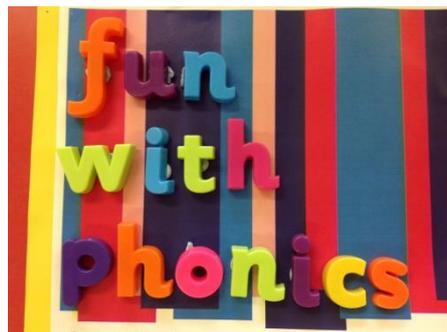


Phonics at Hunnyhill Primary School

a e i o u
b c d f g h k
l m n p r s t
c k l s s f f

s i t
● ● ●



What is phonics?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds (phonemes) made by individual, or groups of, letters (graphemes)
- identify the sounds made by different combinations of letters - such as 'sh' or 'oo'
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first step in learning to read.



Why teach phonics?

Research shows teaching phonics in a structured way, starting with the easiest sounds and then progressing to the most complex is the most effective way to teach children to read.

During phonics children learn the skills they need to tackle new words, so they can go on to read any text fluently and confidently but most importantly, enjoy reading.

Phonics in the Early Years Foundation Stage

Phase 1

This is the first stage of the letters and Sounds programme. It focuses on developing children's speaking and listening skills. This is because these skills underpin and form 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 (being able to recognise what the adult is saying when they say each sound like a robot c-a-t) and segmenting skills (hearing the sounds in words when saying the word).

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) and Talking about sounds (developing vocabulary and language comprehension).

Aspect 1 - General sound discrimination - environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include: Comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include: Singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include: Rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 - Alliteration

The focus is on initial sounds of words. Activities include: I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include: Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 - Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as c-u-p and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

The activities introduced in Phase 1 are intended to continue throughout the following phases, because lots of practice is needed before children will become confident in their phonic knowledge and skills.

Phase 2

In Phase 2 your child will be introduced to phonemes and graphemes. These phonemes are taught in sets and a new phoneme will be introduced to your child each day in the following order.

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

In addition to your child learning the phoneme and writing the grapheme your child will be supported to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

Blending requires your child to say each sound independently, then slightly faster, and then at a speed which allows them to hear the word that is being made in order to read what the word says.

Segmenting is the opposite. This skill requires your child to say the word as a whole slowly, so slowly that they can hear each of the phonemes in the word. Once they have identified all of the phonemes that they can hear, they need to be able to recognise or write the graphemes for each of the phonemes in order to spell/write the word.

The words that we support your child to blend and segment initially are CVC (consonant, vowel, consonant) words, such as m-a-t, p, o, p.

Phase 3

Once your child begins Phase Three they will be familiar with the idea of blending and segmenting and be beginning to do this independently.

During this phase your child will be introduced to digraphs. These are two or more graphemes that when together, make one phoneme. For example **sh-ee-p**.

Phase Three phonemes will be taught in the following order:

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

In order for your child to achieve **Early Learning Goals** they need to be able to securely, independently and consistently read words with the **Phase 3** sounds in.

Phonics in Year One

In year one your child will be taught phonics daily using 'Letters & Sounds'. This is a government programme for teaching phonics and high frequency words. This programme is divided into six phases and your child will start at phase four.

Phase 4

In phase 4 your child will continue to practise previously learned graphemes and phonemes and learn how to read and write:

CVCC words e.g. hand, lost, roast, shelf

For example, in the word 'roast', r = consonant, oa = vowel, s = consonant, t = consonant.

and

CCVC words e.g. stop, frog, sport, green, train

For example, in the word 'green', g = consonant, r = consonant, ee = vowel, n = consonant.

Phase 5

In phase 5 your child will consolidate the knowledge that phonemes can be represented by more than one letter e.g. sh, th, ee.

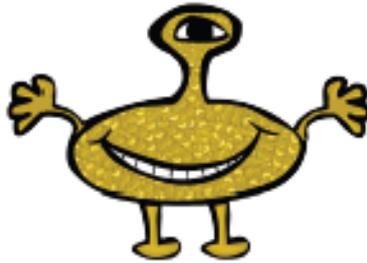
They will also continue to learn that most phonemes can be spelt in more than one way. For example, the /ai/ sound can be written as ai (as in 'rain') or ay (as in 'play') or a-e (as in 'lake') or eigh ('as in eight') or ey ('as in they') or ei (as in 'weight').

They will learn that most letters and combinations of letters (graphemes) can represent more than one sound. For example, the grapheme ea can be read as /ee/ as in leaf or /e/ as in bread.

In phase 5 they learn the following new graphemes for reading.

ay	ou	ie	ea	
oy	ir	ue	aw	
a-e	e-e	i-e	o-e	u-e
wh	ph	ew	oe	au

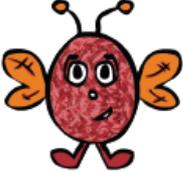
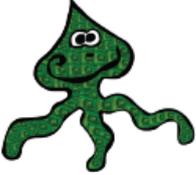
Nonsense/ Alien Words



Nonsense/ Alien words are words that consist of the sounds the children have been learning but are not real words. For example f-a-p, this word has no meaning in our English Language but can still be used to show if your child can read the sounds that are written on the page and blend them together to read the word. Children need support to read what is written and not try to turn it in to a word that they think it might be.

