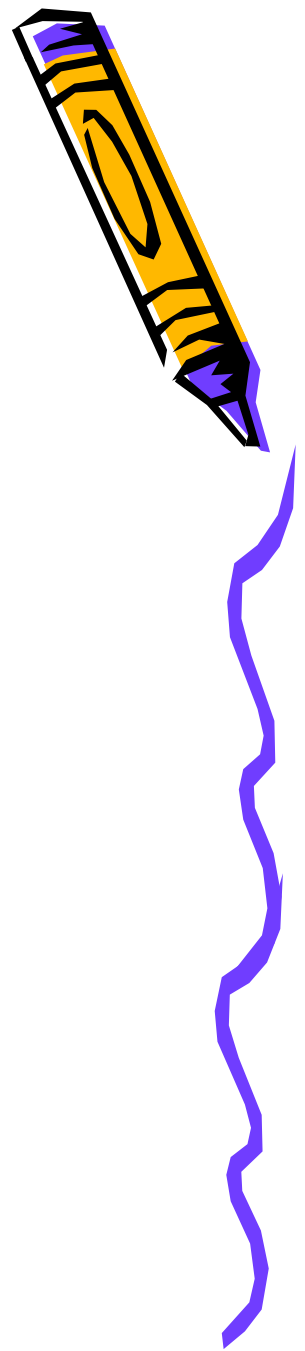


Phonics



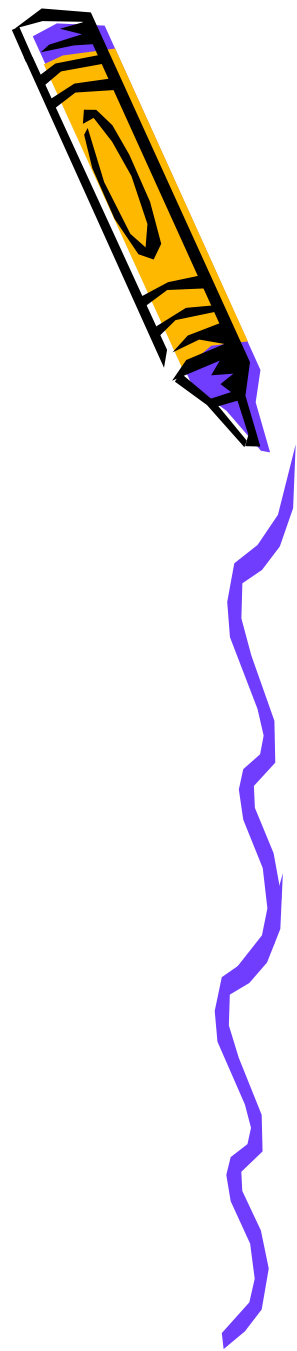
Phase 1 - General sound discrimination (Nursery)

- Such as:
- Listening walks
- Instrumental sounds
- Clapping and body percussion
- Rhyming and rhythm- Nursery Rhymes

Please help by encouraging children to orally blend.

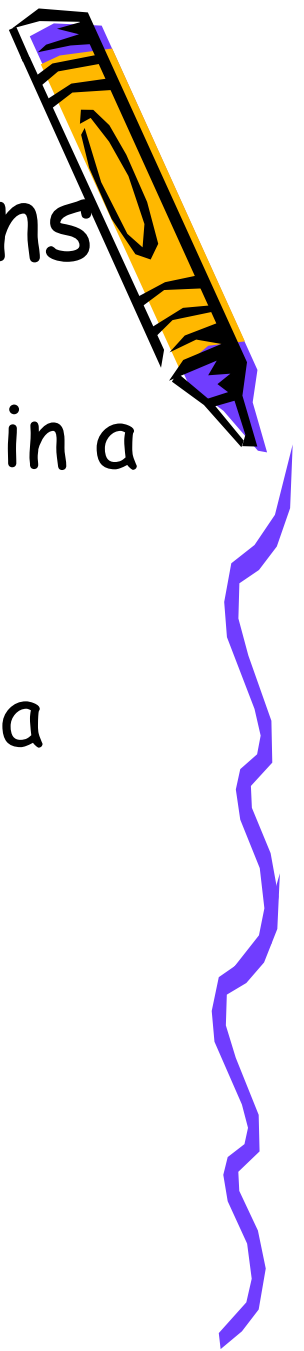
F-o-x sh-i-p p-ai-n-t

Put your c-oa-t on



Terminology: some definitions

- **Phoneme**- the smallest unit of sound in a word
- **Grapheme**- the letters representing a phoneme- e.g. oi, oy



