

# Hayton C of E Primary School

## Phonics



# Introduction

Starting in Little Acorns class, children are taught phonics; the journey of learning to read, write and spell. These vital skills, are the beginning of a lifelong literacy journey.

The process of learning to read and write begins from an early age, where children can learn and practise many skills. This can be done in a range of ways and settings, including home. **Exposing children to conversation and books is essential.**

# Spoken Language

Listening and talking to your child is essential. As part of everyday activities, talk to your child, explaining what you are doing.

Speaking and listening are the building blocks for reading and writing. The more language your child is exposed to, the more they will understand and use for themselves.

# Essential Letters and Sounds

Hayton Primary School uses the systematic synthetic phonics programme called ELS. It is divided into six phases. During the programme new skills are taught, continually building on previous learning. Phases 1,2, 3, 4 and some of 5 are taught in Early Years and Phases 5 and 6 are taught in Year 1.

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6

# Phase 1- Nursery

During this phase, children should be exposed to a language-rich environment. Activities are mainly adult led and build up to teaching children the important basic elements such as oral segmenting and blending.

Sharing books from an early age is hugely beneficial for children.

Enjoying and sharing books from being young, enables children to see reading as a source of pleasure.

Through the sharing of good books, children's vocabulary increases which enables them to talk confidently..

# Phase 1

Children in Nursery take part in a daily Phonics activity with an adult focusing on the following areas.

**Environmental Sounds** Children are exposed to a variety of sounds in the environment, being encouraged to copy them.

**Instrumental Sounds** Children are encouraged to listen to and make sounds using different instruments.

**Body Percussion** Children use their body to accompany songs and rhymes, for example by clapping and tapping.

**Rhythm and Rhyme** Children are exposed to a range of books and rhymes. Children are encouraged to join in with repeated refrains and rhymes.

**Alliteration** Children are encouraged to listen to initial sounds within words. They are asked to think of other words beginning with the same sound.

**Voice Sounds** Children are asked to create different mouth movements and say a range of sounds.

**Oral blending and segmenting** This stage is vital before children are exposed to grapheme to phoneme correspondence.

# Phase 2- Reception

This phase builds upon Phase 1. Children will be taught the grapheme-phoneme representations. Additionally, they will be taught that phonemes (sounds) can be represented by more than one letter. E.g. **fin**, **huff**

## Sounds

These are the sounds taught in order. Your child will bring home a reading book with the sounds that have been taught that week in order to practise their Phonic skills. Please read 5 times a week repeating the book, so children build confidence and fluency.

s a t p

i n m d

g o c k

ck e u r

h b f,ff  
l,ll ss

Children are taught to recognise and say the sounds and how to write the sounds. They are also taught how to blend sounds together to read words.

Children are introduced to 'Harder to Read Words' in each Phase.

# Phase 3- Reception

## Sounds and Digraphs

The following sounds are taught:

j v w x

y z, zz qu

### Digraphs

ch sh th ng ai ee oa  
oo ar or ur ow oi er

### Trigraphs

igh ear air ure

- To read familiar words on sight, rather than decoding them.
- Practise blending and segmenting a wider range of CVC words.
- To read and write more of the Harder to Read and Spell words.



# Phase 4

The purpose of this phase is to consolidate the sounds already taught. Children are also exposed to adjacent consonants (consonant blends and consonant clusters) and multisyllabic words.

## Useful Tip

It is important children learn to read words without blending as soon as possible. Children progress from blending out loud, to blending in their head before reading on sight. The sooner they can read on sight, the quicker their fluency will improve.

# Phase 5- Year 1

The purpose of this phase is to broaden a child's knowledge of graphemes and phonemes for use in reading and spelling. When spelling words, children will now need to choose the appropriate graphemes to represent phonemes.

## **New Graphemes for Reading:**

ay

ou

ie

ea

oy

ir

ue

aw

wh

ph

ew

oe

au

a-e

e-e

i-e

o-e

u-e

In Year 1 children learn alternative spelling patterns such as g in gem and ai in they.

In Year 1 children continue to learn to read and write Harder to Read words in Phonics lessons.

# Phase 6- Year 1 & 2

When children enter this phase, they should know most of the common grapheme-phoneme correspondences. As a result of this, they should be able to read hundreds of words. This will be in one of three ways;

- Reading the word on sight when they are very familiar.
- Decoding the word aloud or silently.
- During this phase, the aim is for children to become fluent readers and increasingly accurate spellers.
- Children will now be reading longer texts, more fluently and confidently.
- There is also a focus on suffixes and prefixes e.g. ing, ed, s, ss, es

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## How children start to read in Reception

During Reception, children will be taught to read different words using the sounds and letters they have been exposed to.

V = vowel

C = consonant

Children start to read VC and CVC words from week 1 in Reception.

