



Phonics at
Yeadon Westfield Infant
School

What is phonics?

Phonics is a strategy used to decode words and is a helping hand towards word recognition.

When we write the English language we use 26 letters of the alphabet. These letters and combinations of letters represent 44 different sounds which we use to say the words and it is the teaching of these sounds and how they correspond to the letters which we know as phonics.

As a school we follow a recommended programme FFT Success for All Phonics which begins in Nursery with Phase 1 and finishes in Year 2 with Phase 6.

Throughout the phases children also learn 'common exception words'. These are words that cannot be decoded easily using phonics (e.g. was, the, said)

Automatic reading and spelling of all words- **decodable** and '**common exception words**' is the ultimate goal.

This booklet contains a summary of the main aspects that are covered within each year group.

We hope you find this useful.

Development through the Phases

Nursery	Phase 1 & where appropriate some aspects of Phase 2
Reception	Phase 2, Phase 3, Phase 4
Year 1	Phase 4 and Phase 5 and elements of Phase 6 End of Year 1- Phase 5 National Statutory Phonics Check
Year 2	Recap Phase 5 and Phase 6

Phase 1

During this phase children learn to hear and identify sounds in the following areas: environmental sounds

Instrumental sounds

Body percussion

Rhythm and rhyme

Alliteration

Voice sounds

Oral segmenting and blending

Activities within these areas are designed to encourage the children to:

1. listen attentively
2. enlarge their vocabulary
3. speak confidently to adults and other children
4. hear and identify phonemes (sounds)
5. reproduce the phonemes (sounds they hear in order through the word)
6. use sound-talk to segment (break up) words into phonemes (e.g. man "mmm-a-n")

By the end of phase 1 children will be able to:

Hear individual sounds in words and be able to blend and segment sounds orally.

Phase 2

During this phase children will learn the following letters and the phonemes (sounds) that they make. They are taught in small sets so that children can immediately start to use the sounds to build words.

s a t p
i n m d
g o c k
c k e u r
h b f ff
l ll ss
j v w
x y z

Our scheme uses actions alongside the letter and the sound it makes. The children then immediately begin to blend sounds together to read and segment in order to spell.

Children should be able to read these common exception words:

Common Exception Words

the	I	he
she	is	to
go	of	as
we	are	you
into		

Phase 3

During this phase children will learn the following digraphs (sounds made with 2 letters and trigraphs (sounds made with 3 letters) and will continue to practise blending sounds in order to read words and be able to blend quickly in order to read and understand simple segmenting them in order to spell.

zz qu

ch	sh	th	ng
chin	ship	thin	ring

ai	ee	igh	oa	oo
rain	seem	light	boat	soon

ar	or	ur	ow	oi
card	cord	burn	cow	coin

ear	air	ure	er
hear	hair	sure	hammer

Children should be able to read these common exception words:

Common Exception Words

be	me	his	no	so
has	do	her	my	by
ask	our	says	they	said
was	were	put	all	there
like	here	where	today	when
what	come	some	push	pull
friend	school	out	one	once
your	love	house	full	little

Phase 4

This phase is not taught separately but rather alongside phase 3 when the children are ready.

During this phase children will learn to blend and segment words with adjacent consonants

We would say to the children we are learning to blend words with 4 or 5 phonemes

e.g.

b	l	a	ck
---	---	---	----

s	p	l	a	sh
---	---	---	---	----

Phase 5

During this phase children will learn new sounds and common alternative spellings for some sounds (e.g. rain, play, came)

These include some of the following:

ai	oa	igh	ee	oi	er	oo	or
ay day	ou cloud	ie dried	ea cream	oy boy	ir girl	ue blue	aw saw
ey Grey	ow snow	y fly	ie chief		ear search	ew blew	ar award
ei vein	oe toe		y happy		or	ou group	al walk
eigh eight	o go		ey monkey		ur hurt		our four
a apron	oh		e me				augh caught

air	ow	s	j	ire	air	ch	f	ar
ere there	ou house	c circus	ge huge	wire	are care	tch catch	ph phone	al half
ear pear		ce mice	dge fridge		ere where			
are bare					ear bear			

Split digraphs

a-e	e-e	i-e	o-e	u-e
came	these	like	home	June

Children should be able to read these common exception words:

again	oh	their	last	poor
money	thought	should	Class*	Mr
Mrs	work	Can't	Pass*	Fast*
climb	Path*	Don't	people	After*
great	break	any	many	who
could	because	water	Past*	Bath*
hour	two	door	different	Christmas
would	through	beautiful	Plant*	floor
every	whole	only	move	father
Grass*	eve	busy	pretty	half
parents	everybody	sugar	prove	improve

Phase 6

By the beginning of Phase 6 children should know most sounds and be able to read hundreds of words.

