



What is Phonics?

Phonics
ee ur ow
wh y au

What is phonics?

Phonics is one method of teaching children how to read and write.

Phonics is all about sounds. There are 44 sounds in the English language, which we put together to form words.

Some are represented by one letter, like 't', and some by two or more, like 'ck' in duck and 'air' in chair.

Children are taught the sounds first, then how to match them to letters, and finally how to use the letter sounds for reading and spelling.

Synthetic phonics refers to 'synthesising', or blending, the sounds to read words. It is based on the idea that children should sound out unknown words and not rely on their context.

Phonics is currently the main way in which children in British primary schools are taught to read in their earliest years.

Children will also be taught other skills, such as whole-word recognition (these are often referred to as tricky words or common exception words) such as **some** and **the**.

Why Are Children Taught Phonics?

Research shows that when phonics is taught in a structured way, starting with the easiest sounds (s, a, t, p) and progressing through to more complex sounds (a-e, as in cake), it is the most effective way of teaching children to read and also write.

Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. Children will learn to hear and recognise sounds in words and spell them correctly.

They can then go on to read any kind of text fluently and confidently and to read for enjoyment.



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What program do we use?



We use the approved government scheme Phonics Bug Club which is based on the Letters and Sounds programme. At Hollinswood Primary School we intend to develop the children's phonological awareness, ability to segment and blend words and read tricky words by sight in order to become fluent readers.

https://www.activelearnprimary.co.uk/planning#bugclub_phonics

Target phoneme /ai/ written as 'ai'

Introduction

- Play the [alphabet song](#) twice, once with voice accompaniment, children listening and singing along with accompaniment, and once with children singing along to the music without voice accompaniment.
- Discuss with the children the learning intentions for the day.

Learning intentions are to:

- recap what we know
- say the phoneme /ai/
- find the letters 'ai'
- read words with 'ai' in
- spell words with 'ai' in
- write the letters 'ai'

Revision

- [previously taught grapheme-phoneme correspondences; blending phonemes for reading; segmenting spoken words for spelling]
- Open [Unit 9 Phoneme /ai/ Revision](#) and go through the screens at a brisk pace.
 - Watch out for any children who have not remembered the phonemes or the graphemes.

Lesson

The Jargon – A Quick Guide

phonics (also known as ‘synthetic phonics’) – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds

phoneme - Any one of the 44 sounds which make up words in the English language

grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme ‘ay’ is spelt differently in each of the words ‘w**ay**’, ‘m**ake**’, ‘f**ai**l’, ‘gr**ea**t’, sl**ei**gh and ‘l**ad**y’.

blending – Putting together the sounds in a word in order to read it, e.g. ‘f – r – o – g, frog’

segmenting – Breaking a word into its constituent sounds in order to spell them, e.g. ‘frog, f – r – o – g’

See handout for further vocabulary you might hear

Phonic Bug Club progression

Phase 1 - starts in Nursery



- Children listen to sounds around them – sounds of toys, sounds in spoken language.
- Nursery rhymes, songs and good books are shared. This helps the children to increase the number of words they know.
- Sound talk – orally **segment** and **blend**.

activity I-spy



Phonic Bug Club progression



Phase	Unit	Focus	Decodable Words	Non-decodable Words	
2	1	s a t p	at, as	Pink books	
	2	i n m d	an, it, in, is, dad		
	3	g o c k	can, on, not, got		
	4	ck e u r	mum, up, get		
	5	h b f ff l ll ss	had, back, his, big, him, if, of, off, but		
3	6	j v w x	will	me, be	
	7	y z zz qu		he, my, by	
	8	ch sh th ng	that, this, then, them, with	they, she	Red books
	9	ai ee igh oa oo/oo	look, see, too	we, are	
	10	ar or ur ow oi	for, now, down	you, her	
	11	ear air ure er		all, was	
4		Adjacent consonants		Yellow books	
	12	(cvcc, ccvc, ccvcc, cccvc, cccvcc)	went, from, children, just, help		said, have, like, so, do, some, come, were, there, little, one, when, out, what

