



Executive Headteacher: Miss K Howarth BA (Hons) QTS, NPQH

Head of School: Mrs L Parkin BA (Hons) QTS, NPQH

Office Administrators: Mrs D Hoar, Miss P Hopper

Overview of the teaching of Phonics at Newchurch Primary School

Phase 1 phonics is generally taught in good early years settings and at the beginning of Reception year.
(Listening skills, sound discrimination, alliteration, rhyming words, oral blending and segmenting)

Phase 2 phonics is generally taught at the beginning of Reception year.
(s a t p l n m d g o c k ck e u r h b f ff l ll ss)

Phase 3 phonics is generally taught in the middle / towards the end of Reception year.
(j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er)

Phase 4 phonics is generally taught at the end of Reception /beginning of Year 1.
(consonant blends)

Phase 5 phonics is generally taught in Y1.
New graphemes: ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw) wh (when) ph (photo) ew (new) oe (toe) au (Paul) Split digraphs a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)

New pronunciations for known graphemes: i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread), er (farmer, her), a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you)



Executive Headteacher: Miss K Howarth BA (Hons) QTS, NPQH

Head of School: Mrs L Parkin BA (Hons) QTS, NPQH

Office Administrators: Mrs D Hoar, Miss P Hopper

Phase 6 is generally taught in Y2
(Spelling rules - Past tense words, Adding Suffixes/prefixes to make longer words, Tricky 'bits' in words and use of memory strategies)

Our advice:

We want children at Newchurch Primary School to love reading!
To quote Dr Seuss, "The more that you read, the more things you will know. The more you learn, the more places you'll go."

Our top tips:

Make it fun and don't overdo it (you do not have to read whole books in one go! Talk about the pictures, pick out the characters and setting, make predictions, read the text together, see who can be the first to find a tricky word)

Keep it short and snappy (we recommend 10 minutes a day)

Make sure your child sees you reading. You are their best role model so show them you enjoy reading.

Expose your child to print whenever and wherever you can! Hunt for text and phonemes in your local environment (at the supermarket, in street names, on cereal packets, on road signs, etc).

Remember children love games, races and competitions. Fun = engagement = learning!

Please do not have a battle! You know your children, if they are too tired at the end of the day then experiment with different times in your day. Find a time that works for you and make sure you are both relaxed. 😊