

# Phonics at Padiham Green C of E Primary School



The best way to teach children to read is to ensure that a high quality, fun daily phonics programme is delivered to children.

Phonics is a method for teaching reading and writing by developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

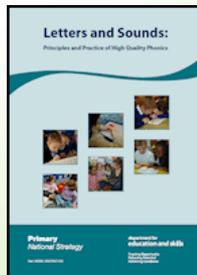
**Phoneme** - The smallest unit of sound in a word.

**Grapheme** - Graphical representation of a sound/  
phoneme - what the sound looks like when written.  
For some phonemes, this could be more than one letter  
e.g. t, ai, igh

**Digraph** - a phoneme represented with 2 letters

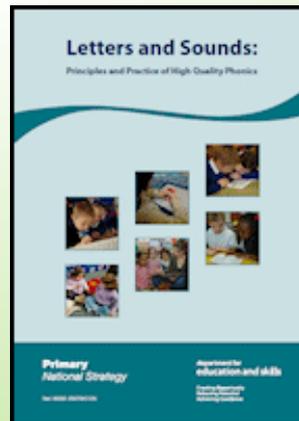
**Trigraph** - a phoneme represented by 3 letters.

At Padiham Green, we follow the **Letters and Sounds** programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.



'Letters and Sounds' was published by the Department of Education 2007. It is a straightforward document in which the programme for teaching children to read is set out in six phases over 4 years - Pre-School (Phase 1) up to Year 2 (Phase 6).

It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills throughout Pre-School, the Reception Year and also KS1. It is a systematic programme for teaching phonic skills to children with the aim of them becoming fluent readers by age seven.



It is important that children know and understand how to blend and segment in order read and spell words correctly.

**Blending to read** - when phonemes (units of sound) are merged together to pronounce a word. To read an unfamiliar word, a child must link a phoneme to each letter or letter group in a word and then merge them together to say the word = Grapheme-Phoneme Correspondence (GPC) e.g. *sh - o - p / j - ee - p*

**Segmenting to spell** - When individual sounds are heard in a word. To spell a word, a child must segment a word into the individual phonemes and select the relevant grapheme to represent each of these phonemes. For example a child may write:  
*'The cat was blak. It had a wiet tayl and a pinc noas.'*

s i t

<b>VC</b> phase 2	<b>on</b>	<b>eat</b>	<b>off</b>
<b>CVC</b> phase 2 & 3	<b>dog</b>	<b>boat</b>	<b>chick</b>
<b>CCVC</b> phase 4 & 5	<b>trip</b>	<b>train</b>	<b>brought</b>
<b>CVCC</b> phase 4 & 5	<b>tent</b>	<b>paint</b>	<b>yards</b>

# Phase 2

Phase 2 starts at the beginning of the Reception Year although some children will have been introduced to the first 6 sounds (satpin) in their nursery / pre-school setting. Phase 2 introduces 19 grapheme-phoneme correspondences (GPCs). As soon as children have a learnt a small number of grapheme/ phoneme correspondences, blending and segmenting can begin.

Set	Phoneme	Tricky words
Set 1	s a t p	
Set 2	i n m d	
Set 3	g o c k	I to the
Set 4	ck e u r	no go
Set 5	h b f ff l ll ss	into

# Phase 3

Phase 3 introduces the remaining 7 letters of the alphabet / phonemes. Graphemes (digraphs) such as ch, oo, th represent the remaining phonemes not covered by single letters. Therefore, there are 25 phonemes within Phase 3. Once this phase is complete, children will know approximately 42 phonemes in total!

Set	Phoneme	Tricky words
Set 6	j v w x	Revise previous / he she we me be was you they are all my her
Set 7	y z zz qu	
Consonant digraphs	ch sh th ng	
Vowel digraphs / trigraphs	ai ee igh oa oo ar or oi ear air ure er	

# Phase 4

This phase consolidates all the sounds that the children have learnt in the previous phases. There are **no new sounds to learn**. During Phase 4 children will read all practise reading all of the tricky words learnt so far and will also be able to spell some of these.

Adjacent Consonants	Tricky words
CVCC (rent)	said have like
CCVC (slug)	so do come some were
CCVCC (stamp)	there little one when
CCCVCC (sprint)	out what

can

chop

church

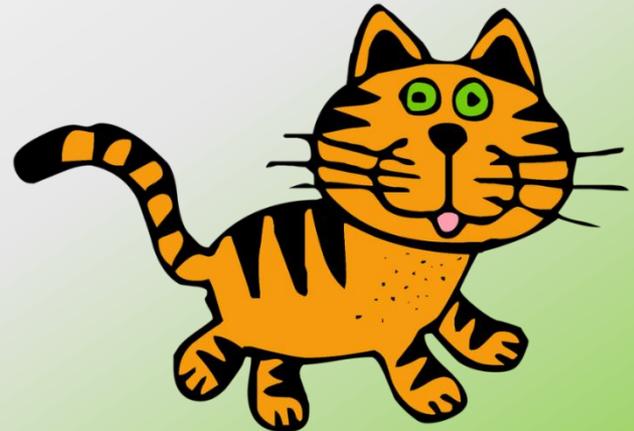
f	r	igh	t
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w	i	n	t	er
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Careful pronunciation of sounds is very important to ensure that we are good language models to children.

Sounds should be pronounced softly and in a clipped, short manner. Not with a 'uhhh' sound.  
E.g.

Cuh aaa tuh - C-a-t



# Websites



[www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com)

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

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

[www.ictgames.com/literacy](http://www.ictgames.com/literacy)

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

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

[www.bbc.co.uk/schools/ks1bitesize](http://www.bbc.co.uk/schools/ks1bitesize)

# High Frequency Words

High frequency words (HFW) or keywords as they are sometimes known are words that we use regularly when we speak, read and write. These words can be sounded out phonetically.

# Tricky Words

Alongside the teaching of high frequency words, we teach "tricky" words which cannot be sounded out when phonemes are blended. Tricky words are taught as **WHOLE** words by sight. They cannot be sounded out.

The more phonics practise that children have the better and therefore it is so beneficial if you can support your children at home as and when you can.

Please do remember to keep it entertaining and as practical as possible!  
**HAVE FUN!**



## Some things to think about....

*"Reading to children and getting children to read themselves are the basis of vocabulary growth, together with engaging children in rich, oral language and encouraging reading and talk at home"*

*There are key links between vocabulary and reading knowledge..*

On average, here's how many words children would have heard by the time they were 5 years old:

Never read to: 4,662 words

1-2 times per week: 63,570 words

3-5 times per week: 169,520 words

Daily: 296,660 words