Phonics At RGSV

The RGSV phonics system has 6 stages:

The Terminology

Phoneme

A phoneme is the smallest unit of sound in a word It is generally accepted that most varieties of spoken English use about 44 phonemes.

Graphemes

A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

Segmenting and blending

Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

Digraph

This is when two letters come together to make a phoneme. For example, /oa/ makes the sound in 'boat' and is also known as a **vowel digraph.** There are also **consonant digraphs** , for example, /sh/ and /ch/.

Trigraph

This is when three letters come together to make one phoneme, for example /igh/.

Split digraph

A digraph in which the two letters are not adjacent **-** e.g. **make.**

Abbreviations

VC, CVC, and CCVC are the respective abbreviations for vowel - consonant, consonant -vowel-consonant, consonant -consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC).

Phase 1

Phase One concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to foundations get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase 1 is divided into seven aspects.

Each aspect contains three strands:

- Tuning in to sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p
Set 2: i, n, m, d
Set 3: g, o, c, k
Set 4: ck, e, u, r
Set 5: h, b, f, ff, l, ll, ss

The children will begin to learn to blend and segment to help begin reading and spelling. This will begin with simple words.

Words using set 1:

at	sat	pat	sat	sap

Words using set 1 and 2:

(+i)	(+n)	(+m)	(+d)
it	an	am	dad
is	in	man	sad
sit	nip	mat	dim
pit	pan	map	din
pip	pin	Pam	did
sip	tan	Tim	Sid
tip	nap	Sam	and
	tin		dip

Words using set 1-3:

(+g)	(+o)	(+c)	(+k)
tag	got	can	kid
gag	on	cot	kit
gig	not	cop	Kim
gap	pot	cap	Ken
nag	top	cat	
sag	dog	cod	
gas	tot		
pig	pop		
dig	mog		

Words using set 1-4:

(+ck)	(+e)	(+u)	(+r)
kick	get	up	rim
sock	pet	mum	rip
sack	ten	run	ram
dock	net	mug	rat
pick	pen	cup	rag
sick	peg	sun	rug
pack	met	mud	rot
tuck	men		

Words using set 1-5:

(+h)	(+b)	(+f and ff)	(+l and ll)	(+ss)
had	but	of	lap	less
him	big	if	let	hiss
his	back	off	leg	mass
hot	bet	fit	lot	mess
hut	bad	fin	lit	boss
hop	bag	fun	bell	fuss
hum	bed	fig	fill	hiss
hit	bud	fog	doll	pass
hat	beg	puff	tell	kiss
has	bug	huff	sell	Tess
hack	bun	cuff	Bill	

Alongside this, children are introduced to tricky words. These are the words that are irregular. This means that phonics cannot be applied to the reading and spelling of these words.

The tricky words introduced in phase 2 are:

to	the	no	go	I

Phase 3

By the time children reach Phase 3, they will already be able to blend and segment words containing the19 letters taught in Phase 2. Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

Set 6: j, v, w, x
Set 7: y, z, zz, qu
Consonant digraphs: ch, sh, th, ng
Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Sounds	Word example
j	jam
v	vet
w	win
x	box
y	yes
z	zip
zz	buzz
qu	quick
ch	chop

Sounds	Word example
sh	shin
th	thick
ng	song
ai	train
igh	sight
oa	boat
oi	coil
oo (long)	boot
ee	tree

Sounds	Word example
oo (short)	cook
ow	now
ar	star
air	hair
ear	hear
er	term
ur	curl
or	fork
ure	pure

Tricky words:

we	me	be	was	no	go
my	you	they	her	all	are

Phase 4

By Phase 4, children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them. This phase consolidates all the children have learnt in the previous phases.

Tricky words:

said	so	she	he	have	like
some	come	were	there	little	one
they	all	are	do	when	out
what	my	her			

Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes, as well as graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling.

New graphemes for reading:

Sound	Word example
ay	day
ou	out
ie	tie
ea	eat

Sound	Word example
oy	boy
ir	girl
ue	blue
aw	saw

Sound	Word example
wh	when
ph	photo
ew	new
oe	toe
au	Paul

Sound	Word example
a_e	make
e_e	these
i_e	like
o_e	home
u_e	rule

Tricky words:

oh	their	people	Mr	Mrs	looked
called	asked	water	where	who	again
thought	through	work	mouse	many	laughed
because	different	any	eyes	friends	once
please					

Phase 6

In phase 6, the focus is on learning spelling rules for word endings (these are known as suffixes). The children will learn how words change when you add certain letters. There are 12 different suffixes taught:

- s **- es** **- ing** **- ed**

- er **- est** **- y** **- en**

- ful **- ly** **- ment** **- ness**

Phonics at home

Tips for teaching your child the sounds:

- It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. Obviously you should use a capital letter when required, such as at the beginning of the child's name, eg. **Paul**.

- When you talk about letters to your child, remember to use the letter sounds: **a buh cuh duh e...** rather than the alphabet names of the letters: **ay bee see dee ee.** The reason for this is that sounding out words is practically impossible if you use the alphabet names.
  eg. cat, would sound like: see ay tee

- When saying the sounds of **b, d, g, j** and **w** you will notice the 'uh' sound which follows each, for example buh, duh... You cannot say the sound without it, however, try to emphasise the main letter sound.

Useful webpages

http://www.letters-and-sounds.com

http://www.phonicsplay.co.uk