Blue books	13	zh wh ph	oh, their
	14	ay a-e eight/ey/ei (long a)	Mr, Mrs
	15	ea e-e ie/ey/y (long e)	looked, called, asked
	16	ie i-e y (long i)	water, where
	17	ow o-e o/oe (long o)	who, again
Green books	18	ew ue u-e (long u) u/oul (short u)	thought, through
	19	aw au al	work, laughed, because
	20	ir er ear	Thursday, Saturday, thirteen, thirty
	21	ou oy	different, any, many
	22	ere/eer are/ear	eyes, friends
Orange books	23	c k ck ch	two, once
	24	ce/ci/cy sc/stl/se	great, clothes
	25	ge/gi/gy dge	it's, I'm, I'll, I've
	26	le mb kn/gn wr	don't, can't, didn't
	27	tch sh ea. (w)a o	first, second, third
5	28	Suffix endings: -ing -ed (morphemes)	clearing, gleaming, rained, mailed
	29	Suffix plurals: -s -es (plural morphemes)	man/men, mouse/mic, foot/feet, tooth/teeth, sheep/sheep
	30	Prefix morphemes: re- un-	vowel, consonant, prefix, suffix, syllable
6			

Phonics screening test

- Children in **Year 1** throughout the country will all take part in a phonics screening test. This happens in June.
- The phonics screening test is designed to confirm whether individual children have learnt phonic decoding and blending skills to an appropriate standard

What happens during the test?

- The test contains 40 words.
- Each child will sit one to one and read each word aloud to a teacher.
- The test will take approximately 10 minutes per child; although all children will complete the check at their own pace.
- The list of words the children read is a combination of 20 real words and 20 pseudo words (we call these alien or nonsense words). Pseudo words are included to see assess if children can apply taught phonemes in a variety of words.
- You can also look at materials from previous years using this website:

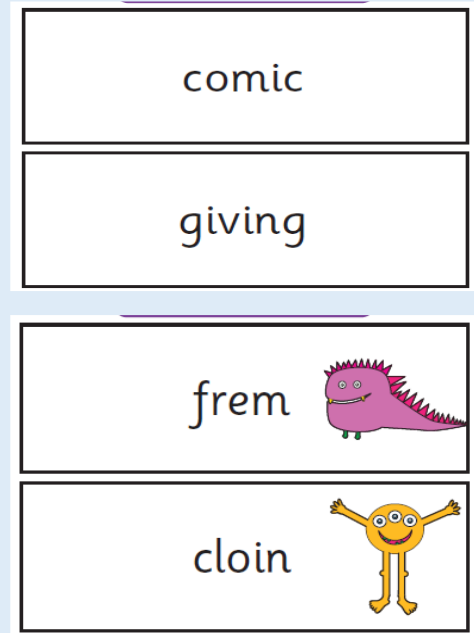
<https://www.gov.uk/search/all?keywords=phonic+screening+check&order=relevance>

Reporting to parents:

At the end of the summer term we will report your child's results.

