

**Section B**

Subject Knowledge for Teaching

**Systematic Synthetic  
Phonics**

## Contents

Section	Overview of contents	Page
<b>Introduction</b>		3
<b>1. The purpose of phonics</b>		
<b>The role of phonics in teaching of reading and writing</b>	Brief summary	4
<b>Simple View of Reading</b>	Brief summary	4
<b>Essential knowledge for teaching</b>	Essential knowledge for teaching Systematic synthetic phonics	4
	Confidence audit 1: understanding of essential knowledge	5
<b>2. Linguistic knowledge</b>		
<b>Key Features</b>	Summary	5
<b>Auditing prior knowledge</b>	Audit 1 plus action plan	5
<b>Subject knowledge – alphabetic code</b>	44 phonemes and common spellings	8
	Enunciating phonemes	9
<b>Phoneme discrimination</b>	Segmentation and blending	10
	Explanation with examples and rationale	
	Activity – segmenting	
<b>3. Application in practice</b>		
<b>Teaching and learning early reading and phonics</b>	Teaching a structured programme	11
	Principles of high quality phonics teaching	
<b>Teaching methods</b>	Multi-sensory teaching	11
<b>Lesson structure</b>	Teaching a four-part phonics lesson	12
	Planning for phonics	13
	Example plans	
<b>4. Resources for teaching phonics</b>		
Reviewing phonics programmes		17
<b>5. Progression in learning</b>		
<b>Phonic phases</b>		18
<b>Auditing subject knowledge</b>	Audit 2 plus action plan	22

<b>Teaching phonics at KS2</b>	Phonics into spelling Support for Spelling Spelling activity	24
<b>Auditing subject knowledge</b>	Audit 3 plus action plan	25
<b>Reviewing teaching experience</b>	Reviewing teaching experience of phonic phases	26
<b>Assessing and tracking children's phonic knowledge</b>	Methods of assessment Using a tracking document	27
<b>Auditing subject knowledge</b>	Summary audit - confidence	27
<b>Further reading and resources</b>	Further reading references Examples of resources to support subject knowledge	28
<b>Glossary</b>	Glossary of terms	29
<b>Answers</b>	Answers to activities and audit questions	33
<b>Appendices</b>	Phonics tracking sheet	36
	Observation proforma for observing phonics teaching	39
	Observation proforma for a four-part lesson	40

## Introduction

This portfolio aims to support you in developing subject knowledge for teaching reading with a focus on systematic synthetic phonics. It provides:

- summaries of key aspects
- links to a range of supporting materials
- support for auditing and tracking subject knowledge with action plans
- reviewing teaching experience

Evidence gathered using this portfolio will support you in providing evidence for the Standards for QTS, in particular standards Q14 and Q15.

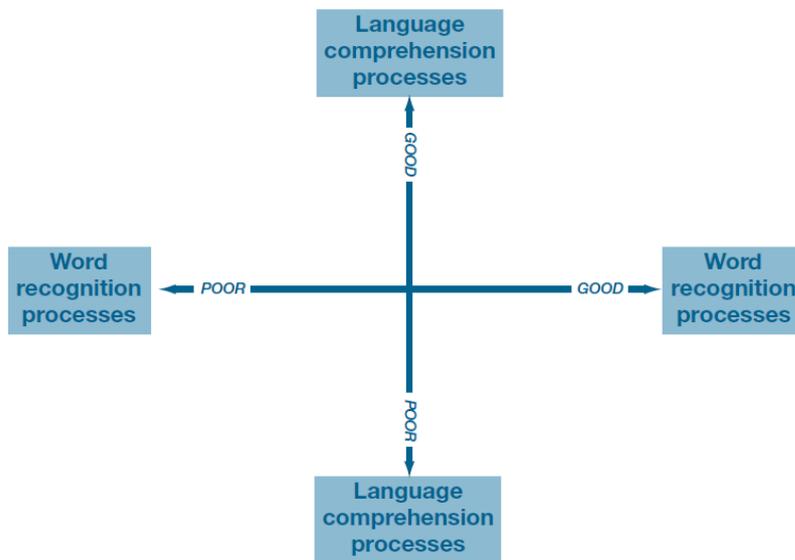
# 1. The purpose of phonics

## The role of phonics in the teaching of reading and writing

Teaching of systematic synthetic phonics supports beginning readers in developing skills to decode and encode text. Teaching of the phonetic structure of the language and common and alternative spelling choices, incrementally, provides a thorough grounding for spelling.

## The 'simple view of reading'

The 'simple view of reading' outlined in the Rose Review (2006), identifies two dimensions of reading – 'word recognition' and 'language comprehension', as shown below.



Source: *Independent Review of the teaching of early reading*, Final Report, Jim Rose, 2006, figure 2, page 77.

This conceptual framework proposes that skilled reading entails development of a set of processes by which the words on the page are recognised and understood (i.e. word recognition processes), and development of increasingly sophisticated language comprehension processes, by which texts as well as spoken language are understood and interpreted.

Learning to read therefore involves setting up processes by which the words on the page can be recognised and understood, and continuing to develop the language comprehension processes that underlie both spoken and written language comprehension. Both sets of processes are necessary for reading, but neither is sufficient on its own. Children who cannot adequately recognise the words on the page are by that fact alone prevented from fully understanding the text; however, recognising and decoding the words on the page is no guarantee that the text will be understood.

## Essential knowledge

You need to know and understand the principles and practices of teaching and assessing reading and writing using systematic synthetic phonics, specifically:

- understanding the model of the Simple View of Reading (SVoR)
- the role of systematic synthetic phonics in reading and writing
- understanding that phonological awareness and phonemic understanding is developed in rich spoken language contexts
- phoneme discrimination: to segment (hear) and enunciate (say) phonemes
- grapheme/phoneme correspondences
- planning in systematic steps, for example, as embodied in phonic phases in *Letters and Sounds* and high quality systematic synthetic phonics programmes
- the application of phonics for teaching and assessing progress in reading and writing across key stages

### Confidence audit 1

Note below how confident you feel initially in relation to the essential knowledge noted above.

Aspect of phonics	Level of confidence	Areas needing further support
Understanding the model of the Simple View of Reading (SVoR)		
Understanding the role of systematic synthetic phonics in reading and writing		
Understand that phonological awareness and phonemic understanding is developed in rich spoken language contexts		
Phoneme discrimination: to segment (hear) and enunciate (say) phonemes		
Understanding of grapheme/phoneme correspondences		
Ability to plan in systematic steps, for example, as embodied in phonic phases in <i>Letters and Sounds</i> and other systematic synthetic phonics programmes		
Understanding how to apply phonics for teaching and assessing progress in reading and writing across key stages		

## 2. Linguistic Knowledge

### Key features of systematic synthetic phonics

You need to know and understand the key features of systematic synthetic phonics to ensure that you can:

- use phonics as the prime approach to word recognition
- ensure grapheme-phoneme correspondences are taught in a clearly defined, incremental sequence
- from the outset, children apply the skill of blending phonemes in order, all through a word, to decode (read) it
- from the outset, children apply the skills of segmenting words into their constituent phonemes to encode (spell)
- demonstrate that blending and segmenting are reversible processes

### Auditing prior knowledge

This audit will begin by assessing in greater detail what you know already about phonics and its place in the teaching of reading and writing and enable you to identify areas to work on.

