

# Crawshawbooth Primary School

## Phonics



# Phonics at Crawshawbooth

At Crawshawbooth, phonics is taught daily to all children in Reception and Key Stage 1. We follow the **Red Rose Letters and Sounds** systematic, synthetic phonics planning programme (Lancashire Professional Development Service) using the **Letters and Sounds approach**.

## What is Phonics?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- Recognise the sounds that individual letters make
- Identify the sounds that different combinations of letters make such as 'sh' or 'oo'
- Blend these sounds together from left to right to make a word

Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.

The children are taught to read words by blending, which means pushing all the sounds together to make a word. The children are taught to spell words by segmenting, which means sounding out words and writing down the sounds they can hear.

# Red Rose Letters and Sounds

The systematic phonics programme called 'Letters and Sounds' is divided into six phases. During the programme new skills are taught, continually building on previous learning. At Crawshawbooth, we use the Lancashire scheme *Red Rose Phonics* to teach phonics to our children.

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6

# Phase 2 - Reception

This is the first phase of your child's reading journey in school.

The children will be taught the grapheme-phoneme representations (letters) for 19 letters. Additionally, they will be taught that phonemes (sounds) can be represented by more than one letter. E.g. **fin**, **huff**.

The children will learn to pronounce the sounds themselves in response to letters, before blending them. This leads to them being able to read simple words and captions.

## The Teaching Sequence

PHASE 2	GPCs	Tricky words
Week 1	Teach <b>s a t</b>	
Week 2	Teach <b>p i n</b>	
Week 3	Teach <b>m d g</b>	
Week 4	Consolidate <b>s a t p i n m d g</b>	
Week 5	Teach <b>o c k</b>	Teach <b>the</b>
Week 6	Teach <b>c k e u</b>	Teach <b>l to</b>
Week 7	Teach <b>r h b</b>	Teach <b>no go</b>
Week 8	Consolidate <b>o c k c k e u r h b</b>	Teach <b>into</b>
Week 9	Teach <b>f f l</b>	Recap <b>the l to no go into</b>
Week 10	Teach <b>l s s</b>	Recap <b>the l to no go into</b>
Week 11	Consolidate <b>f f l l s s</b>	Recap <b>the l to no go into</b>
Week 12	Consolidate if required	Recap <b>the l to no go into</b>

## Phase 2

### Useful Tip

Pure sounds should be used when children are saying sounds. This means, where possible, the 'uh' sounds after consonants should not be said.  
E.g. the sound 'f' should be pronounced fff rather than fuh.

### Tricky Words

During this phase, the children will also be exposed to tricky words; words that cannot be sounded out.

**the**      **to**      **I**      **go**      **no**      **into**

## Phase 2

### Ways You Can Support Your Child at Home

Using the sounds the children have been exposed to, the following games and activities can be done.

Using flashcards, expose children regularly to the sounds they have learnt.  
Remember to use pure sounds.

Magnetic letters - Using magnetic letters on the fridge or any type of magnetic surface, children can practise making words.

Make words using letter cards or magnetic letters. Ask the children to blend the sounds together to make the words.

Ask children to spell out CV and CVC words both orally and on paper.

# Phase 3 - Reception

The purpose of this phase is to:

- Teach more graphemes; the remaining letters of the alphabet and some sounds of which are made up of two or three letters, known as **digraphs** and **trigraphs**. E.g. 'ee' as in bee, 'igh' as in night.
- Read more tricky words and begin to spell them.
- Practise blending and segmenting a wider range of CVC & CVCC words.
- To read familiar words on sight, rather than decoding them.

PHASE 3	GPCs	Tricky words
Week 1	Teach <b>j v w</b>	Teach <b>he she</b>
Week 2	Teach <b>x y z/zz</b>	Teach <b>we be me</b>
Week 3	Teach <b>ou ch sh</b>	Teach <b>was my</b>
Week 4	Teach <b>th/th ng</b>	Teach <b>you they</b>
Week 5	Consolidate <b>ou ch sh th/th ng</b>	Recap <b>he she we be me you they</b>
Week 6	Teach <b>ai ee</b>	Teach <b>her all</b>
Week 7	Teach <b>igh oa</b>	Teach <b>are like</b> (Phase 4)
Week 8	Teach <b>oo/oo</b>	Teach <b>said when</b>
Week 9	Teach <b>ar or</b>	Teach <b>have one</b>
Week 10	Consolidate <b>ai ee igh oa oo/oo ar or</b>	Recap <b>her all are like said when have one</b>
Week 11	Teach <b>ur ow</b>	Teach <b>come do</b>
Week 12	Teach <b>oi ear</b>	Teach <b>so were</b>
Week 13	Teach <b>air ure er</b>	Teach <b>some there</b>
Week 14	Consolidate <b>ur ow oi ear air ure er</b>	Teach <b>out little what</b>
Week 15	Consolidate as required	Recap <b>Phase 3/ 4 tricky words</b> as required