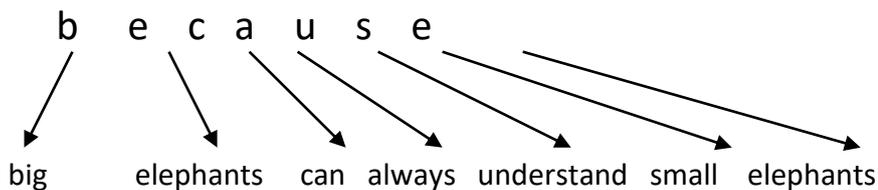
Children's spelling should be phonetically accurate although it may still not always be correct.

(e.g. caim instead of came)

Spelling usually lags behind reading as it is harder.

Children will learn:

- * Rules for adding suffixes: ed, ing, er, est, ly y
- * Investigating how suffixes and prefixes change words.
- * Rules for adding plurals
- * understanding the past tense
- * learning strategies for spelling long and unfamiliar words including identifying syllables in words
- * learning base words and word families e.g. smile, smiling, smiled.
- * analogy: using words they already know, to spell other words e.g. could, would, should
- * Mnemonics: because



Phonics Check at the end of Year 1

In June 2012 the government introduced a statutory Phonics check for all children at Year 1.

The phonics check will comprise of a list of 40 words and non-words/alien words which a child will read one to one with a teacher.

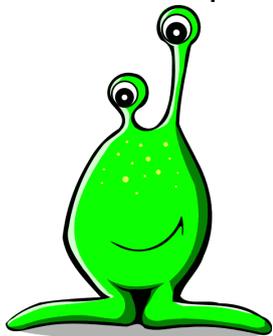
Half the words covered will cover phonics skills which tend to be covered in Reception (up to phase 3) and half the words are based on Year 1 phonic skills (up to phase 5)

Non-words/Alien Words

You may hear your child talking about alien words. As a school this is one strategy we use to help children to practise their phonics skills in isolation. Here they are not using their visual memory or vocabulary knowledge but are simply practising saying the sounds and blending them together in order to read.

It is vital that children understand that in this situation they are not reading for meaning but simply practising their sounds.

Some examples: Can you use your sounds to work out this alien word?

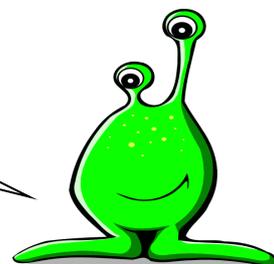


fraib

If the child can read this word they can blend 2 consonants together (f and r) and can recognise that 'ai' makes the ai sound (as in rain)

gloaf

If the child can read this word they can blend 2 consonants together (g and l) and can recognise that 'oa' makes the oa sound (as in boat)



Glossary

We realise there maybe some terms that you might be unfamiliar with. We hope this glossary helps.

Blend: blend sounds together to read

CVC word: a word containing a consonant, vowel then
consonant e.g. cat/light

CCVC word: a word containing a consonant,
consonant, vowel, consonant.
e.g. sleep, stop, spin

digraph : a phoneme (sound) made with 2 letters e.g. ai as in rain

trigraph: a phoneme (sound) made with 3 letters e.g. igh as in fight

decodable words: words which you can sound out e.g. c-a-t, r-ai-n

Segment: Break up sounds to spell

Synthetic phonics: the teaching of the pure sounds in phonics.

Common exception words: words that cannot be easily be decoded with
phonics e.g.

was- there is no 'a' sound in the middle of was

said- there is no 'ai' sound in the middle of said

has- the 's' sound at the end makes a zz sound therefore making it harder to use phonics effectively

Orally: spoken

Prefix: a prefix is added at the beginning of a word in order to turn it into
another word. e.g. unhappy, disappear

Suffix: a suffix is added to the end of a word to turn it into another word. e.g.
childishly happily badly

And Finally....

We would like to say a big thank you for taking the time to read this booklet.

We hope that you find this information useful and that this has given you an idea about the progression of phonics teaching in our school.

Our children's success is down to the partnership between home and school and we value all your continued support