























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.

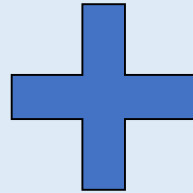
The Alphabetic Code

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

 snake	 ant	 ted	 pig	 pin	 net	 mat	 donkey	 pot
 kitten	 grapes	 rat	 pen	 bat	 hat	 fan	 lip	 jug
 van	 wig	 hug	 queen	 box	 yes	 zip	 ship	 chop
 bath	 king	 rain	 sheep	 pie	 toe	 statue	 book	 boil
 burn	 fort	 cow	 cure	 fair	 car	 fear	 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*

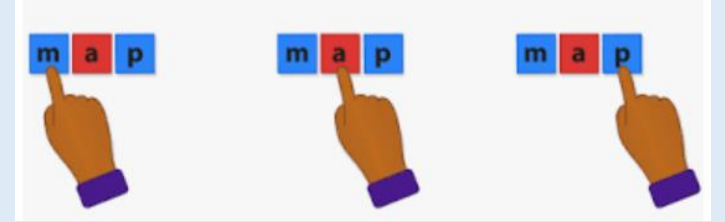
Useful video to hear pronunciation of sounds.

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

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 , s-t-or-k) 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/bench

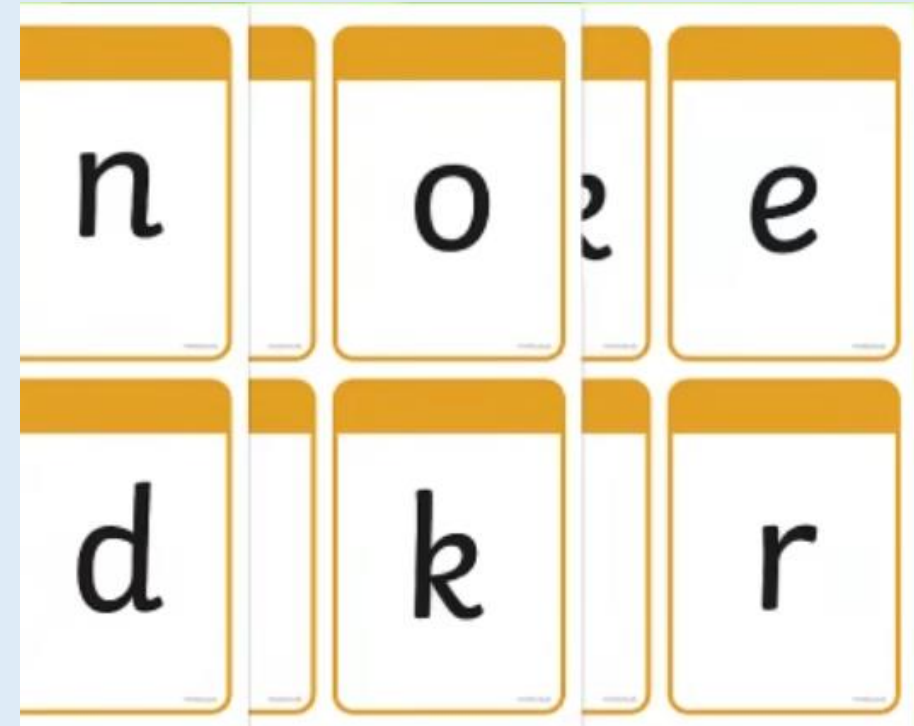
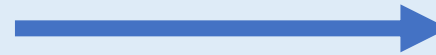
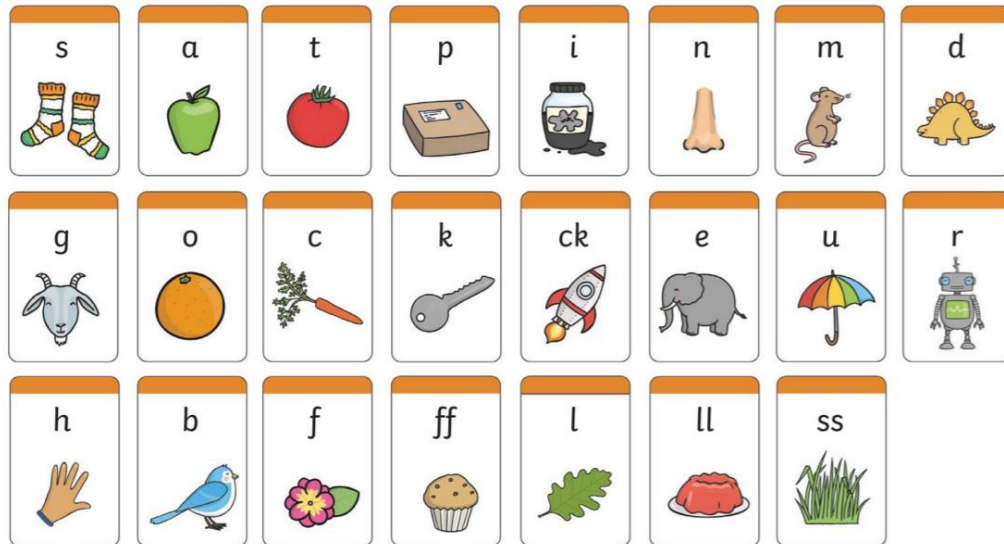
st  nest	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  tusk	lt  belt
lp  help	lf  shelf	lk  milk	pt  script	xt  text	tr  tree	dr  drawing	gr  grandpa
cr  crab	br  brush	fr  frog	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown
sl  sleep	sp  spade	st  starfish	tw  twins	sm  small	pr  printer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

