

PHONICS EXPLAINED

At Minety School we use the Letters and Sounds Phonics teaching resource to teach our children this key element of learning to read and spell. The different phases are explained from p3 onwards.

Knowledge of letters

There are approximately 44 phonemes in English represented by 26 letters in about 140 combinations. The consonant and vowel phonemes and their most common representations are listed below:

Consonant phonemes and their more usual graphemic representations

consonant phonemes	International Phonetic Alphabet	representative words	consonant phonemes	International Phonetic Alphabet	representative words
/b/	b	b aby	/r/	r	rab b it, w rong
/d/	d	d og	/s/	s	s un, mou s e, ci ty , s cience
/f/	f	fi eld , ph oto	/t/	t	t ap
/g/	g	g ame	/v/	v	v an
/h/	h	h at	/w/	w	w as
/j/	dʒ	ju d ge, gi an t, ba rg e	/y/	j	y es
/k/	k	co o k, qu ick, mi x , Ch ris	/z/	z	ze br a, plea s e, i s
/l/	l	la mb	/θ/	θ	th en
/m/	m	mo n key, co mb	/θ/	θ	th in
/n/	n	nu t , kn ife, gn at	/tʃ/	tʃ	ch ip, wa ch
/ŋg/	ŋ	ri ng , si nk	/ʃ/	ʃ	sh ip, mi ss ion, ch ef
/p/	p	p aper	/z/	z	treasu r e

phonemes are shown between slashes //

Vowel phonemes and their more usual graphemic representations

consonant phonemes	International Phonetic Alphabet	representative words	consonant phonemes	International Phonetic Alphabet	representative words
/a/	æ	cat	/oo/	u	look, would, put
/e/	e	peg, bread	/ar/	ɑ:	cart, fast (<i>regional</i>)
/i/	ɪ	pig, wanted	/ur/	ɜ:	burn, first, term, heard, work
/o/	ɒ	log, want	/au/	ɔ:	torn, door, warn, haul, law, call
/u/	ʌ	plug, love	/er/	ə	wooden, circus, sister
/æ/	eɪ	pain, day, gate, station	/ow/	aʊ	down, shout
/ee/	i:	sweet, heat, thief, these	/oi/	ɔɪ	coin, boy
/ie/	aɪ	tried, light, my, shine, mind	/air/	eə	stairs, bear, hare
/oe/	oʊ	road, blow, bone, cold	/ear/	ɪə	fear, beer, here
/ue/	u:	moon, blue, grew, tune	/ure/	ʊə	pure, tourist

phonemes are shown between slashes //

Note: Modifications of *Progression in phonics* to bring in line with the International Phonetic Alphabet:
 /wh/ has been removed /or/ and /au/ have been combined /ure/ has been added

Phase 1 (developmental stages for CLLD in the EYFS- but continues throughout all phases)

- Explore and experiment with sounds and words.
- Distinguish between different sounds in the environment and phonemes.
- Show awareness of rhyme and alliteration.

(Focus on speaking and listening)

STEP	Learning objectives	Concepts	Skills	Knowledge
1	<p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> – Hear and discriminate general sounds, speech sounds and patterns. <p><i>Curriculum guidance for the foundation stage stepping stones</i></p> <ul style="list-style-type: none"> – Enjoy rhyming and rhythmic activities. – Distinguish one sound from another. – Show awareness of rhyme and alliteration. – Recognise rhythm in spoken words. 	<p>Develop the idea that</p> <ul style="list-style-type: none"> – sounds are different – words are composed of sounds/phonemes 	<p>Developing ability to</p> <ul style="list-style-type: none"> – listen carefully – distinguish between sounds – recognise and talk about differences and similarities between sounds – join in with simple rhythms. 	<p>Developing knowledge of</p> <ul style="list-style-type: none"> – vocabulary (e.g. first, next, same, different, matching).

