

Universal Language of Phonics

It is crucial that at Endeavour we use the correct and consistent language of Phonics to help ensure children develop and progress through their Phonic journey and to ensure continuity.

- *Ensure to use the words 'segment' and 'blend' so that children know & use these in Phonics session & Reading sessions.*
- *When 'segmenting' children need to use robot arms to count out the sounds. Do not use phrases 'robot talk' as this is not part of the scheme.*
- *Can you blend the word? – Ask this for children to read the word. Children may need to segment initially but aim is by end of Year 1 to be able to do this instantly without need to orally segment.*
- *How many sounds in the word? Can you segment the sounds?*
- *Grapheme = Use this term with children to identify which alternative sound to use e.g. which grapheme will you use? 'The grapheme to represent the phoneme/grapheme is.....?'*
- *Phoneme = Use this when introducing a new one letter sound e.g. 'Today's new phoneme is...'*
- *Digraph = Use this when introducing a two-letter sound e.g. 'today our new digraph is...'*
- *Uppercase & Lowercase = Use this when introducing new phonemes and ensure children are aware of when to use and what they look like*

- *Key words = Use this for the teaching of 'tricky words' – don't call them tricky but 'key' and 'non-decodable'*
- *Alien words = Use this for the teaching of 'nonsense' words = This will match with what they are called within the Phonic screen*