

Lancashire Primary Literacy

Supporting Children's
Phonics
and
Reading



Presented by Lancashire Literacy Team

This booklet is intended to be distributed within a phonics training session. It contains a summary of the key messages about the teaching of phonics. It is therefore not a definitive explanation of the principles and practices of an intensive phonics programme.

Reading

In order to read successfully, children need two skills; phonics and language comprehension. They need to be able to decode by blending the sounds in words to read them and they need to be able to understand what the word means and the context within which it appears.

Phonics is a means to an end. The sooner that children can recognise the sounds (phonemes), the letters (graphemes) that represent them and blend them together in order to read words, the sooner they can read for understanding, purpose and pleasure.

Language development

Understanding is developed through language. The exploration and explicit teaching of new vocabulary, ideas, information and increasing knowledge and understanding of the world will develop comprehension. If children understand something that they hear, they will understand it when they read. So phonics and language development should go hand-in-hand. But for beginner readers, phonics takes the lead as the prime approach to reading.

Talk! Talk! Talk! Talk about people, places, events, stories, information and ideas. Encourage children to question and explore themes, problems and issues. Use books, photographs, paintings, films, role-play and creativity to generate discussion and vocabulary.

What is phonics?

Phonics:

- is a method of teaching children to connect the letters of the alphabet to the sounds that they make and blend them for reading;
- is a method of teaching children to identify the individual sounds (phonemes) within words and segment them for spelling.

Why phonics first?

The independent review of early reading conducted by Jim Rose confirmed that 'high quality phonic work' should be the prime means for teaching children how to read and spell words.

The sounds

In English speech sounds are represented by the 26 letters of the alphabet. These letters and combinations of these letters make 44 sounds.

There are about 144 different ways to spell these sounds.

Speech sounds are called **phonemes**. These are the smallest units of sounds within words. The letters, or groups of letters which represent phonemes, are called **graphemes**.

Phonemes can be represented by **graphemes** of one, two or three letters:

t sh (digraph) igh (trigraph)

Consonant digraphs are made up of two consonants that make one sound:

sh	ch	th	ck	ng	ll	ss	ff	wr	wh	kn	gn
----	----	----	----	----	----	----	----	----	----	----	----

Vowel digraphs are made up of two vowels or a vowel and a consonant that makes one sound

oo	ee	oa	ow	ou	or	ar	er	ue	oi	ai
----	----	----	----	----	----	----	----	----	----	----

Vowel trigraphs are made up of vowels and consonants that make one sound

igh	air	ear
-----	-----	-----

The Forty-Four Phonemes

Vowel phonemes

Vowel phonemes	Examples and alternative spellings	Vowels phonemes	Examples and alternative spellings
/a/	cat	/oo/	look would put
/e/	peg bread	/ar/	cart fast (regional)
/i/	pig wanted	/ur/	burn first term heard work
/o/	log want	/or/	torn door warn haul law call
/u/	plug love	/er/	wooden circus sister
/ai/	pain day gate station	/ow/	down shout
/ee/	sweet heat thief these	/oi/	coin boy
/igh/	tried light my shine mind	/air/	stairs bear hare
/oa/	road blow bone cold	/ear/	fear beer here
/oo/	moon blue grew tune		

Consonant phonemes

Consonant phonemes	Examples and alternative spellings	Consonant phonemes	Examples and alternative spellings
/b/	baby	/s/	sun mouse city science
/d/	dog	/t/	tap hat
/f/	field photo telegraph	/v/	van
/g/	game	/w/	was
/h/	hat	/wh/	where (regional)
/j/	judge giant barge	/y/	yes
/k/	cook quick mix Chris	/z/	zebra please is
/l/	lamb	/th/	then weather
/m/	monkey comb	/th/	thin
/n/	nut knife gnat	/ch/	chip watch
/p/	paper	/sh/	ship mission chef
/r/	rabbit wrong	/zh/	treasure
		/ng/	ring sink

It is very important that these phonemes are articulated precisely and accurately. Phonemes should be enunciated as a pure, clean sound. There should be no extra /er/ sound. This is known as a schwa. If children hear and say the schwa, it makes blending for reading difficult. If a child hears cuh-a-tuh when trying to read cat, the blended word will make no sense.

In schools where the children and adults have a range of regional accents, it can be confusing if the same grapheme is articulated differently by different adults. There should be no difficulty with consonants as these have no accent.

Most consonants should be pronounced in a continuous manner – e.g. ssssss mmmmmm lllllll nnnnnn shshshsh rrrrrr zzzzzzzz vvvvvv

Some can't be said like this e.g. /c/ /t/ /p/ /b/ /d/ and /g/) but /c/ /t/ and /p/ should be enunciated without the voice

Phonemes wwwwww and yyyyyyy are less easy and need practice.

It is the vowels and long vowel phonemes which prove most challenging. The /oo/ phoneme in book is a short /oo/ phoneme but is often pronounced as a long /oo/ in some areas. The /air/ phoneme in Mary is sometimes pronounced /er/. Our regional accents should be treasured and celebrated but the pure sounds should be used when teaching phonics so that all adults and children say/recognise the same phoneme for the corresponding grapheme. Schools may wish to create a policy which sets out standardised pronunciation. However, a common sense approach will establish whether different accents are having a negative impact upon learning phonics.

