

# Phonics

s 	t 	p 	n 	m 	a 	e 	i 	o 
g 	d 	ck 	r 	h 	u 	ai 	ee 	igh 
b 	f 	l 	j 	v 	oa 	oo 	oo 	ar 
w 	x 	y 	z 	qu 	or 	ur 	ow 	oi 
ch 	sh 	th 	th 	ng 	ear 	air 	ure 	er 

[www.communication4all.co.uk](http://www.communication4all.co.uk)

There are 44 phonemes in English. Your child will learn them all by the end of Year 1.

# What is phonics about?

- ▶ Phonics is the way which we teach children to read and write when they are at school.
- ▶ Children are taught the relationship between sounds (phonemes) and letters (graphemes)
- ▶ We use the sounds, rather than the letter names to help children e.g. f-r-o-g instead of FROG.
- ▶ Phonics is not about understanding, it is just about knowing the sounds.
- ▶ In Reception, we teach phonics x5 a week
- ▶ In year 1 - the children receive a statutory phonics screening test to see how well they can read real and 'monster' words.

# Key phonics vocabulary

- ▶ **Segmenting** - the ability to look say a word and break it down into it's sounds. c-a-t
- ▶ **Blending** - seeing or hearing individual sounds, and putting them together to make a word. c-a-t = cat
- ▶ **Grapheme** - the written representation of a sound
- ▶ **Phoneme** - the sound made by a letter or letters.
- ▶ **Digraph** - two letters that make one sound (sh)
- ▶ **Trigraph** - three letters that make one sound (igh)
- ▶ **Split digraph** - two letters that make one sound that are split by another letter. This may be better known as 'the magic e' **cone**

# Phonics phases

We use the structure as set out in the letters and sounds document. This is guidance on phonics published by the Department for Education.

- ▶ Phase 1 - environmental sounds
- ▶ Phase 2 - initial sounds, single letter sounds, segmenting, blending
- ▶ Phase 3 - more than one letter sounds
- ▶ Phase 4 - adjacent consonants - year 1 and 2
- ▶ Phase 5 - alternative spellings - year 1 and 2

# Phase 1

- ▶ This is about hearing sounds in the environment, hearing spoken sounds, beginning to blend and segment, and ensuring children can hear the initial sounds in words.
- ▶ This phase is usually completed in nursery and the beginning of reception.
- ▶ Sessions are short, and use familiar objects and pictures to support learning. This is in line with the expectations of children in the EYFS.
- ▶ Silly soup, old Mc Donald, robot voices are some examples



# Phase 2

- ▶ This phase introduces single letters, and starts to develop reading and writing.
- ▶ The reading and writing strategies ‘look at the letters, make the sounds, blend the sounds together’ and ‘say the word, robot the word, write the word’ are introduced in this phase.
- ▶ Children start to put words together and take them apart.
- ▶ CVC (consonant, vowel, consonant) words are the focus of this phase.
- ▶ Pictures and simple stories are used to support children in remembering what sounds the graphemes make.
- ▶ Formal lessons are taught.

					
s	a	t	p	i	n
					
m	d	g	o	c	k
					
ck	e	u	r	h	b
					<i>Can you look at the letters and make the sounds?</i>
f	l	ff	ll	ss	

# Phase 3

- ▶ This phase introduces digraphs. These are two letters that make one sound.
- ▶ There are also trigraphs, such as 'igh'.
- ▶ When teaching this phase, we introduce syllables, and the words begin to get longer.
- ▶ In this phase we also start to put a focus on writing and reading sentences, as well as words.
- ▶ Formal lessons are taught.

						
j	v	w	x	y	z	zz
						
qu	ch	sh	th	ng	ai	ee
						
igh	oa	oo	ar	or	ur	ow
					<i>Can you find the sounds you need to write your words?</i>	
oi	ear	air	er	oo		

# Pure sounds

- This is really important when teaching phonics. Try hard not to add a impure sound at the end e.g. f-r-o-g as it makes it hard to blend.
- We show children the letter sound and the letter name for reference.

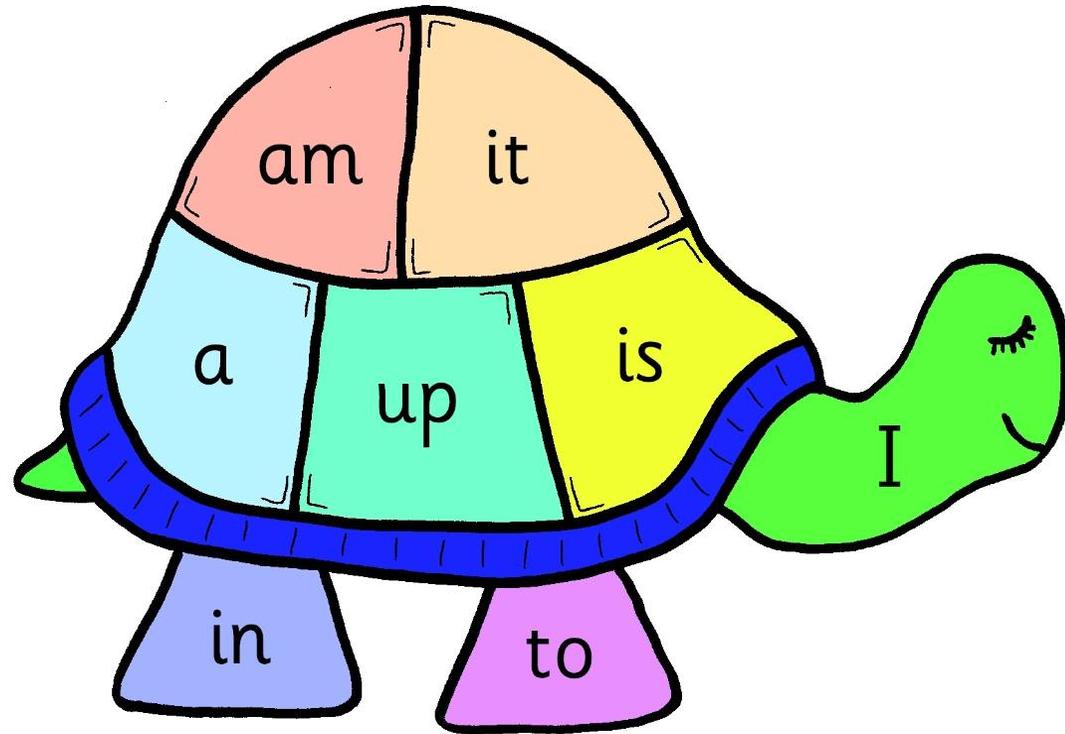
## Helpful videos:

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

# Ways to support your child at home:

- ▶ Blend and segmenting - choose CVC words (dog, cat, tip, log)
- ▶ Writing words using the sound mat rather than spelling correctly
- ▶ Practicing letter formation by tracing/having a go rather than copying
- ▶ Hfw - trying to not sound them out (using letter names)
- ▶ Pronouncing sounds clearly

# HFW pictures



Teach a word at a time until secure

Don't rush - if your child finds this more challenging, only use one word on flashcards

We will give your child a new one when fully secure on it.

Fully secure means knowing them on flashcards also.