



Statement of Practice for Phonics



Key Elements of effective Phonics

- ✚ Phonics should be taught daily for 25-30 minutes, starting in F1-Year 2
- ✚ Pupils should be assessed using school assessment system and put into ability groups
- ✚ A focus on developing the use of correct terminology to explain new letter names and shapes e.g. phoneme, grapheme, digraph
- ✚ Phonics should be reinforced throughout the day in all lessons and teaching
- ✚ It is an integral part of effective reading and writing teaching
- ✚ It is important to know how to pronounce each of the phonemes correctly.

Selection of phase and set of letters

Children should be grouped in order to meet their phonics knowledge and ability after being assessed using school's phonics assessment. Teachers should select a phase and set of letters using Letters and Sounds (DFE) to meet individual needs. Pupils should be assessed throughout the year to monitor progress and check that they are working within the correct group (phase).

What is synthetic phonics?

It is a technical name and nothing to do with being artificial. The synthetic part refers to synthesizing or blending sounds to make a word. Phonics is a method of teaching children how spoken words are composed of sounds called phonemes and how the letters in words correspond to those phonemes. The process of reading involves decoding or 'breaking' words into separate phonemes, so that meaning can be gained. On the other hand, the process of

spelling requires the writer to identify all the phonemes in a word and then use their knowledge of the phonemic code to write or 'make' the word.

English is essentially a code that can be encoded (written) and decoded (read). We need to teach children this code with as much emphasis as possible on the rules and regularities of the written language.

Children are taught that we can make a word from the sounds and then break it apart again when we want to spell it. Spelling and reading are taught together but children may be better at reading before spelling or vice versa.

Written English is recognised as being a complex language. We have 26 letters but 44 phonemes in the spoken language. There are a huge number of letter combinations needed to make these 44 phonemes (a phoneme is the technical name for the smallest unit of sound).

What is Letters and Sounds?

Letters and Sounds is a government produced synthetic phonic teaching programme. Throughout the six phases children will be taught the 44 phonemes. It is important to remember that there are alternative spellings to these graphemes.

There are six phases in which the children are introduced to all 44 phonemes and corresponding graphemes, starting with the most familiar grapheme for each phoneme first.

Synthetic phonics starts with 'phonemic awareness' which is hearing the different sounds in a word and the matching of these phonemes to single letters. At the same time it shows how these phonemes (sounds) can be 'blended' to produce words and the words can be 'segmented' to write. Children will learn simple letter to sound correspondence. This is when a phoneme is represented by a single letter as in the word /c/ /a/ /t/. When that's mastered children will learn that sometimes one phoneme is represented by two letters (digraph); as in the word /ch/o/ /p/; where /ch/ is only one phoneme (sound).

Then after that, even though at first it may sound confusing, children will learn that sometimes a single phoneme can be represented many different ways.

Like the sound /ay/ in play.

Children will eventually learn that this phoneme can be written;

/ay/ as in the word play

/a-e/ as in the word spade

/ea/ as in the word break

Phonics Planning

- ✚ Should be structured in the following format:
 1. Revisit/ Review
 2. Teach
 3. Practice
 4. Apply

Phonics Screening Protocol

Pupils should be prepared for the phonics screening test in the summer term in year 1:

- ✚ Alien words (pseudo words) should be practised daily as part of the phonics lesson
- ✚ Phonics screening materials should be used to familiarise children with testing materials and formats
- ✚ At every assessment point in the year children should be assessed using phonics screening tests and scores need to be analysed to identify gaps in knowledge and inform future planning and teaching
- ✚ Year 1 teachers should host a phonics screening meeting for parents in the Autumn 2 or Spring 1 term
- ✚ Pupils who have been identified as needing additional support should be given the opportunity to attend interventions and after school boosters
- ✚ Pupils who do not pass the screening test benchmark in year 1 need to continue with daily phonics lessons and resit the test in year 2

EYFS/KS1 Phonics Glossary

Word	What Does It Mean?
blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
consonant	Most letters of the alphabet (excluding the vowels: a,e,i,o,u).
CVC words	<p>Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).</p> <p>Other similar abbreviations include:</p> <ul style="list-style-type: none">• VC words e.g. on, is, it.• CCVC words e.g. trap and black.• CVCC words e.g. milk and fast.
digraph	<p>Two letters which together make one sound e.g. ee, oa, ea, ch, ay.</p> <p>There are different types of digraph:</p> <ul style="list-style-type: none">• Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; b(oa)t or d(ay).• Consonant digraph: two consonants which can go together, for example (sh)op or (th)in.• Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example c(a)k(e) or p(i)l(e).
grapheme	Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.

Word	What Does it Mean?
Letters and Sounds	<p>A Government document detailing the teaching of phonics. There are 6 phases described:</p> <ul style="list-style-type: none"> • Phase 1: This is split into 7 aspects, which focus on hearing and talking about environmental sounds and letter sounds. • Phase 2: Learning 19 letters of the alphabet, along with the first 5 'tricky words' and using them to read and spell simple words and captions. • Phase 3: Learning the remaining letters of the alphabet, some 2 and 3 letter digraphs, along with the next set of 'tricky words'. Reading and writing captions and sentences. • Phase 4: Learning to blend and segment longer words, including words with adjacent consonants and more than one syllable. Reading and writing using these and the next 'tricky words', within sentences. • Phase 5: Learning alternative spellings and pronunciations for phonemes, including their common usage within words. Reading and writing using these and the next 'tricky words', within sentences. • Phase 6: Learning longer words and spelling rules. Children may work from another document from this point, called 'Support for Spelling'.
phoneme	A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.
phonics	Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.
pure sound	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'
segment	This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.
tricky words	Words that are difficult to sound out e.g. said, the, because.
trigraph	Three letters which go together make one sound e.g. ear, air, igh, dge, tch.
vowel	The letters a, e, i, o, u.