

GUSTON CHURCH OF  
ENGLAND  
PRIMARY SCHOOL



**Phonics-Policy**  
December 2020

Review: January 2022

"The more you read, the more things you will know. The more that you learn, the more places you'll go." Theodor Seuss Geisel (March 2, 1904 - September 24, 1991)

At Guston C of E Primary School, we recognise the importance of teaching high quality phonics to ensure the children have the best start possible in reading and writing. Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

### **Aims**

Our aim is for our children to become independent, lifelong readers, able to read a wide range of text for a variety of purposes with understanding and for pleasure.

Using the Letters and Sounds programme, we intend our pupils to be able to:

- Recognise, say and write all phonemes within each phase of Letters and Sounds
- Use their phonic knowledge to blend and segment phonetically decodable words
- Use their phonic knowledge to attempt to read and write more complex words
- Read easily, fluently and with good understanding, age and ability appropriate texts
- Develop the habit of reading widely and often, for both pleasure and information
- Write clearly, accurately and coherently, using phonic knowledge

### **Teaching of Phonics**

We teach phonics using the DFES Letters and Sounds programme and intend to provide

- Opportunities for whole Class and class enrichment.
- A scheme of work that teaches specific and relevant vocabulary
- Ensured that staff are equipped with the necessary professional development to deliver our curriculum.
- Planned opportunities for home learning tasks to consolidate and extend knowledge and skills.
- Daily Phonics sessions in Early Years and Key Stage 1, whereby the pupils learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing
- A scheme of work where pupils learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words
- Small and focussed group teaching to target children's specific next steps
- A rigorous assessment system that informs teaching
- A cohesive and consistent approach to teaching Phonics, where daily sessions follow the same structure: Revisit/Recap , teach, practise, apply and assess

- Regular reading opportunities and story times for all children in Early Years and Key Stage 1
- A curriculum that meets the needs of all pupils

### **The Year 1 National Phonics Screening Check**

The Year 1 phonics screening check is a compulsory short assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. It is administered during the summer term by your child's class teacher. The check involves pupils reading 40 words- 20 real words and 20 pseudo words. Your child's class teacher will send further details about the phonics screening check during the Summer Term.

## Appendix

Phase 1 consists of seven interlinking parts:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
  - Alliteration (words that begin with the same sound)
- Voice sounds
- Oral blending and segmenting.

### Aspect 1: Environmental sounds

Go on a sound walk, what can you hear? Encourage your child to listen out for cars, birds tweeting, people walking etc. Are they loud or quiet sounds?

Make sounds together using sticks, can you make a loud sound by banging the stick on the ground? Play sound lotto using the sounds heard on the sound walk.

Draw pictures of the sound source e.g. cars, birds, aeroplanes and ask your child to guess the sound source e.g. car from your impression of a car revving.

### Aspect 2: Instrumental sounds

Make junk model instruments together using margarine tubs, tubes and boxes. These can be filled with a variety of rice and pasta and will make a range of sounds.

Take a song or rhyme that your child knows well and create new lyrics! You could use the junk model percussion instruments to accompany the new songs.

### Aspect 3: Body percussion

Sing songs that involve actions, such as Roly Poly. (Ro...ly...poo...ly...ever...so...slowly Ro...ly...poly faster. (Increase the speed of the action as you increase the speed of the rhyme Stamp...your...feet...ever...so...slowly Stamp...your feet faster. You could then add your own sounds and movements).

#### Aspect 4: Rhythm and rhyme

Regularly read rhyming books. Encourage your child to join in with repetitive phrases e.g. from the Gingerbread Man such as 'Run, run, as fast as you can, you can't catch me, I'm the Gingerbread Man'.

Encourage your child's word play by inventing new rhymes with them such as Hickory, Dickory Dable, the mouse ran up the.....

#### Aspect 5: Alliteration

Using your child's name think up simple tongue twisters to link objects at home e.g. Millie's marvellous, magic mittens and David's dangerous dinosaur.

Collect objects that start with the same sound in a box, create a song such as 'what is in our sound box today?' before taking out each object, saying what it is and emphasising the initial sound e.g. s-s-snake, s-s-s-sock, s-s-s-sausage

#### Aspect 6: Voice sounds

Show your child how they can make sounds with their voices, for example: -

Make your voice go down a slide- wheee! -

Make your voice bounce like a ball - boing, boing -

Hiss like a snake - sssss -

Keep everyone quiet- shshshsh -

Be a steam train chchchchch -

Buzz like a bumble bee - zzzzz -

Be a clock- tick tock

#### Aspect 7: Oral blending and segmenting

Sound out simple words for your child e.g. zip, pin, nip, tip, pit, pup, pig, tug- can they blend the sounds to say the full word?

