

## **Phonics**

In Maple Class, phonics is taught daily to all of our children. We follow the *Red Rose Letters and Sounds* systematic, synthetic phonics planning programme (Lancashire Professional Development Service).

### **What is phonics?**

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- Recognise the sounds that individual letters make
- Identify the sounds that different combinations of letters make-such as 'sh' or 'oo'
- Blend these sounds together from left to right to make a word

Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.

The children are taught to read words by blending, which means pushing all the sounds together to make a word. The children are taught to spell words by segmenting, which means sounding out words and writing down the sounds they can hear.

By the end of Reception children are expected to be secure in Phase Three. By the end of Year One children are expected to be secure in Phase Five. When finishing Key Stage One, most children at St Paul's should be secure in Phase Six. This phase moves away from learning sounds and focuses on spelling rules and patterns.

### **Why phonics?**

Research shows that when phonics is taught in a structured way-starting with the easiest sounds and progressing to the most complex-it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7 years old. Almost all children who receive good teaching of phonics will learn the skills that they need to tackle new words. Children can go on to read any kind of text fluently and confidently, and read for enjoyment (Department for Education).

### **Phonics Phases**

The children are taught in small groups organised by their Phonic phase.

They are assessed informally throughout the year to ensure they are secure in their phase before moving on.

### **Phase One**

Supports the importance of speaking and listening and develops children's discrimination of sounds, including letter sounds.

## **Phase Two**

The children learn to pronounce the sounds themselves in response to letters, before blending them. This leads to them being able to read simple words and captions.

*Letters:* s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll, ss

*Tricky Words:* the, to, I, no, go

## **Phase Three**

Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words.

*Letters:* j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

*Tricky Words:* he, she, we, me, be, was, my, you, they, her, all, are

## **Phase Four**

The children learn to read and spell words containing adjacent consonants.

*Tricky Words:* said, so, have, like, some, come, were, there, little, one, do, when, out, what

## **Phase Five – We are currently working on this phase**

The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words.

*Sounds:* ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a\_e, i\_e, u\_e, o\_e

*Tricky Words:* oh, their, people, Mr, Mrs, looked, called, asked

## **Phase Six**

This focuses more sharply on word-specific spellings. It encourages children to become fluent readers and increasingly accurate spellers.