



St Matthew's Phonics Overview

Early Years Foundation Stage (EYFS) – Nursery

In Nursery, we focus on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Reception. The emphasis during this time is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. We play phonics games such as –

- identifying environmental sounds
- instrumental sounds
- body percussion
- rhythm and rhyme
- voice sounds
- alliteration
- oral blending and segmenting.

We introduce RWI sounds within the continuous provision when appropriate - initial sounds etc when they are ready, e.g. when doing early writing'. The children will do short RWI sessions in the summer term before the start Reception.

Early Years Foundation Stage (EYFS) – Reception

In Reception, the children are first taught set 1 graphemes (letters making sounds). They are introduced one at a time, always building upon their previous learning.

These are the Set 1 Speed Sounds written with one letter -

m a s d t i n p g o c k u b f e l h r j v y w z x

Diagrams are sounds that are written with two letters that make one sound. For example, the 'sh' sound in the word 'ship' (your child will call these 'special friends'):

sh th ch qu ng nk ck

The children use the sounds they have learnt to build words to read and spell. Sounds are blended together by saying each sound eg: c-a-t to read cat. They also learn to segment words into sounds to spell such as spotting the c-a-t in the word cat.

By the time they reach Set 2, most children will already be able to blend and segment words containing the graphemes taught in Set 1.

During Set 2, the children will learn the following 'special friends' per week alongside a red word. The children will spend a lot of time learning about how these sounds are used in words. They will begin to blend and segment these sounds in words, captions and sentences.

ay ee igh ow oo (boo) oo (look) ar or air ir ou oy

Key Stage 1 – Year 1

When children reach Year 1, they will spend time recapping on Set 1 and 2 to consolidate their phonic knowledge and apply it in their reading and writing. By this stage, most children will be able to represent each of the 42 phonemes with a grapheme. They will blend phonemes to read CCVC and CVCC words and segment these words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them.

Set 3 will introduce alternate graphemes for sounds already taught in Sets 1 and 2

| | | | |
|------------|--------------------|-------------------------------------|-------------|
| ea (tea) | oi (spoil) | a-e (make) | i-e (smile) |
| o-e (home) | u-e (tune) | aw (saw) | are (share) |
| ur (burn) | er (letter) | ow (cow) | ai (snail) |
| oa (goat) | ew (chew) | ire fire) | ear (near) |
| ure (pure) | tion (celebration) | cious/tious (delicious/scrumptious) | |

By this point children are taught that blending is only used when a word is unfamiliar, and they can 'blend in their head' if needed. There is also a focus on the children's fluency and expression when reading.

Key Stage 1 – Year 2

When children reach Year 2, they will spend time recapping on Set 1,2 and 3 to consolidate their phonic knowledge and apply it in their reading and writing during the Autumn term. Once the children are reading fluently, they move off the RWInc. programme and begin to focus on spelling rules set out in the Year 2 National Curriculum such as: suffixes, prefixes, contractions, homophones, possessive apostrophes and further alternate spellings.

Children are assessed each half term and place in ability groups to ensure that all pupils are making progress. For those children are not keeping up with age related expectations, carefully planned tuition is put in place within their year group.

Key Stage 2

Once the children have become fluent readers, teachers focus on their comprehension skills through regular whole-class reading sessions. Within these sessions, teachers model reading strategies and ask questions to teach children specific reading skills to widen their vocabulary and develop their comprehension, as outlined in the National Curriculum. The text used for this session might be an extract from a text or a pre-planned written piece by the teacher. The children answer questions, called 'VIPERS', that help them to develop a greater understanding of a range of reading materials including fiction, non-fiction and poetry materials.

VIPERS is an acronym which stands for:

Vocabulary
Infer
Predict
Explain
Retrieve

All children work on VIPERS during class reading whether this is reading as a class, in a small group or one to one with an adult.

Daily Story Time

All children from Nursery to Year 6 have regular story time sessions, when a high-quality text is read to the class to promote a love of reading within each class. We value promoting a love of reading throughout our school.

Support at home

Children will bring home a reading book that matches their phonic ability. These books will contain sounds that they have already been taught and are familiar with. They will also bring home a book that will have some 'tricky' words in but promotes a love for their reading.

You will find a useful phonics audio guide to all these sounds in the Oxford Owl Sound Pronunciation Guide video.

<https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/read-write-inc-phonics-1/phonics-pure-sounds-video>

It is really important to say the sounds clearly to help your child learn them. We say 'mmm' not 'muh' and 'llll' not 'luh' when teaching the sounds. This really helps children when they learn to blend sounds together to read words.