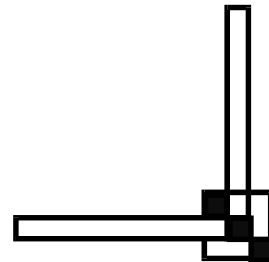


# The Teaching of Phonics



## ***Introduction***

Recent research and subsequent developments have promoted a review of the teaching of phonics nationally.

This paper suggests a methodology and programme for the teaching of phonics which takes account of the best practice already in place in many schools across the authority. It incorporates recommendations from the current research into the teaching of phonics and its relationship to wider teaching and learning issues across the curriculum.

Most primary schools are currently reviewing their practice in the teaching of phonics. To date most practice has been based on a system of analytic phonics ie teaching starts at the whole word level, children are taught one sound per week; initial and medial sounds are taught separately; initial consonant blends and final consonant blends are taught separately. Follow up activities are usually worksheets or workbooks etc. Phonic teaching has commonly taken place in ability groupings and has been tied to the teaching of handwriting. Indeed the order of the sounds taught has often been lined more to the teaching of letter formation rather than to the sounds which would make most words in the English Language.

Recent research has brought into question much of the above method of teaching phonics. Projects based on synthetic phonics, ie a programme which focuses on the teaching of phonemes at initial, medial and lateral positions in words, have produced excellent initial results nationally. While some projects have depended entirely on a published resource others, such as the Clackmannanshire Project, have used a range of strategies in the delivery of synthetic phonics whilst retaining the best practice from analytic phonics at the later infant stages.

This approach has the advantage of being flexible thus allowing schools to integrate new strategies into the best of existing practice. Existing resources can be adapted to 'accommodate' the new programme.

### ***Summary of Recommended Approach***

The service recognised the need to review the practice of phonic teaching in the schools within the authority. A working group was set up to review national development, share best practice and produce recommendations.

Key Features of the recommended approaches are as follows:

- Programme of study based on phonemes
- Upper case and lower case letters introduced at the same time
- A teaching strategy based on interactive direct teaching
- Whole class (year group or 2 stage) teaching model
- Differentiation by outcome and follow-up tasks
- Tactile resources used eg magnetic boards and letters
- The order and pace of sounds taught not to be linked directly to the handwriting programme
- An accelerated pace of teaching and learning
- Follow-up work largely oral for example, making the reading own words made with board and letters and blackboard work
- Little dependence on individual, follow-up worksheets

- In the second stage of the programme rime and analogy becomes an integral part and used to assist children in spelling, reading and writing
- Sounds and letter names introduced simultaneously
- Sounds and letter names introduced concurrently in initial – medial – lateral positions

### ***Methodology***

#### ***Class Teaching***

- The suggested methodology promotes whole year group teaching for the introduction of new sounds and letter names.
- In multi stage or composite classes, teachers should consider including any child who would benefit from this learning as a main teaching simmering or reinforcement activity.
- Class teaching benefits all children in that it encourages:
  - peer support – by providing good role models for all children
  - peer interaction – by providing an opportunity for children with all levels of prior attainment to co-operate in a learning situation
  - inclusion – each child feels part of the whole class or year group

### ***Interactive Direct Teaching***

- Research locates children's cognitive development and learning very firmly within a social and interactive framework.
- Teachers need to develop an interactive framework which creates opportunities for:
  - adult to child interaction (questioning, discussion)
  - child to child interaction (discussion, exploration)
  - group interaction (discussion, exploration)
  - thinking time (making sense)
  - listening and responding to pupil's' answers and views
  - providing pupils with feedback
  - checking, by questioning, that teaching points have been well made and understood
  - investigation, instruction and independent learning
- In interactive direct teaching the focus should be on:
  - inclusion – all attainment levels within a year group involved
  - non-judgemental – value all contributors, view errors as opportunities to identify next steps for teaching

## ***Programme of Study***

### ***Pace of Learning***

It is suggested that each set of phonics to be taught and consolidated over a 3 week block of time. For example, one sound per day for 6 days with 9 days consolidation or one sound every 2 days and 3 days consolidation. Experience indicates that less time is required for consolidation as the programme develops. This timescale needs to be flexible to take account of individual needs without fragmentation of the main teaching group.

### ***Order of Teaching Phonics***

The following is the recommendation on the order of teaching phonics.

