























# Phonics

# What is phonics?

- Phonics is a way of teaching children how to read quickly and skilfully.
- Systematic synthetic phonics is the best method for teaching reading.
- Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.

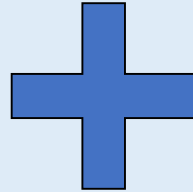
# The Alphabetic Code

Although there are 26 letters in the English alphabet, there are more than 40 speech sounds.

/s/  snake	/a/  ant	/t/  ted	/p/  pig	/i/  pin	/n/  net	/m/  mat	/d/  donkey	/o/  pot
/k/  kitten	/g/  grapes	/r/  rat	/e/  pen	/b/  bat	/h/  hat	/f/  fan	/l/  lip	/j/  jug
/v/  van	/w/  wig	/u/  hug	/kw/ (qu)  queen	/ks/ (x)  box	/y/  yes	/z/  zip	/sh/  ship	/ch/  chop
/th/  bath	/ng/  king	/ae/  rain	/ee/  sheep	/ie/  pie	/oe/  toe	/ue/  statue	/oo/  book	/oi/  boil
/ur/  burn	/or/  fort	/ow/  cow	/ure/  cure	/air/  fair	/ar/  car	/ear/  fear	/zh/  treasure	

Phonics is...

**Knowledge** of  
the alphabetic  
code



**Skills** of  
segmentation  
and blending

# Some Definitions

## A Phoneme



Smallest unit of sound in a word.

## A Grapheme

A letter or group of letters that represent a sound



## Grapheme-phoneme correspondence (GPC)

Process of matching both the phoneme and grapheme together and vice versa.

In phonics, it's important to pronounce "**pure sounds**": for example, the sound /m/ is pronounced 'mmm' and not 'muh' or 'em'. This makes it much easier for children to blend sounds together to read.

**OxfordOWL** *Help your child learn*

Useful video to hear pronunciation of sounds.

<https://www.youtube.com/watch?v=UCI2mu7URBc>

# Jolly Phonics

- A multisensory method used to introduce the children to the letter sounds.
- There is an action for each sound. By doing an action associated with the sound, e.g., rub tummy and say “mmmmm” for the /m/ sound, the children remember it more easily.
- <https://www.jollylearning.co.uk/>
- Jolly phonics is used alongside our phonics programme

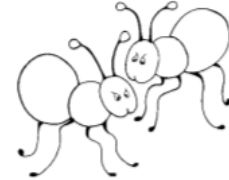
## Group 1



**s** Weave hand in an s shape, like a snake, and say *ssssss*.



**a** Wiggle fingers above elbow as if ants crawling on you, saying *a, a, a*.



**t** Turn head from side to side as if watching tennis and say *t, t, t, t*.



**i** Pretend to be a mouse by wiggling fingers at end of noise and squeak *i, i, i, i*.



**p** Pretend to puff out candles and say *p, p, p*.



**n** Hold arms out at side, as if a plane, and say *nnnnnnnnnnnn*.

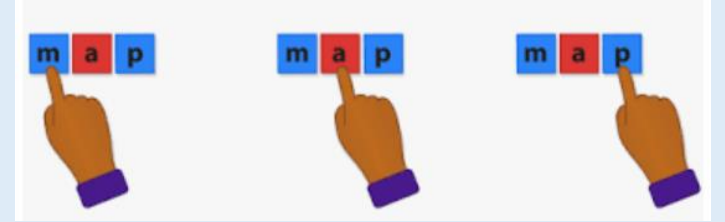




# Sounding

- Recognising the letter sounds in a written word, for example:

c-u-p



# Blending

- Merging or 'blending' the sounds in the order in which they are written to pronounce the word

cup



# Segmentation for spelling



Chopping up the word to spell it out.  
Opposite to blending.
























E.g. crash has 4 phonemes      c – r – a – sh

Identifying the individual sounds in a spoken word  
(e.g. h-i-m) and writing down letters for each sound  
(phoneme) to form the word.

# Phase progression

Phase 2 – knowledge of common consonants and vowels, blending and segmenting VC/CVC/CVCC words. Learning to read some tricky words.

s a t i p n


























Phase 2 Sound Mat							
s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

Phase 3 – Knowledge of new graphemes.

Digraphs and trigraphs.

Blending and segmenting  
CVC/ CVCC/ CCVCC words.

Learning to read and spell tricky words.

Phase 3 Sound Mat							
j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					













## Phase 4

No new sounds in this phase.

Blending and segmenting previously learnt graphemes.