'Blends'

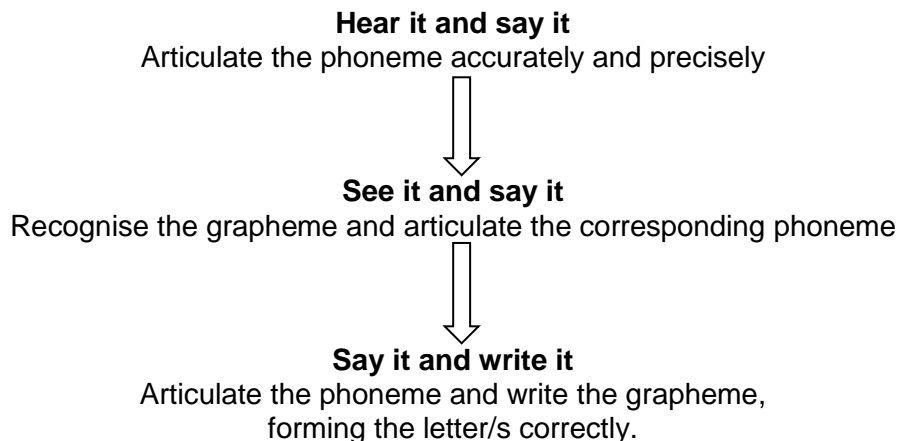
Historically, some adjacent consonants have been taught as 'blends'. For example;

cl br str sp spl bl st str tr scr

This is *unhelpful* as it is very difficult for children to discriminate the individual phonemes within the adjacent consonants. For example, the difference between /ch/ and tr is very subtle. Therefore, /ch/, which is one phoneme, is taught as such, and t and r are taught as two phonemes which are then blended for reading. Phonemes should be read through a word in the order in which they appear. This removes the need to treat adjacent consonants as 'blends'.

ch ai n t r ai n

Teaching a new GPG (grapheme phoneme correspondence):



Segmenting and Blending:

Segmenting and blending are reversible key phonic skills. Segmenting ('chopping', 'robot arms') consists of breaking words down into their separate phonemes to spell; s p e ll.

Blending consists of building (synthesising) words from their separate phonemes s p e ll *spell*. Blending tends to be the neglected part of this process but it is very important that children secure the skill of blending in order to become successful readers. Blending should be modelled and practised in phonics and throughout the day whenever reading or oral blending is undertaken. Many classes include children who 'sound out' very well when reading but struggle to blend the sounds they have identified into a word. This makes reading a chore and can be exhausting for both reader and listener.

Decoding

Decoding is the process of blending each **phoneme** in a word, in order to read the whole word.

c	a	t	
.	.	.	
ch	ea	p	
.	-	.	
s	t	r	i k e
.	.	.	- .
sh	ar	p	
.	-	.	

Phoneme combinations in words:

Words are made up of combinations of consonants and vowels. Below is a table showing the most common combinations that children will need to blend for reading by the end of Year 1. It is also important to generate pseudo words to check that children have both blending as well as word recognition skills. Generate words and pseudo words in the spaces provided.

CVC	<u>CCVC</u>	CV <u>CC</u>	CV <u>V</u> C	<u>CCVCC</u>	<u>CCVVC</u>	VCC
cat	shop	with	seat	shall	sheep	ask
CCVC	<u>CCVVC</u>	CCV <u>CC</u>	CVCC	CV <u>VCC</u>	<u>CCVCC</u>	CV <u>V</u>
spin	stool	brush	lost	toast	chips	tie
CV <u>V</u> V	<u>CCV<u>V</u>V</u>	CV <u>CV</u>	<u>CCV<u>CV</u></u>	CC <u>V<u>CV</u></u>	<u>CCCV<u>CC</u></u>	CCVCC
sigh	thigh	cake	shake	prize	thrill	stamp
CC <u>V<u>V</u>CC</u>	<u>CCCV<u>CC</u></u>	CCCV <u>V</u>	CCCV <u>C</u>	CCCV <u>CV</u>	CCCVCC	
bleeds	shrimp	stray	scrap	stripe	straps	

C = consonant

CC and CCC = adjacent consonants – st tr cl bl br pr scr spr

CC = consonant digraph – /sh/ /th/ /ch/ /ll/ /ss/ /ck/ /ng/ /qu/

V = vowel

VV = vowel digraph - /oa/ /ee/ /igh/ /oo/ (short as in book) /oo/ (long as in moon)

VCV = split digraph – cake, line, stone, Pete, tune.

Tricky words

If the word is decodable at the phase the child is working in, they should decode it. If not, the word is a tricky word, and should be taught in the same way as any other phonic decoding (using phoneme counting, decoding graphemes etc) with a focus on the tricky element;

eg Oral segmenting with phoneme buttons

s a i d
· --- ·

We know **/s/** and we know **/d/** but the **/ai/** is the tricky bit.

It says **/e/**

So the word says **s e d** (orally segment)

However, there are some words which are so tricky, common sense would suggest these have to be learned by sight; e.g. *one*

Planning and delivering phonics:

It is important to follow the sequence of phonic content of the chosen programme consistently from start to finish. Mixing parts of different programmes will slow the children's progress. Phonics sessions should be lively, interactive and multi-sensory. There is a range of games and activities in most phonics programmes to make phonics fun and effective, but planning should focus upon the appropriate phonemes and skills rather than the games. There should be a daily phonics lesson in Reception and Year 1.