#### ***Primary 1***

Block 1	introduce the alphabet and alphabet song
Block 2	a, t, s, i, p, n (beginning, middle, end)
Block 3	c, k, ck, eh, r (beginning, middle, end)
Block 4	m, d, g, o, u, l (beginning, middle, end)
Block 5	f, b, j, z, w, v (beginning, middle, end)
Block 6	y, x, qu (beginning, middle, end)
Block 7	sh, ch, th, wh, oo, ee (beginning, middle, end)
Block 8	ss, ll, ff, gg (beginning, middle, end)
Block 9	bl, cl, fl, gl, pl, sl (initial consonant blends)
Block 10	br, cr, dr, gr, pr (initial consonant blends)
Block 11	st, sn, sm, sp, sc, sk (initial consonant blends)
Block 12	squ, sw, tw (initial consonant blends)

*NB Riming words should be developed within the programme as early as possible eg tin, pin, sin can be made from Block 2. Use should be made of these rimes to assist spelling and reading as the programme develops.*

## **Primary 2**

Block 1	revision
Block 2	alphabet (vowels and consonants)
Block 3	alphabetical order by initial letter
Block 4	sk, mp, ft, it (final consonant blends)
Block 5	pt, st, nt, lk (final consonant blends)
Block 6	ing, ong, eng, ung, ang (endings)
Block 7	ee, ea (tea), ou (house), ow (cow), ai, ay (beginning, middle, end)
Block 8	oi, oy, oa, ow (snow), ea (head) (beginning, middle, end)
Block 9	er, ir, ur (final blends)
Block 10	str, spl, thr

*NB As riming skills develop, children should be encouraged to see the analogy and to use this when developing their own lists of words and in reading and spelling activities.*

### **Primary 3**

Block 1/2	revision
Block 3	alphabetical order by initial letter
Block 4	alphabetical order (to 2 <sup>nd</sup> letter)
Block 5	a/e, e/e, i/e, o/e, u/e (magic 'e')
Block 6	ie (pie), ea (pear), ae, aw, au, ue, ew (blew)
Block 7	y (sky), y (windy), ce, ge, le dge (endings)
Block 8	tch, igh, ight, eigh, augh, ough (endings)
Block 9	k, w, g, p (silent initial), mb, lk (silent letters in blends)
Block 10	simple compound words

### **Primary 4**

It is suggested that spelling from primary 4 onwards should be presented in a way that is similar to phonics teaching in primary 1 to primary 3. This will ensure continuity and progression in both methodology and content.

At the primary 4 stage we would suggest the following be included:

- revision
- alphabet
  - compound words
  - syllables
  - prefixes
  - suffixes
- silent letters
- remaining compound blends
- six main spelling rules and exceptions (see "Hand in Your Writing" SCCC or EDSU spelling course handout)

*NB Appendix 1 (a-c) is a suggested forward planner which outlines the programme of study.*

## ***Lesson Plan***

- ***Daily Lessons***

As a general guide twenty minutes should be allocated on a daily basis. How this is managed will depend on the class structure.

- ***Focal Point***

Children should be facing the teacher's magnetic board (which should be displaying the full alphabet) or the black board depending on lesson focus. When using the magnetic board there should be a visual indication of starting points for a letter or word eg a smiley face or a green dot for 'go'.

## ***Model Lesson***

The format of the lesson should be as follows:

- a. Introduction
- b. Core Lesson
- c. Plenary

## ***Suggested Activities***

### ***a. Introduction***

- sing the alphabet (***twice, to a tune of your own choice***) using letter names, with the teacher pointing to the letters
- Find the missing letter (teacher removes letter before start of lesson)
- Position game (children find letter before, after or in between other letters) this can developed to create a

word from the letters found. Children respond by giving name and sound.

- Revision of previous day's work. The teacher has children sound out words written on blackboard together with reinforced activities such as clapping and tapping.

**b. Core Lesson Activities – introduction of a new sound/letter**

- The new letter and sound should always be introduced by the teacher from the large magnetic board.
- Introduce new sound and letter name using a story, object, song or sound clues (vary activities)
- Children experience 'feeling' the letter shape using foam or velvet letters.
- Children find the letter in words written by teacher on the blackboard – beginning, middle, end (lots of discussion around letter position)
- Children given magnetic letter to place correctly on their board on top of alphabet sheet (see appendix 2).
- Children make new words under direction of the teacher and, using the teacher's board, the teacher demonstrates pushing the letter together (see appendix 3). These new words can be differentiated in difficulty depending on the attainment level of the children.
- Children explore making new words using known and new sounds and using their own boards. The teacher checks words.
- Children tap words as they say them (on their heads, shoulders, fingers). Teacher asks how many sounds make up the words eg g-a-p.

