

## Phonics and Reading Information

At St Albert the Great children develop an appreciation of reading by becoming confident in using a range of decoding, comprehension and inference skills. Adults in school share their love of reading by sharing stories and rhymes. In order that children absorb appropriate language patterns they learn to recite some poems and rhymes by heart and are encouraged to join in with, and retell, familiar stories. Children are encouraged to respond to a range of texts with their own views and opinions. Through quality teaching, children are taught the skills that will enhance their reading, initially to give a sound grounding in phonics.

We use a range of fiction and non-fiction texts in English during Shared and Guided Reading sessions. For independent and home reading the children have access to colour-banded phonic-based books. These take the children through the phonic phases found in the government-recommended 'Letters and Sounds' guidance. Some of the books that we use are from the following schemes: Dandelion Launchers, Jelly and Bean, Oxford Reading Tree Floppy Phonics and Pearson Phonics Bug. Most of these have helpful advice for parents on the inside of the front and back covers.

We teach the early stages of reading and spelling using the 'Letters and Sounds' guidance. Throughout FS2 and KS1, teachers plan for 20 mins of discrete phonic teaching each day, using a variety of games, rhymes and interactive resources. They learn to apply their skills to both real words and 'alien' words so that we can be sure that it is the phonic skills that are secure and not just instant word recognition/sight reading. Children's progress is regularly assessed and appropriate intervention planned to ensure they learn to recognise the graphemes appropriate to their level of development, as well as identifying them within words, so they can 'sound talk and blend' effectively to decode texts.

Phase 1:

This first phase has many aspects and underpins all future progress in phonics. Children are encouraged to listen to sounds in their environment, and join in orally with rhyming and alliterative language patterns. They learn to orally blend 'robot' words – such as an adult saying "r-ai-n" and the children blending the phonemes and replying, "rain". They also begin to segment words and count

the phonemes in them orally by saying the words slowly – so that “coat” becomes “c-oo-t”.

Phase 2:

At this stage children learn to recognise letter patterns (graphemes) and know the phoneme (sound) that the letters represent. It is very important that children learn to pronounce these phonemes correctly, in their purest form, without adding an ‘a/uh’ sound at the end of sounds such as ‘s’, ‘m’, ‘n’. Failure to do this can seriously impede children’s ability to blend words effectively. To learn how to say these sounds without ‘shwaring’ please visit:

<https://www.youtube.com/watch?v=IwJxINSineE>

The following sounds are taught...

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f,ff l,ll ss

Phase 3:

Set 6: j v w x

Set 7: y z,zz qu

The following graphemes are taught...

ch sh th (as in that)

th (as in think)

ng (as in strong)

ai(as in paid)

ee (as in week)

igh (as in night)

oa (as in coat)

oo (as in wood)

oo (as in moon)

ar (as in car)

or (as in torn)

ur (as in turn)

ow (as in cow)

oi (as in coin)

ear (as in ear)

air (as in air)

ure (as in sure)

er (as in her)

Phase 4:

Children are taught to blend and segment a variety of words, shown below  
Consonant Vowel Consonant Consonant words e.g. Tent

CCVC words e.g. Frog

CCVCC words e.g. Crisp

CCCVCC words e.g. Shrink

Some children will need lots of practise to secure this phase. It can prove tricky to 'sound talk' four or more phonemes, remember the order and blend them smoothly (especially if they are not pronouncing phonemes in their purest form – see link listed under Phase 2!)

Phase 5:

Children are taught the alternative spellings for the sounds they learned in Phase 3.

ay day

oy boy

wh when

a-e make

ou out

ir girl

ph photo

e-e these

ie tie

ue blue

ew new

i-e like

ea eat

aw saw

oe toe

o-e home

au Paul

u-e rule

Teaching alternative sounds for spellings:

i fin, find

ow cow, blow

y yes, by, very

o hot, cold

ie tie, field

ch chin, school, chef

c cat, cent

ea eat, bread

ou out, shoulder, could, you

g got, giant

er farmer, her

u but, put (south)

a hat, what

Phase 6:

This mainly concerns itself with teaching spelling.

- We look at how to use and spell past tense words
- We learn rules to help us make correct spelling choices
- We learn how to add suffixes eg, ed, ing, ly, est, ful, s, es,
- We learn how to proof read.