#### Audit 1 – what do you know already? And what do you need to find out?

<b>What does 'word recognition' refer to in the Simple View of Reading?</b>
<b>What does 'language comprehension' refer to in the Simple View of Reading?</b>
<b>How many phonemes do you think there are in English?</b>
<b>What is encoding?</b>
<b>What is decoding?</b>
<b>How many vowel <i>sounds</i> are there in <u>spoken</u> English?</b>

**How many consonant *sounds* are there in spoken English?**

**What is a phoneme?**

**What is a grapheme?**

**How many phonemes are there in each of these:**

Cat  
Book  
Flat  
Phonics

*(Answers can be found at the end of this document)*

### **Action plan (1)**

<b>Areas identified for further work</b>	<b>How will I address this?</b>

## Subject knowledge – alphabetic code

The English language consists of approximately 44 sounds or phonemes represented by 26 letters. Phonemes in English can be represented in different ways, for example: the /s/ sound in ‘sock’ is represented by ‘c’ in ‘city’; the /k/ sound in ‘kit’ can be represented by ‘c’ in ‘cat’, ‘ch’ in ‘chorus’, ‘ck’ in ‘back’, and ‘cc’ in ‘account’.

In spite of this, the alphabetic system is efficient: 26 letters creating 44 phonemes in 144 combinations to form about half a million words in current use. The English alphabet includes 21 consonants; spoken English uses 24 consonant sounds, so the match between how we say a consonant and how we write it is generally predictable. The rich array of vowels poses particular problems: there are 20 spoken vowel sounds but only five vowel letters, for example, the long /ai/ sound is represented in a range of ways: e.g. **ai**, **a-e**, **ea**, **ay**, **eigh**.

The two factors that make English such a rich language also define its complexity: the alphabetic system and the history of the language, which, because of earlier invasions, includes influences from Germanic, Norman (French), Scandinavian, Latin languages, as well as languages from countries colonised by Britain over several hundred years. There are three main historical sources for English spelling patterns:

- **Germanic** – from the Anglo Saxons, over half our words fall into this category;
- **Romance** – Latin, French and, in the 16th century, Spanish and Portuguese;
- **Greek** – the language of areas of knowledge, (e.g. physics, philosophy).

The implications of this, for teachers of spelling, may seem daunting but 85% of the English spelling system is predictable. The keys to supporting our pupils to become confident spellers lie in teaching the strategies, rules and conventions systematically and explicitly, and helping pupils recognise which strategies they can use to improve their own spelling.

In the table below you can see representation of one spelling choice for each of the 44 phonemes generally recognised in English:

Consonant phonemes, with sample words		Vowel phonemes, with sample words	
1. /b/ – bat	13. /s/ – sun	1. /a/ – ant	13. /oi/ – coin
2. /k/ – cat	14. /t/ – tap	2. /e/ – egg	14. /ar/ – farm
3. /d/ – dog	15. /v/ – van	3. /i/ – in	15. /or/ – for
4. /f/ – fan	16. /w/ – wig	4. /o/ – on	16. /ur/ – hurt
5. /g/ – go	17. /y/ – yes	5. /u/ – up	17. /air/ – fair
6. /h/ – hen	18. /z/ – zip	6. /ai/ – rain	18. /ear/ – dear
7. /j/ – jet	19. /sh/ – shop	7. /ee/ – feet	19. /ure/ <sup>4</sup> – sure
8. /l/ – leg	20. /ch/ – chip	8. /igh/ – night	20. /ə/ – corner (the ‘schwa’ – an unstressed vowel sound which is close to /u/)
9. /m/ – map	21. /th/ – thin	9. /oa/ – boat	
10. /n/ – net	22. /th/ – then	10. /oo/ – boot	
11. /p/ – pen	23. /ng/ – ring	11. /oo/ – look	
12. /r/ – rat	24. /zh/ <sup>3</sup> – vision	12. /ow/ – cow	

*Source: Letters and Sounds Notes of Guidance DCSF, 2007: 11*

For a full picture of the grapheme-phoneme correspondence of the 44 phonemes as represented in English, see Appendix 2 page 21 of Letters and Sounds Notes of Guidance.

## Enunciating phonemes

Does it really matter how phonemes are pronounced? Some children pick up the skill of blending very quickly even if the phonemes are not cleanly pronounced. However, many teachers have found that for other children pronouncing the phonemes in, for example, *cat* as 'cuh-a-tuh' can make learning to blend difficult. It is therefore sensible to articulate each phoneme as cleanly as possible. The guide below will support this. Phoneme enunciation is also modelled on the Letters and Sounds DVD: Phase 5, Articulation of phonemes.

## Continuant consonant phonemes

This set can be pronounced without any added uh:

<b>f</b> (as in 'fan')	<b>h</b> (as in 'hat')	<b>l</b> (as in 'leg')	<b>m</b> (as in 'man')	<b>n</b> (as in 'net')	<b>r</b> (as in 'rat')	<b>s</b> (as in 'sun')	<b>v</b> (as in 'vet')	<b>z</b> (as in 'zip')	<b>sh</b> (as in 'shop')	<b>th</b> (as in 'this')	<b>th</b> (as in 'thing')	<b>ng</b> (as in 'sing')	<b>zh</b> (as in 'vision')
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## Stop consonant phonemes

This set can be pronounced without any added uh. They are unvoiced sounds.

<b>k</b> (as in 'cat')	<b>p</b> (as in 'pen')	<b>t</b> (as in 'tap')	<b>ch</b> (as in 'chip')
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## Stop consonant phonemes

It is harder to get rid of the 'uh' at the end of this next set of sounds. They are voiced sounds.

<b>b</b> (as in 'bed')	<b>d</b> (as in 'dog')	<b>g</b> (as in 'gate')	<b>j</b> (as in 'jam')	<b>w</b> (as in 'wig')	<b>y</b> (as in 'yet')
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## Phoneme discrimination

It is important to ensure that each phoneme in a word can be clearly discriminated. This may require considerable practice.

## Activities – segmenting words

Test your knowledge by trying to work out the number of phonemes in the words below and remember that there are always the same number of *phonemes* as *graphemes*, as a grapheme can be any number of letters that represent that phoneme.

Remember: in 'cat' we can hear 3 phonemes

c/ a/ t/

in 'chop' we can hear 3 phonemes

ch/ o/ p/

In 'light' we can hear 3 phonemes

l/ igh/ t/

Word	Number of phonemes	Split the word into phonemes	Word	Number of phonemes	Split the word into phonemes
that	3	/th/a/t/	dress		
ship			scrap		
thing			flop		
splash			stand		
day			make		

*Answers to quiz at end of this document.*

## Segmentation and blending

The process of segmenting words into their constituent phonemes supports spelling. Blending of phonemes is necessary in order to read words. Oral blending and segmentation, which are the reverse of each other, help children to blend and segment for reading and spelling when they learn letters.

