



# Phonics at St James' Primary School



We follow planning from 'Letters and Sounds' which identifies a sequence to teach sounds starting with the most frequent sounds. For this reason, we do not work alphabetically, and instead use the order shown below. When introducing sounds, children are encouraged to hear the sound, say the sound, see the sound as it is written, use the sound when reading (*blending* sounds together) and when writing (*segmenting* a word to find the sounds needed). Once all single letter sounds are covered, children start to learn sounds made by pairs of letters (digraphs). It is essential that children learn to say the sounds accurately without the added 'uh' sound (/m/ not 'muh').

Prior to starting school (and for the first few weeks of Reception), children explore Phase 1 which develops listening skills to help children differentiate between sounds. This could be identifying words that start with the same sound, finding rhyming words or differentiating between similar sounds such as /c/ and /ch/.

Reception

Year 1

Year 2

<p><b>Phase 2</b></p> <p>Sounds introduced:</p> <p>s a t p i n m d g o c k (ck) e u r h b f (ff) l (ll) (ss)</p> <p><u>Tricky words</u>: l no go</p>	<p><b>Phase 3</b></p> <p>Sounds introduced:</p> <p>j v w x y z (zz) qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure</p> <p><u>Tricky words</u>: he she we me be was you they all are my her <i>N.B. focus on hearing sounds – it doesn't matter if children identify a word with the sound spelt differently.</i></p>	<p><b>Phase 4</b></p> <p>No new sounds introduced. The main aim of this phase is to consolidate knowledge of the sounds introduced and practise using them to read and spell words. Some focus on adjacent consonants such as 'st' 'pl' etc.</p> <p><u>Tricky words</u>: said have like so do some come were there little one when out what</p>	<p><b>Phase 5</b></p> <p>Introduces new ways to spell sounds such as:</p> <p>/ai/ – ai a a_e eigh ay Also, alternative ways to pronounce sounds such as: ea in 'tea', 'head' or 'break'</p> <p><u>Tricky words</u>: oh their people Mr Mrs looked called asked could</p>	<p><b>Phase 6</b></p> <p>Focuses on developing spelling patterns and accuracy.</p>
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## Helping with Phonics at Home



- Ensure your child pronounces sounds (and words) accurately – [https://www.youtube.com/watch?v=BqhXUW\\_v-1s](https://www.youtube.com/watch?v=BqhXUW_v-1s)
- Encourage your child to spot sounds individually and within words.
- Remember – ‘tricky’ words cannot be sounded. These must be learnt by sight. Play lots of games like snap to develop this skill.
- When reading:
  - Encourage your child to sound out words.
  - Support blending by saying each sound a little closer together (initially you may simply be saying the word slowly for them to hear)
  - Let them try – even if the sound is different, let your child have a go using the sounds they know so they can recognise when words aren’t accurate. Follow up by explaining ‘in this word, it actually makes a different sound...’ or ‘this is one of the tricky words...’
- When writing:
  - Repeat the word your child wants to write, saying it slowly for them to hear (start by emphasising the initial sound, trying to give them the whole word rather than each individual sound)
  - Encourage your child to have a go and praise efforts (even if not accurate – children start by identifying initial sounds only and then gradually build up (they must go through this process when writing independently). Children start by writing random letters – encourage them to tell you what they have written.
  - Try to avoid giving correct spellings – if your child has used their sounds and had a go, this is best for their motivation and enjoyment. If your child is keen, you can highlight correct spellings afterwards – ‘this is a tricky word that actually has a sneaky ‘e’ in, so it looks like this...’ Giving children words to copy or the letters they need can hold them back as they are reluctant to try without adult support in case they make a mistake.