

Phonics at Drybrook School

Aim

- Phonics Overview
- Alternative Spellings
- Alternative Pronunciations
- Spelling strategies
- Phonic interventions

Phonics Overview

Phase One - Nursery

Activities are divided into seven aspects:

Aspect 1 - Environmental sounds

Aspect 2 - Instrumental sounds

Aspect 3 - Body sounds

Aspect 4 - Rhythm and rhyme

Aspect 5 - Alliteration

Aspect 6 - Voice sounds

Aspect 7 - Oral blending and segmenting

Phase Two - Reception (6 weeks)

- Children learn 19 individual letters of the alphabet - name, sound and letter formation
- Children learn digraphs ck, ff, ll & ss and the corresponding spelling rule - *these digraphs are used when following single vowels e.g. off, well, miss & back*
- Children are introduced to the vowel sounds
- Children begin to blend and segment cvc words
- Children are introduced to the concept of putting words together to make captions & simple sentences - orally and written

Phase Three - Reception (12 weeks)

- Children practise recognition and recall of Phase 2 graphemes
- Children learn the remaining 7 letters of the alphabet.
- Children learn consonant digraphs zz, ch, sh, th, ng
- Children learn vowel digraphs ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- Children read and write captions and sentences
- Children learn the alphabet song (Capital letter/lowercase correspondence)
- Children learn how to read two-syllable words

Phase Four - Reception (6 weeks)

- No new grapheme-phoneme correspondences are taught
- Children practise recognition and recall of Phase 2 and 3 graphemes
- Children learn to blend and segment longer words with adjacent consonants e.g. swim, clap and jump

Phase Five - Year 1

- Children learn alternative graphemes for the phonemes which they already know
- Children learn alternative ways of pronouncing the graphemes they already know eg tin, mind
- Children learn how to read and spell compound words (words made up of two words e.g. football, bedroom & farmyard)
- Children practise reading and spelling polysyllabic words
- Children practise reading and writing sentences
- Children introduced to concept of adding the suffixes s/es, ing, ed, er & est
- Children learn how to add the prefix un

Note: all of the above are statutory requirements for Year 1 (English - Appendix 1: Spelling)

Phase Six - Year 2

- Children work on more complex spellings including prefixes, suffixes, contractions e.g. cannot - can't and possessive apostrophes e.g. Tom - Tom's
- Children learn long and short vowel sounds
- Children learn comparative adjectives e.g. big/bigger/biggest and irregular comparative adjectives e.g. good/better, bad/worse
- Children learn homophones e.g. there/their/they're and near homophones e.g. quite/quiet
- Children learn how to use a dictionary
- Children learn how to proofread

Note: all of the above are statutory requirements for Year 2 (English - Appendix 1: Spelling)

Alternative Spellings

Consonants		Short Vowels	
b	bad	a	cat
d	dog	e	hen, head
th	this (voiced)	i	hit
j	gem, jug	o	hot, watch, squat
f	if, puff, photo	u	cup
g	gum	oo	put, book, should
h	how	Long Vowels	
y	yes	ee	she, bead, see, scheme, chief
c/k	cat, check, key, school	or	born, raw, launch, talk
l	leg, hill	ar	arm, father
m	man	er	fern, turn, farmer, girl, worse
n	man	oo	room, you, blue, brute, chew, lose, fruit
ng	sing	Diphthong Vowels	
th	thin, both (unvoiced)	ai	bait, say, came, eight
p	pet	air	stair, care, there, bear
r	red	ure	cure, tour
s	sit, miss, cell	oi	coin, boy
sh	she, chef	igh	mind, fine, pie, high, my
t	tea	oa	boat, cone, blow, no
ch	check	ear	hear, weird, beer
v	vet	ow	cow, out
w	wet, when		
z	zip, hens, buzz		
qu	queen		

Alternative Pronunciations

Vowels		Consonants	
a	hat, what	c	cat, cent
i	fin, find	g	got, giant
o	hot, cold	y	yes, by, very
u	but, put	ch	chin, school, chef
ea	eat, bread		
er	farmer, her		
ow	cow, blow		
ie	tie, field		
ou	out, shoudler, could, you		

Spelling strategies

Clap and count - to provide a routine for spelling long words

Take it apart and put it back together - to help children learn high-frequency and topic words by developing their ability to identify the potentially difficult element or elements in a word e.g. the double **tt** in **getting**, the unusual spelling of 'oo' and the unaccented vowel **i** in **beautiful**

Memory Strategies:

- **Syllables** - To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember e.g. **Sep-tem-ber, ba-by**
- **Base words** - To learn my word I can find its base word e.g. **Smiling** - base
- **smile** +ing, e.g. women = wo + **men**
- **Analogy** - To learn my word I can use words that I already know to help me e.g. **could: would, should**
- **Mnemonics** - To learn my word I can make up a sentence to help me remember it e.g. **people - people eat orange peel like elephants**

Letters and Sounds: Phase Six

Phonics interventions

Bearing away/Dancing Bears

Teaches the basic skills; recognising letters, blending the sounds together and taking them apart. It is a systematic, structured over-learning scheme using a multi-sensory approach.

<https://www.soundfoundations.co.uk/>

Read Write Inc. Fresh Start

It is designed as an intervention programme for older primary pupils (aged 9 upwards) who have not made good progress in literacy reading and writing. Gets all children reading and writing fluently in 33 weeks using age-appropriate anthologies. Assesses children's progress every 8 weeks.

<http://www.ruthmiskin.com/en/read-write-inc-programmes/fresh-start/>

Spellwise

Spellwise is a multi-sensory and accumulative learning approach aimed at KS1/lower KS2 SEND children. It aims to raise children's reading age by 18-24 months over an 8-9 month period. Cost 450.00 or 699.00 with onsite training

<http://www.spellwise.co.uk/the-box/>