I Spy- put some objects on the table e.g. cup, peg, hat, ball. Say I spy with my little eye a c-u-p. Can your child blend the sounds together to say the word?

Clapping sounds- show your child one of the objects from the eye spy game- can you split the word up into sounds together e.g. cat = c-a-t. Clap with your child each sound they can hear. it,

## Phase Two (Throughout Reception)

In Phase 2 children are taught a new letter and its sound in a daily 20 minute session. In the sessions children learn that words are made up of different sounds (phonemes) and these sounds can be linked to letters (graphemes). For example, the sound 's' can be made from the graphemes 'ss' or 's'.

In Phase 2 children learn the following letters and sounds:

s a t p i n m d g o c k ck e u r h b f ff  
ll ss

The letters are taught in this order so that children are quickly able to blend the sounds to read simple words such as sat, sat, pin.

We teach children to draw a 'sound button' (a dot drawn with their pencil) underneath each sound they can hear. Here are some examples:

s a t    p i n    h u f f  
...    ...    ...

## 'Pseudo Words'

Pseudo words, sometimes called 'fake or silly words' are words that can be sounded out and blended but have no meaning. These are very important as they help adults to understand whether a child has learnt the skills of decoding as the child probably won't have been exposed to the word before on signs and labels.

Pseudo words- can your child read and spell these words? These words could be written onto small pieces of card to use at home

tis tas ip nis san nam mim nim pid Dap das dit gack teck tem sot nop gom gat mig gam  
pom gop pom nop nug gug mun dup giff fam fot holl leb nass hess pess noss

Tricky Words Tricky words cannot be decoded and need to be learned as 'sight words'

Can your child read the words below?

to the no go I into

### Phase Three

(Throughout Reception)

By the time they reach Phase 3, children will already be able to blend (putting sounds together to read a word) and segment (splitting words up into sounds to spell) words containing the 19 letters taught in Phase 2.

Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

In Phase 3 more of the sounds that are made up of two letters (digraphs) are introduced, we also introduce sounds that are made up of three letters (trigraphs).

Digraph = 'sh' 'ch' 'th'

Trigraph = 'ure' 'ear' 'air'

In Phase 3 children learn the following sounds:

j v w x y z zz qu ch sh ch th ng ai ee igh oa oo ar or ur ow  
oi ear air ure er

Tricky Words Tricky words cannot be decoded and need to be learned as 'sight words'  
Can your child read the words below?

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

### Phase Four

In Phase 4, no new sounds are taught. Children consolidate previous sounds taught in Phase 2 and 3 and are introduced to letters that blend together at the beginning or the end of words. We call these letters adjacent consonants.

Examples of adjacent consonants

br- (as in bran)

cr- (as in crib)

fl- (as in flip)

These consonants together do not make one sound, they remain as two separate sounds.

In Phase 4, children will be introduced to 2 syllable words- clapping the beats in a word e.g. windmill.

Tricky Words Tricky words cannot be decoded and need to be learned as 'sight words'  
Can your child read the words below?

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

### Phase Five (Throughout Year 1/Revise in Autumn Term of Year 2)

In Phase Five, children will learn more graphemes and phonemes. 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.

During Phase 5, children are taught the following new graphemes:

oy (b-oy) ay (s-ay) ou (ou-t) ie (t-ie) ea (ea-t) ir (s-t-ir) ue (c-ue) aw (s-aw)  
wh (wh-i-ch) ph (g-r-a-ph) ew- (d-ew) oe (t-oe) au (P-au-l)

During Phase 5, children are taught the following split digraphs, where the 'e' changes the sound of the vowel from a short sound e.g. a,e,i,o,u to a long sound.

a-e (m-a-k-e)

e-e (th-e-s-e)

i-e (l-i-ke)

o-e (h-o-m-e)



u-e (r-u-l-e)

Tricky Words Tricky words cannot be decoded and need to be learned as 'sight words'  
Can your child read the words below?

Oh th eir people Mr Mrs looked called asked could

### Phase Six (Throughout Year 2)

In Phase 6 children are given opportunities to become fluent readers and are encouraged to read with fluency and accuracy, taking punctuation into account.

The focus during phonics sessions is spelling and grammar, they are taught about writing in the 'past tense' and they investigate rules to change the endings of words e.g.

'I looked' not 'I was looking'

### Suffixes

These are letters that are added at the ends of words to change the meaning

'ing' 'ed' 's' 'er' 'est' 'y' 'en' 'ment' 'ness'

like - liked    read - reading    full - fully    rule - ruled    big - biggest  
write - writer

### Spelling strategies

Children are also taught different spelling strategies:

1. Syllables - break the word into syllables e.g. Sep-tem-ber
2. Base words = smiling smile+ing
3. Words already known e.g. could - think of should and would
4. Mnemonics - using a sentence you make up to help you remember a spelling e.g. because- big elephants can't always use small exits.