Phase 2 (up to 6 weeks)

- Know that words are constructed from phonemes and that phonemes are represented by graphemes.
- Know a small selection of common consonants and vowels which they can blend for reading and segment for simple spelling CVC words e.g. 'sit' and 'tap'
- Limited segmenting and blending s, a, t, p, i, n.

2	<p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> – To be able to continue a rhyming string. – To hear and say phonemes in initial position. – To know (some) phoneme-grapheme correspondences. <p><i>Curriculum guidance for the foundation stage stepping stones</i></p> <ul style="list-style-type: none"> – Continue a rhyming string. – Hear and say the initial sound in words and know which letters represent some of the sounds. 	<p><i>Developing</i></p> <ul style="list-style-type: none"> – Words are composed of sounds/phonemes. – Sounds/phonemes are represented by letters. 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> – Segmentation – can identify the phoneme in the initial position in a spoken word. – Blending – can orally blend three phonemes into a word when they are said closely. 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> – Some phoneme/grapheme correspondences.
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Phase 3 (up to 12 weeks)

- Know one grapheme for each of the 44 phonemes.

3i:

- Children can read and spell a few CVC words using limited range of letters and short vowels e.g. 'box'

3ii:

- Children can read and spell CVC words using a wider range of letters short vowel, some consonant digraphs and double letters e.g. 'bell', 'chick'

3iii:

- Children can read and spell a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes e.g. 'sheep', 'boat'.

2-4	<p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> To use the skills of blending and segmenting and the knowledge of phoneme/grapheme correspondences in groups 1-4 to read and spell regular CVC words. <p><i>Curriculum guidance for the foundation stage early learning goals</i></p> <ul style="list-style-type: none"> Hear and say initial and final; sounds in words, and short vowel sounds within words. Link sounds to letters, naming and sounding the letters of the alphabet. Use their phonic knowledge to write simple regular words and make phonically plausible attempts at more complex words. 	<p><i>Developing</i></p> <ul style="list-style-type: none"> Sounds/phonemes are represented by letters. <p><i>Introducing</i></p> <ul style="list-style-type: none"> A sound can be represented by one letter, or by more than one letter. (Group 4 letters). 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Segmentation of 3-phoneme words. Blending 3-phoneme words. 	<p><i>Introducing</i></p> <ul style="list-style-type: none"> Phoneme/grapheme correspondences. <p>Group 1 Card 9 s, m, c, t, g, p, a, o;</p> <p>Group 2 Card 10 r, l, d, b, f, h, i, u;</p> <p>Group 3 Card 11 v, w, y, z, j, n, k, e</p> <p>Group 4 Card 12 ll, ss, ff, zz.</p>
2-4	<p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> To use the skills of blending and segmenting and the knowledge of phoneme/grapheme correspondences in group 5 to read and spell regular CVC words. 	<p><i>Consolidating</i></p> <ul style="list-style-type: none"> Sounds/phonemes are represented by letters. <p><i>Main focus</i></p> <ul style="list-style-type: none"> A sound can be represented by one letter, or by more than one letter. <p><i>Introducing</i></p> <ul style="list-style-type: none"> There can be more than one way to represent a sound. 	<p><i>Consolidating</i></p> <ul style="list-style-type: none"> Segmentation of 3-phoneme words Blending 3-phoneme words. <p><i>Extending</i></p> <ul style="list-style-type: none"> To read and spell polysyllabic words. 	<p><i>Consolidating</i></p> <p>Groups 1-4</p> <p><i>Extending</i></p> <p>Group 5 Card 13 sh, ch, th, wh</p> <p>Group 6 Card 14 ck, ng, qu, x.</p>

Plus learning most common spelling for each long vowel phoneme.