Children enjoy games where they use their blending and segmenting skills to help a toy which can say and understand words only phoneme by phoneme. In these activities the term 'sound-talk' is often used to describe the process of saying the phonemes in words. This is exemplified on the Letters and Sounds DVD: Phase 1, Aspect 7.

### 3. Application in practice

#### Teaching a structured programme

An important feature of high quality phonic work is that it should be '*systematic*', which means teaching all the major grapheme–phoneme correspondences in a clearly defined sequence. The aim will be to secure essential phonic knowledge and skills so that children progress quickly to independent reading and writing. Learning should be at a brisk pace but sensitive to children's developing abilities.

#### Principles of high quality phonic work

Phonic work should be regarded as an essential body of knowledge, skills and understanding that has to be learned largely through direct instruction, rather than as one of several methods of choice.

Beginner readers should be taught:

- grapheme–phoneme correspondences in a clearly defined, incremental sequence (see Appendix where grapheme–phoneme correspondences are explained);
- to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all through the word to read it;
- to apply the skills of segmenting words into their constituent phonemes to spell;
- that blending and segmenting are reversible processes.

#### Multi-sensory learning

The processes of segmenting and blending for reading and spelling need to be made enjoyable and easy for children to understand and apply. Well-timed multi-sensory activities serve this purpose and intensify learning.

One easily available resource that has proved very effective in this respect is a set of solid, magnetic letters that can be manipulated on small whiteboards by children, as individuals or in pairs. These have the advantages, for example, of enabling children to: recognise letters by touch, sight and sounding out simultaneously; easily manipulate letters to form and re-form the same sets of letters into different words; compose words by manipulating letters even though children may not yet be able to write them, for example with a pencil; share the activity and talk about it with a partner; build up knowledge of grapheme phoneme correspondences systematically.

These resources also provide practitioners and teachers with an easy means to monitor children's progress.

## Teaching a four-part lesson

The sequence of teaching is shown below:

Following an introduction where the learning outcomes and success criteria are shared, often accompanied by a 'warm-up' such as an alphabet song, the sequence of teaching is shown below:

Part of lesson	Type of Activity
1. Revisit	Previous day's learning and recent grapheme-phoneme correspondences taught
2. Teach	New grapheme-phoneme correspondence – visual search for position in words, blending skills for reading words, segmenting words for spelling letter formation
3. Practise	Counting phonemes and spelling words, magnetic boards and letters, mini-whiteboards, etc.
4. Apply	Ensure children have opportunities to hear/say/read/write the phoneme/grapheme

A key part of the lesson is also to make careful note of children's ongoing progress, as well as engaging the children in reviewing their learning of each lesson.

## Planning for phonics

The following guidance will support planning for effective discrete phonics teaching: **based on assessment of children's needs.**

### Discrete teaching (daily)

- Based on your assessments, decide which phase of phonic progression you will be working at, and which letter group or groups you will be using.
- Plan each day's discrete teaching session, ensuring from phase 3 onwards that you are teaching a balance of blending and segmenting every week.

### Application in shared reading and writing (daily)

- Plan your shared sessions to include demonstrating to children how to apply their new and existing phonics skills and knowledge so they can see how to blend phonemes when reading and segment phonemes when writing.

### Application across the curriculum (daily)

- When planning your learning environment and continuous provision, ensure that children have opportunities throughout the day, both inside and outside in YR, to engage independently in speaking, listening, reading and writing activities that allow them to explore and practise their growing skills.

### Application in guided reading (twice a week)

- When planning your guided reading sessions, ensure that children are prompted to use the skills and knowledge you have been working on.
- Children at the very early stages of independent reading may need focused small-group sessions to develop their experience, vocabulary and skills.

### Application in guided writing (once a week minimum)

- Plan for all children to participate as frequently as possible in guided writing sessions, where they can develop their independent writing skills with the support of a teacher/practitioner. The context can arise from any area of the curriculum.

***Ensure that ongoing assessment of children's progress informs future planning.***

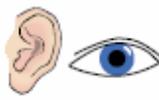
## Sample phonics plan at Phase 2

In this example, the practitioner has worked for a few weeks at Phase 2: 'Introduce grapheme-phoneme (letter-sound) correspondences' using the letters: *s, a, t, p, i, n*. She is now devising sessions for Phase 3, where she will teach some new grapheme-phoneme correspondences; reinforce those already learned, and teach children how to blend sounds for reading and segment them for spelling.

<b>Monday</b>	
Revisit and review	Tray game using <i>s, a, t, p, l, n</i> and new letters
Teach	Introduce new letters <i>b</i> and <i>u</i> and teach mnemonics CVC segmentation using Phoneme frame Letters: <i>s, b, u, t</i> Words: <i>bus, tub</i>
Practise	Noisy letters using <i>t, b, u</i>
Apply	Play 'Guess my word' (see sample discrete teaching sessions)
<b>Tuesday</b>	
Revisit and review	Mnemonics for <i>b</i> and <i>u</i>
Teach	Introduce new letter <i>f</i> and teach mnemonic CVC segmentation using Phoneme frame Letters: <i>f, i, t</i> Words <i>pat, , fit</i>
Practise	Fans using <i>b, f, u, i, m, g</i> Words: <i>fig, gum, big</i>
Apply	Quickwrite
<b>Wednesday</b>	
Revisit and review	Mnemonics for <i>b, i, f</i> and <i>u</i>
Teach	Introduce new letter <i>h</i> and teach mnemonic CVC blending using Sound buttons Words: <i>bit, hit, hub, tab, fib</i>
Practise	Mood sounds using <i>b, f, l, u, h</i>
Apply	Countdown words: <i>fog, mug, him, hat, but</i>
<b>Thursday</b>	
Revisit and review	Mnemonics for <i>h, i, u</i>
Teach	CVC blending using Sound buttons Words: <i>if, it, hug, bug, got</i>
Practise	Variation on 'What's in the box?' see sample session
Apply	In pairs children read prepared 'Silly questions', e.g. <i>Has a cat got a bus? Is a pig fat?</i>
<b>Friday</b>	
Revisit and review	Mnemonics for <i>b, u, i, f, h</i>
Teach	CVC segmentation using Finish it Words: <i>am, at, ham, bib, pig, cut</i>
Practise	Fans Letters: <i>b, u, f, l, h, m</i> Words: <i>fib, hub, him, hum</i>
Apply	Write a short sentence on the board with a missing word for children to write on their whiteboards when you say the word aloud. Words: <i>it, tap, cut</i>

## Example plan at Phase 5

Review the sample plan below and consider similarities and differences.