# Phase 3

## Sounds and Digraphs

The following sounds are taught:

j	v	w	x
y	z	zz	qu

### Digraphs

ch	sh	th	ng	ai	ee	oa
oo	ar	or	ur	ow	oi	er

### Trigraphs

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

## Phase 3

### CVC Words Containing Digraphs and Trigraphs

Below are some examples of the words your child will be reading in this phase:

**ship**   **cook**   **fork**   **high**   **beard**   **chair**

Frequent practise allows your child to become more fluent.

#### Useful Tip

It is important children quickly learn to recognise digraphs and trigraphs as one sound, rather than as separate letters.  
E.g. rain should be read as r-ai-n not r-a-i-n

### Tricky Words

During this phase, the children will also be exposed to tricky words; words that cannot be sounded out.

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

## Phase 3

### Ways You Can Support Your Child at Home

Using the sounds the children have been exposed to, the following games and activities can be done.

Using flashcards, expose children regularly to the sounds they have learnt. Remember to use pure sounds. Try to increase the speed at which children are shown the sounds.

Ask children to write graphemes already taught.

Play 'I Spy' using letter names as well as sounds.

Continue to use magnetic letters to make and spell words.

Ask children to spell out CV and CVC words both orally and on paper.

Write tricky words on flashcards and stick them around the house. How many can they read in a set amount of time?

# Phase 4 - Reception

The purpose of this phase is to consolidate the sounds already taught. Children are also exposed to adjacent consonants (consonant blends and consonant clusters) and multisyllabic words.

PHASE 4	ADJACENT CONSONANTS	Tricky words
Week 1	Teach CVCC & CCV	Teach <b>said so have like</b>
Week 2	Teach CCVC & CCVCC	Teach <b>some come were there</b>
Week 3	Teach CCCVC & CCCVCC	Teach <b>little do one when</b>
Week 4	Teach Polysyllabic words containing phase 2 and 3 graphemes, and adjacent consonants.	Teach <b>out what it's</b>

## Useful Tip

It is important children learn to read words without blending as soon as possible. Children progress from blending out loud, to blending in their head before reading on sight. The sooner they can read on sight, the quicker their fluency will improve.

# Phase 4

## CVCC and CCVC Words

Blends and clusters such as the following are taught:

**'nt'** as in **tent**

**'st'** as in **toast**

**'pl'** as in **plum**

**'sp'** as in **spoon**

## Tricky Words

During this phase, the children will also be exposed to tricky words; words that cannot be sounded out.

said

so

do

have

like

some

come

were

there

little

one

when

out

what

## Phase 4

### Ways You Can Support Your Child at Home

Using the sounds the children have been exposed to, the following games and activities can be done.

Continue to use flashcards with the sounds already taught.

Practise sounding out a range of CVCC and CCVC words.

Ask your child to make a word using magnetic letters or to write it down.

# Phase 5 – Year 1

Typically, **Phase 5** is taught in Year 1.

The purpose of this phase is to broaden a child's knowledge of graphemes and phonemes for use in reading and spelling. When spelling words, children will now need to choose the appropriate graphemes to represent phonemes.

## **New Graphemes for Reading:**

ay

ou

ie

ea

oy

ir

ue

aw

wh

ph

ew

oe

au

a-e

e-e

i-e

o-e

u-e

# Phase 6 – Year 2

When children enter this phase, they should know most of the common grapheme-phoneme correspondences. As a result of this, they should be able to read hundreds of words. This will be in one of three ways;

- Reading the word on sight when they are very familiar.
- Decoding the word quickly and/or silently.
- Decoding the word aloud.
- During this phase, the aim is for children to become fluent readers and increasingly accurate spellers.
- Children will now be reading longer texts, more fluently and confidently.
- There is also a focus on suffixes.

