



Phonics at  
Yeadon Westfield Infant  
School

What is phonics?

Phonics is one strategy used to decode words and is a helping hand towards word recognition.

When we write the English language we use 26 letters of the alphabet. These letters and combinations of letters represent 42 different sounds which we use to say the words and it is the teaching of these sounds and how they correspond to the letters which we know as phonics.

As a school we follow the recommended programme Letters and Sounds which begins in Nursery with Phase 1 and finishes in Year 2 with Phase 6.

Throughout the phases children also learn 'tricky words'. These are words that cannot be decoded using phonics (e.g. was, go, said)

Automatic reading and spelling of all words- **decodable** and **'tricky'** is the ultimate goal.

This booklet contains a summary of the main aspects that are covered within each year group.

We hope you find this useful.

### **Development through the Phases**

Nursery	Phase 1 & where appropriate some aspects of Phase 2
Reception	Phase 2, Phase 3, Phase 4
Year 1	Phase 4 and Phase 5 End of Year 1- Phase 5 National Statutory Phonics Check
Year 2	Recap Phase 5 and Phase 6

## Phase 1

During this phase children learn to hear and identify sounds in the following areas:

environmental sounds

Instrumental sounds

Body percussion

Rhythm and rhyme

Alliteration

Voice sounds

Oral segmenting and blending

Activities within these areas are designed to encourage the children to:

1. listen attentively
2. enlarge their vocabulary
3. speak confidently to adults and other children
4. hear and identify phonemes (sounds)
5. reproduce the phonemes (sounds they hear in order through the word)
6. use sound-talk to segment (break up) words into phonemes (e.g. man "mmm-a-n")

By the end of phase 1 children will be able to:

Hear individual sounds in words and be able to blend and segment sounds orally.

Some will be able to hear rhyming words and provide a string of rhyming words e.g. cat, hat, pat

## Phase 2

During this phase children will learn the following letters and the sounds that they make. They are taught in small sets so that children can immediately start to use the sounds to build words.

s a t p

i n m d

g o c k

ck e u r

h b f ff l ll ss

The children use aspects of The jolly phonics scheme where they learn an action alongside the letter and the sound it makes.

The children then immediately begin to blend sounds together to read and segment in order to spell.

Children should be able to read these tricky words:

### Tricky words

the

to

I

no

go

### Phase 3

During this phase children will learn the following graphemes (letter combinations) and will continue to practise blending sounds in order to read words and segmenting them in order to spell.

j v w x  
y z zz qu

ch	sh	th	ng
chin	ship	thin	ring

ai	ee	igh	oa	oo
rain	seem	light	boat	soon

ar	or	ur	ow	oi
card	cord	burn	cow	coin

ear	air	ure	er
hear	hair	sure	hammer

Children should be able to read these tricky words:

#### Tricky words

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

## Key Stage 1

Throughout KS1 time is spent consolidating previous learning to ensure a thorough knowledge of Phases 1, 2 and 3 alongside the introduction of Phases 4, 5 and 6

### Phase 4

During this phase children will learn to blend and segment words with adjacent consonant clusters.

e.g.

bl br cl cr dr dw fl gl gr pr sc scr

sk sl sm sn sp spl spr squ st str tr sw tw

thr shr

ld nd st mp nt pt ft nk sp nch

Children should be able to read these tricky words:

### Tricky words

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

## Phase 5

During this phase children will learn new sounds; alternative spellings for some sounds (e.g. rain, play, came) and also alternative sounds for some spellings.

These include some of the following:

ay	ou	ie	ea	oy	ir	ue	aw
day	cloud	pie	seat	boy	bird	blue	saw

wh	ph	ew	oe	au	ey
when	dolphin	blew	toe	Paul	money

### Magic e

a-e	e-e	i-e	o-e	u-e
came	these	like	home	June

Alternative pronunciations for sounds.

These include some of the following:

ow	ie	ea	ou	y
down	pie	sea	out	yes
low	chief	head	you	by
			could	gym
			mould	happy

ch	c	g	ey
chin	cat	got	money
school	cell	gent	they
chef			

They will also learn alternative spellings for each sound

These include some of the following:

air	or	ai	igh	oo
there	all	day	pie	clue
pear	four	came	by	blew
bare	caught	rain	like	

Children should be able to read these tricky words:

Oh                      there                      people                      Mr  
Mrs                      looked                      called                      asked  
could

## Phase 6

By the beginning of Phase 6 children should know most sounds and be able to read hundreds of words.

