**Approaches to Phonics**

* **A systematic approach to sounds**
* Use an evidence based, clear plan for the sounds.

Whatever systematic scheme you follow, as a general rule, the minimum number of sounds that a pupil should be introduced to in P1, according to Sue Palmer, is as follows:

1. Main sounds for each of the 26 alphabet letters, with ‘qu’ treated as standing for /qw/ from the start.
2. sh ch th
3. a-e, e-e, i-e, o-e, u-e
4. ow oy ar

* **Brisk pace**
* 3 to 4 sounds a week
* **Blending from the start**
* NB: f a child does not have sufficiently developed awareness of sounds, it may not be appropriate for them to blend until their phonological awareness skills are further developed.
* **Reading and spelling as reversible processes**
* As well as looking at c-a-t written down and sounding it out to make ‘cat,’ say ‘cat’ and ask the child to break it down into c-a-t.
* c-a-t cat

cat c-a-t

* **Foundations of literacy approaches built in**
* Use songs, rhythm, rhyme, dances, stories etc. Then the children who aren’t yet picking up the sounds get the benefit of the foundation skills.
* **Tracking & Monitoring**

How do you know that the pupil knows their sounds? Resources to support this at <https://blogs.glowscotland.org.uk/glowblogs/able/>