

Phonics Information

blend — to draw individual sounds together to pronounce a word, e.g. s-n-a-p.

digraph — two letters making one sound, e.g. sh, ch, th, ph.

trigraph — three letters making one sound, eg. igh, ing.

vowel digraphs - comprise of two vowels which, together, make one sound, e.g. ai, oo, ow

split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site

grapheme — a letter or a group of written letters representing one sound, e.g. sh, ch, igh.

grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'

phoneme — the smallest single identifiable sound, e.g. the letters 'sh' are one sound.

segment — to split up a word into its individual phonemes in order to spell.

Decode - refers to the process of translating a printed word into sounds

Encode - is the process of using letter/sound knowledge to write.

Schwa - the mid-central, neutral vowel sound typically occurring in unstressed syllables in English, however spelled, as the sound of a in alone and sofa, e in system, i in easily, o in gallop, u in circus.

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.

Outline for every phonics session: revisit & review, teach, practise and apply.

1. Introduce/revisit current consonant or vowel digraph
2. **(SAY) Synthesis** – You segment and say word, all children repeat. *New then old sounds.*
3. **(SAY) Segmentation** – You say the word, children repeat word and segment. *New then old sounds.* Then choose individual children and give word.
4. **(READ)** Segment new words including pseudo words (new/old). The children segment together and then choose individual children. Children **CAN** just say word once secure.
5. **(READ) Sight words** – Teacher, Children. Individuals.

6. **(WRITE)** Pick up boards – Give word, segment together then **write** word on w/b, segmenting again as they write. Choose children to spell back, write on board. (re-visit old sounds). Address issues as they arise.
7. **(WRITE)** Sight words/common exception words – no segmentation. Repeat and re-visit problem words i.e. with, was, other.
8. **(WRITE)** Write me a sentence using chosen word. Focus on sentence structure.

EYFS

Phase 1: Nursery/reception - Sounds, rhyme and alliteration, oral blending

Phase 2:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

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

Sight words - no, go and I

Phase 3:

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th,

Vowel digraphs/trigraphs: ing, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Sight words - he, she, we, me, be, was, you, they, all, are, my, her

Phase 4:

CVCC & CCVC blending e.g tent, hand, spot etc

Wow words to extend vocabulary (daily)

Extra - 5a and 5b sight words (see sight word sheet)

YEAR 1

Recap phase 3 (consonant and vowel digraphs/trigraphs above)

Phase 4 & 5a & b: – alternate spellings with same phoneme different grapheme. (writing)

ai	ee	igh	oa	oo	ar	or	er	ow	oi	ear	air	u-e
ay	ey	i-e	o-e	ew		aw	ir	ou	oy			
a-e	ea			oo		oor	ur					
						au						

Phase 4, 5a and 5b sight words (**see National Curriculum spellings in parent pack**)

YEAR 2

Recap 5a & b (alternate spellings)

Phase 6 - Pronunciations and spellings for graphemes.

i – fin, find	ea – eat, bread
o – hot, cold	a – hat, what
c – cat, cent	y – yes, by, very
g – got, giant	ch – chin, school, chef
u – but, put	ou – out, shoulder, could, you
ow – cow, blow	
ie – tie, field	

Prefixes: re-, un-, a-, de-, be-, in-, con-, dis-, pro-, ad-, pre-, ex-, over-, com-,
-ac

Suffixes: -ed, -ing, -s, -er, -le, -y, -est, -es, -ness, -a, -ly, -al, -ment, -teen, -ful,
-en, -able, -less, -tion, -age, -ence, -ish, -ion, -ship, -ist, -ive, -ward, -ous, -ic, -ise

Common exception words reading and spelling (see spelling list)