



Phonics

At Glenfield Infant School we teach phonics using the 'Essential Letters and Sounds' phonics programme. It supports your children in making quick progress to become fluent and confident readers.



Phonics teaches your child the sounds that individual letters and groups of letters represent, so they can use them read and write words. There are 44 main sounds in the English Language.

Phonics is taught every day in Year R and Year 1, and during the Autumn Term in Year 2 (Year 2 then turn their attention to spelling rules).

Each phonic session revisits sounds and tricky words the children already have experience of, introduce and practice reading and saying a new sound, and then opportunity to read or write the new sound in words or sentences.

During their phonic sessions your child will learn and become familiar using special phonics' vocabulary:

Phoneme: the smallest single identifiable sound in a word. *E.g., in the word 'cat' there are three phonemes c/a/t.*

Grapheme: the written representation of a sound.

Digraph: two letters making one sound. *E.g., /sh/ in the word 'shop'.*

Trigraph: three letters making one sound. *E.g., /igh/ in the word 'night'.*

Split vowel digraph: two vowel letters split by one or more consonants. *E.g., /a-e/ in the word 'cake'.*

The sounds taught in phonics are split into groups, called phases. There are 5 phases:

Phase 1: This begins in **Nursery/Pre-school and continues in Year R**. It develops speaking & listening skills and there are 7 focuses;

*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')*

Follow the link for ideas of activities you can use at home to continue to develop your child's speaking and listening skills:

<https://www.tameside.gov.uk/TamesideMBC/media/education/VS-Phase-1-Games-to-Play-at-Home.pdf>



Phase 2: In **Year R**, letters and their sounds are introduced one at a time:

s a t p i n m d g o c k c k e u r s s h b f f l l

You can hear the 'pure' pronunciation of the phase 2 sounds here: <https://www.glenfieldschool.co.uk/page/?title=Phonics&pid=1430>



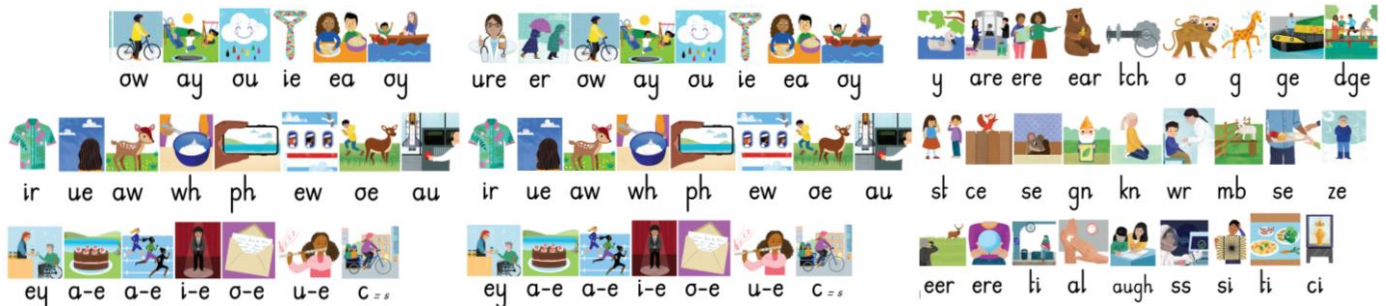
ear R continues to introduce the remaining, more difficult, and less commonly used phonemes: *j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er*

You can hear the 'pure' pronunciation of the phase 3 sounds here: <https://www.glenfieldschool.co.uk/page/?title=Phonics&pid=1430>



Phase 4: At this stage in **Year R**, no new sounds are introduced. The focus is on securing confidence and fluency with the sounds already taught, to read and spell words.

Phase 5: Year R aim to begin this phase towards the end of the Summer Term, but this is the Phase which **Year 1** spends their Autumn and Spring terms focusing on. Your child will learn new graphemes and alternative pronunciations for the graphemes they already know. *E.g., the sound /a/ can be represented by the graphemes /ay/ or /a-e/, and /ea/ can sound different in words such as 'read' and 'break'.*



Reading books

Each week your child will bring home a 'matched' reading book. The book is to be kept for the week and read and reread, to help develop fluency of sounds and whole words (sight word reading).

They may also be given words and sentences containing the focus sounds and 'harder to read and spell' words from phonics that day/week to practise as well.

It is important that you listen to your child read every day, or a minimum of 20 times a month.

Your child will bring home a 'book of interest'. This is a book they have chosen but are unable to read independently and will need to be shared with an adult. These shared books are fundamental in enriching language and developing a love of books.

Supporting your child with reading at home

🕒 Read together every day – taking the time to help your child practise their reading by reading their matched book is essential, as is reading stories *to* your child so they can develop an interest in books and a love of stories and non-fiction books. *Add the reads across the week to your child's reading log.*

🕒 Read and reread their matched book across the week as this helps to develop fluency, by adding sounds and whole words to your child's reading memory (sight vocabulary)

🕒 Read anything – street signs, leaflets that pop through your door, labels in shops, the subtitles on TV, recipes and ingredient lists on packages; our daily lives are filled with text which creates plenty of opportunity to practise our reading skills.

Did you know?

- Only 1 in 3 children are read a bedtime story night
- Reading a bedtime story every night to your child improves their outcomes
- If your child views themselves as a 'good reader' when they leave Primary School they are more likely to earn a higher salary in their 40s.