

At Barlby Primary School, phonics is taught daily and very effectively following the Letters and Sounds programme alongside Read, Write, Inc sound stories for letter formation. 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 following the Read, Write, Inc sound stories are also taught 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 formations that are sent home.

- Mr Thorne Does Phonics is a great site with easy to watch videos which will guide you through the expectations and help with pronunciation and classroom learning:
https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw
- The Letters and Sounds document can be found at:
<https://www.gov.uk/government/publications/letters-and-sounds.html>
- 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.
vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow

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')

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'

phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, 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." The more opportunity your child has to become familiar with these words, the better and the best way to learn them is to practise!

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 out the word, as the sounds don't accompany the letters, for example: 'the', 'you' or 'what'. The children use a range of different strategies to learn tricky words in Phonics lessons and new word and learnt within each phonics phase.