

# Phonics at Western Road



# In Reception we teach the initial code.

We teach the phonemes in the context of real words. We do not teach sounds in isolation.

The focus is on teaching the children to **manipulate** the sounds as well as remembering what they look like.

The first set of letters we use are **a,i,m,s,t.**

We then go on to consolidate what the sounds look like. We play **symbol search**.

a	i	s
t	m	p
n	o	z

We then continue to learn how to manipulate the words.

We play **sound swap**.

We make a word- for example, sat. We will then say- how will we change this word into mat? We then might change mat into map.

We then practise **reading and spelling words** using the phonemes they have been using so far.

We use gestures when we teach how to manipulate the sounds and hear which order they are written in.

We watch out for **common errors** the children make and correct them as we go.

Common errors may be-

- Pronouncing sounds incorrectly.

- Forgetting how to write a sound.

- Missing out a sound.

## Learning Objective: The Initial Code

Skills	Knowledge
To segment, blend & manipulate sounds in words with the structure:	Code:
Unit 1: CVC	a, i, m, s, t
Unit 2: CVC	n, o, p
Unit 3: CVC	b, c, g, h
Unit 4: CVC	d, e, f, v
Unit 5: CVC	k, l, r, u
Unit 6: CVC	j, w, z
Unit 7: CVC	x, y, ff, ll, ss, zz
Unit 8: VCC and CVCC	No new code knowledge
Unit 9: CCVC	No new code knowledge
Unit 10: CCVCC, CVCCC and CCCVC	No new code knowledge
Unit 11:	sh, ch, th, ck, wh, ng, qu

We teach word building, symbol searching, sound swapping and practising reading and spelling words as we introduce all the single letter sounds.

We then move on to introduce vcc/ cvcc/ ccvc/ ccvcc words using these sounds.

An example of a **cvcc** word is-  
**nest or kept.**

Children can find it difficult to segment 2 consonants when they are together. For example when they write **nest** they may write **net**.

It then gets a bit more complex with longer **ccvcc** or **ccvc** words like  
**plank or strip.**

We would go back to using the lines on the board and gesturing to show the order of the sounds and how the word is broken down.



We introduce that some spellings are written with a **double consonant**. These are-  
ff, ll, ss, zz. Again we practise these in the context of whole words, using word building and sound swapping games.

We then go on to **word building, sound swapping and reading and writing words** with **digraphs**.

A digraph is a sound represented by 2 letters.  
The digraphs we introduce are-

**sh, ch, th, ck, wh, ng.**

We also introduce that some spellings are written with 2 different letters-  
q and u represent k and w.

In Year 1 and 2 the children will move on to the 'Extended Code.'

They will then learn that one sound can be represented by more than one spelling.

An example of this is ai sound.

This sound can be represented in several ways...

ai as in rain

ay as in pay

ea as in break

a-e as in game.

In Year 1 and 2 they will be taught all the alternative spellings in the context of words.

# Reading books

In Reception we will send home reading books every week. We will change them once we have read with them that week.

The books are colour-banded. The words in the books become increasingly complex as your child moves through the book-bands.

Your child will not be able to decode every word. Reading the books will be a joint effort between you. You will also want to work on other reading cues- such as using the picture for clues starting from the left, tracking the letters with your finger.

Please don't worry about which colour band your child is reading. If we feel like your child may benefit from extra intervention with their reading/phonics we will inform you of this.

Please write in the reading record when you have read with your child. We will initial your entry to show that we have read with them as well that week. Try to read their book as much as you can at home, every day if possible.