Terminology: some definitions



Blending is recognising the letter sounds in a written word, for example **c-u-p**, and merging them to pronounce the word 'cup'. This is **decoding**.

- A phonics skill that needs to be explicitly taught
- Oral blending- hearing the sounds and merging them together to make a spoken word - no text is used
 - To be taught before blending and reading printed words



Terminology: some definitions

Segmenting is identifying the individual sounds in a spoken word (e.g. 'him' = h - i - m) and writing down letters for each sound to spell the word. This is *encoding*.



Terminology: some definitions

- **Digraph**- two letters that make one sound

A consonant digraph contains two consonants

sh ck th ll

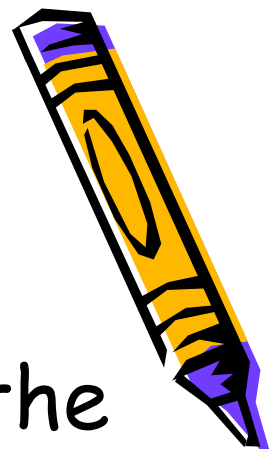
A vowel digraph contains at least one vowel

ai ee ar oy

- **Trigraph**- three letters that make one sound- igh, air



Cracking the code



Complex Speed Sounds

Consonant sounds

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz | ti | | nk |
| ph | le | mb | kn | wr | se | | s | ci | | |
| | | | | | c | | se | | | |
| | | | | | ce | | | | | |

| | | | | | | | | | | | | |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| bb | k | dd | gg | | g | pp | | tt | wh | | | tch |
| | ck | | | | ge | | | | | | | |
| | ch | | | | dge | | | | | | | |

Vowel sounds

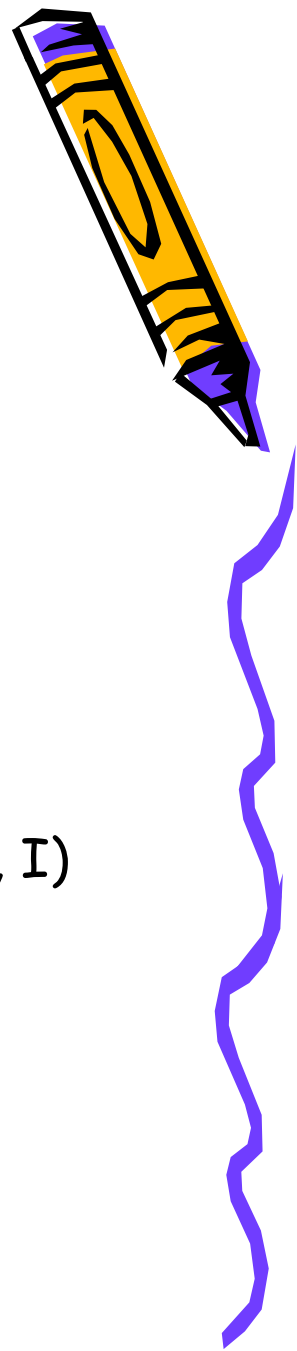
| | | | | | | | | |
|---|----|---|---|---|-----|----|-----|-----|
| a | e | i | o | u | ay | ee | igh | ow |
| | ea | | | | a-e | y | i-e | o-e |
| | | | | | ai | ea | ie | oa |
| | | | | | | e | i | o |
| | | | | | | | y | |

| | | | | | | | | | | |
|-----|----|----|-----|-----|----|----|----|-----|-----|-----|
| oo | oo | ar | or | air | ir | ou | oy | ire | ear | ure |
| u-e | | | oor | are | ur | ow | oi | | | |
| ue | | | ore | | er | | | | | |
| ew | | | aw | | | | | | | |
| | | | au | | | | | | | |