Children are taught to read more complex and longer words containing adjacent consonants.

lamp/tent/train

<b>st</b>  nest	<b>nd</b>  hand	<b>mp</b>  lamp	<b>nt</b>  tent	<b>nk</b>  ink	<b>ft</b>  gift	<b>sk</b>  tusk	<b>lt</b>  belt
<b>lp</b>  help	<b>lf</b>  shelf	<b>lk</b>  milk	<b>pt</b>  script	<b>xt</b>  text	<b>tr</b>  tree	<b>dr</b>  drawing	<b>gr</b>  grandpa
<b>cr</b>  crab	<b>br</b>  brush	<b>fr</b>  frog	<b>bl</b>  blackberry	<b>fl</b>  flag	<b>gl</b>  glasses	<b>pl</b>  plane	<b>cl</b>  clown
<b>sl</b>  sleep	<b>sp</b>  spade	<b>st</b>  starfish	<b>tw</b>  twins	<b>sm</b>  small	<b>pr</b>  printer	<b>sc</b>  scarf	<b>sk</b>  skunk
<b>sn</b>  sniff	<b>nch</b>  bench	<b>scr</b>  screw	<b>shr</b>  shrew	<b>thr</b>  thread	<b>str</b>  string	<b>Phase 4 Blends and Clusters</b>	

# Dots and Dashes

shelf  
— ● ● ●

books  
● — ● ●

pot  
● ● ●

trays  
● ● — ●

chair  
— —

Adding dots and dashes is a good way to see how many sounds there are in a word. They also show which are single-letter sounds, and which are digraphs or trigraphs. If they add their own sound buttons to words, it will really help your child to identify all the different sounds and get used to the way the word looks written down. This will help their spelling, as well as their reading!

# High Frequency Words and Tricky Words

- Some everyday words in English have tricky spellings and can't be read by blending.
- There are 100 high frequency words in Phases 1-5. There are 200 common words.
- Alongside the teaching of phonics “tricky” high frequency words are not segmented but taught as whole words, recognised on sight.
- These words just have to be learned by sight and flashcard-type games are a good way to practise these.

was, you, are, the, said

# Phase 2 to 5 Tricky Words

## Phase 2

I  
no  
the  
to  
go  
into

## Phase 3

he  
she  
we  
me  
be  
you  
are  
her  
was  
all  
they  
my

## Phase 4

said  
have  
like  
so  
do  
some  
come  
little  
one  
were  
there  
what  
when  
out

## Phase 5

oh  
Mrs  
people  
their  
called  
Mr  
looked  
asked  
could

# Phonics Decodable Books



## **Decodable Books (Reception and Year 1)**

### **Reading Stars Phonics (Phase 2 – 5)**

- Use and apply phonic skills learned within a controlled text.
- Books that children can read independently once they have been taught the target phonemes
- Focus on target phonemes
- Encourage children to blend not guess the word
- Practice the phonics taught in the classroom and make sense of phonics (we learn phonics in order to read and enjoy books)
- Learning just a few sounds and how to blend them enables children to experience reading independently.

Used for a short time to help develop good decoding skills.

Once in place, children move on to reading rich and varied children's literature.





# What can you do to support your child?

Please practise the phonics in the Reading Record.

Continue to read with your child each night and encourage them to look for phonics

Phoneme Flashcards – how many in 1 minute?

Phoneme Detectives – spot phonemes in the environment

Choose the right phonemes in words thinking about sound families

If there is a phoneme your child is finding hard to secure make that your focus

Lots of online games available

Please remember that **phonics is not the only skill needed to become a fluent reader.**

- Please continue to read with your child each night and encourage them to:
  - ✓ Sound words out from left to right
  - ✓ Re-read words to check they make sense
  - ✓ Use pictures for clues
  - ✓ Ask questions about books
  - ✓ And **most** importantly....

**ENJOY READING!**

# Book Band Books

## Mixed Scheme



### Book Band Books Badger Learning

- Replaces the Oxford Reading Tree scheme books
- Also decodable up to Orange (does not match the Letters and Sounds progression)
- Mixture of reading schemes
- Mixture of fiction and non-fiction books with a diverse range of styles
- Allows freedom of choice - select their own book from the coloured box they have been directed to

## Banded 'Real' Books



A book to enjoy!

Phonics Decodable Books	Phase 2	Phase 3	Phase 3	Phase 4	Phase 5	Phase 5							
Book Band Books	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown	Grey

## Reading to your child...



## 50 recommended reads for Reception:

<https://www.booksfortopics.com/reception>



## **Useful websites**

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

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

[www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics](http://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics)

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

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

To hear how to pronounce sounds try this website:

<https://www.oxfordowl.co.uk/for-home/reading-owl/phonics-made-easy/easy/>