

# A GUIDE TO EFFECTIVE PHONICS IN THE PRIMARY SCHOOL

A 'toolkit' for teachers  
The English Team - HIAS



# Guiding Principles for the teaching of PHONICS

A message from the HIAS English Team

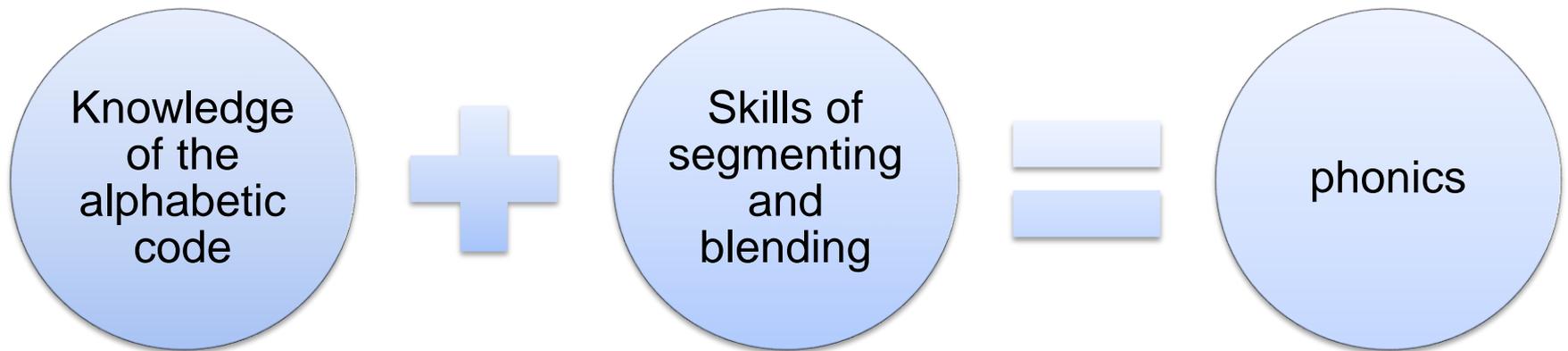
Following the Rose Review in 2006, the teaching of phonics became statutory in all English schools.

**‘...teaching synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers.’** Rose 2006

It is imperative that children receive daily phonics session that demonstrate a **brisk** pace of learning. These sessions need to be **systematic**, **ambitious** and **multi-sensory** so they are enjoyable for all learners. It is only a **time-limited** part of the reading journey, so progress needs to be monitored carefully so that teaching can be adapted to ensure that every child achieves optimum progress.



# What is phonics?



# phoneme

The smallest  
unit of sound

# grapheme

The symbol(s)  
used to  
represent this  
sound

# How many letters make one sound?

## Consonant digraphs

**Consonant digraphs** are two (or three) letters that come together to make one sound.

ll ss ff zz  
hill, mess, puff, fizz

sh ch th wh  
ship, chat, thin, whip

ng qu ck  
sing, quick

## Consonant clusters

**Consonant clusters** are a group of consonants pronounced in immediate succession.

Strong, black, drip, small,  
please, skip, swimming

(N.B. Phase 4 of Letters and Sounds is devoted entirely to these!)

## Digraph

Two letters, which make one phoneme (one sound).

A consonant digraph contains 2 consonants:

sh ck th ll

A vowel digraph contains at least one vowel:

ai ee ar oy

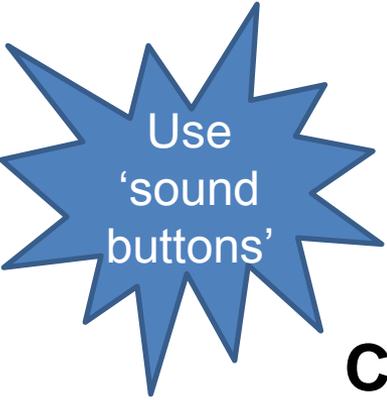
## Trigraph

Three letters, which make one phoneme.

igh dge

## Split digraph

A digraph in which the two letters are not adjacent – e.g. ‘make’.