Children's spelling should be phonetically accurate although it may still not always be correct.

(e.g. caim instead of came)

Spelling usually lags behind reading as it is harder.

Children will learn:

\* Rules for adding suffixes: ed, ing, er, est, ly y

\* Investigating how suffixes and prefixes change words.

\* Rules for adding plurals

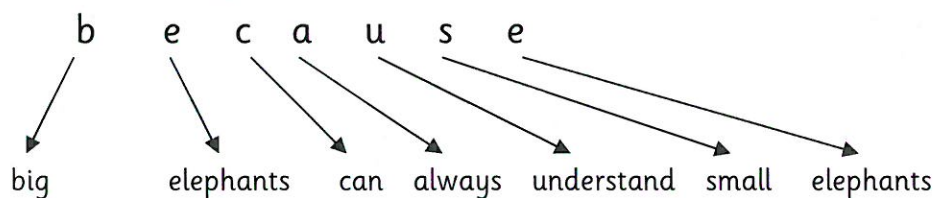
\* understanding the past tense

\* learning strategies for spelling long and unfamiliar words including identifying syllables in words

\* learning base words and word families e.g. smile, smiling, smiled.

\* analogy: using words they already know, to spell other words e.g. could, would, should

\* Mnemonics: because





## Phonics Check at the end of Year 1

In June 2012 the government introduced a statutory Phonics check for all children at Year 1.

The phonics check will comprise of a list of 40 words and non-words/alien words which a child will read one to one with a teacher.

Half the words covered will cover phonics skills which tend to be covered in Reception (up to phase 3) and half the words are based on Year 1 phonic skills (up to phase 5)

May we just say, we as a school do not teach to tests!

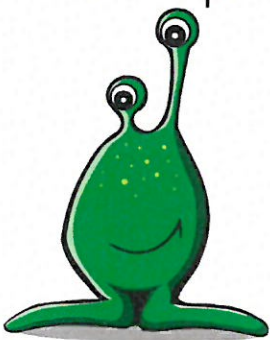
Phonics is just one of the many skills that helps children to learn to both read and write. We believe that children need to learn a variety of strategies in order for them to become successful readers.

### Non-words/Alien Words

You may hear your child talking about alien words. As a school this is one strategy we use to help children to practise their phonics skills in isolation. Here they are not using their visual memory or vocabulary knowledge but are simply practising saying the sounds and blending them together in order to read.

It is vital that children understand that in this situation they are not reading for meaning but simply practising their sounds.

Some examples: Can you use your sounds to work out this alien word?

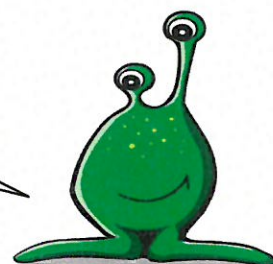


fraib

If the child can read this word they can blend 2 consonants together (f and r) and can recognise that 'ai' makes the ai sound (as in rain)

gloaf

If the child can read this word they can blend 2 consonants together (g and l) and can recognise that 'oa' makes the oa sound (as in boat)



## Glossary

We realise there maybe some terms that you might be unfamiliar with. We hope this glossary helps.

**Blend:** blend sounds together to read

**CVC word:** a word containing a consonant, vowel then consonant e.g. cat/light

**CCVC word:** a word containing a consonant, consonant, vowel, consonant.  
e.g. sleep, stop, spin

**Consonant clusters:** two or consonants together e.g. bl,  
Pr, scr, spl

**decodable words:** words which you can sound out\_e.g. c-a-t, r-ai-n

**Segment:** Break up sounds to spell

**Synthetic phonics:** the teaching of the sounds in phonics.

**Tricky words:** words that need to be simply learnt e.g. was go said

**Orally:** spoken

**Prefix:** a prefix is added at the beginning of a word in order to turn it into another word. e.g. unhappy, disappear

**Suffix:** a suffix is added to the end of a word to turn it into another word. e.g. childish ly happily ly badly ly

### And Finally....

We would like to say a big thank you for taking the time to read this booklet.

We hope that you find this information useful and that this has given you an idea about the progression of phonics teaching in our school.

Childrens' success is down to the partnership between home and school and we value all your continued support

