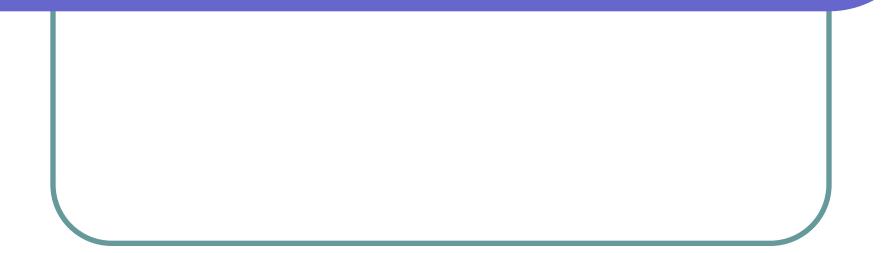
# Phonics- explained



# 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

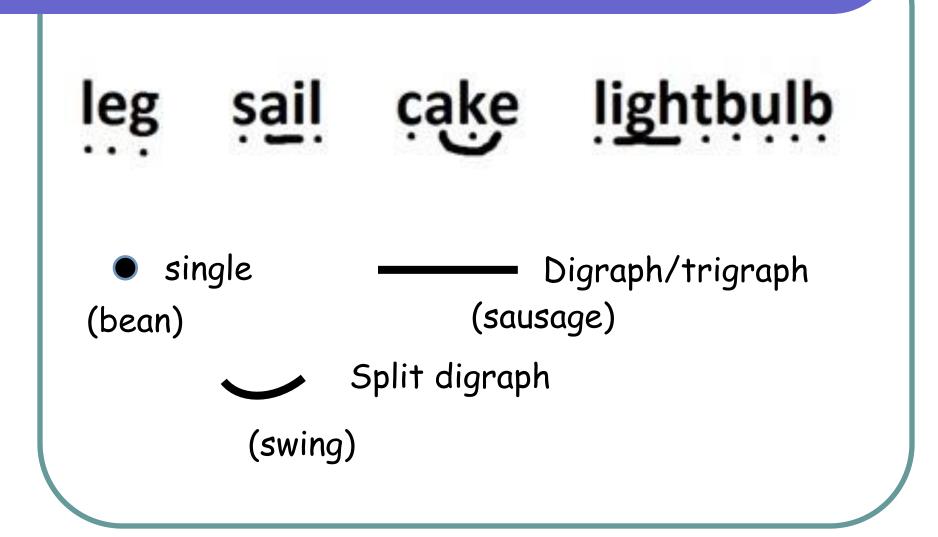
e.g. <b>step</b>	list	clap gras	o strap
cl	SW	Cr	sm
mp	un	lp	dr
tr	f†	nt	l+
• sp	st	sk	s

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	<b>5</b> 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> .