



Phonics Teaching at Warmley Park School

The principle vehicle for phonics delivery for our pupils is 'letters and sounds' as recommended by the department for education and skills 2007. The new curriculum 2014 includes a continued emphasis on systematic synthetic phonics, including a progression in teaching. 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 is a detailed and systematic programme for teaching phonics for children with the aim of them being fluent readers as quickly as possible. We also use a range of phonics interventions given the wide variety of learning styles within our school population which demand flexible personalised approaches to ensure that all our learners reach their full potential. We have a range of banded books which correspond to the 6 phases of phonological development set out by the letters and sounds programme to enable practice and reinforcement in school and at home.

'Letters and sounds' starts with a focus on listening skills and sound-making in phase one. The systematic synthetic phonics begins in phase two, where the relationship between written letters (graphemes) and the sounds of spoken language (phonemes). Blending and segmenting skills are taught from the start (auditory in phase one and visually in phase two) The programme also includes the teaching of high frequency words and 'tricky' words. By the end of the programme students should have strong decoding (reading) and encoding (spelling) skills. Secure and accurate word reading usually comes before they secure comparable accuracy in spelling; therefore the teaching and learning of spelling continues beyond the programme. We have a wide variety of banded texts beyond phase 6 of the programme so as to maintain a sequenced model of progression for our pupils as they journey to free readers.

'Letters and Sounds' has six overlapping phases. The table below is a summary of these.

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| <p>Phase One - develops children's abilities to listen to, make, explore and talk about sounds. 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.</p> |
| <p>Phase Two - 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.</p> |
| <p>Phase Three - The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. 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> |
| <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.</p> |
| <p>Phase Five - Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.</p> |
| <p>Phase Six - Working on spelling, including prefixes and suffixes, doubling and dropping letters etc</p> |

Linking sounds and letters

The 44 phonemes in the English language

Regular alphabet letters and sounds are in green

Advanced letter patterns and sounds are in blue

| Vowels | | | |
|---|-----------------|------------------------------|----|
| There needs to be at least one of these vowel sounds in every word (one per syllable) | | | |
| Phoneme (sound) | examples | Grampheme (written pattern) | |
| Short vowel sounds | | | |
| /a/ | apple | a | |
| /e/ | elephant, bread | e | ea |
| /i/ | igloo, gym | i | y |
| /o/ | octopus, wash | o | a |
| /u/ | umbrella, won | u | o |
| Long vowel sounds | | | |
| /ae/ | rain, tray | ai, ay, a_e, a | |
| /ee/ | tree, me | ee, ea, ie, y, e, ey | |
| /ie/ | light, kite | igh, i_e, y, i, ie | |
| /oa/ | boat, bow | oa, ow, o, o_e | |
| /ue/ | tube, emu | u_e, ew, ue, u | |
| /oo/ | moon, screw | oo, ue, ou, ew, u_e | |
| Other vowel sounds | | | |
| 'oo' | book, could | oo, u, ou | |
| /ou/ | house, cow | ou, ow | |
| /oi/ | coin, boy | oi, oy | |
| 'r' controlled vowels | | | |
| /ar/ | star, glass | ar, a | |
| /or/ | fork, board | or, aw, a, au, ore, oar, oor | |
| /er/ | herb, nurse | er, ir, ur, ear, or | |
| /air/ | chair, pear | air, ear, are | |
| /ear/ | spear, deer | ear, eer, ere | |
| There is also an unstressed vowel sound close to /u/ (the uh sound), as in 'teacher', 'picture' Its also in 'the' – the reason we learn it as a 'tricky word'. | | | |

| consonants | | | |
|---|-------------------|-----------------------------|-------------------|
| Consonants give a 'structure' to the vowel sounds. Try to avoid saying /u/ the uh sound as much as you can | | | |
| Phoneme (sound) | examples | Grampheme (written pattern) | |
| Short vowel sounds | | | |
| /b/ | band, bubbles | b | bb |
| /c/ | car, duck | c | k, ck, q, ch |
| /d/ | digger, puddle | d | dd |
| /f/ | fish, giraffe | f | ff, ph, gh |
| /g/ | guitar, goggles | g | gg |
| /h/ | helicopter | h | |
| /j/ | jellyfish, fridge | j | g, dge, ge |
| /l/ | leaf, bell | l | ll, le |
| /m/ | mop, hammer | m | mm, mb |
| /n/ | Nail, knot | n | nn, kn |
| /p/ | pump, puppets | p | pp |
| /r/ | rain, write | r | rr, wr |
| /s/ | sun, mouse | s | ss, ce, se, c, sc |
| /t/ | turtle, little | t | tt |
| /v/ | volcano, halve | v | ve |
| /w/ | watch, queen | w | wh, u |
| /x/ | fox | x | |
| /y/ | yo-yo | y | |
| /z/ | zip, please | z | zz, ze, s, se |
| /sh/ | shoes, television | sh, ch, si, ti | |
| /ch/ | children, stitch | ch, tch | |
| /th/ | the, mother | (one has a softer sound) | th |
| /th/ | thing | | th |
| /ng/ | sing, ankle | ng, n | |