The teaching sequence for a phonics session

Revisit and review

Practise previously learned phonemes and graphemes
Practice oral blending and segmenting



Teach

Teach a new grapheme
Teach blending and/or segmentation of phonemes in words
Teach one or two tricky words



Practise

Practise reading and/or spelling with the new phoneme/grapheme



Apply

Read or write a caption/sentence using one or more high-frequency words and words containing the new phoneme/grapheme



Apply! Apply! Apply!

Make frequent links between the phonics sessions and reading and writing throughout the day and across the curriculum. Give children lots of opportunities, right from the start of the programme, to use their phonics knowledge for reading and writing.

It's what they're for!



Assessment of Phonics:

Children's progress should be tracked through a reliable assessment process that identifies learning difficulties at an early stage. Children's phoneme/grapheme knowledge and ability to segment and blend need to be assessed individually, as their progress may not be sufficiently well ascertained in the group activities. The teaching materials for each phase therefore include assessment statements, and the words and captions provided in the appendices also serve as assessment checks at the end of the phase.

Every session in Phases Two to Five includes grapheme recognition or recall practice, and blending and segmentation practice. During these practice activities, there is also the opportunity for assessment. For instance, in grapheme recognition, a child can point to the letters for other children to identify while the adults can observe and assess the children. For reading and writing, different children can be called upon each day to read a word individually and when they are writing words either with magnetic letters or on whiteboards, assessment is straightforward.

See the Lancashire Literacy website for tracking documents.

http://www.lancsnqfl.ac.uk/nationalstrategy/literacy/index.php?category_id=518

Progression and pace in the teaching of phonics

Phase 1	Phase 2: Up to 6 weeks	Phase 3: Up to 12 weeks	Phase 4: 4 to 6 weeks	Phase 5: Year 1	Phase 6: Year 2 to 3
<p>Children will:</p> <ul style="list-style-type: none"> develop their language structures; increase their vocabulary; begin to distinguish between sounds in words; speak clearly and audibly; become familiar with rhyme, rhythm and alliteration; listen attentively; explore and experiment with sounds and words; 	<p>Children will:</p> <ul style="list-style-type: none"> be introduced to grapheme-phoneme correspondences; know that words are constructed from phonemes (sounds); know that phonemes are represented by graphemes (letters); know a small selection of common consonants and vowels; blend them together to read simple CVC words; segment them to spell simple CVC words. 	<p>3(i) Children will:</p> <ul style="list-style-type: none"> read and spell a few CVC words; use a limited range of letters and short vowels, e.g. <i>box</i>; <hr/> <p>3(ii)</p> <ul style="list-style-type: none"> read and spell CVC words using a wider range of letters; use short vowels, consonant digraphs and double letters, e.g. <i>bell, chick</i>. <hr/> <p>3(iii)</p> <ul style="list-style-type: none"> read and spell a wide range of CVC words; using all 44 phonemes and less frequent consonant digraphs and some long vowel phonemes, e.g. <i>sheep, boat</i>. 	<p>Children will:</p> <ul style="list-style-type: none"> blend to read words containing adjacent consonants; segment to spell words with adjacent consonants; not learn adjacent consonants in families to avoid children treating two phonemes as one unit, e.g. 'sp'; spell and read an increasing number of new words: CVC–pot; CVCC words – pots; CCVCC words – spots; CCCVC words – split. 	<p>Children will:</p> <ul style="list-style-type: none"> learn to recognise and use alternative ways of pronouncing and spelling the phonemes already taught; learn the different grapheme-phoneme correspondences for long vowel phonemes; be able to split two and three syllable words into their syllables; be able to spell phonically decodable two and three syllable words; recognise an increasing number of high frequency words automatically; use phonics first when encountering unfamiliar words; 	<p>Children will:</p> <ul style="list-style-type: none"> learn and apply the less common grapheme-phoneme correspondences, e.g. the s in vision pronounced /zh/; increase their ability to apply their phonic knowledge automatically enabling an increasing capacity to attend to meaning rather than decoding; spend an increasing amount of time being taught and applying comprehension strategies over word recognition; widen their knowledge of word families; recognise phonic irregularities; develop an increasing understanding of spelling patterns.
<p>Activities to support learning in Phase 1:</p> <ul style="list-style-type: none"> storytelling; singing songs; listening to rhymes and repeating patterns and refrains; playing alliterative games; using creative language in role play, drama and dance; identifying sounds in names, words in the environment etc. 	<p>Activities to support learning in Phase 2:</p> <ul style="list-style-type: none"> linking letter shapes with phonemes playing and experimenting with 3D letters opportunities to write simple CVC words as captions and messages within their role play painting and drawing letter shapes tracing letter shapes in sand matching phonemes with objects, e.g. pegging dolls' washing on a line and pegging the initial phoneme with each item. 	<p>Activities to support learning in Phase 3:</p> <ul style="list-style-type: none"> phonemes introduced in multi-sensory ways; games to match phonemes to graphemes; applying knowledge of grapheme-phoneme correspondence through reading simple texts; and writing simple CVC words in role play and guided writing; providing a rich literacy environment. 	<p>Activities to support learning in Phase 4:</p> <ul style="list-style-type: none"> blending and segmenting phonemes in longer words; applying in reading and writing and free-choice activities; paired writing on small whiteboards; constructing complex words from plastic letters; shared and guided reading and writing to apply phonic knowledge and skills. 	<p>Activities to support learning in Phase 5:</p> <ul style="list-style-type: none"> blending and segmenting long vowel phonemes; use these in more complex words; apply in reading and writing; constructing captions and sentences containing words with more than one syllable; 'tricky' words are taught; shared and guided reading and writing used to apply phonic knowledge to unfamiliar words. 	<p>Activities to support learning in Phase 6:</p> <ul style="list-style-type: none"> activities to support independent reading on paper and on screen; Guided reading and writing activities provide a broad range of opportunities for children to apply and develop their skills in reading and spelling unfamiliar words; Peer marking and talk-partners used to share and discuss phonic knowledge to reinforce learning; High and medium frequency words are taught.