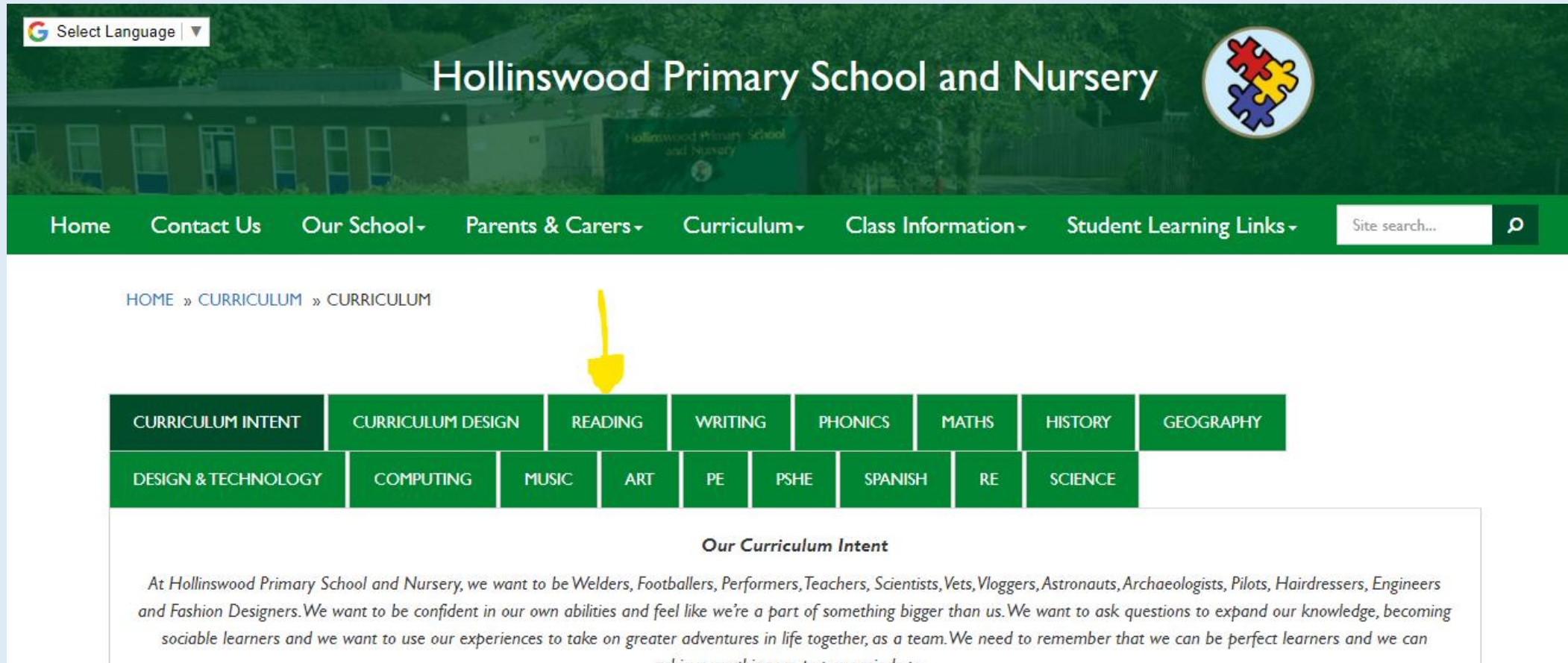
We will also confirm if the child has met the national standard pass mark. Previously this score has been 32 out of 40.

Children who do not achieve the expected level will retake the test in Year 2



Support on website

Also look on DOJO



The screenshot shows the website for Hollinswood Primary School and Nursery. At the top, there is a navigation bar with a language selector, the school name, a logo of four interlocking puzzle pieces, and a search bar. Below the navigation bar is a breadcrumb trail: HOME » CURRICULUM » CURRICULUM. A yellow arrow points to the 'READING' link in a grid of curriculum categories. The grid includes: CURRICULUM INTENT, CURRICULUM DESIGN, READING, WRITING, PHONICS, MATHS, HISTORY, GEOGRAPHY, DESIGN & TECHNOLOGY, COMPUTING, MUSIC, ART, PE, PSHE, SPANISH, RE, and SCIENCE. Below the grid is a section titled 'Our Curriculum Intent' with a paragraph of text.

Select Language ▼

Hollinswood Primary School and Nursery

Home Contact Us Our School- Parents & Carers- Curriculum- Class Information- Student Learning Links- Site search... 🔍

HOME » CURRICULUM » CURRICULUM

CURRICULUM INTENT	CURRICULUM DESIGN	READING	WRITING	PHONICS	MATHS	HISTORY	GEOGRAPHY	
DESIGN & TECHNOLOGY	COMPUTING	MUSIC	ART	PE	PSHE	SPANISH	RE	SCIENCE

Our Curriculum Intent

At Hollinswood Primary School and Nursery, we want to be Welders, Footballers, Performers, Teachers, Scientists, Vets, Vloggers, Astronauts, Archaeologists, Pilots, Hairdressers, Engineers and Fashion Designers. We want to be confident in our own abilities and feel like we're a part of something bigger than us. We want to ask questions to expand our knowledge, becoming sociable learners and we want to use our experiences to take on greater adventures in life together, as a team. We need to remember that we can be perfect learners and we can achieve anything we put our minds to.

Support at home

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- If you are unsure of the phase your child is currently working on within school, please ask your child's class teacher. You will be able to tell this information from the book they bring home.
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- Your child is sent home two books to read a week, one which is linked to the phase they are working on within school and another to read for enjoyment.

Practise reading words sent home, these contain the phonemes the children are learning at school and also the common exception words.

★ Phonics WB: 6.11.23 ★
★ Mrs Young's group ★
★ We are learning to read and write words ★
★ containing phonemes ch, sh, th, ng ★
★ check ★
★ such ★
★ cash ★
★ cloth ★
★ that ★
★ thing ★
★ This weeks irregular word: ★
★ they ★
★ Can you practise reading these words at home? ★