- Children make words, dictated by the teacher, on their own board. (Letters should be returned to their place on the alphabet sheet before making the next word.)

### ***c. Plenary***

- a. Whole class (single or 2 stage) activity.
- b. Discussion on what has been taught. Links made with other riming words and the appropriate analogy.
- c. Children asked to trace letter shape(s) in air, on floor, on board etc
- d. Children write words on blackboard. Teacher should differentiate according to ability of child.

### ***Consolidation Period***

The activities during this time should be inserted into the core section of the lesson plan. Teachers should do general revision in the introduction section, the plenary will depend on what is being consolidated.

As stated above, the length of time spent on consolidation will depend on the needs of the children and the profession of the group as a whole. Differentiation within consolidation time should be delivered as before. The teacher dictates words to the group or individual as part of a class exercise. The children write these words on chalkboard or paper strips.

## ***Assessment***

Assessment should be continuous and based on teacher observation. Appendix 4i and 4ii are examples of possible assessment records to facilitate planning.

## ***Monitoring and Evaluation***

- Class teachers should monitor the effects of these programmes on the attainment of all pupils. Evaluation of this monitoring exercise will inform the pace of the continued programme and deployment of the relevant resources. This will determine the sustainability of progress gained.
- A further monitoring exercise will be required post primary 3. This will have implications for related language programmes in spelling, writing and reading throughout the whole school.
- After a period of two years the working group will be reconvened to consider the success of this initiative at authority level.

## ***Core Resources***

- Teacher
- Magnetic Boards and Letters – teacher and pupils
- Jolly Phonics – book 1 with related resource materials  
Please note that Jolly Phonics beyond Book 1 is not based on Phonic Families and is therefore not suitable to support this initiative.

- Alphabet Card (see Appendix 5)

This alphabet card is used to support the emergent writing activities after the initial phonic teacher. Children can use this card to identify letters and practice their formation.

### ***Supplementary Resources***

The following is a list of suggested resources which you may use to support the above programme.

#### ***Games***

- Chunks Phonics Game: Smart Kids Catalogue
- Clusters Phonics Game: Smart Kids Catalogue

#### ***Audio/Visual***

- TV Words and Pictures Plus BBC
- CD ABC Sherston Software
- Video Singing Kettle (Alphabet Song) Daily News

#### ***Published Materials***

- Jolly Phonics – Book 1
- Story World Teacher's Book and Pupil's Books  
Heinemann Big Books
- Rhyme World Teacher's Book and Pupil's Books  
Heinemann Big Books
- Rhyme and Analogy Oxford Reading Tree Cup  
Teacher's Book  
Photocopiable Resources  
Big Books

- Cambridge Reading Phonics

Cambridge

Teachers books

Large Books

Small Books

*Please Note*

*Schools will have a variety of existing resources which may be adapted to support this programme. It is the view of the working group that this programme should not be resource driven and that the teaching and learning strategies outlined above are the corner stone of the initiative.*

<b>Order of Teaching Phonics</b>
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## Primary 1

Block	introduce	alphabet	and	alphabet	song	
Block 1						
Block 2	a	t	s	i	p	n
Block 3	c	k	ck	e	h	r
Block 4	m	d	g	o	u	l
Block 5	f	b	j	z	w	v
Block 6	y	x	qu			
Block 7	sh	ch	th	wh	oo	ee
Block 8	ss	ll	ff	gg		
Block 9	bl	cl	fl	gl	pl	sl
Block <sub>10</sub>	br	cr	dr	gr	pr	
Block <sub>11</sub>	st	sn	sm	sp	sc	sk
Block <sub>12</sub>	squ	sw	tw			

**Order of Teaching Phonics**

Primary 2

Block 1	revision								
Block 2	alphabet		vowels	and	consonants				
Block 3	alphabetical		order	by	initial	letter			
Block 4	sk		mp	ft	it				
Block 5	pt		st	nt	lk				
Block 6	ing		ong	eng	ung	ang			
Block 7	ee		ea (tea)	ou (house)	ow (cow)	ai	ay		
Block 8	oi		oy	oa	ow (snow)	ea (head)			
Block 9	er		ir	ur					
Block 10	str		spl	thr					