Assessment and Progression in Phonics

Name _____

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Highlight aspects achieved using information/evidence gained from phonics sessions, shared, guided and independent reading and writing sessions.

Phase	GPC recognition: Hear, say, read and <i>begin to form letters</i>	Oral blending	Oral segmenting	Blending for reading	Segmenting for spelling / writing	Tricky words
Phase 2	s a t p i n m d g o c k c k e u r h b f f l l s s	VC and CVC words <i>e.g. at, in, pit, rack</i>	VC and CVC words <i>e.g. it, at, sock, doll</i>	reads VC words <i>e.g. it, in, am</i> reads CVC words using most of phase 2 graphemes <i>e.g. had, bell, sock, huff</i> reads CVC words from phase 2 in a simple text	<i>attempts</i> spelling of given words: VC words <i>e.g. in it at am is</i> CVC words <i>e.g. bag, tip, rock</i> <i>attempts</i> to write own words/phrases with support	Recognises as individual words, within phrases or captions and in simple texts <i>the to I no go</i>
Phase 3	j v w x y z z z qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	CVC words <i>e.g. box, chop, room, fork, soil, light, down</i>	CVC words <i>e.g. van, quick, ship, boat, cart, burn, coin</i>	reads CVC words using most of phase 3 graphemes <i>e.g. had bell sock huff</i> reads CVC words from phase 3 in simple texts	<i>attempts</i> spelling of given words: CVC words <i>e.g. bag, tip, rock, sheep, nail</i> <i>attempts</i> to write own words/phrases/sentences	Recognises as individual words, within phrases or captions and in simple texts: <i>he she we me be was my you they her all are</i> <u>Spell:</u> <i>the to I no go</i>
Phase 4	Combinations of adjacent consonants at beginning, within and end of words <i>e.g. best, stop, faster</i>	CVCC – <i>best, mend</i> CCVC – <i>stop, smell</i> CCVCC – <i>frost, twist</i> CCCVC – <i>strap, street</i> CCCVCC - <i>sprint</i>	CVCC – <i>soft, hand</i> CCVC – <i>trap, flip</i> CCVCC – <i>stamp</i> CCCVC – <i>scrap</i> CCCVCC - <i>scrunch</i>	blends adjacent consonants to read a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC reads 2 syllable words <i>e.g. handbag, rooftop</i>	segments adjacent consonants to write a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC uses segmentation when writing independent words/phrases/sentences	Recognise as individual words, within phrases or captions and in simple texts: <i>said so have like some come were there little one do when out what</i> <u>Spell:</u> <i>he she we me be was my you her they all are</i>

Phase 5	/ee/ ea e e-e y ie ey /oo/ o ue u-e ew ui /ai/ ay a-e igh ey /igh/ ie y i-e i /oa/ o ow o-e oe /ow/ ou ough /oi/ oy /ar/ a /or/ au aw a our augh ough /oo/ ou u /ur/ or ir er ear /ear/ eer ere /air/ ere ear are /w/ wh /f/ ph /n/ kn gn /r/ wr /s/ soft c /ch/ tch /sh/ ti, ch, s, soft c /m/ mb /j/ dge /zh/ (e.g. treasure)	orally blends using range of combinations e.g. CVCC – <i>paint</i> CCVC – <i>stick</i> CCVCC – <i>prince</i> CCCVC – <i>sprout</i> <i>Other examples:</i> <i>treat, tube, slate, bowl, thorn, tear, when, phone, thumb, match, nice, station, judge</i>	orally segments using range of combinations e.g. CVCV – <i>fairy</i> CCVC – <i>brown</i> CCVCV – <i>twitter</i> CCCVC – <i>spring</i> CCCVC - <i>second</i> <i>Other examples:</i> <i>key, true, grey, pie, strike, toe, mouse, annoy, could, where, know, wrist, dice, treasure</i>	blends using most combinations from phase 5 for reading given words blends using most combinations for reading in texts reads 2 and 3 syllable words e.g. <i>rescue, photograph</i>	segments using most combinations from phase 5 for spelling given words segment using phonic knowledge as the prime approach when completing independent writing spell phonically decodable 2 and 3 syllable words	Read automatically 100 HF words (see over) Accurately spell most of the 100 HF words automatically (see over)
Phase 6	Secure reading and spelling of alternatives for the long vowel phonemes: /ee/ ea e e-e y ie ey e.g. <i>sea, seed, be, these, happy, chief, key</i> /oo/ o ue u-e ew ui e.g. <i>spoon, do, blue, rule, fewer, juice</i> /ai/ ay a-e igh ey e.g. <i>brain, delay, amaze, eight, grey</i> /igh/ ie y i-e i e.g. <i>delight, tried, reply, invite, behind</i> /oa/ o ow o-e oe e.g. <i>float, go, slower, stone, goes</i> Read and spell words when: ‘s’ is added to nouns and verbs e.g. <i>stops, goals, toys</i> ‘es’ is added to nouns and verbs e.g. <i>bushes, catches</i> ‘ed’ is added to verbs to create past tense e.g. <i>jumped – add ‘ed’, hated – drop the ‘e’ and add ‘ed’, begged – double the final consonant and add ‘ed’</i> ‘ing’ is added to verbs to create present tense e.g. <i>laughing – add ‘ing’, biting – drop the ‘e’ and add ‘ing’, stopping – double the final consonant and add ‘ing’</i> ‘er’ is added to verbs or adjectives e.g. <i>slower, reader – add ‘er’, runner, bigger – double the final consonant and add ‘er’</i> ‘est’ is added to adjectives e.g. <i>longest, shortest – add ‘est’, biggest – double the final consonant and add ‘est’</i> ‘ful’ is added to nouns e.g. <i>mouthful, handful - add ‘ful’</i> ‘ly’ is added to form adverbse.g. <i>monthly, brightly – add ‘ly’, sneakily, happily – change the ‘y’ to an ‘i’ and add ‘ly’</i> ‘ment’ is added to verbs to form nouns e.g. <i>payment, development</i> ‘ness’ is added to adjectives to form nouns e.g. <i>darkness, sadness, happiness</i>					Read automatically most of 200 common words (see over) Accurately spell most of 200 common words (see over) *Please note that in Year 1 screening check consonant digraphs are represented by cc e.g. cc v c c in ch-i-m-p. Vowel digraphs are represented by vv e.g. c vv c b-oa-t

