

Phonics



Bug Club

<https://w>

www.youtube.com/watch?v=0dCRWLLNXPo

Technical vocabulary

- A **phoneme** is the smallest unit of sound in a word. A phoneme may be represented by 1, 2 or 3 letters.

E.g: t ai igh

- A **syllable** is a word or part of a word that contains one vowel sound. E.g. hap/pen bas/ket let/ter

- A **grapheme** is the letter(s) representing a phoneme. Written representation of a sound which may consist of 1 or more letters E.g: The phoneme 's' can be represented by the grapheme s (sun), se (mouse), c (city), sc or ce (science)

Technical vocabulary

- A **digraph** is two letters, which make one sound.

- A consonant digraph contains two consonants

sh th ck ll

- A vowel digraph contains at least one vowel

ai ee ar oy

- A **split digraph** is a digraph in which the two letters are not adjacent (e.g. **make**)

- A **trigraph** is three letters, which make one sound. E.g.

igh air

Technical vocabulary

- **Segmenting** – identifying the individual sounds in a spoken word (e.g. **h-i-m**) and writing down or manipulating letters for each sound to form the word '**him**'.
- **Oral Blending** – hearing a series of spoken sounds and merging them together to make a spoken word (no text is used) for example, when a teacher calls out '**b-u-s**', the children say **bus**.
- **Blending** – recognising the letter sounds in a written word, for example **c-u-p**, and merging or synthesising them in the order in which they are written to pronounce the word '**cup**'.

Summary of Phases

- **Phase 1 (Nursery)**
 - To distinguish between sounds and become familiar with rhyme, rhythm and alliteration.
- **Phase 2 (6 weeks- Reception)**
 - To introduce **19 grapheme-phoneme correspondences**. They should be able to read and write some common CCVC and CVCC WORDS by the end of this phase.
- **Phase 3 (12 weeks- Reception)**
 - To teach one grapheme for each of the 44 phonemes in order to spell simple regular words. Still focused on cvc/ccvc/cvcc words.
- **Phase 4 (4-6 weeks- Year One)**
 - To read and spell words containing adjacent consonants.
- **Phase 5 (12 weeks- Year One)**
 - To teach alternative pronunciations for graphemes and alternative spellings for phonemes.
- **Phase 6 (Yr2)**
 - To develop their skill and automaticity in reading and writing.

Technical vocabulary

REMEMBER!

CVC refers to **phonemes (Sounds)** NOT LETTERS!

coat

tap

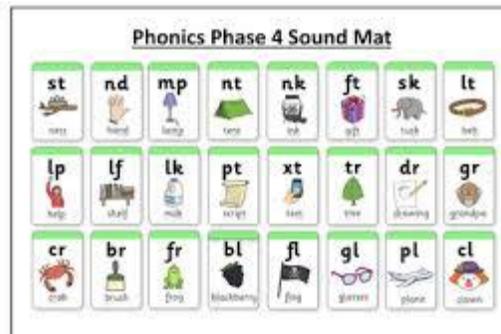
shop

cat

Phase 4 – (4-6 weeks)

To teach children to read and spell words containing adjacent consonants and polysyllabic words.

- Teaching should focus on the skills of **blending and segmenting** words containing adjacent consonants.
- They should **not** be taught in **word families** such as spot, spit, spin as the children will treat ‘sp’ as one unit.



Tricky Words

- Tricky words are common words that need to be learnt by sight as they are not phonetically decodable.
- They are split into sets and learnt through the phases.
- Reception- Tricky
Truck words.



Reading books Books:

- I:I Reading children should be able to phonetically decode the book they are reading Phoneme/grapheme correspondence cards with pictures are in the support box/showbie to help children decode if they struggle.
- Tricky word spotting.
- Oxford Reading Tree- Character names are words to learn by sight.

Pronunciation:

<https://www.pearsonschoolsandfecolleges.co.uk/asset-library/interactive/primary/bugclub/alphabet/index.html>

<https://www.youtube.com/watch?v=BNGPletzezE>

Phases 2 3 5

Grapheme Chart

s	a	t	p	i	n	m	d	g	o	c	e	u	r	h	b	f	l	j	v	w	x	
ss	aa	tt	pp	nn	mm	dd	gg	oo	cc	ee	uu	rr	hh	bb	ff	ll	jj	vv	ww	xx		
ss		tt	pp	nn	mm	dd	gg	(w)a	cc	ea	oo	rr		bb	ff	ll	g(k)	vv	wh			
c(e)				kn	mb				k			wr			ph	le	g(i)					
c(i)				gn					ck								g(y)					
c(y)									ch								dge					
sc																						
st(i)																						
se																						
y	z	qu	ch	sh	th	ng	ai	ee	igh	oa	oo	oo	yoo	ar	or	ur	ow	oi	ear	air	ure	zh
y	z	qu	ch	sh	th	ng	ai	ee	igh	oa	oo	oo	ue	ar	or	ur	ow	oi	ear	air	ure	s
	zz		tch	ch			ay	ea	ie	ow	u	ew	u	aw	er	ou	oy	ere	are			
	se			ci			a-e	e-e	i-e	o-e	oul	ue	ew	au	ir			eer	ear			
				ti			eigh	ie	y	o		u-e	u-e	al	ear							
				si			ey	ey	i	oa												
				ssi			ei	y														



