



# Phonics Information and Guide

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## Phonics at Kirton Lindsey Primary School

At Kirton Lindsey Primary School, when children enter the Early Years Foundation Stage class and all the way through Key Stage 1 they take part in daily high-quality phonics sessions. In the Early Years these are fun sessions involving lots of speaking, listening and games, where the emphasis is on children's active participation. They learn to use their phonic knowledge for reading and writing activities and in their independent play. As the children progress they develop an understanding that spoken words are made up of different sounds (phonemes) and they learn to match these phonemes to letters (graphemes). Phonics is about children knowing how letters link to sounds (graphemes to phonemes), for example, **c** as in 'cat', **ll** as in 'fell', **ee** as in 'sheep'. Children use this phonic knowledge when they are reading and writing. This approach has been shown to provide a quick and efficient way for most young children to learn to read words on the page, fluently and accurately. We want children to develop this skill so that it becomes automatic. This also greatly helps them with their spelling.

### Teaching Phonics

Our phonics teaching is structured and fast paced and requires active participation by the children. At Kirton Lindsey Primary School we use a systematic phonics programme called Letters and Sounds and this is supported with phonics resources from the Jolly Phonics programme. Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning. There are no big leaps in learning. Children have time to practise and rapidly expand their ability to read and spell words. We aim for phonics sessions to be fun and engaging and ensure that they are multi sensory to cater for different learning styles. Phonics sessions occur daily in Early Years and Key Stage 1 for 30 minutes. The use of phonics is reinforced throughout the curriculum to enable children to apply their developing skills. Children are ability grouped to ensure that learning is differentiated to meet their needs. Sessions are delivered by teaching and support staff to ensure that group numbers are as small as possible and to maximise personalised learning. Children are expected to have achieved national expectation in phonics by the end of Year 1 and will be tested in the summer term to check their progress. If they do not reach the required standard they are retested at the end of Year 2. Phonics teaching continues for all children whether they meet the standard or not – however focus moves from reading to spelling at higher levels, all the way to the end of Year 2. Children not achieving national expectations by the end of Year 2, usually children with additional learning needs, will be supported with further phonics teaching in Key Stage 2 and their progress is monitored to ensure they are acquiring the required skills.

When teaching and practising phonics with children it is important to ensure and the use of 'precise pronunciation' or 'pure sounds'. These 'pure sounds' need to be reinforced at every opportunity. For support – search the internet for phonics videos that go over the pronunciation of the phonemes in the Letters and Sounds programme, for example <https://www.youtube.com/watch?v=IwJx1NSineE>

# What does phonics look like in school for my child? How can I help my child to develop a good understanding of phonics?

## Phonics Long Term Plan and Progression

Below is a grid of when the different phases of the phonics scheme is taught to the children in school. The previously taught phases are reviewed along side the children's new learning.

<b>Phase 1</b>	Pre-School / Nursery
<b>Phase 2</b>	EYFS / Reception
<b>Phase 3</b>	EYFS / Reception
<b>Phase 4</b>	EYFS / Reception
<b>Phase 5</b>	Year 1
<b>Phase 6</b>	Year 2

## Letters and Sounds - Phase 1

This phase paves the way for systematic learning of phonics and usually starts in nursery or preschool. Adults in the settings plan activities that will help children to listen attentively to sounds around them, such as the sounds of their toys and to sounds in spoken language. The adults teach a wide range of nursery rhymes and songs. They read good books to and with the children. This helps to increase the number of words they know – their vocabulary – and helps them talk confidently about books.

### Learning how to 'Sound-Talk'

Adults in the settings will model the skill of 'sound-talk' for example, **c-a-t = cat**. The separate sounds (phonemes) are spoken aloud, in order, all through the word, and are then merged together into the whole word. The merging together is called *blending* and is a vital skill for reading. Children will also learn to do this the other way around – **cat = c-a-t**. The whole word is spoken aloud and then broken up into its sounds (phonemes) in order, all through the word. This is called *segmenting* and is a vital skill for spelling. This is all oral (spoken). Your child will not be expected to match the letter to the sound at this stage. The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds.