Planning exemplification of a weekly discrete phonics session – Phase 5					
<b>Monday</b>	<i>Resources:</i> Graphemes: /ai/ /ay/, phoneme frames, pens and wipes, prepared sentences for reading and dictation.				
<b>Introduction</b> 	Share with the children the learning objective for the day and the criteria for success. Today we are going to revisit phonemes and graphemes we already know and learn another new grapheme for the phoneme /ai/. We are going to practise blending those phonemes for reading and segmenting those phonemes for spelling in words and sentences.				
<b>Revisit and review</b> 	Revisit the /ai/ sound from Phases 3 and 4. Ask the children to say the chosen target word after you and then orally segment – for example, 'grain – g/r/ai/n, nail – n/ai/l', 'claim – c/l/ai/m, wait – w/ai/t'. Ask the children to read the words (supporting blending if needed) – for example, 'brain, paid, aim, bait, Spain'. Segment for spelling the words that will be written on the board – 'stain, maid, fail, chain'. Ensure the children give you the letter names when responding to the letter choice in these words, including the vowel digraph /ai/. <div style="text-align: center;"> <table border="1" style="margin: 0 auto;"> <tr> <td>s</td> <td>t</td> <td>ai</td> <td>n</td> </tr> </table> <p style="margin: 5px 0 0 100px;">s t ai n</p> <p style="margin: 0 0 0 100px;">● ● ● ●</p> </div>	s	t	ai	n
s	t	ai	n		
<b>Teach</b> 	Using the 'Best bet' resource, page 147, <i>Letters and Sounds</i> , show a list of the target words already used in the revision part of the session containing the known grapheme-phoneme correspondence (GPC) /ai/. Introduce the new grapheme for the phoneme /ai/ – /ay/ – as a flashcard. Ask the children to tell you, using letter names, what letters make the new grapheme. Write on the board new target words with /ay/ as the phoneme – for example, 'day, play, say'. Ask the children to give you any other suggestions that they can think of where they can hear an /ai/ phoneme at the end of the word. Remind the children to say the word in a quiet voice, and to check that the /ai/ phoneme comes at the end of the word. Take three or four suggestions from the children. Focus on the column with the new grapheme /ay/. Ask the children to read the list of target words, modelling blending phonemes for reading. Ask the children if they can spot a pattern – for example, the /ay/ grapheme occurs at the end of each word. Their responses should include the observation that the /ay/ grapheme appears at the end of the words. Remind the children that if they can hear an /ai/ sound at the end of word, then it is most likely to be the grapheme /ay/. Demonstrate segmenting of phonemes for spelling on a phoneme frame.				

<p><b>Practise</b></p> 	<p>Tell the children that it is now time for them to practise their new learning when spelling words with /ai/ in the most likely position of the grapheme /ay/ when spelling.</p> <p>Working with a partner or individually, and using a phoneme frame, ask the children to spell a new list of target words, such as, 'may, stray, spray, tray, crayon, delay'. Offer each word one at a time and ask the children to segment the phonemes correctly on the phoneme frame. Encourage the children to discuss with and support one another if working with a partner. After one or two minutes, say, 'One, two, three, show me'.</p> <p>Encourage the children not to show you until you say so. Observe and deal with any misconceptions and demonstrate the correct segmenting of the target word. Ask the children to work together to correctly segment the phonemes. Add the target word to the list on the phoneme frame. Repeat the process with another target word. After four target words have been worked through, read the list together, supporting blending for reading if needed.</p>
<p><b>Apply</b></p> 	<p>Tell the children that it is now time to bring together everything they know and have learnt today and show you what they can do.</p> <p>Read the target sentence, which will include some target words from today's session and some of the 'tricky' high-frequency words they have learnt previously. <b>They must play with a crayon on the tray today in the rain.</b></p> <p>Using the reverse side of the phoneme frame, give the children a dictated sentence: <b>There was a delay with the train with the spray on the rail.</b></p> <p>Ask the children to say the sentence all together a couple of times and then again to their partners.</p> <p>Ask them to say it again all together two or three times.</p> <p>Ask the children to tell you the first word.</p> <p>Ask what letters are needed and write the word.</p> <p>Ask about, or point out, the initial capital letter.</p> <p>Remind the children that a space is needed between words and put a mark where the next word will start.</p> <p>Ask the children to say the sentence again.</p> <p>Ask for the next word and ask what letters are needed.</p> <p>Repeat for each word.</p> <p>Ask about or point out the full stop at the end of the sentence.</p> <p>Ask the children to read the complete sentence back to their partner to check that they are happy with their letter choices.</p> <p>'One, two, three, show me ...' Observe and deal with any misconceptions.</p> <p>Have a prepared dictated sentence ready for the children to check their own spelling. With a partner, have them check one another's spelling against the version on the board.</p> <p>Take their responses on successes and words that they found difficult. Take their responses on which bits of the words were difficult and encourage the children to verbalise their learning.</p>
<p><b>Assess learning criteria</b></p> 	<p>Throughout the session you will have observed what the children have achieved. Give the children the opportunity to tell you what they think they have achieved. Using the assessment criteria from Phase 5, page 150, Letters and Sounds, the children should be able to:</p> <ul style="list-style-type: none"> <li>• orally segment phonemes within words;</li> <li>• give the sound when shown any of the focus graphemes;</li> <li>• for any given sound, write the common grapheme;</li> <li>• apply phonic knowledge and skill when reading and spelling unfamiliar words that are not completely decodable;</li> <li>• read a sentence that includes irregular/high-frequency words;</li> <li>• write a sentence that includes irregular/high-frequency words, forming the letters correctly.</li> </ul>

Source: CLLD Materials for consultants, 6<sup>th</sup> Installment Ref: 00365-2008PCK-EN

## 4. Resources for teaching phonics

When encountering a range of teaching programmes for systematic synthetic phonics, you will need to interrogate programmes using the following checklist, in order to draw out how they meet the key features of effective phonics provision (for more information on possible resources, see resources section on page 23).

Name of programme:		
Key aspect	Note how defined in programme	Specific teaching methods/approaches
Is it clear that it uses phonics as the prime approach to word recognition?		
Are grapheme-phoneme correspondences taught in a clearly defined, incremental sequence?		
Does it teach the skill of blending phonemes from the outset in order, all through a word, to decode (read) it?		
Does it teach the skill of segmenting words into their constituent phonemes to encode (spell) from the outset?		
Does it demonstrate that blending and segmenting are reversible processes?		
Other specific features of the programme, including:		
<ul style="list-style-type: none"> <li>- discrete, daily sessions progressing from simple to more complex phonic knowledge and skills, and including new learning every day</li> <li>- Use a multi-sensory approach so that children learn variously from simultaneous VAK activities</li> <li>- Ensure that, as early as possible, children have opportunities to read texts (and spell words) that are within the reach of their phonic knowledge and skills</li> </ul>		

## 5. Progression in Learning

### Teaching phonics in phases

Phonics teaching programmes divide the teaching into steps, stages or phases. Letters and Sounds, for example has a six-phase structure which provides a useful map from which to plan children's progress, although *the boundaries between the phases should not be regarded as fixed*. Guided by reliable assessments of children's developing knowledge and skills, practitioners and teachers will need to judge the rate at which their children are able to progress through the phases and adapt the pace accordingly. As with much else in the early years, some children will be capable of, and benefit from, learning at a faster pace than their peers whereas others may need more time and support to secure their learning.

