

Ashbourne Hilltop
Primary School

In school, we follow the Letters and Sounds programme.

Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.



OUR EXPECTATIONS

- Daily (about 20 minutes)
- Systematic, with a clearly structured progression
- Brisk and well-paced
- Multi-sensory
- Engaging and fun
- Matched to children's developing abilities
- Teaches the children how to blend sounds to read, and segment sounds to spell
- It also teaches the children how to spell 'tricky words' or 'common exception words'



TERMINOLOGY

Phoneme

s a t p

Graphemes

ch air

Segmenting

c-a-t

Blending

box

Sound Buttons



Digraph

ch th sh

Trigraph

air

Split digraph

bone dive



PHASE 1

PRE-SCHOOL/NURSERY AND CONTINUING IN YEAR R

- There are 7 aspects with 3 strands.
- A1 - Environmental
- A2 - Instrumental sounds
- A3 - Body Percussion
- A4 - Rhythm and rhyme
- A5 - Alliteration
- A6 - Voice sounds
- A7 - Oral blending and segmenting.



PHASE 2

YEAR R - UP TO 6 WEEKS

- **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**



PHASE 3

YEAR R - UP TO 12 WEEKS

- Set 6: j, v, w, x
- Set 7: y, z, zz, qu
- Consonant digraphs: ch, sh, th, ng
- Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er



TRICKY WORDS

he, she, was, my, you, her,
they, all, are



PHASE 4

YEAR R/1 - UP TO 6 WEEKS

- This phase consolidates all the children have learnt in the previous phases.
- No new graphemes
- Continue learning tricky words
- Practice blending and segmenting words with adjacent consonants (e.g. bl, pl, cl) for reading and writing.



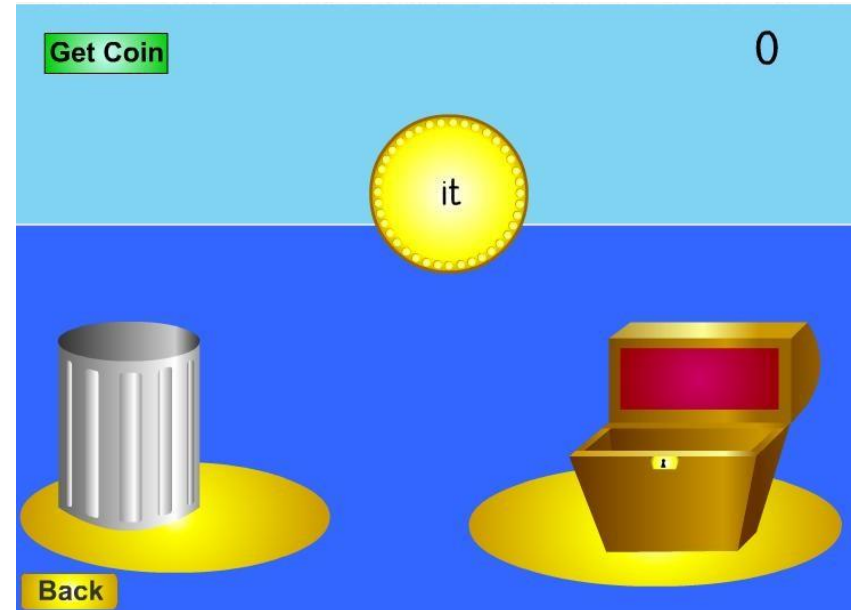
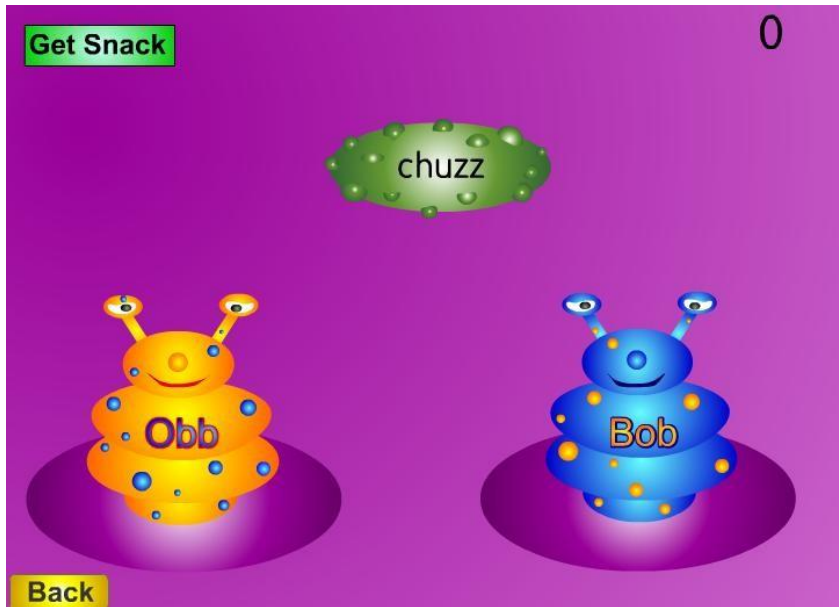
WHAT DOES A PHONICS LESSON LOOK LIKE?

Revisit/review	Practice phonemes and graphemes learnt so far.
Teach	Teach new phoneme or grapheme e.g. air
Practice	Play a game e.g. Buried treasure air, zair, fair, hair, lair, pair, vair, sair, thair
Apply	Read captions: The boy sat down on the chair. She picked up a pair of socks.



RESOURCES

<http://www.phonicsplay.co.uk>



WHAT ARE WE DOING TO HELP YOUR CHILD TO READ?

- 1:1 reading
- Group reading
- Whole class shared reading
- Wide selection of reading books to read in class and take home
- Volunteer readers - parents and grandparents, Volunteer Reading Service
- Reading buddies
- Allotted Learning Resource Centre time
- Trips to local library
- Rejuvenated book corners
- Senior Leadership team hear designated readers throughout the school
- Better Reading Partnerships
- Reading Recovery



TOP TIPS

- Sing nursery rhymes, songs, action rhymes, add sound effect to stories
- Say the sounds correctly
- Link sounds to letters - use the flashcard packs, encourage the children to look at the shape of the letters, say it over and over
- Two letters, one sound
- Practice, Practice, Practice



TOP TIPS

- Putting sounds together - c a t
○ ○ ○
- Use your finger!
- Tricky words
- Reading books
- Use the pictures - DON'T cover them up!
- Read to your child - make it part of your routine
- Whiteboards, post-its,