100 high-frequency words in phases

Phase Two

Decodable words

a	had
an	back
as	and
at	get
if	big
in	him
is	his
it	not
of	got
off	up
on	mum
can	but
dad	put (<i>north</i>)

Tricky words

the
to
I
no
go
into

100 high-frequency words in phases

Phase Three

Decodable words

will	see
that	for
this	now
then	down
them	look
with	too

Tricky words

he	you
she	they
we	all
me	are
be	my
was	her

100 high-frequency words in phases

Phase Four

Decodable words

went
it's
from
children
just
help

Tricky words

said	were
have	there
like	little
so	one
do	when
some	out
come	what

100 high-frequency words in phases

Phase Five

Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five

Decodable words

don't	day
old	made
I'm	came
by	make
time	here
	saw
house	very
about	put (<i>south</i>)
your	

Tricky words

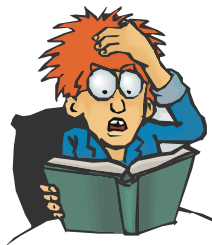
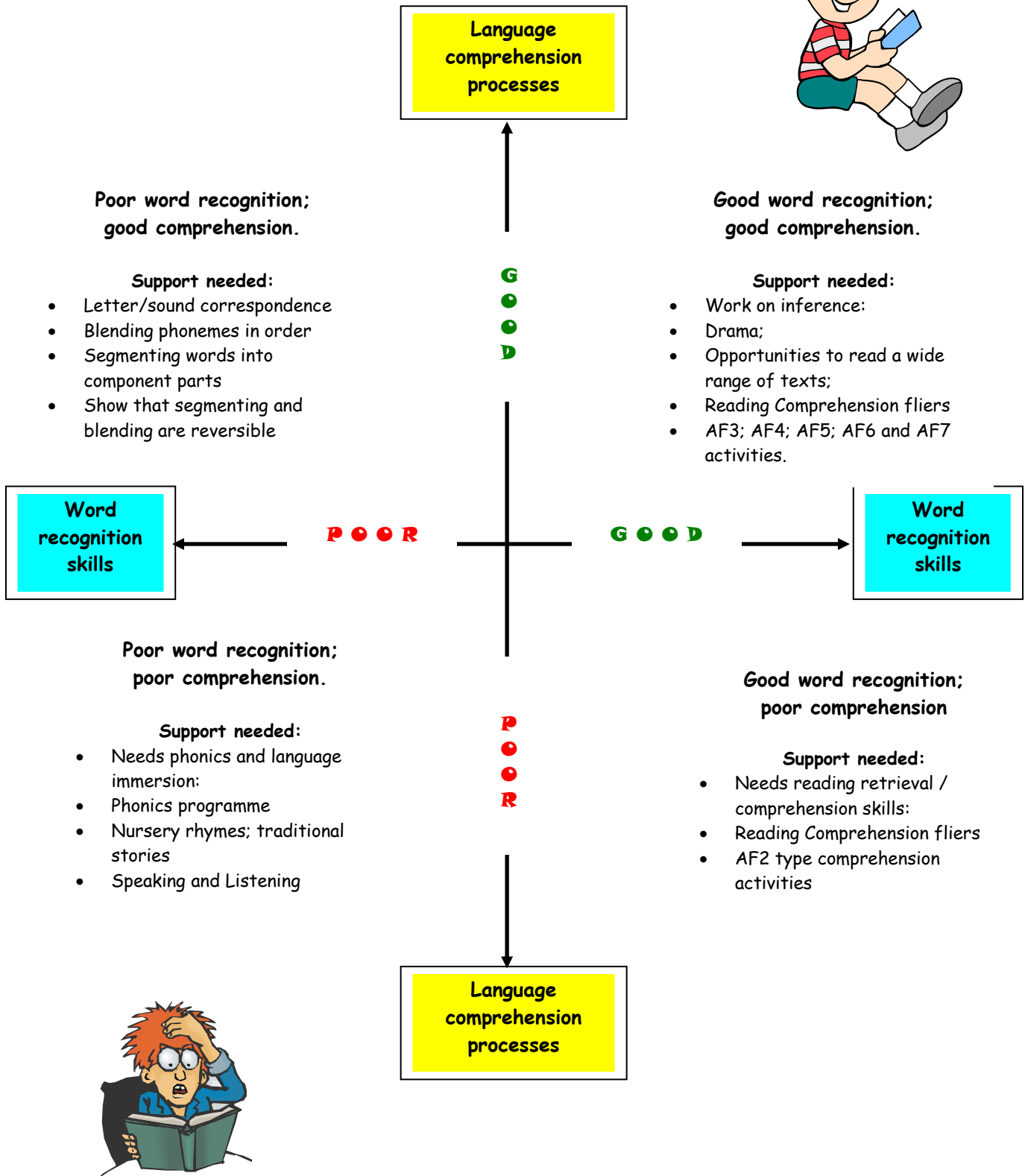
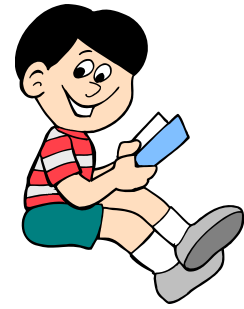
oh
their
people
Mr
Mrs
looked
called
asked
could