### **Ways you can support your children at home: Sound-Talking**

- Find real objects around your home that have three phonemes (sounds) and practise 'sound talk'. First, just let them listen, then see if they will join in, for example, saying:  
'I spy a **p-e-g** – **peg**.'  
'I spy a **c-u-p** – **cup**.'  
'Where's your other **s-o-ck** – **sock**?'  
'Simon says – touch your **ch-i-n**.' 'Simon says – pick up your **b-a-g**.'

## Letters and Sounds - Phase 2

In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'. They will also be taught the phonemes (*sounds*) for a number of letters (*graphemes*), which phoneme is represented by which grapheme and that a phoneme can be represented by **more than one letter**, for example, /ll/ as in **b-e-ll**. They may be using pictures or Jolly Phonics actions/hand movements to help them remember these.

## VC and CVC words

C and V are abbreviations for 'consonant' and 'vowel'. VC words are words consisting of a vowel then a consonant (e.g. *am, at, it*) and CVC words are words consisting of a consonant then a vowel then a consonant (e.g. *cat, rug, sun*). Words such as *tick* and *bell* also count as CVC words – although they have four letters, they have only three sounds. For example, in the word *bell*, **b** = consonant, **e** = vowel, **ll** = consonant. Now the children will be seeing letters and words, as well as hearing them. They will be shown how to make whole words by pushing magnetic or wooden letters together to form little words, reading little words on the interactive whiteboard and breaking up words into individual sounds, which will help their spelling. These will be simple words made up of two phonemes, for example, *am, at, it*, or three phonemes, for example, *cat, rug, sun, tick, bell*.

## Tricky words

They will also learn several tricky words (words that need to be learnt by sight as they can't be decoded by phonics): **the, to, I, go, no**. Children will still be practising oral blending and segmenting skills daily. They need plenty of practice at doing this.

## Saying the sounds

Your child will be taught how to pronounce the sounds (*phonemes*) correctly to make blending easier. Sounds should be sustained where possible (e.g. *sss, fff, mmm*) and, where this is not possible, 'uh' sounds after consonants should be reduced as far as possible (e.g. try to avoid saying 'buh', 'cuh'). Teachers help children to look at different letters and say the right sounds for them.

*Please feel free to speak to a member of the Foundation Stage Team for more information about this important aspect of phonics.*

## Ways you can support your children at home

- **Magnetic letters** - Buy magnetic letters for your fridge, or for use with a tin tray. Find out which letters have been taught – have fun finding these with your child and place them on the magnetic surface.
- **Making little words together** - Make little words together, for example, *it, up, am, and, top, dig, run, met, pick*. As you select the letters, say them aloud: '*a-m – am*', '*m-e-t – met*'.
- **Breaking words up** - Now do it the other way around: read the word, break the word up and move the letters away, saying: '*met – m-e-t*'.

## Letters and Sounds - Phase 3

The purpose of this phase is to:

- Teach more graphemes, most of which are made of two letters, for example, '**oa**' as in **boat**.
- Practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**.
- Learn all letter names and begin to form letters correctly.
- Read more tricky words and begin to spell some of them read and write words in phrases and sentences.

## CVC words containing graphemes made of two or more letters

Here are some examples of words your children will be reading: **tail, week, right, soap, food, park, burn, cord, town, soil**. Their confidence from the daily experience of practising and applying their phonic knowledge to reading and writing is really paying off!

## Tricky words

The number of tricky words is growing. These are so important for reading and spelling: **he, she, we, me, be, was, my, you, her, they, all.**

### Ways you can support your children at home

- Sing an alphabet song together.
- Play 'I spy', using letter names as well as sounds.
- Continue to play with magnetic letters, using some of the two grapheme (*letter*) combinations:  
**r-ai-n = rain** blending for reading **rain = r-ai-n** segmenting for spelling  
**b-oa-t = boat** blending for reading **boat = b-oa-t** segmenting for spelling
- Praise your child for trying out words.
- Practise reading tricky words.
- Set a timer. Call out one word at a time and get your child to spell it on a magic board or a small whiteboard, against the timer – remember, they can use magnetic letters.

