



## Darell Primary and Nursery School

### Phonics Teaching at Darell

*At Darell, we follow the Letters and Sounds program for teaching synthetic phonics to our children. We use resources from Jolly Phonics to supplement our teaching. Phonics starts in Nursery with sound discrimination and is then formally taught as daily teacher lead sessions from Reception through to Year 2. Intervention groups are taught, where needed, across the whole school. Phonics teaching in our SRP follows the same progression as below but the year groups it is taught in will depend on the individual needs of each child and this may differ year on year. For mainstream KS2 children who need the structure of phonics, we use Read Write Inc materials as part of intervention sessions.*

### Letters and Sounds Phonics Progression

Phase	Year Group Coverage	Aspect of Learning
<p><b>Phase 1</b></p>	<p>Phase 1 is introduced in Nursery; however, all aspects should be present in Reception and Year 1</p>	<p><b>Aspect 1 - General sound discrimination - environmental</b></p> <p>The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.</p> <p><b>Aspect 2 - General sound discrimination - instrumental sounds</b></p> <p>This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.</p> <p><b>Aspect 3 - General sound discrimination - body percussion</b></p> <p>The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.</p> <p><b>Aspect 4 - Rhythm and rhyme</b></p> <p>This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.</p> <p><b>Aspect 5 - Alliteration</b></p> <p>The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.</p>

		<p><b>Aspect 6 - Voice sounds</b></p> <p>The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.</p> <p><b>Aspect 7 - Oral blending and segmenting</b></p> <p>In this aspect, the main aim is to develop oral blending and segmenting skills. To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.</p>	
		<p><b>New Sounds</b></p>	<p><b>Tricky Words</b></p>
<p><b>Phase 2</b></p>	<p>Reception</p>	<p><b>Set 1:</b> s, a, t, p  <b>Set 2:</b> i, n, m, d  <b>Set 3:</b> g, o, c, k  <b>Set 4:</b> ck, e, u, r  <b>Set 5:</b> h, b, f, ff, l, ll, ss</p>	<p>to, the, no, go, l, into</p>
<p>As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word <b>sat</b>. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word <b>tap</b> from a small selection of magnetic letters.</p> <p style="text-align: center;"><a href="http://www.letters-and-sounds.com/phase-2-games.html">http://www.letters-and-sounds.com/phase-2-games.html</a></p>			
<p><b>Phase 3</b></p>	<p>Reception</p>	<p><b>Set 6:</b> j, v, w, x  <b>Set 7:</b> y, z, zz, qu  <b>Consonant digraphs:</b> ch, sh, th, ng  <b>Vowel digraphs:</b> ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p>	<p>he, she, we, me, be, was, you, they, all, are, my, her</p>
<p>During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to experiment with spelling words such as rain, hear, hair, bee.</p> <p style="text-align: center;"><a href="http://www.letters-and-sounds.com/phase-3-games.html">http://www.letters-and-sounds.com/phase-3-games.html</a></p>			
<p><b>Phase 4</b></p>	<p>Year 1</p>	<p>The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have <b>adjacent consonants</b>, such as <u>tr</u>ap, <u>st</u>ring and mil<u>k</u></p> <p><u>Some more examples:</u> help, test, just, theft, chimp</p>	<p>said, have, like, so, do, some, come, were, there, little, one, when, out, what</p>
<p>When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling tricky words.</p> <p style="text-align: center;"><a href="http://www.letters-and-sounds.com/phase-4-games.html">http://www.letters-and-sounds.com/phase-4-games.html</a></p>			

<p><b>Phase 5</b></p>	<p>Year 1</p>	<p>In Phase Five, children will learn more graphemes and phonemes. For example, they already know <b>ai</b> as in <b>rain</b>, but now they will be introduced to <b>ay</b> as in <b>day</b> and <b>a-e</b> as in <b>make</b>. This will take time to use and apply these and children will need time to experiment with their spelling. Alternative pronunciations for graphemes will also be introduced, e.g. <b>ea</b> in <b>tea, head</b> and <b>break</b>.</p> <p>ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p>	<p>oh, their, people, Mr, Mrs, looked, called, asked, could</p>
<p>Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask and be able to spell them. They will also be able to read and spell polysyllabic words such as bonfire, playing, shouting.</p> <p>With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.</p>			
<p><b>Phase 6</b></p>	<p>Year 2</p>	<p>They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.</p> <p>Suffixes will be introduced as well as basic grammar strategies.</p> <p>- s, es, ing, ed, er, est, y, en, ful, ly, ment, ness, en</p>	
<p>At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.</p>			