# Phonics Lingo

**Phoneme** – a unit of sound (the sound you hear).

**Grapheme** – the letter/letters used to represent a sound (the letters you see).

**Digraph** – two letter grapheme joined together to make one sound. e.g. sh, zz

**Trigraph** – three letter grapheme joined together to make one sound e.g. igh, ear

**Split digraph** – two letter grapheme that is split by another grapheme e.g. same  
– a\_e is split by the m.

**Adjacent consonant** - two or more consonants that are next to each other in a word that make two separate sounds e.g. sl.

# VOWELS AND CONSONANTS

V = vowel

C = consonant

You may see the acronyms which contain the letters V and C. These refer to vowels and consonants.

VC words are those that consist of a vowel and then a consonant (am, on, it). CVC words are those that consist of a consonant then a vowel and then a consonant (cat, dog, pen). Some words such as bell, are also CVC words because they only have three sounds. **b-e-ll**

**You may also see combinations of these letters e.g. CCVC, CVCC, CVCCC.**

# Pre-Writing Skills



























It is essential that a child begins to write when they are ready. In order to prepare your child there are many activities that can be done in various settings, including at home.

Writing readiness can be defined in a number of ways:

- hand and finger strength
- upper limb strength
- hand dominance
- pencil grasp
- hand-eye coordination

# Handwriting

We use Red Rose ditties to support letter formation practice throughout school.

 <p>Round the anchor and down the rope.</p>	 <p>Down the bat and round the ball.</p>	 <p>Curl round the cat.</p>	 <p>Back round the dog's body, up to his ears and down to his tail.</p>	 <p>Across the shelf and over the elf.</p>	 <p>Follow down the flamingo and fly.</p>	 <p>Go round the gorilla and swing from the vine.</p>
 <p>Down the hill and over the hedge.</p>	 <p>Down the insect and don't forget his cap.</p>	 <p>Jump off the jetty and don't forget your cap.</p>	 <p>Down the koala's body, arm and leg.</p>	 <p>Down the long ladder.</p>	 <p>Down the mound and over the moles.</p>	 <p>Down the nose and over the nostril.</p>
 <p>Back round the octopus.</p>	 <p>Down the path, up the path and round the pond.</p>	 <p>Quick! Back round the pond, down and splash.</p>	 <p>Rain down to the ground and over the rainbow.</p>	 <p>Slip down the slide.</p>	 <p>Down the tree and across the branch.</p>	 <p>Down under the sea, up for breath and down again.</p>
 <p>Down the vase and up the vase.</p>	 <p>Down the wave and up the wave. Down the wave and up the wave.</p>	 <p>Cross the box and cross the box.</p>	 <p>Down the yo-yo, up the yo-yo and swing.</p>	 <p>Zip, zap, zoom!</p>		

# Handwriting

## Ways You Can Support Your Child at Home

From an early age, allow your child access to various writing materials of all shapes and sizes. (paint brushes, crayons, pencils, pens)

Encourage participation in skills that involve manipulating objects.  
(jigsaws, threading)

Encourage activities to promote finger strength. (tweezers, building bricks, playdough)

Encourage activities to promote gross motor skills. (painting walls outside with water, using a wheelbarrow, climbing ladders)

Encourage activities to promote hand-eye coordination.  
(ball games, skipping, throwing a frisbee, throwing stones into the sea)

# Assessment

- At the end of Reception, teachers will assess children against the Early Learning Goals.
- For Literacy, there are 3 ELGs – Comprehension, Word Reading and Writing.

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

# Ways You Can Support Your Child at Home

- Promoting a love for reading is paramount. There are many different ways this can be done from an early age.
- Sing nursery rhymes from an early age. When your child is old enough, they can join in.
- Share books regularly. Buy books or go to the local library. Read books by the same author and reread your child's favourites.
- Listen to your child read and remember to continue to read to them. It is important they are exposed to vocabulary beyond their reading ability.
- Allow your child to see you reading for pleasure. It may be fiction or non-fiction.
- Allow your child to practise their reading skills. Encourage blending aloud, as well as in their heads.
- Talk about books. Ask the children what is happening, how the characters are feeling and what they have enjoyed.
- Use props and puppets to tell stories. Allow their imaginations to run wild!
- Use ambitious vocabulary, explaining its meaning.
- Listen to songs and add actions.
- Read rhyming books together. Ask the children to fill in missing parts and join in with repeated refrains.
- Make reading a pleasure not a chore!