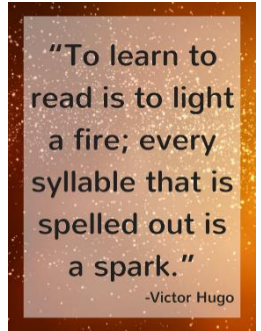




Congerstone Primary School

Phonics



At Congerstone Primary School we have devised our own System for teaching synthetic phonics which is based on Letter & Sounds, KS1 National Curriculum guidance and the EYFS Curriculum

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Knowing the sounds of individual letters and how those letters sound when combined helps children decode words as they read and also know which letters to use when they are writing words.

- Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be written as *c*, *k*, *ck* or *ch*.
- Teaching children to sound out and blend the sounds of letters together helps them decode unfamiliar or unknown words. For example, when a child is taught the sounds for the letters *t*, *p*, *a* and *s*, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".

Phonics at Congerstone Primary School

Children in the Foundation Stage and in Key Stage One take part in phonics sessions every day. We begin in Foundation class with Phase Two.

This link [Guide to pronouncing phonemes](#) will help you ensure you are modelling the correct sounds for your child

Phase Two

Children are gradually introduced to their first **graphemes; the sounds letters represent**. These may be single letters, such as *s* and *n*, or pairs of letters, such as *ck*. Children are encouraged to sound out and then blend the graphemes together to decode words (*s + a + t = sat*) as soon as they have learnt enough graphemes to do so.

This is also the stage at which children begin to learn **common exception words, common words that cannot always be sounded out** according to the synthetic phonics method. e.g. *I*, *the*, *to*.

Phase Three

Children are introduced to additional graphemes. These consist of both single letters, **digraphs, two letters together** which represent a single sound. They learn consonant digraphs such as "sh" and "th" first, and then vowel digraphs such as "oa" and "oo", and **trigraphs, three letters together**. Children also continue to learn common exception words.

Phase Four

Children practice skills they have learnt and learn to blend words with 4 or 5 sounds, including polysyllabic e.g. *stamp*, *morning* and compound words e.g. *classroom*. They also continue to learn more common exception words.

Phase Five

Children learn different ways to write the same sound e.g. the words *wail*, *way* and *whale* all show different ways of representing the same grapheme *ay* sound. They also learn alternative pronunciations for the same graphemes, such as the *ea* in *tea*, *head* and *break*. They continue adding common exception words to their repertoire.

It is our aim that all children will be competent readers by the end of Phase Five.

Phonics Screening Check

Across England, all Year 1 children take part in the Phonics Screening Check in the Summer Term. The check is designed to give teachers and parents information on how your child is progressing in phonics. It will help to identify whether your child needs additional support so that they do not fall behind in this vital early reading skill.

We are currently reviewing our existing practice to ensure it is in line with the latest government validated schemes and inline with recommendations included in [DFE Reading Framework July 2021](#)