<p><u>Phase 4</u> (4-6 weeks)</p> <ul style="list-style-type: none"> Can blend adjacent consonants in words and apply this skill when reading unfamiliar texts e.g. 'spoon', 'cried', 'nest' Can segment adjacent consonants in words and apply this in spelling. 	<table border="1"> <tr> <td data-bbox="645 172 734 523">5</td> <td data-bbox="734 172 1099 523"> <p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> To use the skills of blending and segmenting to read and spell words with two and three consecutive consonant phonemes. To begin to read and spell two syllable words containing consecutive consonant phonemes. </td> <td data-bbox="1099 172 1464 523"> <p><i>Consolidating</i></p> <ul style="list-style-type: none"> A sound can be represented by one letter, or by more than one letter. There can be more than one way to represent a sound. </td> <td data-bbox="1464 172 1718 523"> <p><i>Extending</i></p> <ul style="list-style-type: none"> Segmentation of 4-phoneme words. Blending of 4-phoneme words. To read and spell polysyllabic words. </td> <td data-bbox="1718 172 2105 523"> <p><i>Consolidating</i></p> <p>Groups 1-6</p> <p>No new phoneme/grapheme correspondences.</p> <p>Cards 16 and 17</p> </td> </tr> </table>	5	<p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> To use the skills of blending and segmenting to read and spell words with two and three consecutive consonant phonemes. To begin to read and spell two syllable words containing consecutive consonant phonemes. 	<p><i>Consolidating</i></p> <ul style="list-style-type: none"> A sound can be represented by one letter, or by more than one letter. There can be more than one way to represent a sound. 	<p><i>Extending</i></p> <ul style="list-style-type: none"> Segmentation of 4-phoneme words. Blending of 4-phoneme words. To read and spell polysyllabic words. 	<p><i>Consolidating</i></p> <p>Groups 1-6</p> <p>No new phoneme/grapheme correspondences.</p> <p>Cards 16 and 17</p>
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<p><u>Phase 5</u> (securing reading and spelling will extend through Year 1)</p> <ul style="list-style-type: none"> Can use alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes e.g. /oe/ o-e, o, oa, ow. Can read phonically decidable two-syllable and three-syllable words, e.g. 'bleating', 'frogspawn', 'shopkeeper'. Can spell complex word using phonically plausible attempts 	<table border="1"> <tr> <td data-bbox="667 627 757 1297">6&7</td> <td data-bbox="757 627 1093 1297"> <p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> To use the skills of blending and segmenting to read words with one, two and more letter graphemes. To begin to make appropriate grapheme choices when spelling. </td> <td data-bbox="1093 627 1417 1297"> <p><i>Consolidating</i></p> <ul style="list-style-type: none"> A sound can be represented by one letter, or by more than one letter. <p><i>Developing</i></p> <ul style="list-style-type: none"> There can be more than one way to represent a sound. <p><i>Introducing</i></p> <ul style="list-style-type: none"> The same grapheme may represent more than one phoneme. </td> <td data-bbox="1417 627 1641 1297"> <p><i>Consolidating</i></p> <ul style="list-style-type: none"> Segmentation of 3 and 4 phoneme words. Blending of 3 and 4 phoneme words <p><i>Extending</i></p> <ul style="list-style-type: none"> To read and spell polysyllabic words. </td> <td data-bbox="1641 627 2038 1297"> <p><i>Consolidating</i> Groups 1-6</p> <p><i>Extending</i></p> <p>Group 7 Card 19 /ee/ ee, ea, y, e, e-e /ie/ igh, y, ie, i-e, i, /r/ r, wr</p> <p>Group 8 Card 20 /oe/ oa, ow, o, o-e /ae/ ai, ay, a-e, a</p> <p>Group 9 Card 21 /ue/ oo, ew, ue, u-e /s/ s, ss, se, ce, unaccented (schwah) vowel</p> <p>Group 10 Card 22 /oo/ oo, oul, u /ow/ ow, ou /oi/ oy, oi</p> <p>Group 11 Card 23 /ar/ ar, a /au/, or, au, aw, al, oor, (w)ar /ur/ er, ir, ur, ear, (w)or</p> <p>Graphemes representing more than one phoneme, e.g. 'ow', 'e'</p> <p>Group 12 Card 24 /air/ air, are, ear /eer/ eer, ere /e/ e, ea /j/ j, g, ge, dge</p> </td> </tr> </table>	6&7	<p><i>Progression in phonics</i></p> <ul style="list-style-type: none"> To use the skills of blending and segmenting to read words with one, two and more letter graphemes. To begin to make appropriate grapheme choices when spelling. 	<p><i>Consolidating</i></p> <ul style="list-style-type: none"> A sound can be represented by one letter, or by more than one letter. <p><i>Developing</i></p> <ul style="list-style-type: none"> There can be more than one way to represent a sound. <p><i>Introducing</i></p> <ul style="list-style-type: none"> The same grapheme may represent more than one phoneme. 	<p><i>Consolidating</i></p> <ul style="list-style-type: none"> Segmentation of 3 and 4 phoneme words. Blending of 3 and 4 phoneme words <p><i>Extending</i></p> <ul style="list-style-type: none"> To read and spell polysyllabic words. 	<p><i>Consolidating</i> Groups 1-6</p> <p><i>Extending</i></p> <p>Group 7 Card 19 /ee/ ee, ea, y, e, e-e /ie/ igh, y, ie, i-e, i, /r/ r, wr</p> <p>Group 8 Card 20 /oe/ oa, ow, o, o-e /ae/ ai, ay, a-e, a</p> <p>Group 9 Card 21 /ue/ oo, ew, ue, u-e /s/ s, ss, se, ce, unaccented (schwah) vowel</p> <p>Group 10 Card 22 /oo/ oo, oul, u /ow/ ow, ou /oi/ oy, oi</p> <p>Group 11 Card 23 /ar/ ar, a /au/, or, au, aw, al, oor, (w)ar /ur/ er, ir, ur, ear, (w)or</p> <p>Graphemes representing more than one phoneme, e.g. 'ow', 'e'</p> <p>Group 12 Card 24 /air/ air, are, ear /eer/ eer, ere /e/ e, ea /j/ j, g, ge, dge</p>
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Phase 6 (For the majority of children will begin in and continue through Year 2)

