

## Hemingford Come to learn - November 2019

### Phonics - Letters and Sounds handout

Phonics is taught every day in KS1 for 30 minutes. Each session takes a similar form and is designed to be repetitive and consistent.

Lessons are made up of 4 parts:

**Revisit** - Using flashcards, children are given the opportunity to recap on the previous sounds that they have learnt.

**Teach** - This is when the new sound is introduced. A new sound is introduced every day.

**Practise** - During this section of the lesson, children have the opportunity to practise the sound in a variety of ways.

**Apply** - This is where the children will apply what they have learnt in sentences, either reading or writing.

An example daily phonics lesson plan.

<b>Revisit</b>	Practise GPCs <i>s a t p i n m d g o c k c k e u r h b f f l l s s</i> Play Quickwrite Graphemes. Sing the alphabet song <b>Flashcards: Speed Trial</b>
<b>Teach</b>	Introduce the phoneme <i>j</i> with actions – see p78 in Letters and Sounds
<b>Practise</b>	Play Soundbuttons see p58 Words: <i>jam jet jog Jill Jack</i>
<b>Apply</b>	Hold up caption on card or whiteboard Read together and model blending tricky words. <i>Jack and Jill jog up the hill. Jog to get the jam. A man can jog to get fit.</i>

Phonics is introduced in phases and lessons are based on introducing a new sound daily. Below is the sequence for which sounds are introduced and when.

### Phase 2

19 grapheme-phoneme correspondences

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: c k e u r

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

### Phase 3

25 more grapheme-phoneme correspondences

Set 6: j v w x

Set 7: y z, zz qu

Phase 3 two (digraphs) and three letter (trigraph) graphemes:

ch, sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er

### Phase 4

No new graphemes Consolidation of above to read and spell words containing adjacent consonants and to read and spell polysyllabic words-segmenting to spell, blending to read

### **Phase 5**

New graphemes, alternative pronunciations for those already known and alternative spellings for phonemes

**New graphemes:** ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw) wh (when) ph (photo) ew (new) oe (toe) au (Paul)

**Split digraphs** a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule) **New pronunciations for known graphemes:** i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread), er (farmer, her), a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you)

**Alternative spellings for phonemes:**

'oi' and 'oy' both make the same sound but are spelt differently and are used in different words. At this point, children will learn which grapheme to use for the correct spelling.

### **Phase 6**

Consolidation of all of above.

Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers. Children begin to move onto learning specific spelling rules.

Throughout this process, it is expected that children will spell words phonetically. This is perfectly plausible and it is only once the children begin learning the alternate spellings and the spelling rules during Phases 5 and 6 that they will be expected to spell words correctly. This is with the exception of high frequency words and 'tricky' words.