

# Phonics

**Phonics** is taught from Reception and throughout Key Stage 1 as a foundation for pupils to develop their reading and writing. At Brabourne we use the Letters and Sounds programme to form the basis and provide children with the skills with which they can become confident, fluent and independent readers.

The Letters and Sounds resource builds and develops children's speaking and listening skills as well as providing them with the firm foundations needed for reading through the development of their phonics knowledge and skills. It is a detailed and systematic programme which teaches children the skills they need to read. Children in EYFS and KS1 participate in a 20-30 minute phonics lesson at least 4 times per week and within each lesson there will be the following sections:

- Revisit - where they will recap their previous learning
- Teach – where they will be taught or consolidate a new phoneme/letter pattern or word(s)
- Practise – where they will read and/or segment and spell words/captions/sentences with the new phoneme/letter pattern or word(s)
- Apply – where they will read or write words or captions or sentences with the new phoneme/letter pattern or word(s) as a whole class, group or individually.

The Letters and Sounds programme consists of 6 overlapping, but progressive phases, which allow the continuous development of children's phonics knowledge and skills. The programme begins with lots of auditory work; promoting good listening skills, rhythm and rhyme and environmental skills which form a firm basis upon which children can progress and develop to become fluent readers, who are able to spell words with complex spelling patterns in KS1.

By following this programme children will

- learn that we can represent sounds by written letters
- learn that each letter has a sound and also a name
- learn variations of sounds
- learn a total of 44 sounds and their corresponding written form
- learn to blend sounds together in order to make words, getting progressively more complex
- become confident readers over time who can read captions and sentences
- learn to segment words into their individual sounds to aid spelling
- develop spelling skills such as prefixes, suffixes, doubling or omitting letters

To further support our teaching and delivery of phonics we may draw on resources from other schemes, which we feel will strengthen the children's engagement and understanding. Such resources that we frequently use are letter formation mnemonic cards from RWI, actions and songs from Jolly Phonics, videos and clips from the Alphablocks series as well as games and puzzles from providers such as Epic Phonics and games and puzzles from Phonics Play, Phonics Bloom and Phonics Hero. These are used as and when they fit with the letter progression in the Letters and Sounds Programme.

## **Reading Books**

Through the teaching of the Letters and Sounds programme children will be able to read, and to promote and enable children to become confident readers at Brabourne we use a range of books to develop this.

The reading books for children in who are working on the Letters and Sounds Programme (predominantly those in Reception and Year One) will be reading books that are entirely phonetically decodable and are in line with what they know. As we aim to instil a life-long love of reading we draw on range of different books to promote this. These include Oxford Reading Tree, Floppy's Phonics and Bug Club which feature a range of fiction and non-fiction texts. These books have been carefully ordered by staff, by number and are worked through progressively by the children, according to their phonetic awareness. Access to these decodable books enables our youngest children to build confidence and allows them to practise their phonics skills. Some of the books may feature high frequency and/or tricky words which the children learn to recognise as part of the phonics programme. Other opportunities to read together happen daily too and as part of the routine and/or environment. Children will enjoy sharing stories, non-fiction texts and poems together and will read captions, labels and simple instructions as part of their day-to-day learning.

Children in EYFS will bring home a set of grapheme cards and/or words cards at the end of each week. This is to enable them to continue their learning of that phoneme and/or words at home. Parents may also be directed to online resources to share with their child at home too.

As the children develop into confident and fluent readers they will move onto books that have been grouped according to their Book Band colour. These books allow for progression in terms of word reading and development of comprehension skills as they become longer in length, complexity and/or story structure and hold children's interest and thus develop their reading stamina.

## Resources to support your child with their phonics and reading at home

This link to Oxford Owl contains particularly useful for parents to understand more about the teaching of phonics <https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

The links below are useful for parents to support their child's learning and understanding of phonics at home by using ensuring they use only the pure sounds. There is also a link which is useful for parents to help support their child's early reading skills by learning how to decode and blend sounds into words.

Phonics: How to Pronounce Pure Sounds: Oxford Owl <https://youtu.be/UCI2mu7URBc>

Epic Phonics: The Alphabet Song <https://www.youtube.com/watch?v=5PmB3SljNdQ>

Phonics: How to Blend Sounds to read Words: Oxford Owl <https://youtu.be/vqyqMtSNswo>

## What will be taught when?

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception as part of routines)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception)	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception)	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception and Year 1)	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

*Phase Five* (Throughout Year 1)

Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

*Phase Six* (Throughout Year 2)

Children will now have already learnt the most frequently occurring grapheme to phoneme correspondences (GPC's) in the English language and will be able to read familiar words automatically and decode any new words quickly. Children will be able to spell words phonetically but will learn to become more fluent readers and accurate spellers.

For a more detailed plan of what is taught when in regards to phonics please refer to our phonics overview on our website.