**Order of Teaching Phonics**

Primary 3

block 1/2	revision	order	by	initial	letter	
block 3	alphabetical	order	to	second	letter	
block 4	alphabetical	e/e	i/e	p/e	u/e	
block 5	a/e	ea (pear)	ae	aw au	ue	ew (blew)
block 6	ie (pie)	y (windy)	ce	ge	le	dge
block 7	y (sky)	igh	ight	eigh	augh	ough
block 8	tch	w	g	p	mb	lk
block 9	k	compound	words			
block 10	simple					

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



**Phonics Checklist – P1**

\* Each block 3 weeks

\* Block 1 – The alphabet and alphabet song

Block 2 – a, t, s, i, p, n (beginning, middle & end)

Name							
a							
t							
s							
i							
p							
n							

Block 3 – c, k, ck, e, h, r (beginning, middle & end)

Name							
c							
k							
ck							
e							
h							
r							

Block 4 – m, d, g, o, u, l (beginning, middle & end)

Name							
m							
d							
g							
o							
u							
l							

**Phonics Checklist – P1**

\* Each block 3 weeks

Block 5 – f, b, j, z, w, v (beginning, middle &amp; end)

Name							
f							
b							
j							
z							
w							
v							

Block 6 – y, x, qu (beginning, middle &amp; end)

Name							
y							
x							
qu							

Block 7 – sh, ch, th, wh, oo, ee (beginning, middle &amp; end)

Name							
sh							
ch							
th							
wh							
oo							
ee							

**Phonics Checklist – P1**

\* Each block 3 weeks

Block 8 – ss, ll, ff, gg (beginning, middle &amp; end)

Name							
ss							
ll							
ff							
gg							

Block 9 – bl, cl, fl, gl, pl, sl (initial consonant blends)

Name							
bl							
cl							
fl							
gl							
pl							
sl							

Block 10 – br, cr, dr, gr, pr (initial consonant blends)

Name							
br							
cr							
dr							
gr							
pr							

**Phonics Checklist – P1**

\* Each block 3 weeks

Block 11 – st, sn, sm, sp, sc, sk (initial consonant blends)

Name							
st							
sn							
sm							
sp							
sc							
sk							

Block 12 – squ, sw, tw (initial consonant blends)

Name							
squ							
sw							
tw							

**Phonics Checklist – P2**

\* Each block 3 weeks

\* Block 1 – Revision

Block 2 – Alphabet (vowels and consonants)

Block 3 – alphabetical order by initial letter

Block 4 – sk, mp, ft, it (final consonant blends)

Name							
sk							
mp							
ft							
lt							

Block 5 – pt, st, nt, lk (final consonant blends)

Name							
pt							
st							
nt							
lk							

Block 6 – ing, ong, eng, ung, ang (endings)

Name							
ing							
ong							
eng							
ung							
ang							

**Phonics Checklist – P2**

Block 7 – ee, ea (tea), ou (house) ow (cow) ai, ay (beginning, middle end)

Name							
ee							
ea							
ou							
ow							
ai							
ay							

Block 8 – oi, oy, oa, ow (snow) ea (head) (beginning, middle, end)

Name							
oi							
oy							
oa							
ow							
ea							

Block 9 – er, ir, ur (final blends)

Name							
er							
ir							
ur							

Block 10 – str, spl, thr

Name							
str							
spl							
thr							

**Phonics Checklist – P3**

\* Each block 3 weeks

\* Block 1/2 - Revision

Block 3 – alphabetical order by initial letter

Block 4 – alphabetical order (to 2<sup>nd</sup> letter)

Block 5 – a/e, e/e, i/e, o/e, u/e (magic 'e')

Name							
a/e							
e/e							
i/e							
o/e							
u/e							

Block 6 – ie (pie), ea (pear), ae, aw, au, ue, ew (blew)

Name							
ie							
ea							
ae							
aw							
au							
ue							
ew							

**Phonics Checklist – P3**

Block 7 – y (sky), y (windy), ce, ge, le, dge (endings)

Name							
y							
y							
ce							
ge							
le							
dge							

Block 8 – tch, igh, ight, eigh, augh, ough (endings)

Name							
tch							
igh							
ight							
eigh							
ough							
ough							

Block 9 – k, w, g, p (silent initial) mb, lk (silent letters in blends)

Name							
k							
w							
g							
p							
mb							
lk							

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

This policy will be reviewed and subsumed within the authority's Literacy Strategy in 2007/08

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