



Byerley Park
Primary School

Phonics

A Guide for Parents & Carers

How does the Phonics Shed programme work?

Chapter 1

This chapter focuses on developing vital pre-reading speaking, listening and motor skills. Children have the opportunity to listen to and identify a range of sounds including environmental, instrumental and body percussion.

Chapter 2

Chapter 2 introduces all 26 letters of the alphabet, including capital letters and begins to link them to sounds. It also introduces the **digraphs** 'ck' and 'qu' and the most common double letters. The children will learn how to **blend** (squash) the sounds for reading and **segment** (stretch) them for spelling. They also begin to read **high frequency words**. When the children are secure in reading and spelling words in this chapter, they begin to read and write captions and instructions.

Chapter 3

Chapter 3 introduces a wide range of digraphs and some **trigraphs**. By the end of Chapter 3 the children will have been introduced to one **grapheme** for every **phoneme**. They begin to read and write longer words and continue to learn to read and spell **decodable** and high frequency words.

Chapter 4a & 4b:

4a: In this chapter the children are introduced to the most common alternative graphemes for known phonemes.

Chapter 4b:

Chapter 4b focuses on many of the most common alternative pronunciations for known graphemes.

Put simply, in Chapter 4 the children learn that sounds can be written in different ways. For example the /ai/ sound can be made as 'ai' as in rain, or as /ay/ as in play or by using a **split digraph** as in the word **flake**. They also continue to learn to read and high frequency words and to read and write sentences and questions.

Chapter 4c:

This Chapter is taught after the Phonics Screening Check in Year 1 in June. It allows the children to fully consolidate their phonic skills.

Chapter 4c looks at the additional less common grapheme phoneme correspondence that the children have not yet explored.

Generally, children complete Chapters One, Two and Three during Reception. They complete Chapter 4a and 4b during Year 1 and begin Chapter 4c. They complete Chapter 4c in Year 2.

During Year One, children participate in a phonics screening check to assess their knowledge of phonics to the end of Chapter 4b. If they do not meet the national benchmark, their knowledge will be reassessed at the end of Year Two.

However, it is important to remember that children progress at different rates and children work within the chapter that is appropriate to their level of development.

Phonemes

Chapter 2

Set 1	s a t p
Set 2	l n m d
Set 3	g o c k
Set 4	ck e u r
Set 5	h b f l
Set 6	j v w x
Set 7	y z qu voiced s
Set 8	ff ll ss zz
Set 8 cont'd.	tt pp rr mm cc nn dd gg bb

Chapter 3

Set 1	ng ch sh th
Set 2	ai ee igh oa
Set 3	ue ow oi oo (long & short)
Set 4	ar or ur er
Set 5	ear air ure

Chapter 4a

Set 1	oe ay ew
Set 2	ea ey ie
Set 3	aw au ir oy
Set 4	ou are ph wh
Set 5	a-e e-e i-e o-e u-e

Chapter 4b

Set 1	Recap all previously taught alternative pronunciations.
Set 2	'c'/s/ 'g'/j/ 'i'/igh/ 'u'/you/ 'e'/ee'
Set 3	'ea'/e/ 'ow'/oa/ 'or'/ur/ 'ey'/ai/
Set 4	'ue'/oo/ 'o'/oa/ 'o'/oo/ 'ch'/c/ 'ch'/sh
Set 5	'a'/ai/ 'a'/o/ 'y'/igh/ 'y'/ee/ 'y'/i/
Set 6	'ou'/oo/ 'ou'/u/ 'ou'/oa/ 'ear'/ur/ 'ear'/air
Set 7	New phoneme /zh/

Non-Decodable High Frequency Words

Chapter 2

the	to	no	of	I	do
into	go	so	want		

Chapter 3

said	little	they	he	she
We	me	be	my	was
you	are	all		

Chapter 4a

house	what	there	one	have
were	come	some		

Chapter 4b

looked	called	asked	people	your
could	oh	Mrs	Mr	their

Terminology

Phonics

Phonics is a method for teaching reading by learning the sounds of letters and groups of letters

Phoneme

The official term for a unit of sound

Grapheme

The official term for how the oral sound is written

Blending

This involves hearing sounds and being able to merge them together to make a word

Segmenting

This involves hearing a word and splitting it up into the separate units of sound. This is sometimes called sound talking

Digraph

When two letters make one sound this is called digraph. For example ; /sh/ as in 'shell'

Trigraph

When three letters make one sound this is called a trigraph. For example ; /igh/ as in 'light'

Decodable words

These are words that can be sounded out and blended together. For example: the sounds /h/ , /a/ , /t/ combine to make the word hat

High Frequency Words

These words are sometimes called sight words and are not decodable. Children need to recognise these words by sight. For example: he, said, have and when. The non-decodable Phonics Shed High Frequency Words are listed above. Within Phonics Shed non-decodable High Frequency Words flashcard display a small 'padlock' image and the entire word is printed in bold. Where a High Frequency word is partially decodable, the decodable part is printed normally and the non-decodable part is printed in bold.

Consonant

The letters: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z are known as consonants

Vowel

The letters: a, e, i, o, u are known as vowels

Split digraph

A split digraph is where another letter comes in between the two vowel letters of the grapheme. For example: a_e as in the word sale / o_e as in the word role/ i_e as in the word pile