## Letters and Sounds - Phase 4

Children continue to practise previously learned graphemes and phonemes and learn how to read and write: **CVCC** words: **tent, damp, toast, chimp**. For example, in the word 'toast', **t = consonant, oa = vowel, s = consonant, t = consonant.** and **CCVC** words: **swim, plum, sport, cream, spoon**. For example, in the word 'cream', **c = consonant, r = consonant, ea = vowel, m = consonant.** They will be learning more tricky words and continuing to read and write sentences together. Tricky words: **said, so, do, have, like, some, come, were, there, little, one, when, out, what.**

### Ways you can support your children at home

- Practise reading and spelling some CVCC and CCVC words but continue to play around with CVC words. Children like reading and spelling words that they have previously worked with, as this makes them feel successful.
- Make up captions and phrases for your child to read and write, for example, *a silver star, clear the pond, crunch crisps*. Write some simple sentences and leave them around the house for your child to find and read.
- Look out for words in the environment, such as on food packaging, which your child will find easy to read, for example, *lunch, fresh milk, drink, fish and chips, jam*.
- Work on reading words together, for example, a street name such as *Park Road*, captions on buses and lorries, street signs such as *bus stop*.

## Letters and Sounds - Phase 5

Most children will progress to Phase 5 of the Letters and Sounds phonics programme during year 1. A good understanding of Phase 5 is needed for children to achieve the required standard in the Phonics Screening Check taken at the end of year 1. Phase 5 is expected to last for the majority of year 1, and focuses on new sounds as well as alternative spellings and pronunciation of some sounds already taught.

During Phase 5, children will learn a further set of new phonemes. They will practise instant recall of these sounds as well as blending them together to read words. Alongside this, children will practise writing sounds correctly and segmenting words into sounds in order to spell them correctly. Children will also look at some alternative ways

of pronouncing sounds they already know and will begin to learn to differentiate between these pronunciations when reading and writing words.

Children will continue to learn 'alien words', sometimes also called 'nonsense words'. These are words that test children's ability to use phonics rather than word memory as the prime method of reading words. Examples might be '**mabe**', '**fewl**' or '**proak**'. Alien words form part of the Phonics Screening Check taken at the end of year 1.

Children will revise previously taught 'high-frequency words' and learn new lists of words to read and write fluently. High frequency words, as the name suggests, are words that we see frequently when reading and writing, and children can read much more fluently if they know these words by sight.

### **Ways you can support your children at home**

- Support your child by helping them to learn and recall the new sounds they are taught. Show a sound and ask your child to tell you what it is, or say a sound and ask them to write it down or to identify it from a set of sounds.
- Practise reading and writing words containing new sounds, encouraging your child to say the sounds in a word before blending them together to read, and to split a word into its sounds before writing it down.
- Most importantly, keep reading with your child every day. Let them read to you, but also make sure you are reading more complex books to them and that they are continuing to hear stories and other texts read aloud.

### **Letters and Sounds - Phase 6**

Most children will progress to Phase 6 of the Letters and Sounds phonics programme in year 2. They will have taken the Phonics Screening Check at the end of year 1 and teachers will have a good idea whether they are ready to move on or need further work and/or consolidation of their existing skills. The aim of Phase 6 is for children to build on their existing phonic skills and become better, more accurate spellers and more fluent readers. Spelling will always lag behind reading, as it is more difficult. By the time they start Phase 6, children will have already learnt to read and write the most frequently occurring sounds in the English language and to read many familiar words without needing to sound them out first. When a word is unfamiliar, they will often be able to work it out quickly by saying the sounds and blending them together silently.