Jolly Phonics Actions Chart



Scaffold learning to include actions and pictures to help GPC.

Phase 2 Sound Mat

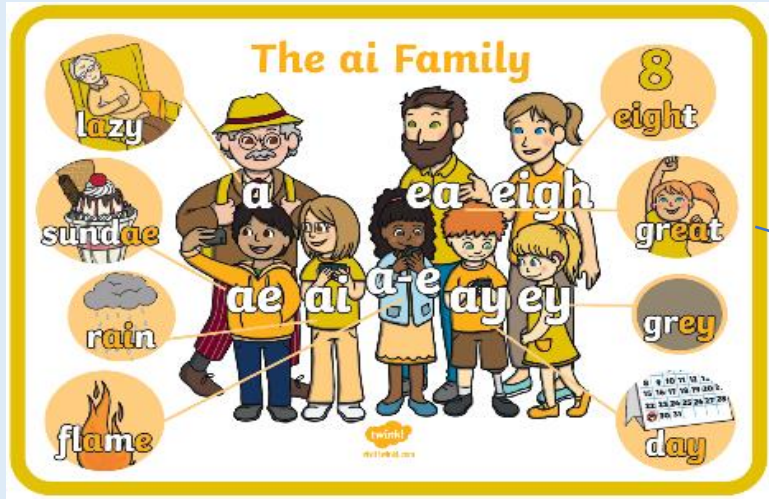


Phase 5

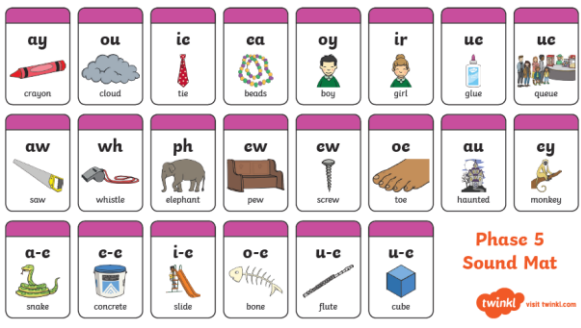
Learning alternative graphemes for phonemes – spelling and pronunciation. Learning to spell and read tricky words.

Split digraph digraph split by a consonant

cone pile June
(was known as magic e/modifying e)



Phase 6 – Revision, consolidation, building fluency in reading.
Focus on spelling (suffixes, past tense, spelling strategies)
(Throughout Year 2)



Teaching alternative spellings for phonemes

Alternative spellings for each phoneme
(See 'Bank of words and other materials/activities for use in Phase Five' on page 154.)