### Phases in Letters and Sounds

#### Phase 1 (7 Aspects)

This phase develops children's general sounds awareness, using sounds in the environment and phonological awareness (their ability to discriminate speech sounds aurally). It progresses to supporting phonemic awareness: the ability to discriminate individual phonemes. It is important to note that phase 1 activities are designed to underpin and run alongside activities in other phases. This phase is not viewed as finite.

*Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.*

#### Activity 1

**Which aspects in Phase One focus on general sound discrimination?**

**Write a sentence to define each of the following:**

- a) auditory discrimination
  
- b) auditory memory and sequencing
  
- c) oral blending and segmenting

## Phase 2

*Working on: Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words.*

*Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.*

Letter progression:

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

## Activity 2

**What is grapheme-phoneme correspondence?**

**Which of these are NOT CVC words: bag, cow, hot, apple, pig, up, by, tap, pit, sheep?**

**List the suggested daily teaching sequence from Letters and Sounds for Phase 2.**

**What is blending?**

**What is segmenting?**

**What is the recommended letter progression for Phase Two?**

### Phase 3

*Working on: Knowing one grapheme for each of the 43 phonemes introduced to this point.*

*Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.*

Graphemes:

ear, air, ure, er,  
ar, or, ur, ow, oi,  
ai, ee, igh, oa, oo

*Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.*

Consonant digraphs

ch, sh, th, ng

*Working on: Reading and spelling CVC words using letters and short vowels.*

Letter progression

Set 6: j, v, w, x

Set 7: y, z, zz, qu

### Activity 3

**What is a digraph? Provide 3 examples.**

**What is a high frequency word? Which are the ten most frequently used words in English (use more than one source to find out)?**

**What is the difference between a decodable word and a 'tricky' word?**

**How many phonemes in each of these words: dog, spot, in, little?**

#### Phase 4 (YR/Y1)

*Working on: Segmenting adjacent consonants in words and applying this in spelling.*

*Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.*

#### Activity 4

**What is a polysyllabic word?**

**What is the difference between an adjacent consonant and a consonant digraph?**

**How does *Letters and Sounds* suggest two-syllable words should be taught?**

#### Phase 5 (Yr 1)

*Working on: Reading phonically decodable two-syllable and three-syllable words.*

*Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.*

*Working on: Spelling complex words using phonically plausible attempts.*

#### Activity 5

**Give five examples of words with split vowel digraphs.**

**For each of the following write at least two words with different pronunciations of the graphemes, e.g. c – cat, city, Chloe**

G

Y

Ow

Ch

S

## Phase 6 (Yr 2)

*Working on: Recognising phonic irregularities. and becoming more secure with less common grapheme-phoneme correspondences*

*Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.*

## Activity 6

**Look at *Support for Spelling* page 4 'Overview of Spelling Objectives' – review how this builds on phonic phase 6, particularly in Year 2.**

## Auditing subject knowledge 2

Now check your understanding:

**What is taught in Phase 2 of Letters and Sounds?**

**What is the main focus of Phase 5 of Letters and Sounds?**

**Name an example of multi-sensory learning in phonics.**

**What is the difference between revisit and teach in the 4-part phonic lesson?**

**When should letter names be introduced?**

**How can teaching of letter formation be incorporated?**

## Action Plan 2

Areas identified for further work	How will I address this?

## Teaching phonics at KS2

Some children at Key Stage 2 may be experiencing difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching.

In their day-to-day learning some children may:

- experience difficulties with blending for reading and segmenting for spelling
- show confusion with certain graphemes and related phonemes
- have difficulty segmenting longer words containing adjacent consonants (also referred to as consonant clusters or blends)
- demonstrate a general insecurity with long vowel phonemes. For example, children generally know the most common representation of a phoneme, for example /ai/ as in *train*, but require more explanation and practice about the alternative spellings for any particular phoneme.

*For detailed information on approaches to teaching phonics in Key Stage 2, see CLLD Phonics at Key Stage 2.*

## Phonics into Spelling

In order to spell we need both phonemic knowledge and morphological knowledge. Phonemic knowledge is the correspondence between letters (graphemes) and sounds (phonemes). Morphological knowledge includes the spelling of grammatical units within words (such as root words, compound words, suffixes, prefixes, and knowledge of etymology (word derivations).

*For more information on strategies and teaching approaches, see Support for Spelling (DCSF Ref: 00171-2009DOM-EN).*

Now look at the words below and review the strategies that support spelling them accurately.

**Wednesday** – strategies for words like this include using ‘spell-speak’, saying out loud letters which are not pronounced, e.g. ‘Wedunesday’

**Separate** - polysyllabic words often contain an unstressed syllable in which the vowel is pronounced as a nondescript ‘ur’, as in ‘separate’ This is called the ‘schwa’ vowel sound which can be spelt in different ways. Strategies such as looking for words within words – e.g. ‘there is a rat in separate’ can be helpful.

**Pneumonia** – phonemic strategies help with technical words such as this, i.e. first breaking down the word into syllables: pneu/mon/i/a and then using phonemic knowledge to select suitable graphemes to represent the phonemes.

*You will find further detailed guidance on spelling strategies in: Teaching for Progression: Teaching Spelling Ref: DCSF 00750-2008PDF-EN-04*

### Auditing subject knowledge 3

This will test your understanding of spelling choices, especially long vowel phonemes.

**What does a phonemic spelling strategy refer to?**

**What does a morphemic spelling strategy refer to?**

**Name two words that include the /air/ phoneme**

**Give two different spellings for the /or/ phoneme**

**Supply another word that rhymes with, but is spelt differently from, *shoot***

**Separate the following words into prefix, root and suffix as appropriate.**

telephone

photography

recycle

## Reviewing teaching experience

Note below your own teaching experience and highlight any areas that you require more experience of:

Phase	Features	Evidence
<b>Phase 1</b>	<p><b>Phonological awareness: being able to discriminate individual sounds</b></p> <p>Understanding the importance of: teaching rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.</p>	
<b>Phase 2</b>	<p><b>Using common consonants and vowels</b></p> <p>Teaching blending for reading and segmenting for spelling simple CVC words.</p> <p>Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.</p> <p>Letter progression:            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</p>	
<b>Phase 3 (Year R)</b>	<p><b>Knowing one grapheme for each of 43 phonemes introduced to this point</b></p> <p>Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.</p> <p>Graphemes:            ear, air, ure, er,            ar, or, ur, ow, oi,            ai, ee, igh, oa, oo</p> <p>Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.</p> <p>Consonant digraphs            ch, sh, th, ng</p> <p>Reading and spelling CVC words using letters and short vowels.</p> <p>Letter progression            Set 6: j, v, w, x            Set 7: y, z, zz, qu</p>	
<b>Phase 4 (Year R/1)</b>	<p><b>Segmenting adjacent consonants in words and apply this in spelling</b></p> <p>Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.</p>	
<b>Phase 5 (Year 1)</b>	<p><b>Reading phonically decodable two-syllable and three syllable words.</b></p> <p>Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.</p> <p>Spelling complex words using phonically plausible attempts.</p>	
<b>Phase 6 (Year 2)</b>	<p><b>Recognising phonic irregularities</b></p> <p>becoming more secure with less common grapheme/phoneme correspondences</p> <p>Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</p>	

## Assessing and tracking children’s phonic knowledge

It is important to be aware of the expectations for children’s progress. To support this, you may find the tracking grid from *Letters and Sounds* helpful.

