

Phonics
at
St Thomas More



Aim:

To share information about:

- . How phonics is taught at STM.
- . The basic terminology used.
- . The stages in phonic learning.

Terminology

- Phoneme
- Grapheme
 - Digraph (ay, ee, oo, oa,)
 - Trigraph (igh, ear, ure)
 - Split digraph (a-e, i-e, o-e)
 - GPC (Grapheme Phoneme Correspondence)

Terminology

- High Frequency Words:
- Decodable ie:
 - that
 - about
 - help
- Not Decodable (tricky words)
 - have
 - what

Daily Phonics

- KS1:
 - 20 minutes discrete daily lessons
 - Phase 3, 4, 5
 - Year 2 teaches Phase 6

Phonemes

- There are 44 sounds in the English Language
- Important that they are pronounced in a **pure** way.

f	l	m	n	r	s	v	z	sh	th	ng
										nk

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

a	e	i	o	u	ay	ee	igh	ow
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oo	oo	ar	or	air	ir	ou	oy
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How can you help your child with phonics at home?

- Ensure that you are pronouncing the phonemes correctly.
- Ensure that your child spots the known digraphs in a word.
- Encourage the children to blend and segment.
- Encourage them to read and read to them!

Letters and Sounds

Six Phases

Phase Three

- Letter Progression
 - One set per week

Phase Three

Set 9	ai	ee	igh	oa
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Set 10	oi	oo	oo	ow
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Set 11	ar	air	ear
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Set 11	er	ur	or	ure
--------	----	----	----	-----

NLS PHASE 3
BOOKMARK

down
for
look
now
see
that
them
then
this
too
will
with

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

Blending and Segmenting (Sound Buttons)

Phase 5

ay

oy

wh

a-e

ou

ir

ph

e-e

ie

ew

ue

i-e

ea

aw

oe

o-e

au

u-e

Phase 5

- High Frequency Words

**NLS PHASE 5
BOOKMARK**

**about
by
came
day
don't
here
house
I'm
made
make
old
put
saw
time
very
your**

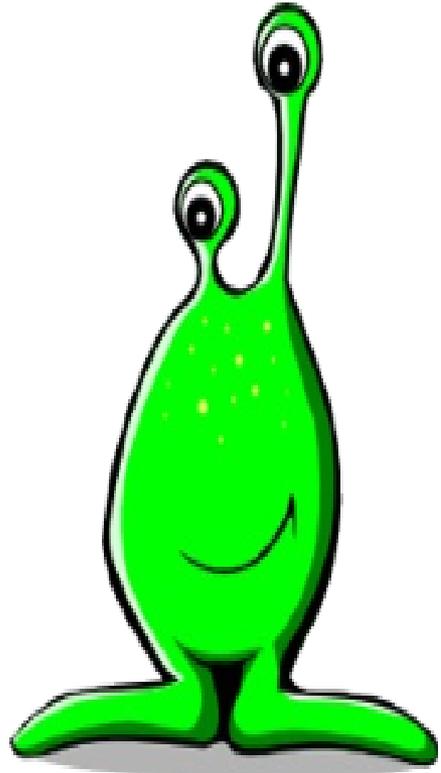
**asked
called
could
looked
Mr
Mrs
oh
people
their**

