

Our Approach to Phonics at Ashlands Primary School

At Ashlands Primary School, we follow the Letters and Sounds programme. Initially children's listening skills are developed through the use of music, environmental sounds and rhyme, this experience is given in Nursery as they follow Phase 1 of Letters and Sounds. The activities are arranged under the following Seven aspects;

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

In Reception, children are introduced to Phase 2 of Letters and Sounds. The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words such as 'at' and 'dog' and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards.

Letter progression (one set per week)

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

Reception children then move on to Phase 3, whereby they are taught another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of the 42 phonemes by a grapheme.

Letters

Set 6: **j** **v** **w** **x***
 Set 7: **y** **z, zz** **qu***

Graphemes	Sample words	Graphemes	Sample words
ch	chip	ar	farm
sh	shop	or	for
th	thin/then	ur	hurt
ng	ring	ow	cow
ai	rain	oi	coin
ee	feet	ear	dear
igh	night	air	fair
oa	boat	ure	sure
oo	boot/look	er	corner

We give children a rhyme and action for each sound, which supports children who learn in an active way.

By the end of Reception children will move onto Phase 4 Letters and Sounds. The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants polysyllabic words.

In Year 1, children are taught Phase 5 of Letters and Sounds. The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

New graphemes for reading

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
		au Paul	u-e rule

Teaching alternative pronunciations for graphemes

Known graphemes for reading: common alternative pronunciations

i fin, find	ow cow, blow	y yes, by, very
o hot, cold	ie tie, field	ch chin, school, chef
c cat, cent	ea eat, bread	ou out, shoulder, could, you
g got, giant	er farmer, her	
u but, put (<i>south</i>)	a hat, what	

At the end of Year 1, children will be checked on their phonics knowledge, using a national check featuring 20 real words and 20 pseudo-words (nonsense/alien). There is more information in the 'Phonics Screening Check Guide for Parents', at the bottom of the page.

From Year 2 onwards, children consolidate their phonics knowledge in Phase 6, learning when to apply different spelling rules as well as how to spell plurals and different verb tenses, as well as suffixes and prefixes.

From Phase 2 – 6 there are many 'High Frequency Words' children will need to read and write.

100 high-frequency words in phases

Phase Two

Decodable words

a	had
an	back
as	and
at	get
if	big
in	him
is	his
it	not
of	got
off	up
on	mum
can	but
dad	put (<i>north</i>)

Tricky words

the
to
I
no
go
into

100 high-frequency words in phases

Phase Three

Decodable words

will	see
that	for
this	<i>now</i>
then	down
them	look
with	too

Tricky words

he	you
she	they
we	all
me	are
be	my
was	her

100 high-frequency words in phases

Phase Four

Decodable words

went
it's
from
children
just
help

Tricky words

said	were
have	there
like	little
so	one
do	when
some	out
come	what

100 high-frequency words in phases

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words

don't	day
old	made
I'm	came
by	make
time	here
	<i>saw</i>
house	very
about	put (<i>south</i>)
your	

Tricky words

oh
their
people
Mr
Mrs
looked
called
asked
could

Phase 6 – Next 200 Common Words in order of frequency

water	other	fast	air	use
away	food	only	trees	along
good	fox	many	bad	plants
want	through	laughed	tea	dragon
over	way	let's	top	pulled
how	been	much	eyes	we're
did	stop	suddenly	fell	fly
man	must	told	friends	grow
going	red	another	box	
where	door	great	dark	
would	right	why	grandad	
or	sea	cried	there's	
took	these	keep	looking	
school	began	room	end	
think	boy	last	than	
home	animals	jumped	best	
who	never	because	better	
didn't	next	even	hot	
ran	first	am	sun	
know	work	before	across	
bear	lots	gran	gone	
can't	need	clothes	hard	
again	that's	tell	floppy	
cat	baby	key	really	
long	fish	fun	wind	
things	gave	place	wish	
new	mouse	mother	eggs	
after	something	sat	once	
wanted	bed	boat	please	
eat	may	window	thing	
everyone	still	sleep	stopped	
our	found	feet	ever	
two	live	morning	miss	
has	say	queen	most	
yes	soon	each	cold	
play	night	book	park	
take	narrator	its	lived	
thought	small	green	birds	
dog	car	different	duck	
well	couldn't	let	horse	
find	three	girl	rabbit	
more	head	which	white	
I'll	king	inside	coming	
round	town	run	he's	
tree	I've	any	river	
magic	around	under	liked	
shouted	every	hat	giant	
us	garden	snow	looks	

Glossary

Adjacent consonants - two or more consonants that appear next to one another within a word and they each represent a different sound. Such as the word 'stop'.

Blending – the ability to string together the sounds that each letter stands for in a word.

Consonant digraphs - 2 letters that are consonants that spell 1 sound e.g. 's' and 'h' together spell 'sh'. As this is 1 sound, it cannot be called 2 adjacent consonants.

Diagraph – A 2 letter grapheme (the clue is in 'di') e.g. 'ch' in 'chip'.

Graphemes - A letter or a number of letters that represent the sounds in our speech. So a grapheme will be the letter/ letters that represent a phoneme. English has a complex written code and in our code a grapheme can be 1, 2,3 or 4 letters. For example:

1 letter grapheme – **m** a t (m)

2 letter grapheme – **sh** i p (sh)

3 letter grapheme – n **igh** t (igh)

4 letter grapheme – **eigh** t (eigh)

High Frequency Words - Common words the beginner reader will come across very early in his/her reading experience as they appear in even the simplest of texts. The list of the first 100 high-frequency words includes words which are decodable e.g. 'dad' and words which are not initially decodable such as 'the' and 'where'.

Phoneme - A phoneme is the smallest unit of sound in speech. When we teach reading we teach children which letters represent those sounds. For example – the word 'hat' has 3 phonemes – 'h' 'a' and 't'.

Polysyllabic words - words with many syllables such as, 'desktop', 'chimpanzee', 'thundering'.

Pseudo words

Segmenting – The process of separating sounds in words. Children are taught to listen and isolate sounds in words. Then they are taught to represent those sounds in letters. This is the process of spelling.

Trigraph - A trigraph is a 3 letter grapheme (the clue is in 'tri') e.g. 'igh' in 'high'.

Vowel digraphs or trigraphs - vowel sounds spelled by more than 1 letter e.g: 'oo' or 'ai' or 'igh'.