

Phonics at Barlby Primary School



At Barlby Primary School, Phonics is taught daily and very effectively following the Little Wandle Phonics Programme in association with the Big Cat Phonics scheme. Phonics teaching begins in Nursery and progresses throughout KS1. There are six phases of synthetic Phonics designed to teach children the letters and sounds for Reading and Writing. Children are assessed regularly within each of the phases, ensuring they are revisiting and reviewing prior sounds and learning new sounds at a pace that suits them. In addition to our half-termly phonics assessments, there is a national Phonics check for Year 1 in the Summer term. All children will be assessed on their ability to decode 40 real words and pseudo words. Children who may not reach the required pass mark are able to repeat the phonics check in Year 2 after deep consolidation and extra support if necessary.

See below the Phonics phases taught in each year group:

- Nursery: Phase 1
- Reception: Phase 2, 3 and 4
- Year 1: Phase 3 & 4 (recap) and Phase 5
- Year 2: Phase 5 (recap) and Phase 6

Nursery children begin with Phase 1 and this includes lots of learning about listening and sound discrimination.

In Reception, Phases 2, 3 and 4 are covered and is taught through carpet sessions, Guided Reading groups, our continuous provision, story time and outdoor learning.

Nursery children engage in four carpet sessions per week whilst Reception, Year 1 and Year 2 receive five carpet sessions per week.

Handwriting sessions are also taught as each new sound is taught in Reception and as stand-alone sessions in Key Stage 1.

How to help at home

There are many websites, applications and resources which can support the teaching and learning of Phonics at home, in addition to Phonics packs, sound mats and letter formation guides that are sent home.

- Mr Thorne Does Phonics is a great site with easy to watch videos that will guide you through the expectations and help with pronunciation and classroom learning:
https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw
- Useful games to be played at home can be accessed at:
<https://www.phonicsplay.co.uk>
<https://www.phonicsbloom.com/>
http://www.familylearning.org.uk/phonics_games.html
- iPad and iOs Twinkl Phonics app: <https://apps.apple.com/gb/app/twinkl-phonics-suite-all-you/id508771799>

Please see below a glossary of terms used with thanks to the Literacy Trust:

Blend	To draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together reads snap
Segment	To split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
Digraph	Two letters making one sound, e.g. sh, ch, th, ph.
Trigraph	Three letters making one sound, e.g. air, ear, igh
Split digraph	Two letters, split, making one sound, e.g. a-e as in make or i-e in site
Grapheme	A letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
Phoneme	The smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
Grapheme-phoneme correspondence (GPC)	The relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
Mnemonic	A device for memorising and recalling something, such as a snake shaped like the letter 'S'
VC, CVC, CCVC	The abbreviations to show the combination of vowels (v) and consonants (c) which are used to describe the order of letters in words: VC - vowel-consonant e.g. am CVC - consonant-vowel-consonant e.g. ham CCVC - consonant- consonant-vowel-consonant e.g. slam

High Frequency Words

These are commonly used words that children should be able to memorise by sight and the aim is for your child to recognise these words instantly. Knowing their High Frequency (HF) words helps to develop the children's confidence when reading and it also benefits their understanding – if a child can immediately recognise lots of words, they can often work out the meaning of the sentence and then focus on decoding the words that they aren't familiar with.

Some of these words do not follow the basic phonics principles, so they cannot be "sounded out"

Tricky Words

The children are also taught to read and spell 'Tricky Words' in their Phonics sessions. They are common words that have complex spellings in them. Tricky words cannot be sounded out easily and children can find it difficult to read the word as the sounds don't accompany the letters, for example: 'the', 'you' or 'what'. New words are introduced within each Phonics phase and children use a range of different strategies to learn them.

The more opportunity your child has to become familiar with High Frequency and Tricky Words the more confident they will become when applying them to reading and writing; the best way to learn them is to practise.

