



Phonics

How your child will learn their phonics here at Powerstock School:

Why teach systematic synthetic phonics?

A solid foundation in reading is critical to a child's success – a child who can read can learn. Whilst at Powerstock School we know that there is far more to teaching reading than just the teaching of phonics, however, there is also a weight of evidence that shows systematic synthetic phonics taught in the first years of a child's education gives them the key building blocks they need to understand and read words. It underpins children's attainment of a good standard of reading and can inspire a lifelong love of reading.

Children who learn synthetic phonics are equipped from a very early stage of development with the tools to have a go at reading. They are motivated to attack new words working from learned sounds.

Phonics focuses on sounds. Through a programme of synthetic phonics teaching children start reading by sequencing the individual sounds in words with an emphasis on blending them together. The synthetic part comes from the word 'synthesis' meaning to assemble or blend together.

In Reception and Year 1 we use the "Floppy's phonics" scheme to provide the sounds and words that the children work on each week. The children initially take home these sounds and then later words so that they can practise and become confident in reading and writing them.

In year 2 the children move on to the "Read, Write Inc" spelling scheme which involves them learning the various rules for adding suffixes such as -ing and -ed.

In Key Stage One, phonics is a focussed teaching strategy based on the sequenced, progressive and systematic principles from Letters and Sounds. This teaches children how the alphabet works for reading and spelling and is taught as a discrete 20 – 30-minute session each day.

The Phonics Lesson

Knowledge of letters and sounds begins once children start in the Reception Class in September.

The children in Reception, Year one and Year 2 work on their weekly phonics sound/words each day – starting at 9:10am and lasting between 20-30 minutes.

The whole key stage one class works on their own phonics session at the same time, and teaching staff ensure that all children are challenged and supported. We have explicit expectations for the teaching of phonics in each year group for each term. Through daily assessment for learning, individual children are identified and given additional support and possibly bespoke interventions, to ensure they do not fall behind.

It is our expectation that the vast majority of children will be secure at phase 3 (see below) by the end of the reception year. This is the national benchmark. Children who reach this milestone are described as being 'school ready' in terms of their phonic knowledge and understanding.

By the end of the Reception year, children should be able to

- read and understand simple sentences.
- use phonic knowledge to decode regular words and read them aloud accurately.
- read some common irregular words (tricky words).
- demonstrate understanding when talking with others about what they have read.
- use their phonic knowledge to write words in ways which match their spoken sounds.
- write some irregular common words (tricky words).
- write simple sentences which can be read by themselves and others.
- spell some words correctly and others are which are phonetically plausible.

It is our expectation that most children will be secure at phase 5 by the end of year 1. This is described as the age-related expectation for the end of Year 1 and forms the content for the Phonic Screening Check in the summer term.

In year 2 it is expected that children have progressed through the phonics phases 1 to 5 and from then are taught 'spelling rules' in line with the National Curriculum programme of study.

Throughout Key Stage 1 weekly spellings will be sent home for the children to learn as part of their homework.

Occasionally, children may experience difficulties or have misconceptions. In such situations, extra sessions are taught as an intervention, to enable children to catch up and keep up with their peers.

	The Phonics sequence for teaching in Reception and Key Stage One
Phase 1	<ul style="list-style-type: none"> Listening to and for sounds. □ Rhythm and rhyme Alliteration
Phase 2	<ul style="list-style-type: none"> Sounds taught: s, a, t, p, l,n, m, d, g, o, c, k, ck, e, u, r ,h, b ,f ,ff ,l ,ll , ss Tricky words: the, to, go ,no,
Phase 3	<ul style="list-style-type: none"> Sounds taught: j, v, w ,x ,y, z, zz, qu □ ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are
Phase 4	<ul style="list-style-type: none"> Recap all previous sounds. Teach reading and spelling tricky words: said, so, he, we , me, be, have, like, some, come, was, you, were, little, one, they, all, are , do, when , out, what, my, her Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr
Phase 5	<ul style="list-style-type: none"> Learn new phoneme zh □ Teach new graphemes for reading ay, ou , ie, ea , oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please. Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked. Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh
Phase 6	<ul style="list-style-type: none"> Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es Understand the rules for adding ing, ed, er, est, ful, ly, y Investigate how adding suffixes and prefixes changes words □ Introduce the past tense

Glossary

Phoneme- the smallest unit of speech-sounds which make up a word.

Grapheme- the written representation of sounds.

Tricky word- word which can't be sounded out, also known as Common Exception Word

Keywords- high frequency words vc word- vowel consonant word (it, as) cvc word- word made up of a consonant, vowel, consonant (cat, dog)

Initial sound- first sound in word

Please find the time to read / watch this important phonics information in order to be able to support your child further.

For further information-

[National Curriculum Spelling Work for Year 1 and Year 2](#)