During Phase 6, children will revise the sounds they have learnt during Phase 5, especially the vowel sounds as these can be difficult to remember – for example, the sound '**ay**' can appear in several different forms: **play, wait, cake, weigh, great**. They learn how to change regular verbs into the simple past tense by adding the suffix '**-ed**', for example **walk/walked, jump/jumped, bake/baked**. (A regular verb follows the '**ed**' rule; an irregular verb changes in a different way, e.g. **fly/flew, sing/sang**.) Children learn how prefixes and suffixes (letters before and after words, such as '**un-**' or '**-ful**') change the meaning or purpose of a word, and they also learn how the spelling of some words changes when suffixes are added. They learn how to create plurals of regular nouns by adding **-s** or **-es** (irregular nouns change in a different way to make the plural, e.g. **child/children, woman/women**). They learn how to use an apostrophe for contraction, e.g. **do not/don't, cannot/can't**. Children learn how to spell common homophones (words that sound the same but have a different spelling and meaning), e.g. **their/there/they're, two/to/too**.

Children are taught to find the tricky part of spellings and use strategies (such as mnemonics, analogies and syllables) to memorise these parts, e.g. '**big elephants can always understand small elephants**' to remember the spelling of the word '**because**'. They learn how to form comparative adjectives (used to compare two things) and superlative adjectives (used to compare three or more things), and how some words change their spelling when this is done, e.g. **big/bigger/biggest, happy/happier/happiest**. By the end of Phase 6, the aim is that children become fluent readers who have good levels of comprehension and recognise on sight most of the 200 high-frequency words

### **Ways you can support your children at home**

- Support your child by helping them to learn and recall the spelling rules they are taught. Show a word and ask your child to tell you how to change it to, for example, plural or past tense.
- Practise reading and writing words where new rules are used, encouraging your child to think about the rules they know and decide which rule applies to the word in front of them.
- Most importantly, keep reading with your child every day. Let them read to you, but also make sure that you are reading more complex books to them and they are continuing to hear stories and other texts read aloud.

## **Phonics Screening Check**

### **What is the phonics screening check?**

The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. It identifies the children who need extra help so they are given support by their school to improve their reading skills. They will then be able to retake the check if needed in Year 2 so that schools can track pupils until they are able to decode.

### **Who is the phonics screening check for?**

Year 1 pupils take the phonics screening check in the Summer Term (normally around the middle of June). If a child is unsuccessful at reaching the threshold mark they are retested in Year 2.

### **Is the phonics screening check compulsory?**

Yes. It will be a statutory requirement for all schools to carry out the screening check.

### **How is the phonics screening check structured?**

It will be a short, simple screening check to make sure that all pupils have grasped fundamental phonics skills and to see that nobody slips through the net. It comprises a list of 40 words and non-words (alien words), which a child will read one-to-one with a teacher. The words cover phonics skills the children were taught in EYFS and Year 1.

### **Isn't it stressful to test such young children?**

The assessment is age-appropriate, with children sitting with a teacher who they know and reading one-to-one. It should be an enjoyable activity for children which takes no more than a few minutes.

### **Why have you included non-words in the phonics screening check?**

Non-words are an established assessment method in many schools, and are included in many phonics programs. They are included because they will be new to all pupils, so there won't be a bias to those with a good vocabulary knowledge or visual memory of words. Pupils who can read non-words should have the skills to decode almost any unfamiliar word.

## How will the results from the phonics screening check be used?

Schools' results will not be published, although schools will have to tell parents their child's results. Data will be available for use by schools, local authorities and Ofsted as part of their inspections process. Schools will also use the results to help support the children with their future phonics work.



## Phonics Vocabulary Guide

During phonics session we teach the children to use the correct phonic vocabulary and encourage them to use their phonic skills across all areas of the curriculum. Here is a guide of some of the phonics language the children use and an explanation of the word.