Next 200 common words in order of frequency

This list is read down columns (i.e in the list, water is the most frequently used and grow is the least frequently used)

water	other	fast	air	use
away	food	only	trees	along
good	fox	many	bad	plants
want	through	laughed	tea	dragon
over	way	let's	top	pulled
how	been	much	eyes	we're
did	stop	suddenly	fell	fly
man	must	told	friends	grow
going	red	another	box	
where	door	great	dark	
would	right	why	grandad	
or	sea	cried	there's	
took	these	keep	looking	
school	began	room	end	
think	boy	last	than	
home	animals	jumped	best	
who	never	because	better	
didn't	next	even	hot	
ran	first	am	sun	
know	work	before	across	
bear	lots	gran	gone	
can't	need	clothes	hard	
again	that's	tell	floppy	
cat	baby	key	really	
long	fish	fun	wind	
things	gave	place	wish	
new	mouse	mother	eggs	
after	something	sat	once	
wanted	bed	boat	please	
eat	may	window	thing	
everyone	still	sleep	stopped	
our	found	feet	ever	
two	live	morning	miss	
has	say	queen	most	
yes	soon	each	cold	
play	night	book	park	
take	narrator	its	lived	
thought	small	green	birds	
dog	car	different	duck	
well	couldn't	let	horse	
find	three	girl	rabbit	
more	head	which	white	
I'll	king	inside	coming	
round	town	run	he's	
tree	I've	any	river	
magic	around	under	liked	
shouted	every	hat	giant	
us	garden	snow	looks	

The simple view of reading



Think about the children in your class and where you would place them on the grid above. Draw a blank grid and plot the children's names in the appropriate box. Ensure that teaching reflects their phonics and/or language needs.

Hearing Readers

The hearing of reading is NOT the teaching of reading. Children who are good at decoding can often appear to be fluent readers because they sound good. It is only discussion and exploration of the text that will reveal how much, and to what depth, the child has understood what they have read.

When hearing a child read:

- Quickly talk about the book and its subject/ characters/ plot;
- Ask the reader to predict what it might be about or what might happen next;
- Quickly flick through to look at the pictures and any difficult words;
- With very young children, show them how to hold the book, turn the pages and read from left to right and top to bottom; (with exceptions);
- Ask the child to read and check that they are reading each word and not missing any out or adding any in;
- Check that they are not misreading words or not self-correcting for sense;
- If they are stuck, use phonics first to decode the word – helping the reader to blend each phoneme to read the word
- Teach strategies such as picture clues; context or what would sound right to support the phonics skills.
- Make sure the reader pauses at commas and stops at full stops.
- Encourage an expressive voice where the text lends itself to this.
- Leave time to talk about what has been read and to check for comprehension.
- Encourage discussion:
 - about facts and information that were on the page;
 - about the main character;
 - about the main events;
 - what might happen next;
 - why something might have happened;
 - how the text is laid out or arranged on the page;
 - the language used and how it affected the reader;
 - what the writer is trying to say to the reader;
 - what the reader thought about the text and why.
- Support children in retelling what they have read in the right order;
- Help children to locate information in non-fiction texts using contents, indexes and headings;
- Encourage the reader to talk about what they think about what they have read.
- If several children are being heard, encourage them to tell each other, and to ask each other questions about what they have read.

Appendices

CLLD Project
Observation of discrete teaching of phonics

School: Teacher: Cluster Leader:	
Suggestions for observation	Comments
<ul style="list-style-type: none"> • Which phase of phonics is being taught? • Can all children clearly hear/see the teaching input or the object(s) being used to support the teaching? • Is the session fully interactive for most of the children for most of the time? • Is the articulation of phonemes correct? • Do the children have opportunity to articulate phonemes themselves? • Are the children are being taught how to blend and/or segment? • Is there application at the point of learning? - refer to teaching sequence. • Is the session multi-sensory but tightly focused on the learning goal? • Is there evidence of new learning, not just consolidation? • Do the additional adults make an effective contribution to the children's learning? 	

