looking in mirrors can help with this.



Phase 5a

- Introduce some new GPCs. Five of these GPCs are known as split digraphs. They are **a_e, e_e, i_e, o_e, u_e**.
- These used to be taught as magic e but now it is recommended that children learn to recognise these in the same way as other graphemes but simply explaining that in these particular graphemes the two letters work as a team but they aren't directly next to each other.



Phase 5b

- Introduce that some graphemes can be pronounced in more than one way. This is a vital lesson for children to learn and they need to learn to apply it in their reading. Once children reach Phase 6, we work on helping them to move away from blending and segmenting and develop automaticity in their reading.

Phase 5c

- This part of Phase 5 is all about learning that some phonemes have more than one spelling.



Phase 6

- Phase 6 reinforces much of the learning from Phase 5, helps children to develop greater automaticity in reading, and begins to explore spelling rules and conventions e.g. adding -ing and -ed.
- Once children reach Phase 6, work on helping them to move away from blending and segmenting and develop automaticity in their reading.



Each phonics session includes:

- **Introduce** - Let the children know the learning objective.
- **Revisit** - Tackle any areas of previous learning that assessments have shown to need more work.
- **Teach** - Teach the phoneme/grapheme or skill identified in the learning objective.
- **Practise** - Play games to rehearse the new learning as many times as possible.
- **Apply** - Read or write sentences that involve the new learning.



Help at home!

- Reading regularly
- Learning weekly spellings
- Phonics play – helpful website!
- Teach my Monster to read APP.