Alien Words

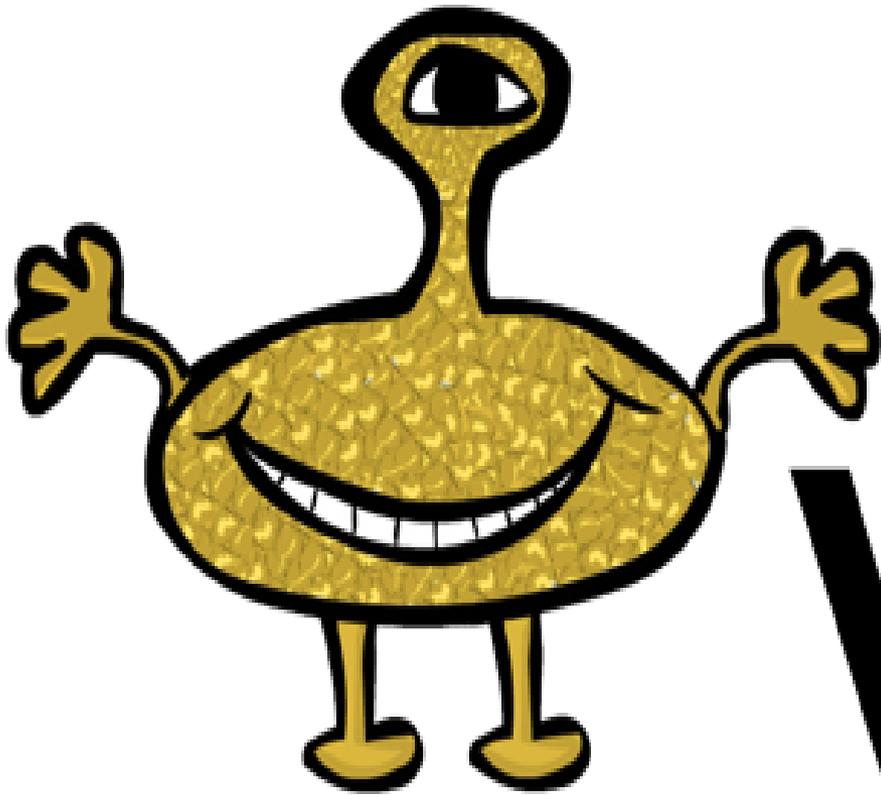
- What are they?
- What purpose do they serve?



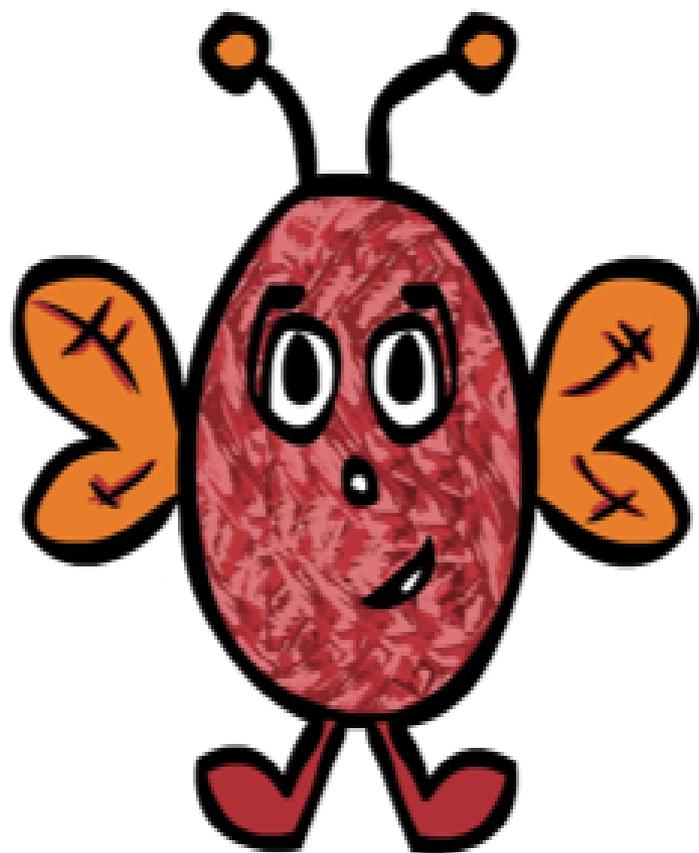
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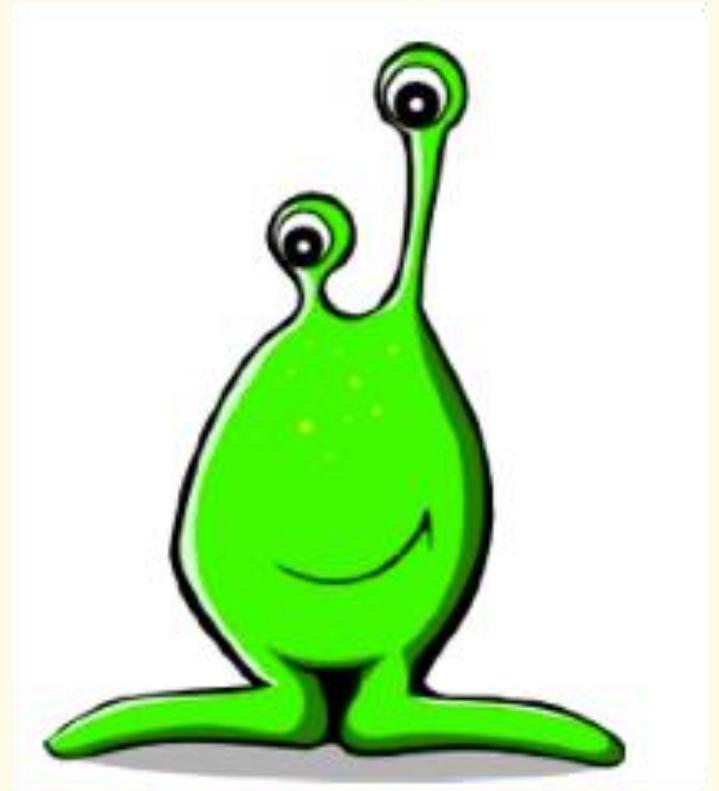


