

The progression of Phonics teaching at Finedon Schools

Initially children learn single letter sounds using stories and actions. As soon as they have learnt the first 3 letter sounds they begin to blend sounds together to make words and segment words into their separate sounds, beginning with 2 and 3 letter words. Children also learn digraphs such as 'ch', 'sh' and 'th', where 2 letters represent 1 sound. They spend time learning to blend and segment longer words with adjacent consonants, e.g. **swim**, **clap** and **jump**. Pupils who are ready will be encouraged to read more complex words and sentences. Alongside the letter sounds, children are also taught to read tricky words (which can't easily be worked out by using phonics) by sight, starting with 'the', 'to' and 'I'.

Year 1

Children continue to use phonics to build a broader reading vocabulary, they are also taught the "complex code". Children learn more digraphs for the phonemes which they already know, For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break. They continue to learn 'tricky words', for example 'oh', 'their', 'people', 'looked' and 'could'. Again children continue to apply their reading through using books which get more difficult as they learn more words. Children will also increase the number of words which they can read purely from recognition.

Y2 and beyond

Working on spelling, including prefixes and suffixes, doubling and dropping letters etc. At this stage children should be able to spell words phonemically although not always correctly. The main aim now is for children to become more fluent readers and more accurate spellers as children will have already learnt the most frequently occurring grapheme-phoneme correspondences (GPCs) in the English language. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well- developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out. As children read more words from recognition they will become increasingly fluent.

By the end of Foundation Stage, the children are taught phonics in ability groups for 3x 20 minutes per week. Y1 and Y2 children are taught phonics in ability groups for 20 minutes every day.

Glossary

Phoneme: Phonemes are the smallest unit of speech-sounds which make up a word. For example, there are three phonemes in the word sit /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, fit. If you change the phoneme /t/ in fit for a /n/, you have a new word, fin - /f/-/i/-/n/.

Digraph: Digraphs are 2 letters to represent 1 sound, such as 'sh', 'ch', 'th'

CVC: A consonant-vowel-consonant word, such as cat, pin or top. You may also come across the abbreviation **CCVC** for consonant-consonant-vowel-consonant words such as clap and from. Also **CVCC** for words such as mask and belt.

Grapheme: Graphemes are the written representation of sounds.