



# MUTIARA INTERNATIONAL GRAMMAR SCHOOL Junior School

## Letters and Sounds Programme



## Parent Information Package for Phonics Acquisition

## **What is Phonics?**

Phonics is a way of teaching children the relationship between letters and sounds to form words, so they can learn to read and write. It is essential part of the Early Literacy programme in Reception, Years 1-3.

The alphabet contains only 26 letters or graphemes, however, these letters represent 44 sounds or phonemes, as one would hear in standard British English.

## **Essential Terms Explained**

### What is a phoneme?

It is the smallest unit of sound and a piece of terminology that children like to use and should be taught. At first it will equate with a letter sound but later on will include the digraphs. For example 'rain' has three phonemes, /r / ai / n.

### What is a grapheme?

A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. Another way to explain it is to say that a grapheme is a letter or letters that spell a sound in a word. E.g. /ee/, /ea/, /ey/ all make the same phoneme but are spelt differently.

### What is a digraph?

This is when two or more letters come together to make a phoneme. /oa/ makes the sound in boat.

### What is blending?

Blending is the process that is involved in bringing the sounds together to make a word or a syllable and is how /c/ /a/ /t / becomes cat. To learn to read well children must be able to smoothly blend sounds together. Blending sounds fluidly helps to improve fluency when reading. Blending is more difficult to do with longer words so learning how to blend accurately from an early age is imperative. Showing your child how to blend is important. Model how to 'push' sounds smoothly together without stopping at each individual sound.

### What is segmenting?

Segmenting is a skill used in spelling. In order to spell the word cat, it is necessary to segment the word into its constituent sounds; c-a-t. Children often understand segmenting as 'chopping' a word. Before writing a word young children need time to think about it, say the word several times, 'chop' the word and then write it. Once children have written the same word several times they won't need to use these four steps as frequently.

### What are tricky words?

Tricky words are words that cannot be 'sounded-out' but need to be learned by heart. They don't fit into the usual spelling patterns. Examples of these words are attached under each phase. In order to read simple sentences, it is necessary for children to know some words that have unusual or untaught spellings. It should be noted that, when teaching these words, it is important to always start with sounds already known in the word, then focus on the 'tricky' part.

### What are high frequency words?

High frequency (common) are words that recur frequently in much of the written material young children read and that they need when they write.

### What are CVC words?

CVC stands for consonant- vowel- consonant, so and word such as map, cat is CVC. In phase 4 we talk about CCVC words such as clip, stop.

### **The Phonics Teaching Curriculum**

Reception pupils start by getting attuned to the sounds around them and become ready to acquire the grapheme-phoneme correspondences (GPCs) and then progress to developing oral blending and segmenting skills, as our students continue their learning in Years 1-3.

Vast differences in pronunciation exist in the various accents of the English Language. For example, the word *bath* is pronounced irregularly as "barth" or "baath" in some accents but quite regularly, rhyming with "math", in others.

At MIGS, we will strictly adhere to the phonetic system of standard British English as in Received Pronunciation.

### **The Progression of the Curriculum**

The progression in teaching phonics comprises 6 phases. At MIGS, we begin with Phase 1 in Reception and end with Phase 6 in Years 2 and 3, as shown in the table below.

<b>Year Group</b>	<b>Phases</b>
Reception	1, 2, 3
Year 1	3, 4, 5
Year 2	4, 5, 6
Year 3	5, 6

The repetition of phases in each Year Group is deliberate curricular decision to overcome the Summer Effect (the negative effect of the long summer break on student learning). Over the years, we have noticed our students, like in several UK schools, forget their basics easily over the long holidays.

### **Assessment of Phonics Acquisition**

The School will conduct Phonics Assessment twice a year, and the assessment will include Transcription and Spelling, in addition to Sound and Word Recognition.

The Baseline Phonics Assessment (see the Table below) is diagnostic and it will be conducted at the start of the Academic Year. This test will help teachers to identify students at risk and it will also serve purposes of revision and consolidation of knowledge.

The Mastery Phonics Assessment (see the Table below) is evaluative and it will be conducted at the end of the Academic Year or the Programme (for Year 3). This test will help teachers to monitor students' progressive phonics learning needs and evaluate the impact the programme has had on students' learning.

Baseline Phonics Assessment (Diagnostic)	Mastery Phonics Assessment (Evaluative)
At the beginning of Year 1, 2 and 3	At the end of Reception, Year 1, 2 and Term 2 Year 3

**We will conduct our Baseline Phonics Assessment in September 2018.**

**Content of the Baseline Phonics Assessment**

The Baseline Phonics Assessment comprises 2 parts:

- 1) Part One: Sound Recognition and Word Reading  
This section will be conducted for one student at a time over a few days. The Home Room Time, English and Handwriting periods may be used.
- 2) Part Two: Alphabet Recognition, Digraphs and Trigraphs, Spelling and Dictation  
This section can be conducted as a class during an English period.