Review the phonics tracking grid and consider:

<b>What age children would you expect to be working at phases 2 and 3?</b>
<b>What is the expectation for children in Year 1?</b>
<b>In what year group do children work at phase 6?</b>

### Summary of essential knowledge and understanding for teaching and assessing systematic synthetic phonics

Now note on the grid below your level of confidence in relation to the essential knowledge for teaching systematic synthetic phonics and compare with the initial assessment you did. In particular note areas for further support.

Aspect of phonics	Level of confidence	Areas needing further support
Understanding the role of systematic synthetic phonics in reading and writing		
Secure phoneme discrimination: to segment (hear) and enunciate (say) phonemes		
Understanding of grapheme/phoneme correspondences		
Ability to plan in systematic steps, for example, as embodied in phonic phases in <i>Letters and Sounds</i> and other systematic synthetic phonics programmes		
Understanding how to apply phonics for teaching and assessing progress in reading and writing across key stages		

(1-4, with 1 being very confident, 2 confident, 3 fairly confident, 4 lacking confidence)

## Resources

The following are examples of resources for teaching phonics:

### Further reading:

DfES (2006) Rose, J. *Independent Review of the Teaching of Early Reading*, Final Report, March 2006. (Ref: 0201-2006DOC-EN).

DfES (2006) *Core position papers underpinning the renewal of guidance for teaching literacy and mathematics*

DCSF (2007) *Letters and Sounds*

DCSF (2009) *Support for Spelling*

Johnston, R. and Watson, J. (2005) *The Effects of Synthetic Phonics Teaching on Reading and Spelling Attainment: a seven year longitudinal study*, published by the Scottish Executive, February 2005.

### E-learning resources

Developing Literacy in Initial Teacher Training (DLITT) (especially the units on the Simple View of Reading and Phonics: discrete teaching and application)

Communication Language and literacy Essential knowledge (CLLEK) module 3.

## Glossary of terms

### Adjacent consonants

Consonants which are next to each other in words, often at the beginning or end, e.g. **spin**, **prod**, **just**, **splint**. Also known as consonant clusters.

### Alliteration

Words in a phrase which begin with the same sound, e.g. round the rugged rocks the ragged rascals ran.

### Alphabetic code

In English, as in many other languages, sounds of words are represented by letters.

### Analytic phonics

An approach to the teaching of reading in which the phonemes associated with particular graphemes are not pronounced in isolation. Children identify (analyse) the common phoneme in a set of words in which each word contains the phoneme under study, e.g. could, would, should; can, pan, man. Analytic phonics for writing similarly relies on inferential learning.

### Blending

Blending consists of building words from their constituent phonemes in order, all through the word to read it.

### Consonant

All the letters of the alphabet except a, e, i, o and u. Y can act as a consonant as in young, you and yacht and as a vowel as in baby, hymn and physics. Consonant literally means 'sounding together'. To make a consonant sound we interrupt air flow with our lips or tongue: try saying at, ill, big, etc and notice what you do with your mouth.

### Consonant digraph

Two letters representing a consonant phoneme, e.g. ph in graph, wh in why, gh in laugh

### Digraph

Two letters making one sound or phoneme, e.g. ch in chip, sh in shop, ea in eat. See also consonant digraphs and vowel digraphs.

### Diphthong

Two vowel sounds combine to make a sound but the mouth changes position as the sound is made, e.g. oil, idea, tour

### Double consonant

A consonant digraph where the two letters are the same', , e.g. better, bigger, hopping.

### Graph

One letter making one sound or phoneme.

## Grapheme

A grapheme is a written representation of a phoneme, that is, a letter or group of letters representing a sound. There is always the same number of graphemes in a word as phonemes. The alphabet contains only 26 letters but we use it to make all the graphemes that represent the phonemes of English.

## High frequency words

Words which occur frequently in a language. In English many are regular but some are irregular or 'tricky', e.g. said, their, one.

## Letter-sound correspondence (grapheme/phoneme correspondence (GPC)

The relationship between the letters and the sounds they represent..

## Long vowel sounds or phonemes

There are 14 long vowel phonemes as shown below with their common spellings. Note also the schwa phoneme /e/ (an unstressed vowel sound which is close to /u/) – spellings include: teacher, collar, doctor, about

Phoneme	Grapheme	Sample words
/ai/	ai, ay, a-e	rain, day, make
/ee/	ee, ea, e, ie	feet, sea, he, chief
/igh/	igh, ie, y, i-e, i	night, tie, my, like, find
/oa/	oa, ow, o, oe, o-e	boat, grow, toe, go, home
/oo/	oo, ew, ue, u-e	boot, grew, blue, rule
/oo/	oo, u	look, put
/ar/	ar, a	farm, father
/or/	or, aw, au, ore, al	for, saw, Paul, more, talk
/ur/	ur, er, ir, or (after 'w')	hurt, her, girl, work
/ow/	ow, ou	cow, out
/oi/	oi, oy	coin, boy
/air/	air, are, ear	fair, care, bear
/ear/	ear, eer, ere	dear, deer, here
/ure/³		

Source: Letters and Sounds, Notes of guidance, 00282-2007BKT-EN

## Morpheme

The smallest unit of meaning in language and consist of one or more phonemes. For example, the word 'walk' is one morpheme, but 'walked' is two morphemes; walk plus the past tense marker 'ed'.

## **Morphology**

The study of the meaningful units of words.

### **Onset**

The onset is the first part of a word, the consonant or adjacent consonant at the beginning and before the vowel, e.g. in 'flat', the onset is 'fl'.

### **Phoneme**

A phoneme is the smallest unit of sound in a word that can change its meaning (e.g. in /bed/ and /led/ the difference between the phonemes /b/ and /l/ signals the difference in meaning between the words *bed*, *led*). It is generally accepted that most varieties of spoken English use about 44 phonemes. In alphabetic writing systems (such as English) phonemes are represented by graphemes.

### **Phonemic awareness**

The ability to perceive and manipulate the phonemes in spoken words.

### **Phonetics**

A science studying the characteristics of human sounds, particularly speech sounds and methods for their description, classification and transcription.

### **Phonological awareness**

The ability to perceive and manipulate the sounds of spoken words. It includes the smallest level, phonemes, but also larger units such as rimes and syllables.

### **Prefix**

These are added before a root word, and change the meaning but rarely affect the spelling of a word (e.g. *replace*, *mistake*).

### **Rime**

The rime of a word is the vowel and the rest of the syllable, e.g. in 'flat', the rime is 'at'.

