

Phonics in EYFS at Linton Infants

At Linton Infants school we follow the Little Wandle, Letters, and sound revised programme for teaching phonics. Early in the Autumn term we begin to teach letter sounds. Each session focuses on a new letter sound (not the letter/alphabet name). We practise saying the phoneme (sound), recognising the grapheme (written symbol for the sound) and learn a mnemonic to help remember the sound. Once the children have learned a few sounds we are then able to start teaching the reading of short CVC words (consonant, vowel, consonant i.e., m-a-t). We also teach the children tricky words, those that cannot be read phonetically i.e., the, you, was.

Phonics is taught directly through daily sessions as well as further activities built into the day to consolidate the children's learning. All staff are trained in phonics enabling them not only to deliver group activities but also to initiate additional phonic ideas through joining in with the children's play.

Although phonics lessons are taught in class groups, phonics teaching continues at every opportunity throughout the day so that phonics skills can be used in meaningful contexts. For example the children might be using their phonics knowledge to read clues for a treasure hunt, write a shopping list in their role play or write messages to friends.

More information on the Little Wandle scheme can be found on their website <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Assessment

We assess the children's phonics knowledge regularly. This helps us to quickly identify gaps in knowledge and ensure that the children are given the right support to make progress.

We're teaching every child to read with Little Wandle Letters and Sounds Revised
A complete SSP validated by the Department for Education



Glossary of Terminology

We are aware that we use a lot of jargon when we talk about phonics. This guide should help to explain some of the terminology we use.

<p>Phoneme – A unit of sound (how you hear it and say it) – this could be an individual letter – m, s, t or letters working together sh, ee, igh This video explains how to say the phonemes https://www.youtube.com/watch?v=TkXcabDUg7Q</p>
<p>Grapheme – The way a unit of sound is written</p>
<p>Segment – breaking down a word into sounds – m-a-t = mat, n-<u>igh</u>-t = night</p>
<p>Blending – putting the segmented sounds back together to read the word</p>
<p>Decodable words – words that follow the rules and can be sounded out phonetically</p>
<p>Tricky words – the red words do not follow the rules. Sometimes referred to as tricky words i.e. the, was, go, to</p>
<p>High Frequency words – Words that occur most frequently in sentences such as in, at, big. Some HFWs are also tricky words – the, was.</p>
<p>Consonant – most letters in the alphabet</p>
<p>Vowels – a e i o u</p>
<p>CVC - Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, <u>ch</u>at (because ch makes one sound). Other similar abbreviations include:</p> <ul style="list-style-type: none">• VC words e.g. on, is, it.• CCVC words e.g. trap and black.• CVCC words e.g. milk and fast.
<p>Digraph – Two letters which go together to make one sound i.e. ay (p-l-ay), ee (f-ee-t), oo (m-oo-n)</p>
<p>Split digraph - (sometimes called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.</p>
<p>Trigraph – Three letters which go together to make one sound i.e. igh (m-igh-t), air (f-air), ear (b-ear-d)</p>
<p>Pure Sound - Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.' This video will help to show how to pronounce pure sounds. https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/</p>
<p>Chunking – Breaking a longer word up into parts to segment. Harmless – h-ar-m harm / l-e-ss less – harmless</p>

Phonics and reading

Reading is a big part of our daily phonics session and further reading activities are planned throughout the week. The books the children read in school are carefully matched to their reading and phonics level. The children read the same book three times in school and will gain confidence across the week as well as learning new vocabulary, skills in expression, comprehension, and fluency.

Some of the early books in the scheme are wordless and these are designed to encourage the children's skills in talking about what they can see and making up their own stories and ideas from the pictures. This helps to develop comprehension skills and speaking.

Useful websites

Little Wandle - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Learning to read through phonics (DfE guidance)

<https://www.gov.uk/government/publications/learning-to-read-through-phonics-information-for-parents>