Use  
'sound  
buttons'

# CVC Words

**CVC refers to phonemes *not* letters!**

Which ones are CVC words?

dock badge church

shop beach free

pig boy watch

Wrongly identified as CVC...

bow bow

few few

saw saw

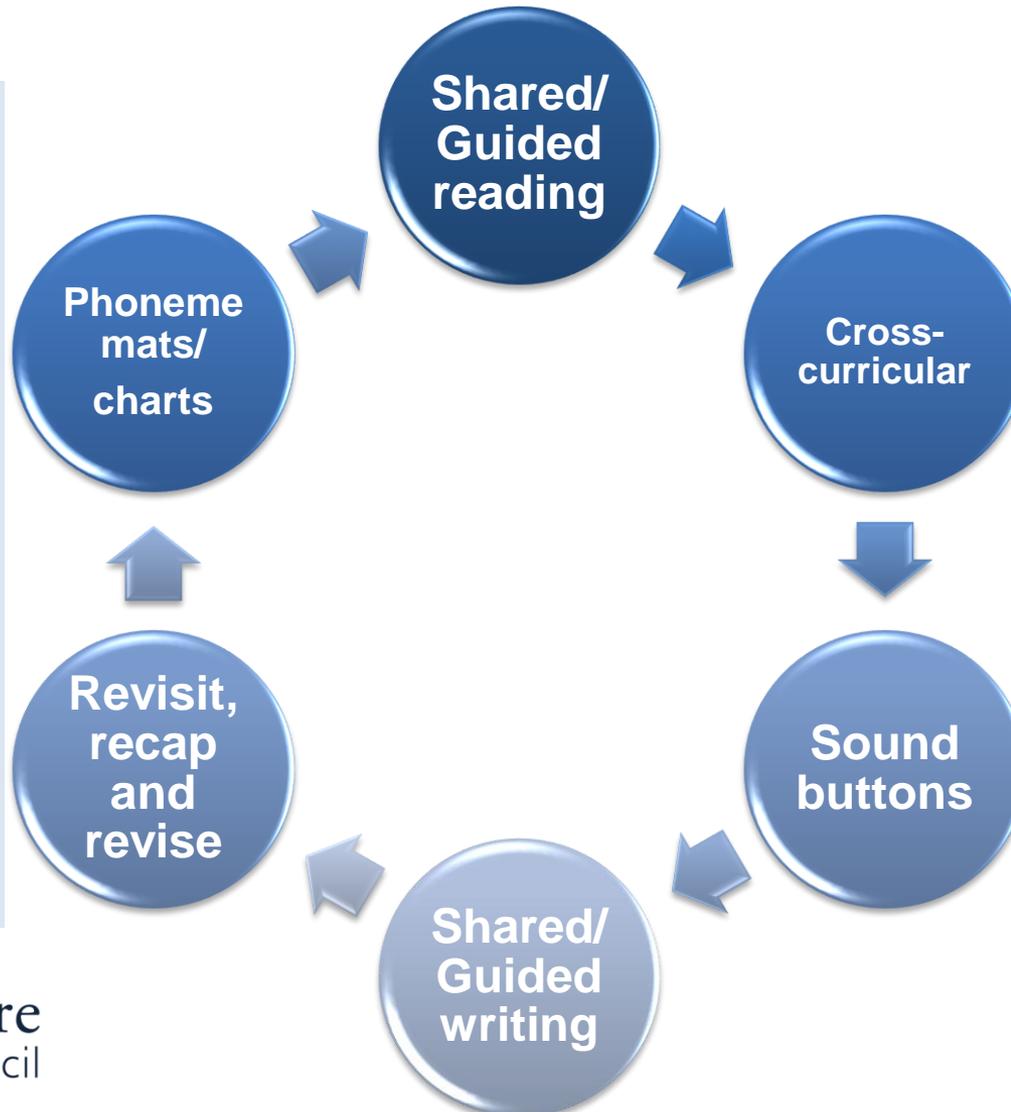
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# Application Across the Curriculum - Out of the Phonics Session

**Having a personalised toolkit to support those who need a little extra:**

Use a zippy wallet with post its with sounds the child is focusing on.

These can then be stuck on the desk in front of them so they can be **applied** in their learning.