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

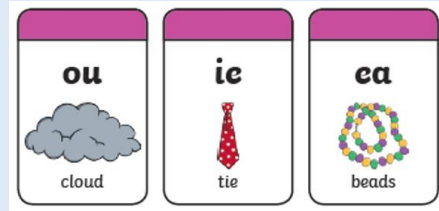
/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
				eo					

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

Once children are good with single phonemes...

Digraph 2 letters – 1 phoneme

vowel digraph



consonant digraph



Trigraph 3 letters - 1 phoneme



Split digraph digraph split by a consonant

cone **p**ile **J**une

(was known as magic e/modifying e)

Dots and Dashes

shelf
— ...

books
• — • •

pot
• • •

trays
• • — •

slime
• • •

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, there

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

What is the Phonics Screening Check?

- Every Year 1 child in the country will be taking the Phonics Screening Check during the same week in June.
- Your child will be sat with their teacher and will be asked to read 40 words aloud. There will be 2 sections with 20 words in each section.
- The aim of the check is to ensure that all children are able to read by the end of Year 2.
- It helps the school to confirm whether each child has made the expected progress.
- Your child can use dots and dashes to help them to read and blend the words.

grit

start

best

hooks

blan



steck



hild



quemp



After the check

- We will tell you about your child's progress in phonics and how he or she has done in the screening check in the final half term of Year 1.
- Children will be scored against a national standard (threshold yet to be determined by DfE)
- If your child's score falls below the national standard they have to re-take the Phonics Screening Check in year 2.

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

Remember the Bug Club books

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



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
- Books can be changed more than once a week

A book to enjoy!



Mixed Scheme



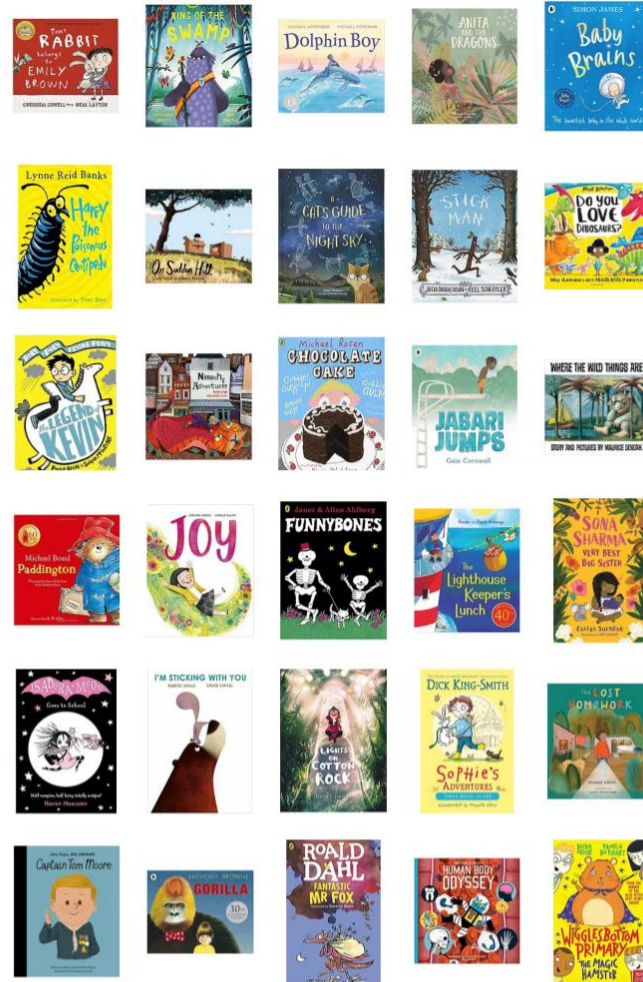
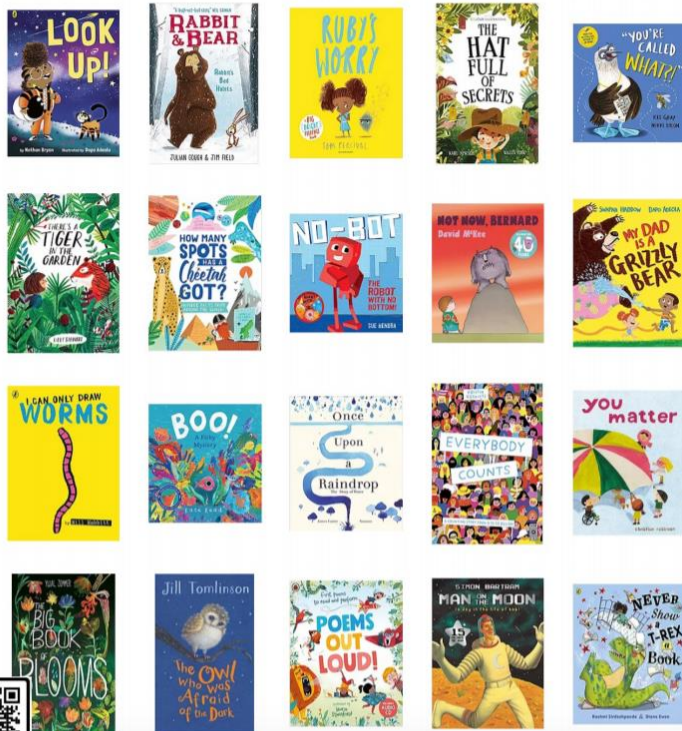
Banded 'Real' Books