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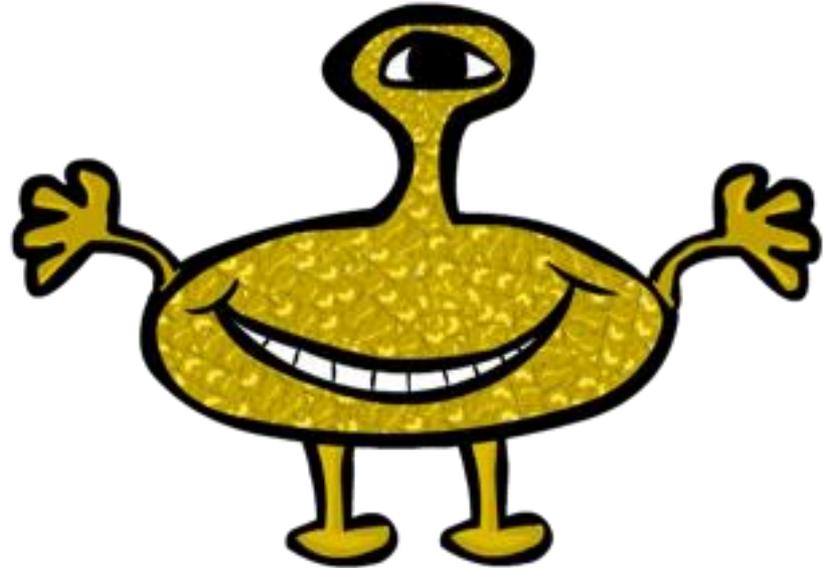
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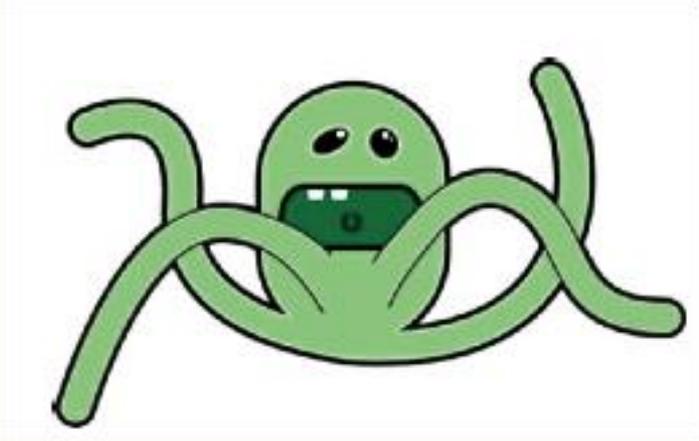