They will need to revise sounds throughout the day through short, sharp revision sessions: link these to the rest of the curriculum as well.

Use 'ask-me' stickers!



# Teaching Automaticity in Phonics

repeat

review

revisit

Revisit in lots of different contexts to support this. Use the physical environment and planned opportunities in reading and writing to support with this.

# Letters and Sounds: an overview

## Phase One Nursery/ Reception

Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.

## Phase Two Reception - up to 6 weeks

Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.

## Phase Three Reception - up to 12 weeks

The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.

## Phase Four Reception - 4 to 6 weeks

No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

## Phase Five Throughout Year 1

Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

## Phase Six Throughout Year 2 and beyond

Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

# Using the Four Part Lesson

## Revisit and review

- Practise previously learned phonemes
- Practise blending and segmentation

## Teach

- Teach new graphemes
- Teach new tricky words

	Monday	Tuesday	Wednesday	Thursday	Friday
Review / Revise					
Teach					
Practise					
Apply					

## Practise

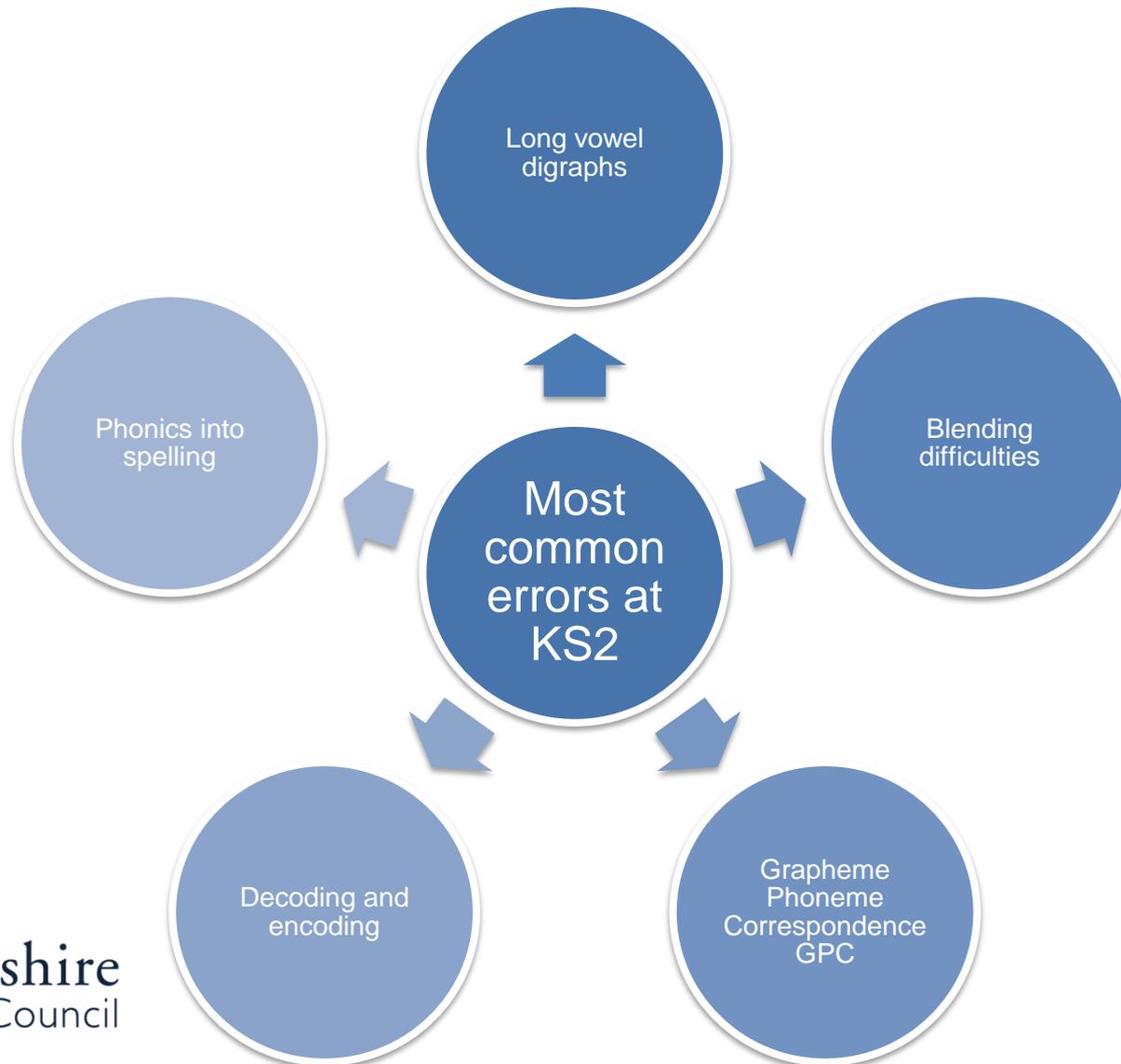
- Practise blending and reading words with the new GPC
- Practise segmenting and spelling words with the new GPC