Phonic screening

In June 2019 all Year One children will complete the phonic screening check to assess their phonic knowledge. During the check they will read to their teacher 20 real words and 20 nonsense words, to assess their decoding skills.

in	ot 
at	vap 
beg	osk 
sum	ect 

The check is very similar to tasks they already complete during their phonic sessions. Your child will be asked to 'sound out' a word and blend the sounds together e.g. d-o-g dog.

d o g 
• • •

Helping your child

Children make the best progress in phonics when they are given encouragement and they learn to enjoy books and reading.

Parents have an important role in this. You can help your child by:

- Make time to read with your child every day. Grandparents and older brothers or sisters can help, too.
- Enjoy sharing books together. Go to the local library and select books that will fire their imagination and interest. Read and reread the books they love best.
- Encouraging your child to 'sound out' unfamiliar words and then blend the sounds together.
- Ask your child to spot digraphs, trigraphs and split vowel digraphs when reading.
 - Digraphs - two letters making one sound e.g. c ar
 - Trigraphs - three letters making one sound e.g. n igh t
 - Split vowel digraph - two vowels with a consonant in between e.g. b i k e
- Make time to talk about the book. Discuss what happened in the story and the information they found out in the information book. Talk about the characters, setting and important events in the story.
- Provide toys, puppets and dressing-up clothes which they can use to help them to act out stories.
- Explain words (vocabulary) that your child can read but may not understand, for example, flapped, roared.
- Read simple rhyming books. Pause when you get to a rhyming word and see if your child can work out the word.

- Reading in front of your child so they can see that you enjoy reading too.
- Playing word games like 'I-spy' can also be an enjoyable way of teaching children about sounds and letters.
- Encouraging your child to read words from your shopping list or road signs to practise phonics.
- Practising reading and spelling some CVCC and CCVC words. Also include CVC words as children like reading and spelling words that they have previously worked with, as this makes them feel successful.
- Making up captions and phrases for your child to read and write, for example, burnt toast, soft plum and train track. Write some simple sentences and leave them around the house for your child to find and read.
- Providing your child with a list of phonically decodable words and asking them add the sound buttons (dots where a single letter is making a sound and a dash where more than 1 letter is making the sound).

play

Websites to support phonics

<http://www.bbc.co.uk/education/topics/zcqqtftr>

Short clips to support word reading and phonics.



<http://www.phonicsplay.co.uk/Phase5Menu.htm>

Lots of free games for each phase, especially good for reading non-words.



Blend to read the words on the coins. Are they real or fake?
Great for: Practising blending

www.letters-and-sounds.com

Provides further information on each phase as well as printable resources and links to online games.



www.ictgames.com/literacy

A wide range of games to support learning.



www.topmarks.co.uk

Search engine designed for schools where you can find resources and activities with a phonics focus.



<https://www.phonicsbloom.com/>

A wide range of games to support learning.



Common Exception Words

These words cannot be read or spelt using your child's phonic knowledge. They just need to be able to read these words when seen and spell them when writing.

In order to help your child to learn these they are taught in sets. These words are grouped according to any similar patterns the words have for example all, tall, call, ball and small.

Please find the Early Years Foundation Stage common exception words below.

Set 1	Set 2	Set 3	Set 4	Set 5
I a	be he me we she	no go so	going	by my why

Set 6	Set 7	Set 8	Set 9	Set 10
the they these	said says	is his	as has	you your

Set 11	Set 12	Set 13	Set 14
are	her of	do to today	some come

Please find the Year 1 common exception words below.

Set 1	Set 2	Set 3	Set 4	Set 5
pull full	put push	one once	all tall call ball small	talk walk

Set 6	Set 7	Set 8	Set 9	Set 10
what want watch was	here were there where	house our	other another mother brother	Monday Tuesday Wednesday Thursday

Set 11	Set 12	Set 13	Set 14	Set 15
Friday Saturday Sunday	Mr Mrs	over baby	love ask friend	school does two

Set 16	Set 17	Set 18
don't can't	laugh	worse even

End of Year One Expectations

Typically, by the end of year one a child should be able to:

- blend and read words containing adjacent consonants
- read and spell the list of Common Exception Words.
- write each letter, using the correct letter formation.
- say the sound when shown any grapheme that has been taught
- for any sound, write the common graphemes
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words
- read and spell phonically decodable two-syllable and three-syllable words

Remember, if you have any questions, please do ask!

a_e i_e o_e
au e_e u_e
ie ay ea ir aw
oe oy ou ew
ph ey ue wh