

How does phonics fit into the big picture of teaching reading?

Phonics is simply the code that turns written language into spoken language and vice versa. It is the vital initial step in teaching children to read but it is far from the whole picture. Phonics will only work in an environment where **Speaking and Listening Skills** are promoted and developed. Children should also be regularly exposed to a wide range of quality texts.



s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Parents Guide



PHONICS



In school, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.

The Terminology

Phoneme

A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 44 phonemes.

GRAPHEMES

A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

Segmenting and blending

Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

General tips to support reading at home.

Once is never enough! - Encourage your child to re-read favorite books and poems as well as their school reading scheme book. Re-reading helps children read more quickly and accurately.

Dig deeper into the story - Ask your child questions about the story you've just read. Say something like, "Why do you think he did that?" (you could use the 'questions to get more from your child's reading book' for some varied ideas.

Take control of the television - It's difficult for reading to compete with TV and video games. Encourage reading as a distraction free activity.

Be patient - When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind your child to look closely at the first letter or letters of the word.

Pick books that are at the right level - Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

I read to you, you read to me - Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.

One more time with feeling - When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often kids are so busy figuring out a word they lose the meaning of what they've just read.

Useful webpages

<http://www.letters-and-sounds.com>

<http://www.phonicsplay.co.uk>

<http://www.bbc.co.uk/schools/wordsandpictures/index.shtml>

<http://www.bbc.co.uk/schools/ks1bitesize/literacy/phonics/index.shtml>

<http://www.bigbrownbear.co.uk/magneticletters/>

How to pronounce letter sounds correctly.

<http://www.youtube.com/watch?v=IwJx1NSineE>

Ideas for practising at home.

Oral Blending games

Robotic talking - Words are made up from sounds and children need to be able to hear these sounds individually. Sometimes when you are playing you can say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (pee-eye-gee). E.g.

Pass that p-i-g to me.

Sit d-ow-n.

Point to your t-ee-th.

Hop like a f-r-o-g.

As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves?

I spy - Say the rhyme 'I spy with my little eye something beginning with _____' allow your child plenty of opportunities to guess what you have chosen, for example, 'something beginning with t' could be a tree, toy, tent or train.

Playing with words - Encourage your child to sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.

Phoneme recognition games

Looking for letters - Ask your child to look for English letters whilst you are out and about. Can they find letters from their own name, letters they have learnt in school or letters that specific words begin with? Can they find phonemes/sounds they have been learning at school in words around them?



Digraph

This is when two letters come together to make a phoneme. For example, /oa/ makes the sound in 'boat' and is also known as a **vowel digraph**. There are also **consonant digraphs**, for example, /sh/ and /ch/.

Trigraph

This is when three letters come together to make one phoneme, for example /igh/.

Split digraph

A digraph in which the two letters are not adjacent - e.g. **make**

ABBREVIATIONS

VC, CVC, and CCVC are the respective abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of graphemes in words (e.g. *am* (VC), *Sam* (CVC), *slam* (CCVC), or *each* (VC), *beach* (CVC), *bleach* (CCVC).



Letters and sounds

Phase 1-6

Phase 1












Phase One of 'Letters and Sounds' concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase 1 is divided into seven aspects.

Each aspect contains three strands:

Tuning in to sounds (auditory discrimination)

Listening and remembering sounds (auditory memory and sequencing)

Talking about sounds (developing vocabulary and language comprehension)

 stick		 small	
Say the name of the picture out loud. Circle the letters that make the beginning sound.			
 st sm	 sp sl	 sl sw	
 sn st	 sm sp	 st sc	
 sw sp	 sk st	 sp sw	

Stages of a lesson

Revisit and review - The children will play a quick fire game to practise something they have learned before and help build their confidence. This can also be achieved by flashing cards of the sounds they already know.

Teach - The children will be taught a new phoneme/grapheme or a new skill - this will involve: songs, actions, pictures, puppets, writing giant letters in the air. From phase 5 onwards the new grapheme may be compared to one taught in phase 3.

Practise - The children play games, speed write, read loop cards etc. to practise the new phoneme/grapheme or a new skill they have just learned.

Apply - The children will have a quick go at reading or writing sentences that involve the new thing they have just learned.

Assess - Ensure the children have understood the new phoneme/grapheme or a new skill and keep a record of those who haven't (even just a name on your planning).

Each of these sections lasts 5 minutes at most.

Outside of the phonics session children should be given lots of opportunities to apply the new skills that they have learned in all the lessons that they do. The more opportunities they are given the sooner they will become confident with these skills.