## Apply

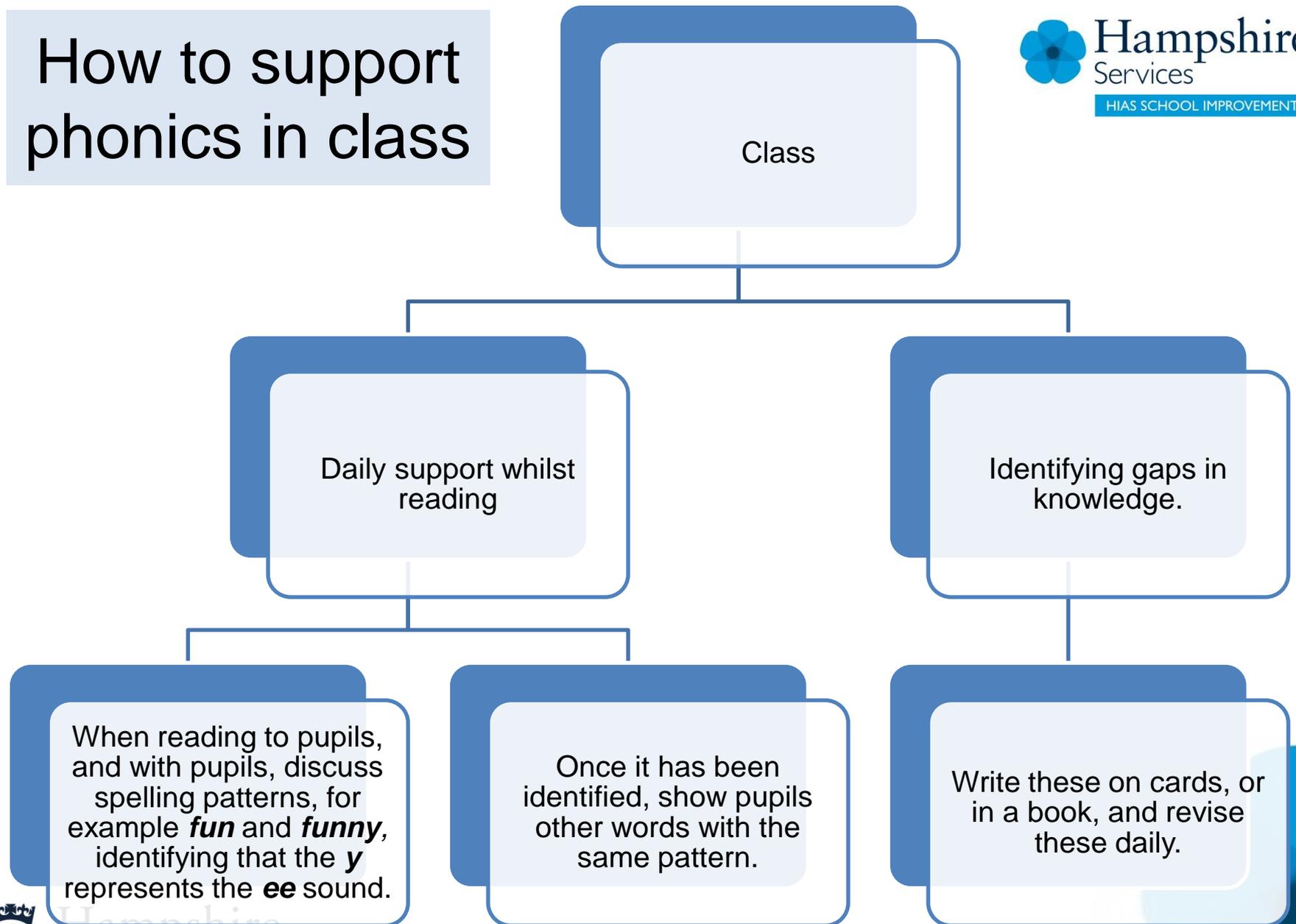
- Read or write a sentence using one or more high-frequency words and words containing new graphemes.



