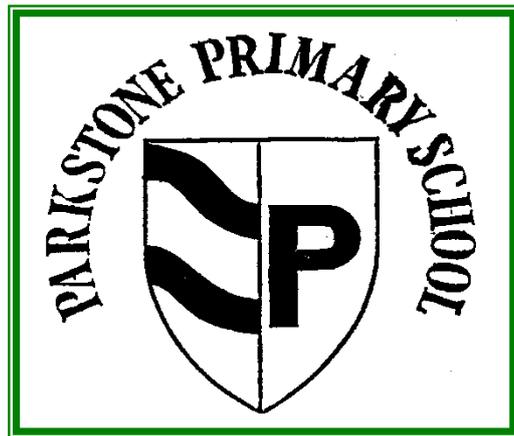


# Parkstone Primary School



# Phonics Scheme

At Parkstone, children in Early Year Foundation Stage and in Years 1 and 2 take part in high-quality phonics sessions every day. These are fun sessions involving lots of speaking, listening and games, where the emphasis is on children's active participation. They learn to use their phonic knowledge for reading and writing activities and in their independent play.

In order to teach phonics we use a program called Jolly Phonics. Jolly phonics represents each sound with an action and a short song which allows children to remember and recall the sounds more successfully.

We group the children according to their phonic knowledge and ability into phases. These phases are set out through government guidance that we follow called '*Letters and Sounds*'. '*Letters and Sounds*' is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children usually start in Reception at Phase 1/2 and leave Year two at Phase 6.

### **Phase 1:**

Phase 1 concentrates on developing children's listening skills. The aim of this phase is to allow children to become familiar and attuned to the sounds they can hear around them. These sounds range from noises they might hear in their everyday environment e.g. cars on the road, to animal noises and body percussion e.g. clapping a beat.

### **Phase 2:**

During this phase the children are taught to recognise sounds as well as blending and segmenting the sounds in order to read and write simple words. A new sound is taught Monday – Thursday. Friday is a revision session, where the children recap the sounds they have learnt that week. Below are the sounds that are taught and the order they are taught in.

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

The children also learn to *read* the following tricky words. They are called tricky words because the children cannot be decoded them using their phonics knowledge.

The, to, l, go, into, no.

### **Phase 3:**

During phase 3 more sounds are introduced, the majority are digraphs (two letters per sound) and some are trigraphs (three letters per sound). They continue to develop their blending and segmenting skills for reading and writing. The sounds in this phase are covered in the following order.

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Set 8: ch, sh, th, ng

Set 9: ai, ee, igh, oa,

Set 10: oo, ar, or, ur, ow, oi,

Set 11: ear, air, ure, er.

Children are also taught to *read* more tricky words. The tricky words for this phase are:

we, me, be, was, no, go, my, you, they, her, all, are.

In phase 3 children also learn to *spell* the tricky words from phase 2.

### **Phase 4:**

By the time children reach phase 4 they should be able to read and write all previously learning sounds, be able to read and spell all the phase 2 tricky words and be able to read the phase 3 tricky words.

During this phase we consolidate all the sounds learnt and begin to read and write longer more complex words that may contain 4 or more letters. They are also taught to *read* another set of tricky words:

Said, so, she, he, have, like, some, come, were, there, little, one, they, all, are, do, when, out, what, my, her.

And learn to *spell* the tricky words from phase 3.

There are no new sounds during this phase, it is a phase for consolidation of all sounds.

### **Phase 5:**

Children during this phase are taught alternative pronunciations for sounds they have previously learnt. They will begin to choose the right sound for spelling. By this stage children should be reading more fluently and only decoding unfamiliar words.

**ay** as in day

- oy** as in boy
- wh** as in when
- a-e** as in make
- ou** as in out
- ir** as in girl
- ph** as in photo
- e-e** as in these
- ie** as in tie
- ue** as in blue
- ew** as in new
- i-e** as in like
- ea** as in eat
- aw** as in saw
- oe** as in toe
- o-e** as in home
- au** as in Paul
- u-e** as in rule

They children are also taught to read another set of tricky words and learnt to spell the phase 4 tricky words.

Oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.

**Phase 6:**

By the time your child reaches phase 6 they should know all previously taught sounds and tricky words. This phase spelling rules are introduced. These include the introduction of suffixes and prefixes, and finding difficult parts in a word e.g. knowing to have a double letter in better, as well as learning reading strategies.

Strategies	Explanations
1. Syllables	To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber, ba-by)
2. Base words	To learn my word I can find its base word (e.g. Smiling – base smile +ing, e.g.

	women = wo + men)
3. Analogy	To learn my word I can use words that I already know to help me (e.g. could: would, should)
4. Mnemonics	To learn my word I can make up a sentence to help me remember it (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants)

### **How can I help at home?**

The best way to engage children at home is to play games with them. Sound hunts, snap and matching pairs are all great ways to practice phonics at home.

There are also a number of great websites that can help too.

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

[www.bbc.co.uk/schools/wordsandpictures/](http://www.bbc.co.uk/schools/wordsandpictures/)

[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)