Below is the guidance given to OFSTED inspectors for when they are inspecting reading:

Children should not be tutored in responding to these questions.

If the teaching of phonics and reading is systematic, structured and enjoyable, the children should be able to respond positively to any of the questions below.

Listening to children read:

At Key Stage 1

- Who chose this book? Did you choose it yourself or did someone choose it for you?
- Have you read it before today or is it a new book?
- Do you know anything about it already?
- Do you know any of the characters/people in this story?

Decoding

- What do you do if you get stuck on a word?
[Return to a word that the child hesitated on and see how s/he tackles it.]

- What part of the word would you look at first?

[Check that the child starts at the beginning.]

- Can you show me what you do?
- What sound does this letter make? And this one? And this one? [Point from left to right through the word, not randomly, making sure that you are not covering up the letter.]
- What word is that when we put those sounds together?
- Say the word for me?

Comprehension

- Why do you think X [a character] did that?
- Why do you think Y [an event] happened?
- What do you think will happen next?
- Do you read to someone in school? How often?
- Do you read with someone at home?
- Do you have a reading record/diary? Please may I see it? [Check how often an adult listens to the child read? Which adults? Parent/teacher/teaching assistant?]
- Do you like this book? Why?
- What are your favourite (sorts of) books?
- What books has your teacher read to the class that you enjoyed?
- Do you feel you are a good reader? What's easy? What's difficult? How do you think you could get even better as a reader?
- Do you enjoy reading?
-

At Key Stage 2

- Why did you choose this book? Did you choose it or did someone choose it for you?
- Did you know anything about it before you started reading it?
- Could you tell me what's happened so far [fiction] or what this book is about [non-fiction]?

- What do you do if you don't know a word?
- [Return to a word that the child hesitated on or mispronounced, indicating perhaps that it was new to them.]
- Have you come across this word before?

- How did you know how to say it? Are there any clues in the word? Does it look like any other words you know?
 - Do you know what the word means or can you work out what it means (in this sentence)?
 - What other word could the author have used that means the same sort of thing?
-
- Why do you think X [a character] did that?
 - How do you think X is feeling at the moment? Show me what words/phrases tell us that.
 - Why do you think Y [an event] happened?
 - What do you think will happen next? What makes you think that?
 - How do you think the author wants us to feel at this moment? What is she/he trying to do here?
-
- Have you read any other books/poems by this author?
 - Have you read books like this one by someone else? Which ones?
 - What sorts of books do you enjoy the most/least?
 - Who is your favourite author? Why do you like her/his books? What would you say to recommend them to other people?
 - Do you enjoy reading?
 - Does the school have the sorts of books that you would like to read? If not, what sorts would you like more of?
 - How do you find out about new books or authors that you might want to read?
-
- How well do you think you're getting on as a reader?
 - What do you think would improve your reading even more?
 - What advice does your teacher give you about your reading?
 - Does anyone check what books you are reading? Do you get help/advice with what sorts of books to read?
-
- How many books have you read on your own this term/since you have been in this class?
 - Do you read every day: at school? at home? If not, why not?
 - How many books do you think you read in a week? Who checks how many you read? Do you write down the titles so that you know what you've read?
 - How long do you think it will take you to finish this book?

Phonics lesson – Phase 3

Objective

Tell the children that we are going to learn two new phonemes 'ch' and 'sh'. Show example. Remind them why we are doing a phonics session!

Revisit and review

Give out words containing previously learnt phonemes y, z, zz, qu.
Choose a child to come and hold up his/her word. Let the children read them – press sound buttons.
Segment the words using chopping and marching actions.

Teach

Show the children two example words containing 'ch' and 'sh' (chip, ship) Point out the new phonemes – blend and segment. Can the children think of any more words containing these phonemes?

Practice

Give out 5 pictures of objects and 5 words which contain 'ch' or 'sh' - children with words find their correct picture partner – pictures match to words (some of the phonemes may come at the end of words).

Words e.g. - *fish, shell, ship, church, dish, chips, chair...*

Blend and segment the words.

Apply

- Place two hoops in the middle of the carpet.
- One hoop to have 'ch' words the other to have 'sh' words.
- Give words out – children have to read their word and jump in the correct circle (or put their word in the correct circle).

Ask the children what they have learnt today – remind them again!

Phonics lesson – Phase 4

Adjacent consonants

Objective

Remind the children why they are doing a phonics lesson!

To blend and segment adjacent consonants in words and to apply this skill when reading and spelling

Revisit and review

Remind the children that they know lots of phonemes and they can read and spell lots of words which contain 3 phonemes. Make some cvc words with magnetic letters for them to blend and read.

Teach

Explain that we are going to blend and read words containing 4 phonemes

Using magnetic letters – demonstrate blending the adjacent consonants in some of the words to be used in *Stand up Bingo*.

Practice

Play *Stand up Bingo*.

Give each child one word containing 4 phonemes and adjacent consonants.

Read out a word and the child with the word stands up.

The child asks the rest of the group to spell the word out loud (keeping the word hidden). The child shows the group the word.