### **Schwa**

An unstressed vowel sound which is close to /u/ – spellings include: *teacher*, *collar*, *doctor*, *about*.

### **Segmentation**

Breaking a word up into its individual phonemes. When spelling a word, the corresponding grapheme (letters) is selected for each phoneme.

### **Short vowel sound**

Vowel sounds that are pronounced in a short form as shown below:

Phoneme	Grapheme(s)	Sample words
/a/	a	ant
/e/	e, ea	egg, head
/i/	i, y	in, gym
/o/	o, a	on, was
/u/ <sup>1</sup>	u, o, o-e	up, son, come

Source: *Letters and Sounds, Notes of guidance, 00282-2007BKT-EN*

### Suffix

These are added after root words, and change the spelling and meaning of a word (e.g. *hope – hoping, walk – walked, happy – happiness*);

### Syllable

A word or part of a word consisting of a vowel phoneme with no, one or more consonant phonemes before or after it, for example, ‘telephone’ has 3 syllables: tel/e/phone.

### Synthetic phonics

An approach to the teaching of reading in which the phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesized). Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn and write a grapheme for each phoneme in turn to produce the written word.

### Tricky words

Words in which letter sounds do not give a perfect or regular guide to pronunciation, e.g. *once, their, said*.

### Trigraph

Three letters representing one sound, e.g. *hed**dge**, hair, sn**atch***.

### Vowel

There are as many as 20 vowels in *spoken* English (the number depends on accent).

### Vowel digraph

Two letters combine to represent one vowel sound, e.g. *o**ut**, bo**at**, a**udit***. Split vowel digraphs have a consonant separating the two vowels, e.g. *bi**t**e, ho**p**e, tu**b**e*.

## Answers: activities and audits

### Audit 1

<b>What does word recognition refer to in the Simple View of Reading?</b>
The ability to master the <b>alphabetic code</b> , apply phonic knowledge and skills in order to decode words and develop a store of familiar <b>tricky words</b> .
<b>What does language comprehension refer to in the Simple View of Reading?</b>
Processes by which texts, as well as spoken language, are understood and interpreted.
<b>How many phonemes do you think there are in Spoken English?</b>
It is generally agreed that there are 44 phonemes in spoken English.
<b>What is encoding?</b>
The process of translating sounds into letters to spell words.
<b>What is decoding?</b>
The process of deciphering letters in order to read words by translating <b>graphemes</b> into sounds.
<b>How many vowel sounds do you think there are?</b>
There are 20 vowel sounds in English.
<b>How many consonant sounds?</b>
There are 24 consonant sounds in English.
<b>What is a phoneme?</b>
A phoneme is the smallest unit of sound in a word that can change its meaning.
<b>What is a grapheme?</b>
A grapheme is the written representation of a phoneme, that is, a letter or group of letters representing a sound.
<b>How many phonemes are there in each of these:</b>
Cat                      3 /c/a/t/
Book                    3 /b/oo/k/
Flat                     4 /f/l/a/t/
Phonics                6 /ph/o/n/i/c/s/

## Segmenting words

Word	Number of phonemes	Split the word into phonemes	Word	Number of phonemes	Split the word into phonemes
that	3	/th/a/t/	dress	4	/d/r/e/ss/
ship	3	/sh/i/p/	scrap	5	/s/c/r/a/p/
thing	3	/th/i/ng/	flop	4	/f/l/o/p/
splash	5	/s/p/l/a/sh/	stand	5	/s/t/a/n/d/
day	2	/d/ay/	make	3	/m/a/k/e

## Activity 1

### Which aspects in Phase One focus on general sound discrimination?

Environmental sounds, instrumental sounds and body percussion

### Write a sentence to define each of the following:

#### - Auditory discrimination

Auditory discrimination refers to 'tuning into sounds' and being able to hear differences.

#### - Auditory memory and sequencing

Auditory memory and sequencing refers to listening and remembering sounds.

#### - Oral blending and segmenting

Oral blending refers to listening to phonemes that are spoken separately and then blending them together to make words and segmenting refers to saying words and then breaking them up into their constituent phonemes.

## Activity 2

### What is grapheme-phoneme correspondence?

The correspondence between the graphemes (letters) and their phonemes (sounds).

### Which of these are NOT CVC words: bag, hot, apple, pig, up, by, tap, pit?

apple, up, by

### List the suggested daily teaching sequence from Letters and Sounds for Phase 2.

Revisit – teach – practise – apply

### What is blending?

To draw individual sounds together to pronounce a word.

### What is segmenting?

Splitting up words into its individual **phonemes** and to select the **graphemes** for each phoneme in order to spell the word.

### What is the recommended letter progression for Phase Two?

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

### Activity 3

**What is a digraph? Provide 3 examples.**

Two letters which combine to represent one sound. 'chip', 'stick', 'train'

**What is a high frequency word? Which are the ten most frequently used words in English (use more than one source to find out)?**

the, and, a, to, said, in, he, I, of, it

**What is the difference between a decodable word and a 'tricky' word?**

A decodable word can be decoded by sounding out the phonemes and blending them together. A 'tricky' word is a word that has unusual grapheme-phoneme correspondences that may not have been taught in the early stages and needs to be taught as a whole word.

**How many phonemes in each of these words: dog, spot, in, little?**

/d/o/g/ - 3 phonemes, /s/p/o/t/ - 4 phonemes, /l/i/tt/l/e/ - 4 phonemes

### Activity 4

**What is a polysyllabic word?**

A word with more than three syllables

**What is the difference between a consonant cluster and a consonant digraph?**

Consonant clusters are two or three letters making two or three consonant sounds. A consonant digraph is two consonant letters making one sound.

**How does *Letters and Sounds* suggest two-syllable words should be taught?**

Model writing the word and dividing into syllables, sound-talk the first syllable and blend it, sound talk the second syllable and blend it. Say both syllables and repeat process with children.

### Activity 5

**Give five examples of words with split vowel digraphs.**

e.g. take, rule, like, come, stone

**For each of the following write at least two words with different pronunciations of the graphemes, e.g. c – cat, city, ciabatta**

g	e.g. go, gem
y	e.g. handy, yacht, my
ow	e.g. cow, slow
ch	e.g. chip, Chris, Charlotte
s	e.g. sun, laser

### Activity 6

**Look at *Support for Spelling* page 4 'Overview of Spelling Objectives' – review how this builds on phonic phase 6, particularly in Year 2.**

It secures the reading and spelling of words containing different spellings for phonemes, as in phonic phase 6.

## Auditing subject knowledge 2

### **What is taught in Phase 2 of Letters and Sounds?**

In this phase children are taught at least 19 letters and how to blend and segment with letters.

### **What is the main focus of Phase 5 of Letters and Sounds?**

The focus of phase 5 is to teach more graphemes for the 40+ phonemes taught in Phases Two and Three; more ways of pronouncing graphemes introduced in Phases Two and Three.

### **Name an example of multi-sensory learning in phonics.**

Using a set of solid, magnetic letters that can be manipulated on small whiteboards by children enabling children to: recognise letters by touch, sight and sounding out simultaneously.

