

## Phonics at Oughton Primary and Nursery School

At Oughton Primary and Nursery School we teach phonics following the government recommended programme 'Letters and Sounds'. This is a high quality phonics resource published by the Department for Education (DfE) in 2007.

It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

'Letters and Sounds' suggests a fast paced, clearly progressed phonic programme that takes children through six phases.

In Reception and Key Stage 1 phonics is taught in daily twenty minute sessions, with the children being grouped within their classes.

### What Are Phonics Phases?

Phases are the way the Letters and Sounds Programme is broken down to teach sounds in a certain order.

At the same time whole words that cannot be broken down easily, (we call "tricky words") are taught to the children

Phase	Phonic Knowledge and Skills
Phase One	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
Phase Two	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  Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
Phase Three	Set 6: j v w x Set 7: y z,zz qu

	<p>The following graphemes are taught...</p> <p>ch sh th (as in that) th (as in think) ng (as in strong)</p> <p>ai(as in paid) ee (as in week) igh (as in night)</p> <p>oa (as in coat) oo (as in wood) oo (as in moon)</p> <p>ar (as in car) or(as in torn) ur (as in turn)</p> <p>ow (as in cow) oi (as in coin) ear (as in ear)</p> <p>air (as in air) ure (as in sure) er (as in her)</p> <p>Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.</p>
Phase Four	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
Phase Five	<p>Children are taught the alternative spellings for the sounds they learned in Phase 3.</p> <p>ay day oy boy wh when a-e make</p> <p>ou out ir girl ph photo e-e these</p> <p>ie tie ue blue ew new i-e like</p> <p>ea eat aw saw oe toe o-e home</p> <p>au Paul u-e rule</p> <p>Teaching alternative sounds for spellings:</p> <p>i fin, find ow cow, blow y yes, by, very</p> <p>o hot, cold ie tie, field ch chin, school, chef</p> <p>c cat, cent ea eat, bread ou out, shoulder, could, you</p> <p>g got, giant er farmer, her u but, put (south)</p> <p>a hat, what</p>
Phase Six	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc

### What are "Tricky words"?

Tricky words are words that cannot be 'sounded-out' but need to be learned by heart. They don't fit into the usual spelling patterns. In order to read simple sentences, it is necessary for children to know some words that have unusual or untaught spellings. It should be noted that, when teaching these words, it is important to always start with sounds already known in the word, then focus on the 'tricky' part.

## What do the Phonics terms mean?

**Phoneme:** The smallest unit of sound in a word, e.g. c/a/t, sh/o/p, t/ea/ch/er.

**Grapheme:** A letter or group of letter representing one sound, e.g. sh, igh, t.

**Digraph:** Two letters which together make one sound, e.g. sh, ch, ee, ph, oa.

**Split digraph:** Two letters, which work as a pair, split, to represent one sound, e.g. a-e as in cake, or i-e as in like.

**Trigraph:** three letters which together make one sound but cannot be separated into smaller phonemes, e.g. igh as in light.

**Segmentation:** means hearing the individual phonemes within a word - for instance the word 'crash' consists of four phonemes: 'c - r - a - sh'. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme.

**Blending:** means putting together the individual phonemes together to pronounce a word. In order to read an unfamiliar word, a child must recognise ('sound out') each grapheme, not each letter (e.g. 'ch-i-p' not 'c-h-i-p'), and then merge the phonemes together to make the word.

**Adjacent consonants:** two or three letters with discrete sounds, which are blended together e.g. str, cr, tr, gr.