

Phonics at Brookside

Phonics is split into 6 phases and is discretely taught from Nursery through to year Two, a phonics intervention may continue into KS2 to support specific children.

What is phonics?

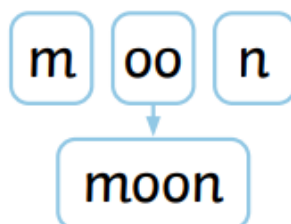
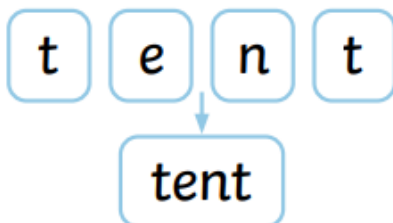
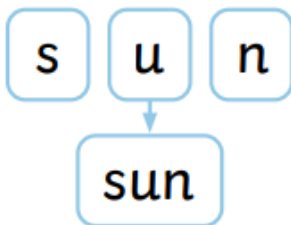
Phonics is a method of teaching reading and writing in which words are broken up into their smallest units of sound or 'phonemes'. Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme. Sounds are then built up or 'blended' together into words for reading or whole words are broken down or 'segmented' into their constituent sounds for writing.

When introducing children to the first 44 GPCs, it is important to use 'pure sounds'. 'Pure sounds' refers to the way of sounding phonemes without adding an extra 'uh' at the end of each letter. Using pure sounds helps children to blend sounds for reading and segment words for writing, as no extra sounds are accidentally inserted into words.

For example:

- /s/ is pronounced as 'sss' instead of 'suh'.
- /t/ is pronounced as a very short bouncy sound instead of 'tuh'

Blending is the key skill in the development of word reading. Blending is the process of saying each individual phoneme that appears in a written word and then running the phonemes together to hear and say the word. For the process of blending to be as smooth and effective as possible, pure sounds must be used. Secure, rapid recall of individual letter sounds, digraphs and trigraphs is crucial to enable children to blend words effectively



Segmenting is the process of breaking down a word into the individual phonemes in order to correctly spell the word. Children listen to, and identify, the phonemes in a word and then choose the correct grapheme or graphemes to represent them. Encourage children to take particular care when choosing the GPCs to represent long vowel digraphs and trigraphs or adjacent consonants.

tin

t	i	n
---	---	---

clap

c	l	a	p
---	---	---	---

lamp

l	a	m	p
---	---	---	---

rain

r	ai	n
---	----	---

chick







ch	i	ck
----	---	----

Common Exception words

There are parts of some very common words in the English language that are not phonetically decodable. Some examples of these are 'to', 'the' and 'said'. Due to the frequency and usefulness of these common words, it is necessary to introduce them as 'tricky' or 'common exception' words at the earliest stages. By introducing these words as a unique group that do not follow the usual phonics rules, it allows children to access a greater range of sentences for both reading and writing and to begin to build a bank of sight vocabulary. Children need to recognise these common exception words as sight vocabulary. A list of the common exception words children are expected to know and when is further into this document.

Phase 1 (Nursery)

Throughout Phase 1, children develop the knowledge, skills and understanding to use and discriminate between auditory, environmental and instrumental sounds through 7 Aspects. Phase 1 is taught in Nursery and underpins learning throughout the teaching of Phonics Phases 2-6. Phase 1 activities are arranged under the following 7 Aspects:

<p>Aspect 1: Environmental Sounds</p> <p>Develop listening skills and awareness of sounds in the environment</p> <p>Identify and remember the differences between sounds</p> <p>Talk about sounds in greater detail</p> 	<p>Aspect 2: Instrumental Sounds</p> <p>Develop awareness of sounds made with instruments</p> <p>Listen to and appreciate the differences between sounds made with instruments</p> <p>Use a wide vocabulary to talk about instrument sounds</p> 	<p>Aspect 3: Body Percussion</p> <p>Develop awareness of sounds and rhythms</p> <p>Distinguish between sounds and remember patterns of sound</p> <p>Talk about sounds we make with our bodies and what the sounds mean</p> 
<p>Aspect 4: Rhythm and Rhyme</p> <p>Experience and appreciate rhythm and rhyme</p> <p>Develop awareness of rhythm and rhyme in speech</p> <p>Increase awareness of words that rhyme and develop knowledge about rhyme</p> <p>Talk about words that rhyme and produce rhyming words</p> 	<p>Aspect 5: Alliteration</p> <p>Develop understanding of alliteration</p> <p>Listen to sounds at the beginning of words and hear the differences between them</p> <p>Explore how different sounds are articulated</p> 	<p>Aspect 6: Voice Sounds</p> <p>Distinguish between the differences in vocal sounds</p> <p>Explore speech sounds</p> <p>Talk about the different sounds that we can make with our voices</p> 
<p>Aspect 7: Oral Blending and Segmenting</p> <p>Develop oral blending and segmenting of sounds in words</p> <p>Listen to sounds within words and remember them in the order in which they occur</p> <p>Talk about the different sounds that make up words</p> 		

Phonics phase	Expected Year Group	New sounds taught	Example words	New common exception words taught
2	Reception	s a t p i n m d g o c k ck e u r h b f ff l ll ss	sat tip map dog kick pet hen bed fun puff lid hill hiss	to the no go I
3	Reception	j v w x y z zz qu ch sh th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er	jug van web box yak zap buzz quiz chick ship thin strong rain bee night boat book moon star fork burn clown beard chair pure herb	he she me we be was my you they here all are
4	Reception & recapped at the start of Year One	Consonant blends such as br bl cl mp nk sc cr	brush blank clock lamp stomp scrap crash	said so have like come some were there little one do when out what
5	Year One	ay oy ie ea a_e i_e o_e e_e u_e ou ch(saying c and sh) ir ue ew y(saying ee) aw au ow oe wh c(saying s) g(saying j) ph ea(saying e) ie(saying ee) tch ve ore adding –ed -s -es -er -est - ing -er un-	day toy pie sea snake bike home theme cube cloud school chef girl clue body paw launch slow toe whisper slice magic dolphin bread field match give more jumped skirts buses fresher loudest playing singer unwell	could should would want oh their Mr Mrs love your people looked called asked water where who why thought through work house many laughed because different any eyes friend also once please lived coming Monday Tuesday Wednesday Thursday more before January February April July August October November December door floor prince princess autumn school know baby mother another talk two
6	Year Two	y(saying igh) dge ge gn kn wr le el al il eer ture mb al o(saying u) ey s tion adding –ed -ing -er -est - es -y -ful -ment -ness -ly dis- contractions	fly hedge large gnome knee wrong bubble camel total pencil steer picture lamb call son key usual action hiked worrying timer bravest spies noisy powerful enjoyment fairness happily disagree can't I'll didn't	world work poor great break steak busy clothes whole Easter again most only both please use money parents every everybody pretty beautiful England Ireland always after everyone mouse four eight aunt father prove improve hour move sure sugar half quarter straight weight caught daughter forty area heard early

Useful vocabulary

Phoneme

smallest unit of sound in a word

Grapheme

symbol of a phoneme, this could be one letter or a group of letters (i, ie, igh, i_e)

Grapheme-Phoneme Correspondences (GPCs)

the relationship between sounds and the letter or letters that represent that sound

Blending

building up of words from individual phonemes for reading

Segmenting

breaking down words into individual phonemes for writing

Tricky (Common Exception) Words

words that are not decodable at the child's current phonic level of understanding

Digraph

two letters that work together to make one sound (ee)

Trigraph

three letters that work together to make one sound (igh)

Mnemonic

an illustration that is designed to support children's recognition of GPCs