

## GISBURN ROAD COMMUNITY PRIMARY SCHOOL

### THE TEACHING OF PHONICS

**To teach Phonics we use a method of teaching called 'synthetic Phonics' to help children learn to read, write and spell. On this page you will find information on what synthetic phonics (known to the children as 'Letters and Sounds') is and how you can help your child develop this vital skill.**

Phonics is one method of teaching children how to read and write. It's all about sounds. There are 44 sounds in the English language, which we put together to form words. Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair. Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling. Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It's based on the idea that children should sound out unknown words and not rely on their context.

The 44 sounds (phonemes) of the English language, and the way they are written down, are taught one by one. The order of teaching these sounds has been specially developed so that children can start reading complete words as soon as possible. A phonics lesson begins with revising any sounds the children have already been taught. Then the teacher will introduce a new sound and its spelling.

#### Letters and Sounds - Phases

At Gisburn Road, we use a teaching scheme called 'Letters and Sounds' to teach Synthetic Phonics. This scheme is split into 6 Phases with children starting Phase 1 in Reception and moving through to Phase 6 by Year 2-3.

#### Phonics Phases

Progress check for each phase
<b>Phase One</b> By the end of Phase 1 children will have experienced a wealth of listening activities including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to bend and segment words orally. Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words, but inability to do this does not prevent moving onto Phase Two as these speaking and listening activities continue.
<b>Phase Two</b> By the end of Phase Two children should: <ul style="list-style-type: none"><li>• Give the sound when shown any Phase Two letter, securing first the starter letters <b>s, a, t, p, i, n;</b></li><li>• Find any Phase Two letter, from a display, when given the sound;</li><li>• Be able to orally bend and segment CVC words;</li><li>• Be able to blend and segment in order to read and spell VC words such as: <b>if, am, on, up</b></li><li>• Be able to read the five tricky words: <b>the, to, I, no, go</b></li></ul>
<b>Phase Three</b> By the end of Phase Three children should: <ul style="list-style-type: none"><li>• Give the sound when shown all or most Phase Two and Phase Three graphemes;</li><li>• Find all or most of Phase Two and Phase Three graphemes, from a display, when given the sound;</li><li>• Be able to blend and read CVC words;</li><li>• Be able to segment and make phonemically plausible attempt at spelling CVC words</li></ul>

- Be able to read the tricky words: **he, she, we, me, be, was, my, you, her, they, all, are**
- Write each letter correctly when following a model

#### Phase Four

By the end of Phase 4 children should:

- Give the sound when shown all or most Phase Two and Phase Three graphemes;
- Find all or most of Phase Two and Phase Three graphemes, from a display, when given the sound;
- Be able to blend and read words containing adjacent consonants;
- Be able to segment and spell words containing adjacent consonants;
- Be able to read the tricky words: **some, one, said, come, do, so, were, when, have, there, out, like, little, what**
- Be able to spell the tricky words: **he, she, we, me, be, was, my, you, her, they, all, are;**
- Write each letter, usually correctly

#### Phase Five

By the end of Phase Five children should:

- Give the sound when shown any grapheme that has been taught;
- For any given sound write the common graphemes;
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decidable;
- Read and spell phonically decidable two-syllable and three-syllable words;
- Read automatically all the words in the list of 100 high-frequency words;
- Accurately spell most of the words in the list of 100 high-frequency words;
- Form each letter correctly

#### Phase Six

Children will be taught spelling patterns and irregular words.

Teaching Spelling:

- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
- Teaching spelling long words
- Finding and learning the difficult bits in words