# OVERVIEW OF PHONICS PHASES

## PHASE 1: RECEPTION

In Phase 1, pupils will develop awareness and understanding of sounds in the following 6 Aspects :

- 1) Environmental sounds – develop listening and awareness of sounds - listening and remembering sounds□- talking about sounds.
- 2) Instrumental sounds□– develop awareness of instrument sounds□- to appreciate the difference between instrument sounds and others - to use a wider vocabulary to talk about sounds.
- 3) Body Percussion□– to develop awareness of sound and rhythms□- to recall patterns of sounds□- to talk about sounds we can make with our bodies.
- 4) Rhythm and Rhyme□– to experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech.□- to increase awareness of rhyming words.
- 5) Alliteration□- to develop understanding of alliteration□- to hear the difference between different starting sounds within words - to explore how different sounds are articulated
- 6) Voice Sounds□- to distinguish between different vocal sounds (including oral blending and segmenting)□- to explore speech sounds□- to talk about different sounds we can make with our voices.

### How Parents Can Help

a) Play 'What do we have in here?'

Put some toys or objects in a bag and pull one out at a time. Emphasise the first sound of the name of the toy or object by repeating it, for example, 'c c c c – car', 'b b b b – box', 'ch ch ch ch – chip'.

b) Get your child to repeat the following alliterations and tongue twisters such as those given below:

#### Alliterations

- A tall tin of tomatoes!
- Tommy, the ticklish teddy!
- A lovely little lemon!
- Use names, for example, 'Gurpreet gets the giggles', 'Milo makes music', 'Naheema's nose'.

#### Tongue Twisters

Peter Piper picked a peck of pickled peppers.

Betty Botter bought some butter.

She sells seashells by the seashore.

### Sound-talking

Find real objects around your home that have three phonemes (*sounds*) and practise 'sound talk'. First, just let them listen, then see if they will join in, for example, saying:

'I spy a p-e-g – peg.' (Sound each phoneme)

'I spy a c-u-p – cup.'

'Where's your other s-o-ck – sock?'

'Simon says – put your hands on your h-ea-d.'

'Simon says – touch your ch-i-n.'

It is vital that sounds are pronounced correctly; for example 'm' is continuous, pronounced as 'mmmmm' rather than 'muh'. Try not to add 'uh' onto sounds.

## PHASE 2: RECEPTION

Pupils will learn the Phase 2 phonemes in the following order alongside the written grapheme.

Set 1 – s, a, t, p

Set 2 - i, n, m, d

Set 3 – g, o, c, k

Set 4 – ck, e, u, r

Set 5 – h, b, f, ff, l, ll, ss

Pupils are taught to orally blend and segment VC and CVC words using the Phase 2 phonemes.

VC words	words consisting of a vowel then a consonant	is, it, in, am
CVC words	i) words consisting of 3 letters - consonant + vowel + consonant; ii) sometimes words with 4 letters but they have only three sounds	i) had, cat, rug ii) bell, sock, huff

Pupils are taught to blend and read the following high frequency words alongside the set of phonemes

Set 1 – a, at, as

Set 2 – is, it, in, an, l

Set 3 - and, on, not, into, can, no, go

Set 4 – to, get, got, the, back, put

Set 5 – no, go, his, him, of, dad, mum, up

Pupils learn the alphabet and the correlation between phoneme and letter name,

Pupils learn to write the letters of the Alphabet, both upper and lower cases.

### How Parents Can Help

Now the children will be seeing letters and words, as well as hearing them. They will be shown how to make whole words by pushing magnetic or wooden letters together to form little words, reading little words on the interactive whiteboard and breaking up words into individual sounds, which will help their spelling. These will be simple words made up of two phonemes, for example, am, at, it, or three phonemes, for example, cat, rug, sun, tick, bell.

#### Magnetic letters

Buy magnetic letters for your fridge, or for use with a tin tray. Find out which letters have been taught – have fun finding these with your child and place them on the magnetic surface.

#### Making little words together

Make little words together, for example, *it, up, am, and, top, dig, run, met, pick*. As you select the letters, say them aloud: 'a-m – am', 'm-e-t – met'.

#### Breaking words up

Now do it the other way around: read the word, break the word up and move the letters away, saying: 'met – m-e-t'.

Online Support

<http://www.letters-and-sounds.com/phase-2-games.html>

## PHASE 3: RECEPTION

Pupils will learn the Phase 3 phonemes in the following order alongside the written graphemes.

Set 6 – j, v, w, x□

Set 7 – y, z, zz, qu (last of the Letters and Sounds ‘sets’)

- sh, th, ch, ng□

- ai, ee, long oo, short oo

- oa, ar, or, igh□

- ur, ow, oi, ear□

- er, air, ure

Pupils will understand that 2 letters together can make 1 sound as in the digraphs.

Pupils will blend and segment CVC words using a range of phonemes previously learnt in Phases 2 and 3.