Words chosen:

Plan, speck, trip, grab, track, spin, spot, frog, step, flag, grip, glad.

Apply

Face all words downwards – children take it in turns to select a word, read it out and count phonemes on their fingers as they *chop up* the word.

Ask the children what they have learnt today – remind them again!

Overview of Phase 5 teaching (graphemes highlighted in bold are included in the Y1 phonic check)				
<u>Suggested time scale</u>	Phoneme	Grapheme	Sample words	Tricky words
2 weeks	/ee/	ee e ea y ie e-e ey	tree he leaf happy thief key Pete	be any many please people
2 weeks	/oo/	oo o ue u-e ew ui	moon blue rude true grew juice	you do through
2 weeks	/ai/	ai ay a-e eigh ey	train stay flake eight grey	they
2 weeks	/igh/	igh ie y i-e i	fright pie try strike mind	eyes my
2 weeks	/oa/	oa o ow o-e oe	float slow goes stroke	go no so
2 weeks	/ow/	ow ou ough	cow mouse plough	about
1 week	/oi/	oi oy	spoil enjoy	
1 week	/ar/	ar a	star half	
2 weeks	/or/	or au aw a our augh ough	thorn haunted straw talk fourteen daughter bought	thought
1 week	/oo/	oo ou u	good should crush	looked could would
2 weeks	/ur/	ur or ir er ear	Thursday world thirsty farmer heard	were work her
1 week	/ear/	ear eer ere	tear steering interfere	
2 weeks	/air/	air ere ear are	stair somewhere wear scare	their
1/2 weeks	wh ph kn wr		who phone knee wrist	
1/2 weeks	gn tch soft c		gnome match centipede	
Tricky Words Phase 4 and 5	said so have like some come were there little one do when out what their people Mr Mrs looked called asked could			

Letters and Sounds: Phonic progress tracking sheet – Early Years Foundation Stage through Key Stage 1

Class:		2007 - 2008					
Teacher/Practitioner:		Autumn		Spring		Summer	
Progression							
Explore and Experiment with sounds in the environment and phonemes.	<p>Phase 8 (Yr 2) Working on: <i>Recognising phonics irregularities, and becoming more secure with less common grapheme-phoneme correspondences</i> Working on: <i>Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</i></p>						Y2
	<p>Phase 6 (Yr 1) Working on: <i>Reading phonically decodable two-syllable and three-syllable words.</i> Working on: <i>Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.</i> Working on: <i>Spelling complex words using phonically plausible attempts.</i></p>						Y1
	<p>Phase 4 (YR/Y1) Working on: <i>Segmenting adjacent consonants in words and applying this in spelling.</i> Working on: <i>Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.</i></p>						YR/Y1
Phase 1 continuous through Phase 2 - 6 Distinguish between different sounds in the environment and phonemes. Experiment with sounds and words.	<p>Phase 3 (YR) Working on: <i>Knowing one grapheme for each of the 43 phonemes</i></p> <p>Working on: <i>Reading and spelling a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.</i></p> <p>Graphemes: ea, air, ure, ec, ar, or, ur, ow, ol, ai, ee, igh, oo, oo</p> <p>Working on: <i>Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.</i></p> <p>Consonant digraphs ch, ck, th, ng</p> <p>Working on: <i>Reading and spelling CVC words using letters and short vowels.</i></p> <p>Letter progression Set 7: y, z, zz, qu Set 8: j, v, w, x</p>						
	<p>Phase 2 Working on: <i>Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words.</i></p> <p>Working on: <i>Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.</i></p> <p>Letter progression: Set 6: h, b, t, ff, l, ll, cc Set 4: ck, s, u, r Set 3: g, o, o, k Set 2: l, n, m, d Set 1: c, a, t, p</p>						
	<p>Phase 1 (7 Aspects) Working on: <i>Showing awareness of rhyme and alliteration, distinguishing between different sounds in the environment and phonemes, exploring and experimenting with sounds and words and discriminating speech sounds in words. Beginning to orally blend and segment phonemes.</i></p>						

44 Phonemes ~ British Received Pronunciation

Consonant Phonemes	Sample Words
/b/	bat
/k/	cat
/d/	dog
/f/	fan
/g/	go
/h/	hen
/j/	jet
/l/	leg
/m/	map
/n/	net
/p/	pen
/r/	rat
/s/	sun
/t/	tap
/v/	van
/w/	wig
/y/	yes
/z/	zip
/sh/	shop
/ch/	chip
/th/	thin
/th/	then
/ng/	ring
/zh/ ¹	vision

Vowel Phonemes	Sample Words
/a/	ant
/e/	egg
/i/	in
/o/	on
/u/	up
/ai/	rain
/ee/	feet
/igh/	night
/oa/	boat
/oo/	boot
/oo/	look
/ow/	cow
/oi/	coin
/ar/	farm
/or/	for
/ur/	hurt
/air/	fair
/ear/	dear
/ure/ ²	sure
//	corner (the 'schwa' – an unstressed vowel sound which is close to /u/)

¹ The grapheme 'zh' does not occur in English words. Because this sound does not occur in simple CVC words, it can be omitted in Phase Three.

² This phoneme does not occur in all accents. It occurs only if people pronounce words such as *sure* and *poor* with an /ooer/ vowel sound, not if they pronounce them as *shaw* and *paw*. It, too, can be omitted in Phase 3, and perhaps even permanently.