- 26 letters of the alphabet
- 44+ phonemes
- 144 different ways we put the letters together to represent the phoneme



Phase Two



- To teach 19 letters (name and sound)
- Move children on from oral blending and segmenting to using these skills with letters (sound arm)
- To teach children to read and spell some VC and CVC words
- To introduce reading of 2-syllable words and simple captions
- To teach reading of common exception words (the, to, no, go, I)



Letter Progression

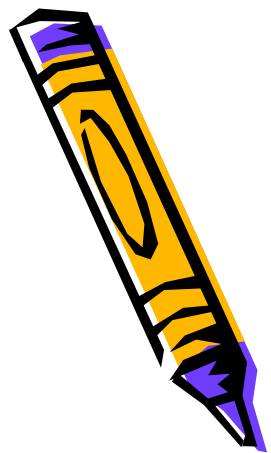
Set 1: s a t p

Set 2: i n m d

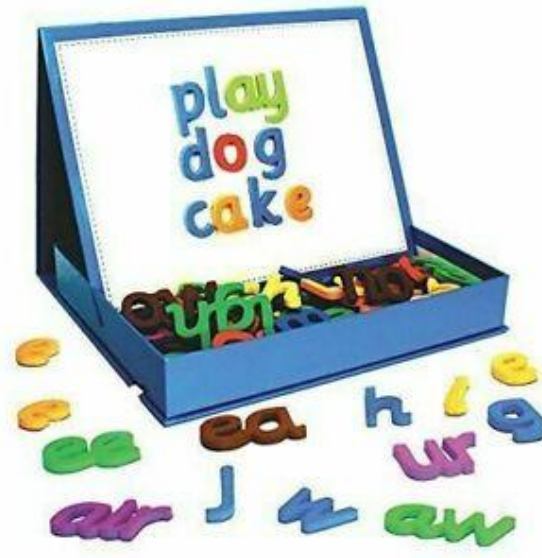
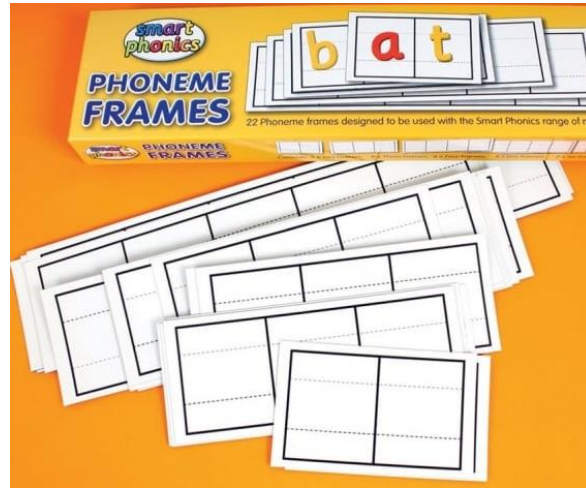
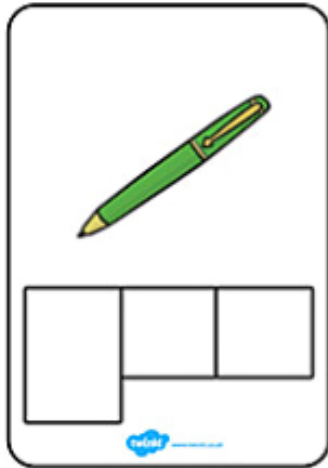
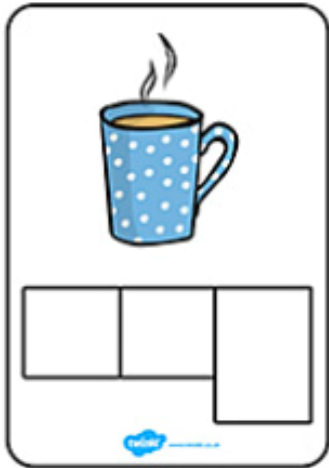
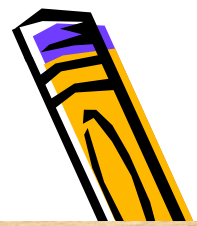
Set 3: g o c k

