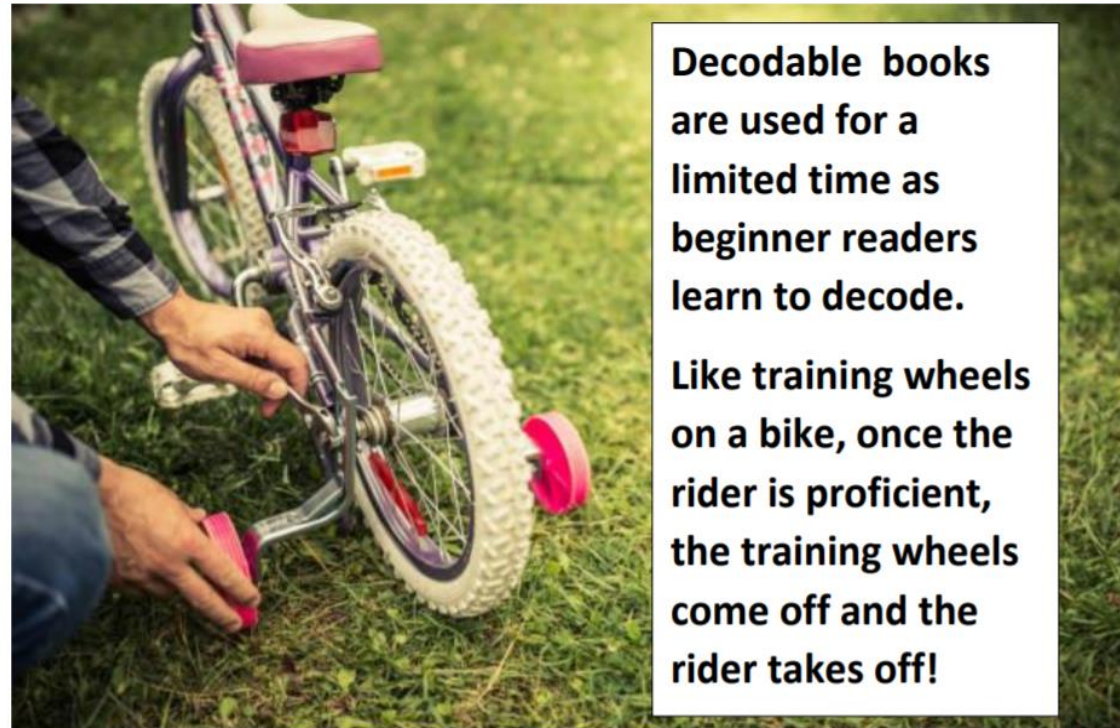


Phonics at Framfield CEP School

We follow a cumulative, sequenced phonics programme.

Why do we focus on phonics?

- Decoding is essential for children to become fluent, accurate readers.
- Children will build fluency with accurate decoding.
- Enables pupils to become automatic and accurate readers.



Decodable books are used for a limited time as beginner readers learn to decode.

Like training wheels on a bike, once the rider is proficient, the training wheels come off and the rider takes off!

www.phonicbooks.co.uk

 **PhonicBooks**

[www.phonicbooks.com\(USA\)](http://www.phonicbooks.com(USA))




Framfield Church of England Primary School

A proud member of the St Thomas a Becket Church of England Federation

Why Sounds-Write?

It is a reading programme based on the sounds in speech, moving from sounds to the written word.

Decoding approach
a strategy that focuses on sound/letters correspondences in words



Read the word
1. Sound out the letters and blend the sounds into a word.
/m/ /a/ /l/ → 'mail'.

Pip has mail in his hand.
"I must get the mail to my pals," he says.

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What do we teach?

Conceptual Knowledge

1. Letter are symbols (spellings) that represent sounds.
2. A sound may be spelled by 1,2,3 or 4 letters.
3. The same sound can be spelled in more than one way One sound- different spellings **rain break gate stay**
4. Many spellings can represent more than one sound. One spelling different sounds **head seat break**

Skills

1. Blending - the ability to push sounds together to build words.
Example /k/ /a/ /t/ - cat
2. Segmenting - the ability to pull apart the individual sounds in words
Example **pig** - /p/ /i/ /g/
3. Phoneme manipulation- the ability to insert sounds into and delete sounds out of words.
This skill is necessary to test out alternative for spellings that represent more than one sound.

The Sounds~Write Code

The sounds write programme is broken down into two codes.

The Initial Code:

- Start with simple, one sound/one spelling, one-syllable, CVC words
- Then onto one-syllable words using four-, five- and six-sound words of the structure CVCC, CCVC, CCVCC/CCCVCC,
- Then the most common consonant digraphs ch, sh, th, tch

The Extended Code (From Y1 onwards):

- Remaining common vowel and consonant sound to spelling correspondences are taught until all the common spellings for the forty-four sounds in English have been covered.
- Pupils are taught how to read and spell polysyllabic words, progressing from two-syllable to five- and six-syllable words.

(demo)

Same sound, different spelling

/ae/		m/oo/n	
baby	play	blue	chew
name	rain	Roof	
great	eight	June	do

/oe/		/ue/	
snow	coat	new	tube
home	toe	cue	unit

/air/		/eer/	
chair	care	cheer	here
bear	where	fear	

Same spelling, different sound

/o/	
stop	was
[NB: after the sound /w/ in many < q > < u > words, we often spell the sound /o/ with < a >. For example, q u <u>a</u> d]	

TOP TIPS!

- 1. Bedtime is not the best time to get a child to read, as decoding can be very tiring. Try after school or first thing in the morning**
- 2. Read in short bursts. Reading is exhausting for beginner readers.**
- 3. Encourage the learner to blend the sounds (say sounds and push them together) throughout the word**
- 4. Be patient - give the child time to work the word out by sounding it out**
- 5. Give your child the opportunity to self-correct.**
- 6. If the child does not know the sound of a grapheme (letter or combination of letters), tell him/her what it is but let the child blend it into the word himself/herself.**
- 7. High-frequency words are common words, some of which have complex spellings. Beginner readers may have difficulty decoding them. To help with these words, point to the graphemes (letters) and say the sounds and, if the child is not ready to read it, or has difficulty blending the sounds together, then say the word for him/her. In time the child will begin to recognise these words.**
- 8. Explain new vocabulary.**



Parental support

Pure sounds

We ensure the children are using pure sounds when they are blending and segmenting.

We don't refer to the sounds by their letter names.

Here is a helpful clip:

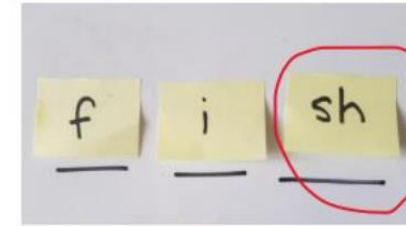
<https://www.youtube.com/watch?v=lwJx1NSineE>



‘Say the sounds and read the word’.

How to use decodable books

Step 1: teach phonics



Step 3: match decodable to phonics teaching



"Fresh fish on my dish. Yum!"
said Bob.

Step 2: practice word reading



IMPORTANT

- Children use the gestures/ pointing with their finger to each sound to say the sounds e.g. c-a-t
- Then they run their finger under the word to blend it, read the word e.g. cat

