

Phonics Explained



**How we teach phonics at
Kirkby Stephen Primary School**

At KSPS we follow the approved phonics scheme

Time for Phonics

Time for Phonics is a DfE approved, activity-based phonics programme. With proven results, our active phonics lessons engage children with learning, helping them make rapid progress in reading.



Why Time for Phonics?



DfE VALIDATED

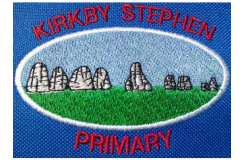


ACTIVITY-BASED



PROVEN RESULTS

PHONICS EXPLAINED



How does your child master phonics, from learning letter sounds to reading fluently?



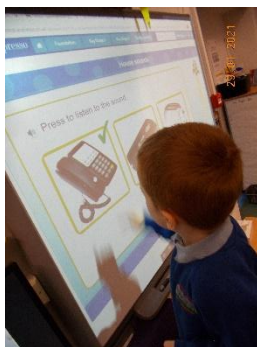
In this booklet we will explain the phonic phases we follow at Kirkby Stephen Primary School.

When your child starts school, phonics becomes a big part of everyday life, transforming them from a non-reader to a child who is capable of reading fluently and spelling (mostly!) accurately by the end of Year 2.

Your child will be taught a sequence of phases throughout the Foundation Stage and Key Stage 1.

Early phonics teaching in Nursery and at the start of Reception focuses on developing children's listening skills.

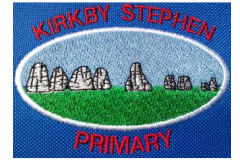
In **Phase 1**, children are taught about:



- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting (e.g. hearing that d-o-g makes dog')

Typical activities for teaching Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy. This phase is intended to develop children's listening, vocabulary and speaking skills.

PHONICS EXPLAINED

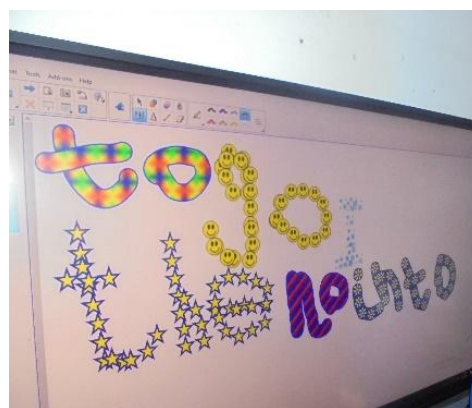


In **Phase 2**, children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. Some are made with two letters, but in Phase 2, children focus on learning the 19 most common single letter sounds. These are broken down into smaller sets of about six sounds to make them more achievable for children to learn.

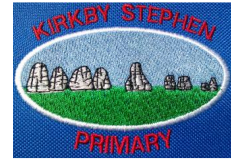


They will learn the most commonly used phonemes first, starting with: **s/a/t/i/p/n.**

By the end of Phase 2 children should be able to read some vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, and to spell them out. They also learn some high frequency 'tricky words' like 'the' and 'go.' This phase usually lasts about six -eight weeks.



PHONICS EXPLAINED



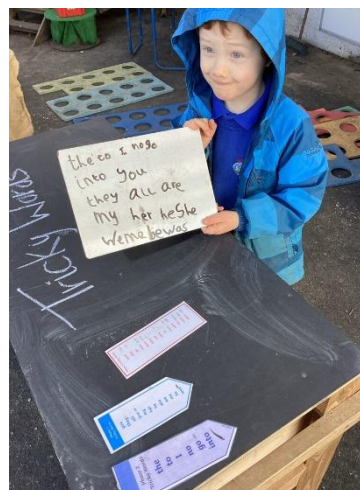
Phase 3 introduces children to the remaining, more difficult and/or less commonly used phonemes. There are around 25 of these, mainly made up of two letters such as ch/ar/ow/ee. We need these sounds to be able to read and form useful words.



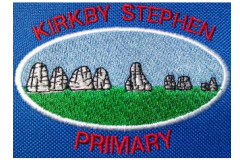
Alongside this, children are taught to recognise trickier words, including 'me,' 'was,' 'my,' 'you' and 'they'.

They learn the names of the letters, as well as the sounds they make. Activities might include practising writing letters on mini whiteboards, using word cards and singing songs like the Alphabet Song.

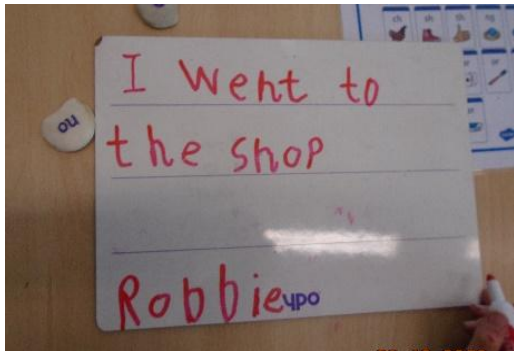
By the end of Phase 3, children should be able to say the sound made by most, or all of phase 2 and 3 graphemes, blend and read CVC words made from these graphemes, read 12 new tricky words and write letters correctly when given an example to copy.



PHONICS EXPLAINED



By now, children should be confident with each phoneme. From here on, phonics teaching is about consolidating and refining their knowledge, introducing more spelling patterns and tricky words and increasing vocabulary.



In **Phase 4** phonics, children will, among other things:

- Practise reading and spelling CVCC words ('bump', 'nest', 'belt', 'milk', etc.)
- Practise reading and spelling high frequency words
- Practise reading and writing sentences
- Learn trickier words, including 'have', 'like', 'some', 'little'

Children should now be blending confidently to work out new words. They should be starting to be able to read words straight off, rather than having to sound them out. They should also be able to write every letter, mostly correctly. Most children will complete this phase around the end of Reception.



Children learn new graphemes (different ways of spelling each sound) and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'.

They learn about split digraphs (the 'magic e') such as the a-e in 'name.'

They'll start to choose the right graphemes when spelling, and will learn an increasing number of tricky words, including 'people,' 'water' and 'friend'. They also learn one new phoneme: 'zh', as in 'treasure.'

- Say the sound for any grapheme they are shown
- Write the common graphemes for any given sound (e.g. 'e,' 'ee,' 'ie,' 'ea')
- Use their phonics knowledge to read and spell unfamiliar words of up to three syllables
- Read all of the 100 high frequency words, and be able to spell most of them
- Form letters correctly



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