

Crofton Hammond Infant School
Systematic Synthetic Phonics Programme

Our school English Team have worked together to create a systematic synthetic phonics programme that is progressive and consistent through from Reception to Year 2. You will be notified of which sounds your child is currently learning through their reading diaries. We also run parent workshops each year to support you to help your child at home, please look out for dates. In the meantime we hope you will find this information useful:

The Terminology

Phoneme - A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 42 phonemes.

Graphemes - A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

Segmenting and blending - Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

Digraph - This is when two letters come together to make a phoneme. For example, oa makes the sound in 'boat' and is also known as a vowel digraph. There are also consonant digraphs, for example, sh and ch.

Trigraph - This is when three letters come together to make one phoneme, for example igh.

Split digraph - A digraph in which the two letters are not adjacent – e.g. ae in **ma**ke

Abbreviations - VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. am(VC), Sam(CVC), or each(VC), beach(CVC), bleach(CCVC).

Our phonics curriculum

Our curriculum is split into phases, which are taught in different year groups. The following will help you to support your child at home.

Reception

Phase 1

Phase One concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work that starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them, identifying initial sounds and ready to begin developing oral blending and segmenting skills. Useful website for phase 1 games:
<http://www.letters-and-sounds.com/phase-1-games.html>

Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence: **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss**

The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words which contain the letter sounds that have been taught so far. Children's reading books will also contain these sounds at this point.

Alongside this children are introduced to tricky words. These are the words that are irregular words. That means that phonics cannot be applied to the reading and spelling of these words.

Phase 2 tricky words – **to, the, no, go, l**

Useful Website: <https://www.phonicsplay.co.uk/resources/phase/2>

Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2. Phase 3 contains the following new graphemes, digraphs and trigraphs which are introduced one at a time: **j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er**

Phase 3 tricky words – **we, me, be, was, no, go, my, you, they, her, all, are**

Useful Website: <https://www.phonicsplay.co.uk/resources/phase/3>

Reception and Year One

Phase 4

Phase 4 is taught in Reception and consolidated in Year One. By Phase 4 children will be able to represent each of 42 phonemes with a grapheme. They will blend to read CVC words and segment CVC words for spelling. They will also be able to read simple two syllable words. They will be able to read the tricky words learnt so far and will be able to spell some of them. This phase consolidates all the children have learnt in the previous phases.

Tricky words: **said, so, she, he, have, like, some, come, were, there, little, one, they, all, are, do, when, out, what, my, her**

Useful Website: <https://www.phonicsplay.co.uk/resources/phase/4>

Year One

Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point.

New graphemes: **ay, oy, wh, a-e, ou, ir, ph, e-e, ie, ue, ew, i-e, ea, aw, oe, o-e, au, u-e**

Tricky words: **oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please**

Useful Website: <https://www.phonicsplay.co.uk/resources/phase/5>

Year Two

At the beginning of Year Two our focus stays on phase 5. This involves consistent revisits in reading but with a much heavier focus on using the phonics children have learnt in order to spell words. This involves choosing the 'best bet' spelling which considers where the sound we are trying to spell sits in the word. Lots of opportunities are given to 'apply' knowledge through teaching inputs and table activities. We also learn about different spelling strategies such as syllables, breaking words into chunks and learning rhymes to help us remember letter patterns. We are then introduced to skills such as adding suffixes, using and spelling plurals, homophones and contractions. These are sometimes integrated into English lessons or are taught during 'SPAG' sessions (spelling and grammar). Working walls and phonic cards play a big role in supporting children with making spelling choices, helping them to remember spelling rules and giving reminders. Below are two examples!



Rule 3

Change the **y** to an **i** and add
the suffix

happy - **happiest**

If the word ends in a



ss zz ch sh

add **es**

brushes munches