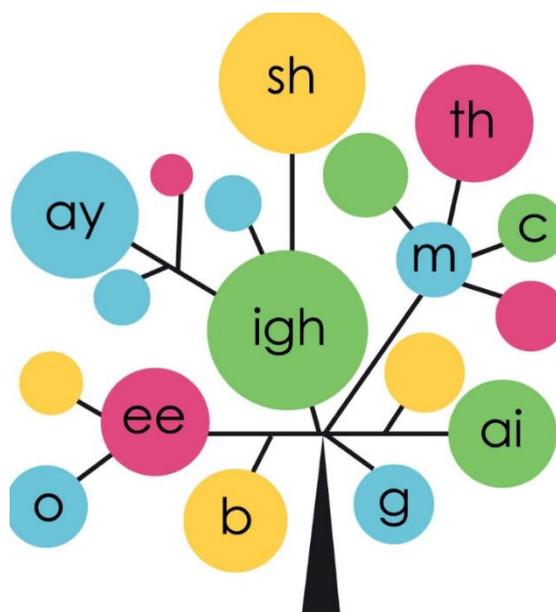


# Parents' Guide to Phonics



**CASTLEWARD**  
SPENCER ACADEMY

Our aim is for all pupils to be successful, fluent readers and writers by the end of Key Stage One. At Castleward Spencer, we believe this is achievable by teaching daily phonics lessons combined with regular, daily opportunities for developing reading skills. The teaching of phonics is a key strategy that is used to help our children to read, write and spell and research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read (EEF, 2018).

## Teaching Approach

At Castleward Spencer Academy, we follow the five phases of Letters and Sounds. The Letters and Sounds resource was published by the Department for Education and Skills in 2007 and aims to develop children's speaking and listening skills, as well as prepare them for learning to read and spell by developing their phonic knowledge. As a school, we teach our daily phonics lessons using the Little Wandle Letters and Sounds Revised resources.

## Phase One

Phase One of Letters and Sounds focuses on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.

This Phase teaches children:

- An awareness of rhyme and alliteration (words that start with the same sounds)
- Recognise the difference between sounds in the environment and the sounds different phonemes make
- To explore and experiment with sounds and words
- To orally blend and segment phonemes.

Phase One activities are arranged under the seven aspects where children experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do.

## Phase Two (Autumn Term- Reception)

The purpose of this phase is to teach **36** letter sounds/phonemes and on completion, many children should be able to read and spell some VC and CVC words as well as read the tricky words **is I the as and has his her go no to into she he of we me be**

## Phase Three (Spring Term- Reception)

The purpose of Phase Three is to teach a further **14** graphemes, most of which comprise of 2 letters (oa). Children will also continue to practise CVC blending and segmentation and will apply their knowledge to read and spell two-syllable words and captions, as well as words ending in –ing, compound words, words with s /z/ in the middle, words with –s /s/ /z/ at the end and words with –es /z/ at the end. They will also learn to read and spell a selection of decodable and tricky words (was you they my by all are sure pure).

## Phase Four (Summer Term- Reception)

Children entering Phase Four will be able to represent up to 50 phonemes, be able to blend to read, and segment to spell CVC words with up to three different phonemes. They will also be able to read and spell a range of tricky words (said so have like some come love do were here little says there when what one out today) and words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est.

## Phase Five

The purpose of this 30-week phase is for children to broaden their knowledge of phonemes and graphemes for use in reading and spelling. They will be introduced to new graphemes and alternative pronunciations for these. The children will also be able to read and spell a range of tricky words (their people oh your Mr Mrs Ms could would should our house mouse water want any many again who whole where two school call different thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe).

## Teaching Sequence/Lesson Structure

Each lesson the following process is completed;

1. **Revisit and Review** - practise phoneme/graphemes that have been already taught.  
Read and write words that have sounds that the children will already know.
2. **Teach and Practise**- a new phoneme/grapheme is taught. Children are given a range of words to read/spell that have the new phoneme/grapheme that has been taught.
3. **Practise and Apply**- Children are given a range of sentences and captions with the new sound to read/spell.

## Homework

All children who are completing Phases 2-5 will have a Phonics Homework Folder, which will give them further opportunities to practise what they have learnt in the lesson at home

## Progression

Children will progress through the phases of Letters and Sounds/ Little Wandle Letters and Sounds Revised, beginning with Phase One in FS1. During the final term of FS1, the children will complete the Aspect 7 element of the programme, so that they are able to confidently orally blend and segment when they start Phase 2 in FS2. By the end of the Summer Term in FS2, it is envisaged that the children should have completed Phase Four of the programme ready to move on to Phase 5 in Year 1.

## Launchpad for Literacy

Children in FS are assessed every half term using the Launchpad for Literacy tracker. They are assessed in the following areas;

1. Fine Motor
2. Visual Memory
3. Auditory Attention
4. Sequential Auditory Memory
5. Auditory Memory- Understanding

## 6. Auditory Blending

### National Phonics Screening Test

During the Summer Term, all children in Year One will be screened using the Phonics Screening Check Test. Children are expected to gain 32 marks out of 40, however if they do not pass the screening test, they will be retested when they are in Year Two and receive ongoing Phonics support during this year.

### Reading Books

Children that are completing phonics lessons are given a phonetically decodable, Little Wandle Letters and Sounds Revised reading book. The book will closely match the work that they are completing in phonics.

### Supporting at Home

#### Key Vocabulary-

**Segmenting** – breaking up words into their individual sounds so that we can spell it

**Blending** - putting individual sounds together to read the word

**Phoneme** - the smallest unit of sound in a word

**Grapheme** - the letter or letters that represent the phoneme

**Tricky word**- a word that cannot be read using sound talk

#### Useful information-

- ✓ When the children are sounding out words they will use their fingers to represent each sound.
- ✓ We use the following codes when showing sound buttons on a word we will use the following codes;

a round circle under the phoneme c a t 

a line to represent a digraph/trigraph shop

a curved line under the word to show a split digraph stone

- ✓ Letter names must always be used when spelling.
- ✓ Tricky words cannot be read by using the sounds they know e.g 'the' 'no' 'go'. They need to be learned by sight and then applied in context, so children know them off by heart and understand their meaning.