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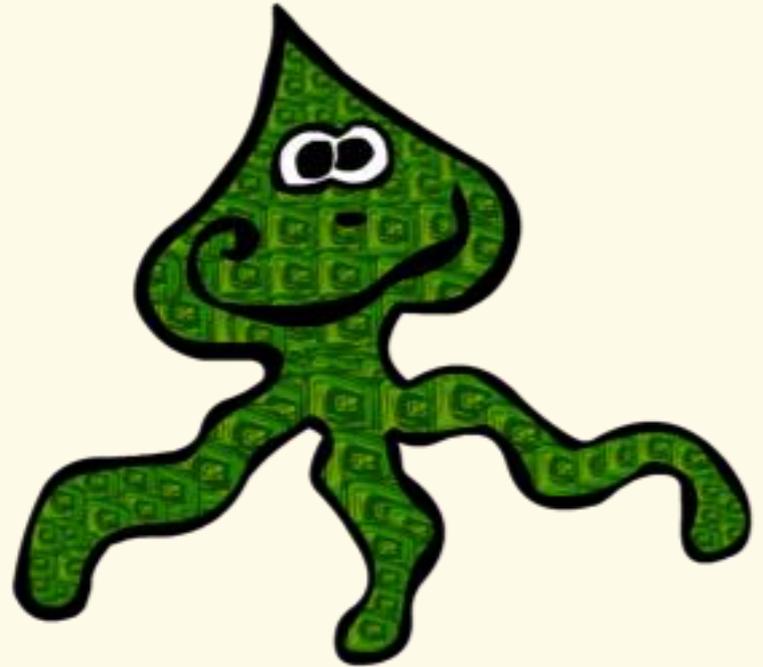
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Screening

- What is phonic screening and what does it involve?

(Phonics Quiz)

Phase 6

- At the start of Phase Six of Letters and Sounds, children will have already learnt the most frequently occurring grapheme–phoneme correspondences (GPCs) in the English language.
- This phase concentrates more on reading with fluency, when the children are quicker at reading the graphemes and digraphs with more letters in.

Phase 6

- This phase also concentrates on more spelling patterns such as using suffixes (endings such as –ed, -est, -ing, -ly) and prefixes (beginnings such as pre-, tri-, un-, dis-, re-) etc
- It also looks at words that cause confusion such as there, their and they're and their correct use

Grammar, Punctuation and Spelling

- Expectations are higher
- Terminology is important

Year 1

- Use full stops and capital letters to demarcate sentences
- Use capital letters for proper nouns
- Use 'and' to join sentences
- Use a question mark at the end of a sentence to indicate a question
- Use an exclamation mark at the end of a sentence to indicate an exclamation

Year 2

- Full stops, capital letters, question marks and exclamation marks.
- Use commas in making lists
- Use adjectives to describe nouns
- Use conjunctions to join ideas in longer sentences (and, but, when, where, if, that and because)
- Use and distinguish past and present text
- Use adjectival phrases to describe words
(a group of words to describe a noun eg The pie was **very hot**.)
- Use apostrophes for contracted forms (isn't, can't), referred to as contractions

Y2 Writing Expectations

Use of:

Co-ordination – to expand sentences (using or, and, but)

Subordination – (using when, if, that, because)

Expanded noun phrases to describe and specify –
eg the blue butterfly

Using the past and present tenses mostly
correctly

Imperative verbs ie bossy words – Do, Mix, Stir,

Using sentences with different forms in their
writing ie statements, questions, exclamations
and commands

National end of KS1 Test

- Spelling, punctuation and grammar
- Reading Comprehension
- Mathematics
- Phonics