Set 4: c k e u r

Set 5: h b f ff l ll ss



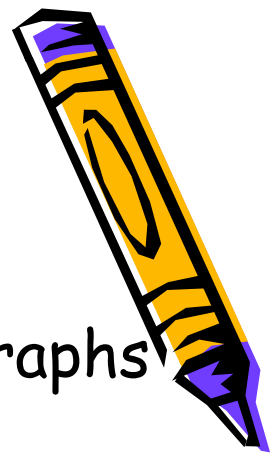
Teaching spelling of VC and CVC words



Important skill- writing from left to right

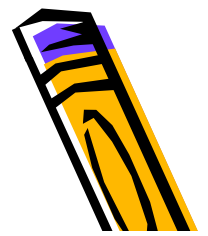


Phase Three



- To teach another 25 graphemes, most of them digraphs
- Continue to practise CVC blending and segmenting
- To apply knowledge of blending and segmenting to read and spell simple captions
- To learn some more common exception words
 - To read- he, she, we, me, be, was, my, you, they, her, all are
 - To spell- the, no, go, to, I





Graphemes

ch

sh

th

ng

ai

ee

igh

oa

oo

Sample words

chip

shop

thin/then

ring

rain

feet

night

boat

boot/look

Graphemes

ar

or

ur

ow

oi

ear

air

ure

er

Sample words

farm

for

hurt

cow

coin

dear

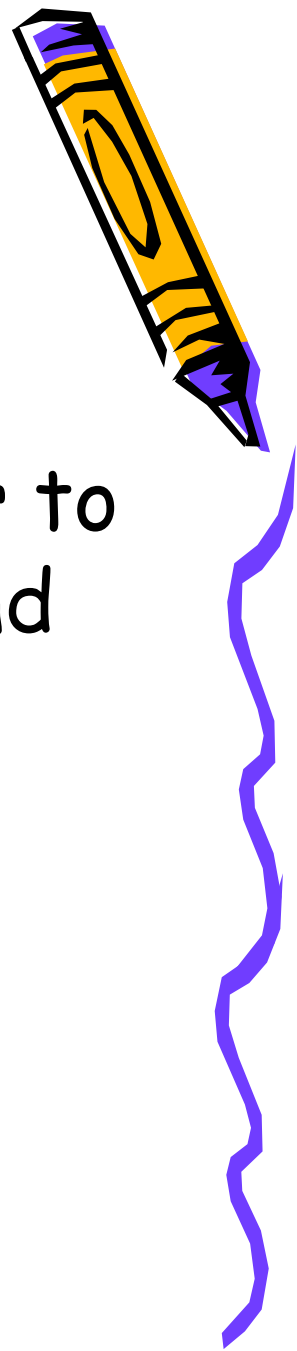
fair

sure

corner



Phase 4 (Summer of Reception)



Phase 4 is a recap of phase 3 but begins to put single sounds together to create blends at the beginning or end of a word - sp, st, cr, pl

Went

stop

Tractor

spill

Play



How to help your child at home?



- Hear your child read at least 4 x a week - reading record - reward scheme.
- Make up rhymes together
- Share a story together especially ones with repetitive phrases "I'll huff and I'll puff and I'll blow your house down"
- Be a sound detective! After listening to your child read, ask if they can spot any sounds (graphemes) in the words that they have been learning.
- Practise letter sound flashcards and tricky words
- Can they spot any tricky words in the text?
- Practise letter formation and fine motor skills
- Play I spy with initial sounds



Reading bones / flashcards / reading book