

Phonics at Midsomer Norton Primary

Contents

The purpose of phonics – page 1

Phonics terminology – page 1

The sequence of learning – page 2

The structure of a lesson – page 3

Using phonics in the wider curriculum – page 3

Assessment of phonics – page 4

Supporting phonics at home – page 4

The purpose of phonics

Phonics teaches children that there is a relationship between sounds and letters or groups of letters. They learn to read using the sound letters make in words, rather than their names (e.g. c-a-t rather than see-ay-tee).

There are 44 sounds (phonemes) in the English language, however there are many more ways of writing each sound (graphemes).

This chart shows you the sound families. Graphemes that have been grouped together make the same sound.

Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti			
ph	le	mb	kn	wr	se		s	ci		nk	
					c		se				
					ce						

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				ā-e	y	i-e	ō-e			
					ai	ea	ie	oa			
						e	i	o			
							y				

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
ū-e			oor	are	ur	ow	oi				
ue			ore		er						
ew			aw	au							

Phonics terminology

Phoneme – the sound a letter makes in a word

Grapheme – the way the sound is written down

Digraph – two letters that make one sound, such as ee, ay, oi

Trigraph – three letters that make one sound, such as igh, ear, air

Segment - Identifying the individual sounds in a spoken word

Blend - Recognising the sounds in a word and merging them in the right order to pronounce the word.

The sequence of learning

Set 1

These are the children's initial sounds that they would see in the alphabet. Each letter has a rhyme to help the children remember how to form it – e.g. m – Maisie, mountain, mountain.



Set 2

These are the digraphs (two letters that make one sound) or trigraphs (three letters that make one sound) that the children will most frequently see in their reading and writing. Each sound is accompanied by a rhyme to help the children remember – e.g. 'ay – may I play?'



Set 3

These are the alternative graphemes – or different ways of writing the sounds the children have already learned. There are also word endings that are more challenging. Again, these are accompanied by a rhyme to help the children remember the sound.



The structure of a phonics lesson

We follow the Ruth Miskin Read Write Inc. Phonics programme. This follows the same structure each time of **learn** sound, **read** sounds, **write** sounds.

1. Learn the new sound (and the picture/rhyme to match it)
2. Recap old sounds, with new sound mixed in
3. Read words with new sound
4. Read words containing sounds previously learned
5. Read nonsense words
6. Read exception words (words which do not follow the rules that children have been taught e.g. said)
7. Write new sound in words – always checking for accuracy and marking after each word
8. Write words with previously learned sounds
9. Read and write a sentence including sounds and words from the lesson.

The structure of a reading lesson

We follow the Ruth Miskin Read Write Inc. Phonics programme. This follows the same structure each lesson and enables children to apply their knowledge of sounds they have already learnt. They develop their segmenting and blending skills and their fluency.

1. Recap sounds.
2. Read key words which will appear in the book.
3. Discuss vocabulary which will appear in the book.
4. Read the book.
5. Answer questions about the book.
6. The same book is repeated for 3 lessons to develop children's fluency and comprehension skills.

How we use phonics in the wider curriculum

Teachers and TAs continuously make links to phonics and children are expected to apply their learning from phonics in other lessons. They have classroom resources, resources on display and phonics charts to help them with their writing. These are especially useful in cases where there is more than one way of writing a sound - for example the word name uses 'a-e make a cake', not 'ai - snail in the rain'.

Assessment of Phonics

The children are assessed termly against the sounds they have been taught, so we can see which sounds they know and whether they can read them and write them. This is tracked throughout the year and used to inform our planning and teaching.

In June, all Year 1 children will be assessment against the government's statutory Phonics Screening Check. This involves reading 40 words (20 real, 20 nonsense) by using the skills they have been taught their knowledge of sounds. Children practise this regularly throughout the year before completing the final assessment.

The Standards and Testing Agency make previous assessments available to the public, so if you would like to practise previous checks with your child, follow this link:

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials> and scroll down to 'Phonics Screening Check resources'.

Ways you can support your child's Phonics at home

Reading regularly with your child is the best way to practice Phonics. Children should read the same book 3 times to help develop their fluency. Encourage them to sound out (segment) any unfamiliar words. Some words known as 'exception' words are written in red in the books that the children read. This tells them that they can't use the phonics skills to read it and that it is a word they should know by sight.

In addition to reading with your child, there are a number of useful websites and apps which can support your child's learning in phonics.

1. Hairy Phonics (app)
2. Teach your monster to read (app)
3. <https://www.phonicsplay.co.uk/> (this uses different language – where we use Set 1, 2 and 3, Phonics Play uses Phases 1-5. Roughly, Phase 1 is Set 1, Phase 2 and 3 is Set 2, Phase 4 and 5 is Set 3. However, you can choose different sounds for different games.
4. <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds> has lots of different games around Phonics and reading more generally. Lots of these are tablet friendly.
5. For more information about Ruth Miskin Read Write Inc and for a video that shows you how to say the sounds - <https://ruthmiskin.com/en/find-out-more/parents/>