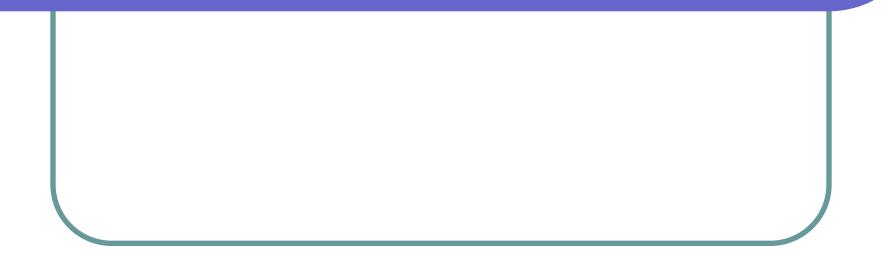
Phonics- explained



What is phonics?

Phonics is Knowledge of the alphabetic code (26 letters, 44 phonemes, 140 different letter combinations) Understanding of the skills of segmenting and blending

Letters and phonemes

- Letters: abcdefghijklmnopqrstuvwxyz
- 44 phonemes: /b//k//d//f//g//h//j//l//m//n//p//r//s//t//v//w//y//z//sh//ch//th//th//ng//zh/
- /a//e//i/ /o//u//ai//ee//igh//oa//oo//ow//oi//ar//or//ur//air//ear//ure//er/
- Some of 140 letter combinations illustrated in words: Cat, peg, pig, log, put, pain, day, gate, station burn, first, term, heard, work, haul, law, call, tried, light, my, slaughter

Some definitions

A phoneme is the smallest unit of sound in a word

Grapheme- Letter(s) representing a phoneme t ai igh

Digraph- Two letters, which make one sound
A consonant digraph contains two consonants sh ck th II
A vowel digraph contains at least one vowel also known as long vowel phoneme ai ee ar oy

Trigraph- Three letters, which make one sound igh dge

Split digraph- A digraph in which the two letters are not adjacent (e.g. make) a_e e_e i_e o_e u_e

Segmenting

Identifying the individual phonemes in a spoken word (e.g. h-i-m) and writing down or manipulating letters for each sound to form the word 'him'

Blending

Recognising the phonemes in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'

Adjacent consonants

- Formally known as blends
- Letter combinations where each letter makes an individual phoneme i.e s/p, t/r

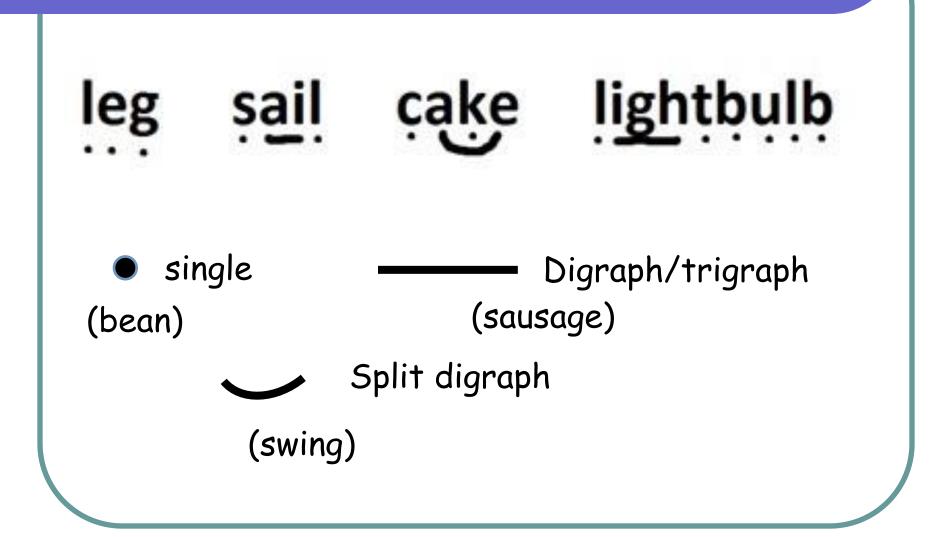
e.g. step	list	clap gras	o strap
cl	SW	Cr	sm
mp	un	lp	dr
tr	f†	nt	l+
• sp	st	sk	s

Adjacent consonants are no longer taught as blends as this can be a barrier to learning.

Four key principles

- Phonemes are represented by letters (grapheme)
- A phoneme can be represented by one or more letters
- The same phoneme can be represented/spelled in more than one way
- The same spelling may represent more than one phoneme

Sound buttons



Phoneme frames

WORD	PHONEMES					
shelf	sh	Û		f		
dress	d	r	е	SS		
think	th	i	n	k		
string	S	†	r	i	ng	
stripe	S	†	r	·- /	р	e
toast	†	OQ	S	†		

Purpose of phase 2 (up to 6 weeks

 Learn 19 phonemes and know the graphemes that represent them.

Set 1:	S	a	+	р	
Set 2:	i	n	m	d	
Set 3:	9	0	С	k	
Set 4:	ck	e	u	r	
Set 5:	h	b	f,ff	1,11	SS

- Move on from orally blending and segmenting to blending and segmenting letters to read and spell (maybe with magnetic letters) VC and CVC words
- Introduce two syllable words, simple captions and some tricky HFW.

Purpose of phase 3 (up to 12 weeks – Suggested Timetable p76-78)

• Teach another 25 phonemes and graphemes to go with them.

Set 6: j v w x Set 7: y z,zz qu Consonant digraphs: ch sh th ng Vowel digraphs: ai ee igh oa oo ar or ur ow oi ear air ure er

- Learn letter names
- Continue to practise blending and segmenting using new phonemes and two syllable words

Purpose of phase 4 (4 – 6 weeks)

- To consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words
- can blend adjacent consonants in words and apply this skill when reading unfamiliar texts, (CCVC, CVCC, CCVCC)

step list clap grasp strap

 can segment adjacent consonants in words and apply this in spelling

Beware – Adjacent consonants are not digraphs. They make two distinct sounds and should not be taught as a blend.

Purpose of Phase 5

- Children broaden their knowledge of graphemes and phonemes for use in reading and spelling
- Learn new graphemes and alternative pronunciations some of which they will have already encountered in high frequency words
- Learn to choose the appropriate graphemes when spelling and begin to build up word specific knowledge

New graphemes for reading

ay day	oy boy	w	h when	a-e make	5 a.
ou out	ir girl		photo	e-e these	All year 1 to complete and
ie tie	ue blue	ev	v new	i-e like	embed
ea eat	aw saw	oe	toe	o-e home	
i fin, find	ow cow, blow		y yes, by, very		Children move on to this when phase 5a is embedded.
o hot, cold	ie tie, field ea eat, bread er farmer, her		ch chin, school, chef ou out, shoulder, could, you Alternative pronunciations- End of year 1 and into year		
c cat, cent					
g got, giant					
<mark>u</mark> but, put (south)	a hat, what				AI <u></u> .