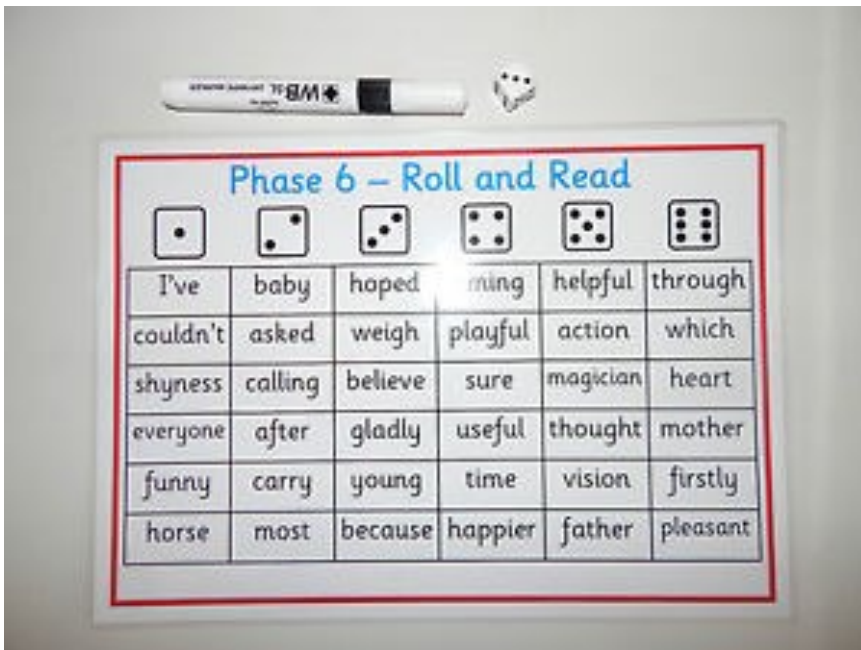
Phase 6

In phase 6, the focus is on learning spelling rules for word endings (these are known as suffixes). The children will learn how words change when you add certain letters. There are 12 different suffixes taught:

-s -es -ing -ed

-er -est -y -en

-ful -ly -ment -ness



Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

The children will begin to learn to blend and segment to help begin reading and spelling. This will begin with simple words.

Words using set 1: word examples

at	sat	pat	sat	sap
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Words using set 1 and 2: word examples

(+i)	(+n)	(+m)	(+d)
it	an	am	dad
is	in	man	sad
sit	nip	mat	dim
pit	pan	map	din
pip	pin	Pam	did
sip	tan	Tim	Sid
tip	nap	Sam	And
	tin		dip

Words using set 1-3: word examples

(+g)	(+o)	(+c)	(+k)
tag	got	can	kid
gag	on	cot	kit
gig	not	cop	Kim
gap	pot	cap	Ken
nag	top	cat	
sag	dog	cod	
gas	tot		
pig	pop		

Words using set 1-4: word examples

(+ck)	(+e)	(+u)	(+r)
kick	get	up	rim
sock	pet	mum	rip
sack	ten	run	ram
dock	net	mug	rat
pick	pen	cup	rag
sick	peg	sun	rug
pack	met	mud	rot
tuck	men		



Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes, as well as graphemes they already know. They will begin to learn to choose the appropriate grapheme when they spell.

New graphemes for reading:

Sound	Word	Sound	Word	Sound	Word	Sound	Word
ay	day	oy	boy	wh	when	a_e	make
ou	out	ir	girl	ph	photo	e_e	these
ie	tie	ue	blue	ew	new	i_e	like
ea	eat	aw	saw	oe	toe	o_e	home
				au	Paul	u_e	rule

Tricky words:

oh	their	people	Mr	Mrs	looked
called	asked	water	where	who	again
thought	through	work	mouse	many	laughed
because	differ-ent	any	eyes	friends	once
please					

Phase 4

By Phase 4, children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words that are simple. They will be able to read all the tricky words learnt so far and will be able to spell some of them. This phase consolidates all the children have learnt in the previous phases

Tricky words:

said	so	she	he	have	like
some	come	were	there	little	one
they	all	are	do	when	out
what	my	her			



Words using set 1-5: word examples

(+h)	(+b)	(+f and ff)	(+l and ll)	(+ss)
had	but	of	lap	less
him	big	if	let	hiss
his	back	off	leg	mass
hot	bet	fit	lot	mess
hut	bad	fin	lit	boss
hop	bag	fun	bell	fuss
hum	bed	fig	fill	hiss
hit	bud	fog	doll	pass
hat	beg	puff	tell	kiss
has	bug	huff	sell	Tess
hack	bun	cuff	Bill	

Alongside this, children are introduced to tricky words. These are the words that are irregular. This means that phonics cannot be applied to the reading and spelling of these words.

The tricky words introduced in phase 2 are:

to	the	no	go	I
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Phase 3

By the time children reach Phase 3, they will already be able to blend and segment words containing the 19 letters taught in Phase 2.

2. Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Sounds	Word example
j	jam
v	vet
w	win
x	box
y	yes
z	zip
zz	buzz
qu	quick
ch	chop



Sounds	Word example
sh	shin
th	thick
ng	song
ai	train
igh	sight
oa	boat
oi	coil
oo (long)	boot
ee	tree



Sounds	Word example
oo (short)	cook
ow	now
ar	star
air	hair
ear	hear
er	term
ur	curl
or	fork
ure	pure

Tricky words:

we	me	be	was	no	go
my	you	they	her	all	are