<b>Phoneme</b>	A single unit of sound that is spoken in a word – a / b / c (pure sound)
<b>Grapheme</b>	A letter or a group of letters that make one sound when written
<b>Digraph</b>	A blend of two graphemes (letters) to make a single different phoneme (sound) – ch / sh / ai / er
<b>Trigraph</b>	A blend of three graphemes (letters) to make a single different phoneme (sound) – igh / ear / air
<b>Split Digraph</b>	A long vowel sound split by a consonant cluster – i_e (bike) / a_e (cake) / o_e (slope)
<b>Segmenting</b>	Splitting a word into phonemes – c-a-t / d-u-ck / ch-ur-ch
<b>Blending</b>	Saying each phoneme in a word then putting them together to say the full word
<b>Sound Buttons</b>	Dots and lines put underneath phonemes (including digraphs and trigraphs) to support with segmenting and blending words
<b>Consonant Cluster</b>	Two or more consonants grouped together in a word
<b>Syllable</b>	A part of a word that is pronounced with one uninterrupted sound – ho-tel / eat-ing / wor-ry-ing
<b>Decodable Word</b>	A word that can be blended (sounded out)
<b>Nonsense Word</b>	An improper 'silly' word that can be read by sounding it out
<b>Tricky Word</b>	A word that can not be blended – was / we / said

## Phonemes and Graphemes to Learn

Phonics and learning to read, write and spell in English is more than just learning the 26 letters of the alphabet. The English language is one of the most complex languages in the world. To help children develop a firm understanding of this the Letters and Sounds programme splits the phonemes and graphemes the children are required to learn into six groups called 'phases'. Over the children's time in Early Years and Key Stage 1 they will learn, practise, apply and revisit all the phonemes and graphemes they need to develop a strong phonological knowledge for reading, writing and spelling.

### Phase 2

letters 's' 'a' 't' 'p'

'i' sat pat at as  
pip it is sit tip  
'n' nip pin an tin in pan nap  
'm' man mat am map  
'd' dim din dip did dad sad  
'g' pig dig gap gas  
'o' dog not on pot pop got top  
'c' cot can cat cap cod  
'k' kid kit

*digraph 'ck'* back kick sack pick pack tick sick

'e' ten pen peg pet den get neck  
'u' duck cut cup nut mud mum mug sun up  
'r' run red rip ram rat ran rug  
'h' hit had him hid hen hat has hot hug his  
'b' back bad bag bed bit bin big but bud bun bus  
'f' fun fog fan if fed fat of

*digraph 'ff'* cuff puff huff off

'l' leg lid luck log lot lock lip lap let

*digraph 'll'* ill hill fell fill doll bell tell

*digraph 'ss'* boss fuss hiss loss mess miss less kiss

### Phase 3

'j' jam job jet jug jog

'v' van vet vivid visit

'w' wag web win will cobweb

'x' wax mix fix six exit fox box

'y' yes yell yet yap

'z' zip zap zit zigzag

*digraph 'zz'* fizz fuzz buzz

*digraph 'qu'* liquid quiz quick quit quack

### Consonant digraphs

'ch' rich much chat check chin such chip chop

'sh' shock shall shop ship shell wish cash fish

'th' as in then with that then them this

'ng' sing song wing bang along ring rang king long

'th' as in thin thin thick thud moth

### Vowel digraphs

'ai' paid tail sail main wait rain nail aim

'ee' been feet feel need teeth see seen meet week

'oa'	load coach road loaf foam boat coat soap
'oo' as in moon	soon boot food cool moon pool rooftop zoo too
'oo' as in book	wood look hood hook good cook foot book took
'ar'	farm dark hard park car bar bark jar farmyard
'or'	torn worn born corn for fork sort short
'ur'	turnip turn church burn hurt curl fur
'ow'	cow town owl bow how now down
'oi'	boil soil join oil foil coil
'er'	summer bigger mixer hammer never hotter better

### **Vowel trigraphs**

'igh'	night right high might sigh tight thigh light
'ear' as in ear	near hear rear beard ear dear gear fear
'air'	fair chair pair hair unfair airless air
'ure'	pure cure secure mature