### **What is the difference between revisit and teach in the 4-part phonic lesson?**

Revisit includes revising the previous learning and recent grapheme-phoneme correspondences taught. Teach refers to teaching a new grapheme-phoneme correspondence.

### **When should letter names be introduced?**

In phonics, letter names are needed when children start to learn two-letter and three letter graphemes (Phase Three) to provide the vocabulary to refer to the letters making up the grapheme.

### **How can teaching of letter formation be incorporated?**

In Phase One, children have been immersed in the 'straight down', 'back up again', 'over the hill' and anticlockwise movements that they eventually need when writing letters, using sand, paint, ribbons on sticks, etc. In addition, they will have had lots of fine motor experience with thumb and forefinger as well as using a pencil. So when most children start learning to recognise letters they will be able to attempt to write the letters. Letter formation needs to be explicitly taught.

### Auditing subject knowledge 3

#### What does a phonemic spelling strategy refer to?

Sounding words out: breaking the word down into phonemes (e.g. *c-a-t*, *sh-e-ll*)

#### What does a morphemic spelling strategy refer to?

making links between the meaning of words and their spelling (e.g. *sign*, *signal*, *signature*)

#### Name two words that include the /air/ phoneme.

e.g. hair, share

#### Give two different spellings for the /or/ phoneme.

e.g. horn, claw

#### Supply another word that rhymes but is spelt differently to shoot.

Flute

#### Separate the following words into prefix, root and suffix as appropriate.

telephone

photography

recycle

tele – phone

photo- graph - y

re – cycle

### Assessing and tracking children's phonic knowledge

#### What age do children usually work at phases 2 and 3?

Reception – 4-5 years

#### What is the expectation for children in Year 1?

Phases 4 and 5

#### In what year group do children work at phase 6?

Year 2

**Letters and Sounds:** Phonic progress tracking sheet – Early Years Foundation Stage through Key Stage 1

Class: Teacher/Practitioner:		2008 - 2009					
Progression		Autumn		Spring		Summer	
Phase 1 continuous through Phase 2 - 6 Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.	<p>Phase 6 (Yr 2) Working on: Recognising phonic irregularities, and becoming more secure with less common grapheme-phoneme correspondences Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</p>						Y2
	<p>Phase 5 (Yr 1) Working on: Reading phonically decodable two-syllable and three-syllable words. Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes. Working on: Spelling complex words using phonically plausible attempts.</p>						Y1
	<p>Phase 4 (YR/Y1) Working on: Segmenting adjacent consonants in words and apply this in spelling. Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.</p>						YR/Y1
	<p>Phase 3 (YR) Working on: Knowing one grapheme for each of the 43 phonemes</p> <p>Working on: Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. Graphemes: ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa, oo Working on: Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. Consonant digraphs ch, sh, th, ng Working on: Reading and spelling CVC words using letters and short vowels. Letter progression Set 7: y, z, zz, qu Set 6: j, v, w, x</p>						
Show awareness of rhyme and alliteration.	<p>Phase 2 Working on: Using common consonants and vowels Blending for reading and segmenting for spelling simple CVC words. Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes. Letter progression: Set 5: h, b, f, ff, l, ll, ss Set 4: ck, e, u, r Set 3: g, o, c, k Set 2: i, n, m, d Set 1: s, a, t, p</p>						
	<p>Phase 1 (7 Aspects) Working on: Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.</p>						

Source: DCSF: 00282-2007BKT-EN

## Prompts for observing the discrete phonics session and the application of phonics knowledge and skills

Date:

Class:

No of children:

No of adults:

Aspect	Prompt	Comment
<b>Quality of teaching and learning</b>	<ul style="list-style-type: none"> <li>• Note whether there is a discrete session of phonics teaching every day, which programme or materials are being used, and any grouping arrangements</li> <li>• Note at which Phase of the phonic progression the session is pitched</li> <li>• All children can clearly hear/see the teaching input or the object(s) being used to support the teaching</li> <li>• The session is fully interactive for most of the children for most of the time</li> <li>• The articulation of phonemes is correct</li> <li>• The children are required to articulate phonemes themselves, not just listen to the adult doing so</li> <li>• The children are being taught how to blend and/or segment</li> <li>• The teacher/practitioner ensures that children use their phonic knowledge as the first strategy in word recognition</li> <li>• The session is multi-sensory but tightly focused on the learning goal</li> <li>• There is evidence of new learning, not just consolidation</li> <li>• Contribution of additional adults to children's learning</li> </ul>	
<b>Application of phonic skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Evidence that children have opportunities to apply their phonic knowledge and skills in purposeful reading and writing activities, across the areas of learning</li> <li>• Evidence of differentiation, e.g. through group work, adult support or differentiated activities</li> <li>• Activities promote all four interdependent strands of language: speaking, listening, reading and writing</li> <li>• In YR, the provision reflects the principles of the Foundation Stage</li> <li>• In YR, adult-led activities are well balanced with those that are freely-chosen</li> <li>• How guided reading is organised in YR and KS1</li> </ul>	

## Phonics: discrete teaching and application

### Observation proforma

Prompts	Notes
<p><b>1. Revisit</b></p> <ul style="list-style-type: none"> <li>• Does the teacher ensure that children practise phonemes already taught?</li> <li>• Is it kept lively and fast-paced?</li> <li>• Are all pupils encouraged to participate?</li> </ul>	
<p><b>2. Teach</b></p> <ul style="list-style-type: none"> <li>• Is the articulation of phonemes correct?</li> <li>• Are children required to articulate phonemes themselves, not just listen to the adult doing so?</li> <li>• Are the children taught the name of the letter?</li> <li>• Are the children shown clearly how to read and write the letter?</li> <li>• Are the children being taught how to blend and/or segment?</li> <li>• Is there evidence of new learning, not just consolidation?</li> </ul>	
<p><b>3. Practise</b></p> <ul style="list-style-type: none"> <li>• Do children have opportunities to practise saying the phoneme?</li> <li>• Are they given opportunities to read the corresponding graphemes?</li> <li>• Are they given opportunities to blend phonemes to read words?</li> <li>• Are they given opportunities to segment words into phonemes/graphemes for spelling?</li> <li>• Are they given opportunities to write the letter?</li> </ul>	
<p><b>4. Apply</b></p> <ul style="list-style-type: none"> <li>• Is there evidence that children have opportunities to apply their phonic knowledge and skills in purposeful reading and writing activities?</li> <li>• Do activities promote all four interdependent strands of language: speaking, listening, reading and writing?</li> </ul>	
<p><b>Throughout the session:</b></p> <ul style="list-style-type: none"> <li>• Is the session multi-sensory but tightly focused on the learning goal?</li> <li>• Is it kept fun and interactive?</li> <li>• Are props used effectively?</li> <li>• Is it kept short and focused?</li> <li>• Is it appropriate to the principles of EYFS practice?</li> <li>• Does the teacher observe carefully to assess individual children's progress?</li> </ul>	