Children in Reception take part in a daily Phonics lesson consisting of:

- 1- Revisiting and revising all the sounds taught.
- 2- Introducing a new sound and learning how to write it.
- 3- Practising blending and segmenting skills with the sound. Reading and writing are part of every lesson.
- 4- Learning new Harder to Read words.
- 5- Practising reading and writing new sounds and Harder to Read Words.

Lessons follow the same format to reduce cognitive load on children. ELS works on a catch up not keep up basis, interventions are run daily to make sure all children are able to keep up with the pace of teaching.

## **The Reading and Writing journey continued...**

During Reception and Year 1, children will continue to build upon the skills of segmenting and blending using the new sounds they are taught.

Children in Year 1 take part in a daily Phonics lesson consisting of:

- 1- Revisiting and revising all the sounds taught.
- 2- Introducing a new sound or alternative grapheme and learning how to write it.
- 3- Practising blending and segmenting skills with the sound. Reading and writing are part of every lesson.
- 4- Learning new Harder to Read words.
- 5- Practising reading and writing new sounds and Harder to Read Words in the context of longer sentences.

# Phonics Screening- Year 1

Since 2012, all children have been assessed in Year One to determine whether they have learnt phonic decoding to an appropriate standard. This is called the Phonics Screening Check.

They are asked to read forty words, twenty real and twenty nonsense words.

## Useful Tips

Make up nonsense words using the sounds already taught. E.g.  
vaib

Ensure your child decodes these words out loud for accuracy.

In the screening check, these words will have a picture or an alien alongside to remind the children they are a nonsense word.

# Reading Books

- Children in Reception and Year 1 will have their books changed twice a week. In Reception this is on a Tuesday and Friday and in Year 1 it is on a Monday and Friday. This may change and we will let you know if it does!
- Please read with your child 5 times a week and sign the reading record. You need not sign for stories read at home that you have read to your child. We will check this weekly and note down how many times your child has read.
- If children read 5 times a week for 5 weeks then they begin to earn 'Strive for 5' badges.
- Please keep books in bags as we will often read if we have a spare moment and children also often read in after school club.
- Buddies may also read with your child at school.
- If the book is not signed then we can only assume that your child has not read.
- Books are sent home at the same level and pace as the sounds taught in class that week. A new set of sounds book will be sent home on Fridays.

# Other Reading Books

- Children in Reception and Year 1 will have the opportunity to take home a book from the 'Class Library' as and when they wish. This is to encourage independence and a love of reading.
- Some of these books will be suitable for your child to read (later in Reception and into Year 1) if the sounds have been taught.
- Some of these books will be too difficult for your child to read. They can still take the book and enjoy looking at the pictures or reading it with an adult.
- You do not need to record reading Class Library books in the reading record.
- In Year 1 children have access to Accelerated Reader once they are ready. Then children can choose books at their level as many times a week as they wish. They take quizzes in school on these books.
- Online Reading- ELS have an online Library which gives children access to books at the level they are working on at school. Log in details to follow.



# Ways You Can Support Your Child at Home

Using the sounds the children have been exposed to, the following games and activities can be done.

Using flashcards, expose children regularly to the sounds they have learnt. Remember to use pure sounds.

Magnetic letters - Using magnetic letters on the fridge or any type of magnetic surface, children can practise making words.

Make words using letter cards or magnetic letters. Ask the children to blend the sounds together to make the words.

Ask children to spell out CV and CVC words both orally and on paper.

# Year 1

## Ways You Can Support Your Child at Home

Using the sounds the children have been exposed to, the following games and activities can be done.

Ask your child to make or spell words. Support them whilst they figure out how the sound needs to be represented.

Focus on split digraphs using flashcards, try to increase the speed you show children.

Encourage children to write as many sounds/words as possible in a set amount of time.

Expose children to a wider range of stories which include longer texts.

## Ways You Can Support Your Child at Home

- Promoting a love for reading is paramount. There are many different ways this can be done from an early age.
- Sing nursery rhymes from an early age. When your child is old enough, they can join in.
- Share books regularly. Buy books or go to the local library. Read books by the same author and reread your child's favourites.
- Listen to your child read and remember to continue to read to them. It is important they are exposed to vocabulary beyond their reading ability.
- Allow your child to see you reading for pleasure. It may be fiction or non-fiction.
- Allow your child to practise their reading skills. Encourage blending aloud, as well as in their heads.
- Talk about books. Ask the children what is happening, how the characters are feeling and what they have enjoyed.
- Use props and puppets to tell stories. Allow their imaginations to run wild!
- Use ambitious vocabulary, explaining its meaning.
- Listen to songs and add actions.
- Read rhyming books together. Ask the children to fill in missing parts and join in with repeated refrains.
- Make reading a pleasure not a chore!