### **Phase 4**

*No new phonemes are learnt at this stage*

### **Phase 5**

#### **Vowel digraphs**

'ay' as in play	day say play crayon spray stay tray way may
'ou' as in cloud	found mountain sound count cloud out mouth round ground
'ie' as in pie	pie cries die fried tie dried tries lie
'ea' as in heat	seat beast leaflet teacher team steam beak beach heat meal
'oy' as in boy	loyal royal boy enjoy toy joy
'ir' as in bird	thirst thirteen skirt shirt third first girl bird birth
'ue' as in blue	blue clue glue true untrue
'ue' as in statue	continue due pursue statue avenue argue value rescue
'aw' as in saw	drawn saw shawl crawl claws raw paw law lawn jaw
'ew' as in blew	grew chew crew flew threw screw blew
'ew' as in dew	stew few dew knew new newt
'oe' as in toe	hoe toe cargoes dominoes foe woe goes
'au' as in haunt	taunt haunt launch taut
'ey' as in donkey	chimney turkey valley donkey

#### **Consonant digraphs**

'wh' as in wheel	whip which wheel when whiskers whisper
'ph' as in dolphin	alphabet elephant dolphin orphan prophet

#### **Split digraphs**

'a_e'	take name same late make made flame game came
'e_e'	delete these complete theme
'i_e'	white time slide dislike five bike line like inside quite
'o_e'	rose home those stone stroke woke spoke envelope phone
'u_e' as in rule	prune June rule rude brute crude
'u_e' as in tune	cube perfume huge use tune tube

### **Phase 6**

*The children learn alternative spelling choices at this stage*

## High Frequency Words

High frequency words are quite simply those words which occur most frequently in written material. They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence. Some of the high frequency words are decodable and can be sounded out using basic phonic blending skills. However, many of the high frequency words are not phonically regular and are therefore hard to read in the early stages (**tricky words**).

### Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	<b>I</b>	<b>no</b>	<b>go</b>
<b>into</b>					

### Phase 3

will	that	this	then	them	with
see	for	now	down	look	too
<b>he</b>	<b>she</b>	<b>we</b>	<b>me</b>	<b>be</b>	<b>was</b>
<b>you</b>	<b>they</b>	<b>all</b>	<b>are</b>	<b>my</b>	<b>her</b>

### Phase 4

went	It's	from	children	just	help
<b>said</b>	<b>have</b>	<b>like</b>	<b>so</b>	<b>do</b>	<b>some</b>
<b>come</b>	<b>were</b>	<b>there</b>	<b>little</b>	<b>one</b>	<b>when</b>
<b>out</b>	<b>what</b>				

### Phase 5

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	<b>oh</b>	<b>their</b>
<b>people</b>	<b>Mr</b>	<b>Mrs</b>	<b>looked</b>	<b>called</b>	<b>asked</b>
<b>could</b>					

### After Phase 5 – The Next 200 Common Words

water	away	good	want	over
how	did	man	going	where
would	or	took	school	think
home	who	didn't	ran	know
bear	can't	again	cat	long
things	new	after	wanted	eat
everyone	our	two	has	yes
play	take	thought	dog	well
find	more	I'll	round	tree
magic	shouted	us	other	food
fox	through	way	been	stop

## The Next 200 Common Words (continued)

must	red	door	right	sea
these	began	boy	animals	never
next	first	work	lots	need
that's	baby	fish	gave	mouse
something	bed	may	still	found
live	say	soon	night	narrator
small	car	couldn't	three	head
king	town	I've	around	every
garden	fast	only	many	laughed
let's	much	suddenly	told	another
great	why	cried	keep	room
last	jumped	because	even	am
before	gran	clothes	tell	key
fun	place	mother	sat	boat
window	sleep	feet	morning	queen
each	book	its	green	different
let	girl	which	inside	run
any	under	hat	snow	air
trees	bad	tea	top	eyes
fell	friends	box	dark	grandad
there's	looking	end	than	best
better	hot	sun	across	gone
hard	floppy	really	wind	wish
eggs	once	please	thing	stopped
ever	miss	most	cold	park
lived	birds	duck	horse	rabbit
white	coming	he's	river	liked
giant	looks	use	along	plants
dragon	pulled	we're	fly	grow

**If you have any comments or questions please do not hesitate to contact the school.**

**More information about our school can be found on our website**

[www.kirtonlindseyschool.co.uk](http://www.kirtonlindseyschool.co.uk)



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