# Phonics at Key Stage Two



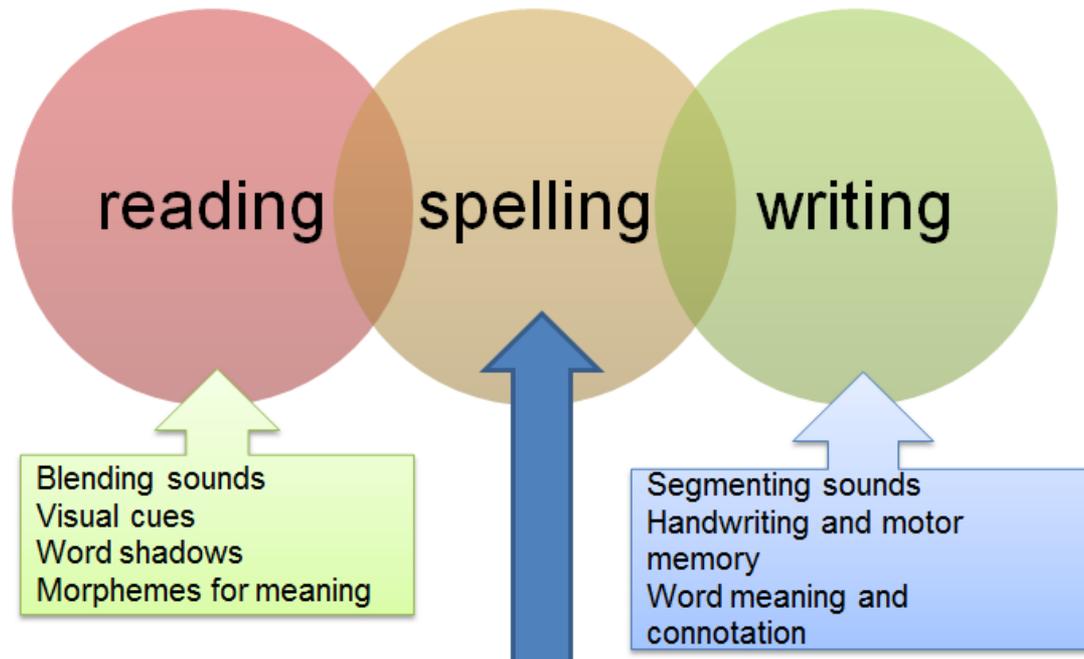
# How to support phonics in class



# Phase Six

## Developing Spelling

Teaching children to develop their skill and automaticity in reading and spelling, creating ever-increasing capacity to attend to reading for meaning.

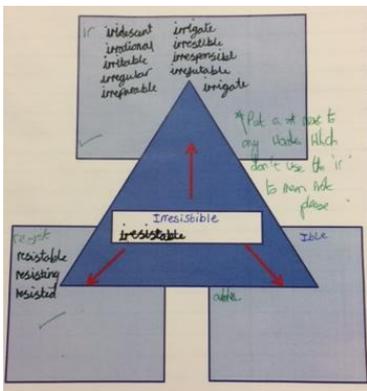


Spelling is a linguistic skill that develops through interactions.

It is an integral part of reading and writing allowing us to make meanings from and within texts.



# Spelling Journals



Developing the use of spelling journals can support both teachers and pupils in many ways. They enable:

- pupils to take responsibility for their spelling learning
- pupils to refer back to previous learning
- teachers to see how pupils are tackling tricky bits of spelling
- teachers and pupils to discuss spelling with parents and carers
- flexibility