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

Year 1

Books for Topics



Year 2 (ages 6-7)

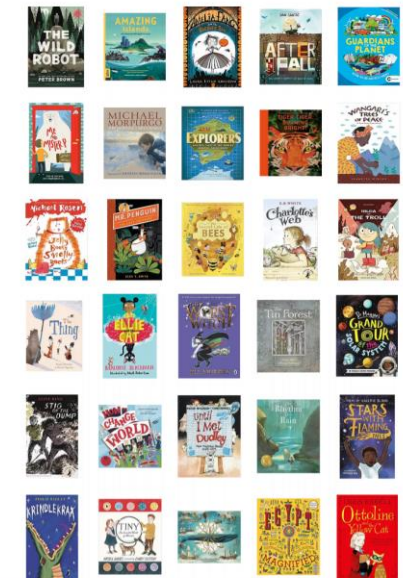
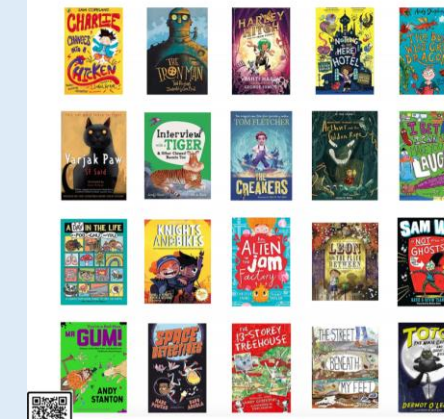


Books for Topics



For more primary school booklists, visit booksfortopics.com

Year 3 (ages 7-8)



For more primary school booklists, visit booksfortonics.com

Bug Club



SCAN ME

www.booksfortopics.com/year-1

For more primary school booklists, visit booksfortopics.com

Homework

We will inform you of the learning we will be focussing on the following week. This will include:

- Phonics
- Spelling
- Handwriting
- Maths
- Other

Week 3 Phonics and Spelling

High frequency words (HFW) we are reading and spelling this week...

no, go, the...

Monday
/c/

c – cup, corn, cry, picture, pelican

k – keep, milk, skill, make, poke, king

Tuesday
/c/

ck – pick, duck, stick, clock, wreck, rocking, lucky

Useful websites

www.letters-and-sounds.com

www.phonicsplay.co.uk

www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics

www.topmarks.co.uk

To hear how to pronounce sounds try this website:

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