Pupils will learn to blend and read the following high frequency words alongside the set of phonemes.□

- off, can, had, back□

- are, see

- was, will, with□

- my, for, too□

- you, this, that□

- they, then, them, down

- her, now

- all, look

Pupils will learn to read the following tricky words. - we, me, he, be, she

Pupils will learn to read decodable two-syllable words.

Pupils will read and write sentences using letters in Sets 1 to 6 in Phase2, and no, go, the, and, to, I.

Pupils will practise reading and writing captions and sentences.

### How Parents Can Help

- Sing an alphabet song together.
- Play ‘I spy’, using letter names as well as sounds.
- Continue to play with magnetic letters, using some of the two grapheme (*letter*) combinations:

**r-ai-n = rain** blending for reading      **rain = r-ai-n** – segmenting for spelling

**b-oa-t = boat** blending for reading      **boat = b-oa-t** – segmenting for spelling

**h-ur-t = hurt** blending for reading      **hurt = h-ur-t** – segmenting for spelling

- Praise your child for trying out words.
- Set a timer. Call out one word at a time and get your child to spell it on a magic board or a small whiteboard, against the timer – remember, they can use magnetic letters.

- Play 'Pairs', turning over two words at a time trying to find a matching pair. This is especially helpful with the tricky words: **the, to, no, go, I**
- Don't worry if they get some wrong! These are hard to remember – they need plenty of practice.

## PHASE 4: YEARS 1 and 2

Students will revise and recall all Phase 2 and 3 phonemes. □

Students will read and write the following words with digraphs, trigraphs and blends with adjacent consonants:

CVCC – *best, bench*

CCVC – *stop, smell*

CCVCC – *frost, twist*

CCCVC – *strap, street*

CCCVCC – *sprint*

Students will practise reading and spelling previously taught high frequency words.

Students will read and spell two-syllable words □ such as *helper, shampoo*

Students will learn to spell the tricky words: *we, me, he, be, she, they, all, are, my, her*

Students will read tricky words: *said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what*

Students will read decodable words: *went, from, it's, just, help, children*

### How Parents Can Help

- Practise reading and spelling some CVCC and CCVC words but continue to play around with CVC words. Children like reading and spelling words that they have previously worked with, as this makes them feel successful.
- Make up captions and phrases for your child to read and write, for example, a silver star, clear the pond, crunch crisps. Write some simple sentences and leave them around the house for your child to find and read. After they have found and read three, give them a treat!
- Look out for words in the environment, such as on food packaging, which your child will find easy to read, for example, lunch, fresh milk, drink, fish and chips, jam.
- Work on reading words together, for example, a street name such as Park Road, captions on buses and lorries, street signs such as bus stop.
- The following play-based activities are good too:

#### Treasure/Trash

Make some word cards with real and non-sense words using a variety of graphemes. Decode the word together, blend and decide if it is a real 'treasure' word or a 'trash' non-sense word (which can go in the bin).

#### Alien game

Parent says beginning sounds. Child finishes it. For example you say c'hee'..... Your child says ' z' (for the word cheese).



### Syllable game

Parent breaks up words, and keeps repeating in bits (not individual sounds). For example black/bird/black/bird/black/bird..... Once the child hears this pattern, then the parent stops and allows the child to fill in the missing bit. This game works particularly with longer words such as en/or/mous, fa/bu/lous .....

An alternative way to play this game is to encourage your child to clap to the syllables in words.

**Please note that the phonemes acquired in the earlier phases are vital to support learning in the phases that follow. For example it may be that a child is in Phase 4, but will still benefit from reinforcement of Phase 1, 2 and 3).**

### **PHASE 5: YEARS 2 & 3**

Phase 5 builds on the previous phases. Students entering Phase Five are already able to read and spell words containing adjacent consonants and some polysyllabic words.

In this phase students will learn:

- alternative letters for reading familiar sounds e.g. ai/ay (train/tray), oi/oy (coin/toy), w/wh(wet/when), f/ph (fish/photo)
- alternative pronunciations for familiar letters e.g. i(fin/find),c(cat/circus), ow(cow/blow),ch(chin/chef)
- alternative spellings for sounds e.g. r/wr(rat/wrap) n/gn/kn(nut/gnat/knit), air/ere/ear/are(pair/there/pear/ bare)
- the split-digraphs e.g. a-e, e-e, i-e, o-e, u-e (make, Pete, bike, rope, cube/flute)
- to read and spell two-syllable and three-syllable words

### **PHASE 6: YEARS 2 and 3**

In this Phase, students will learn:

- the past tense.
- how to add suffixes.
- how to spell long words.
- how to find and learn the difficult bits in words.

**Please note that the phonemes acquired in the earlier phases are vital to support learning in the phases that follow. For example it may be that a child is in Phase 4, 5 or 6 but will still benefit from reinforcement of Phase 1, 2 and 3.**