- Apply their phonic knowledge to recognise and spell an increasing number of complex words
- Are secure with less common grapheme-phoneme correspondences e.g. s /zh/ as in vision.
- Can recognise phonic irregularities.
- Create an ever-increasing capacity to attend to reading for meaning.

PHONICS TERMINOLOGY EXPLAINED

(Reference is made throughout to material taken directly from Playing with Sounds: a supplement to Progression in Phonics. Ref: DFES: 0280-2014)**CLLD:** Communication Language and Literacy Development **EYFS:** Early Years Foundation Stage new curriculum for birth-5.

Phoneme: The smallest unit of sound in a word, e.g. c/a/t, sh/o/p, t/ea/ch/er.

Grapheme: A letter or group of letter representing one sound, e.g. sh, igh, t.

Clip Phonemes: when teaching sounds ,always clip them short ‘mmmm’ not ‘muh’

Digraph: Two letters which together make one sound, e.g. sh, ch, ee, ph, oa.

Split digraph: Two letters, which work as a pair, split, to represent one sound, e.g. a-e as in cake, or i-e as in kite.

Trigraph: three letters which together make one sound but cannot be separated into smaller phonemes, e.g. igh as in light, ear as in heard, tch as in watch.

Segmentation: means hearing the individual phonemes within a word – for instance the word ‘crash’ consists of four phonemes: ‘c – r – a – sh’. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme.

Blending: means merging the individual phonemes together to pronounce a word. In order to read an unfamiliar word, a child must recognise (‘sound out’) each grapheme, not each letter (e.g. ‘**th**-i-n’ not ‘**t-h**-i-n’), and then merge the phonemes together to make the word.

Mnemonics: a device for memorising and recalling something, such as a hand action of a drill to remember the phoneme /d/.

Adjacent consonants: two or three letters with discrete sounds, which are blended together e.g. str, cr, tr, gr. (previously consonant clusters).

Comprehension: understanding of language whether it is spoken or written.