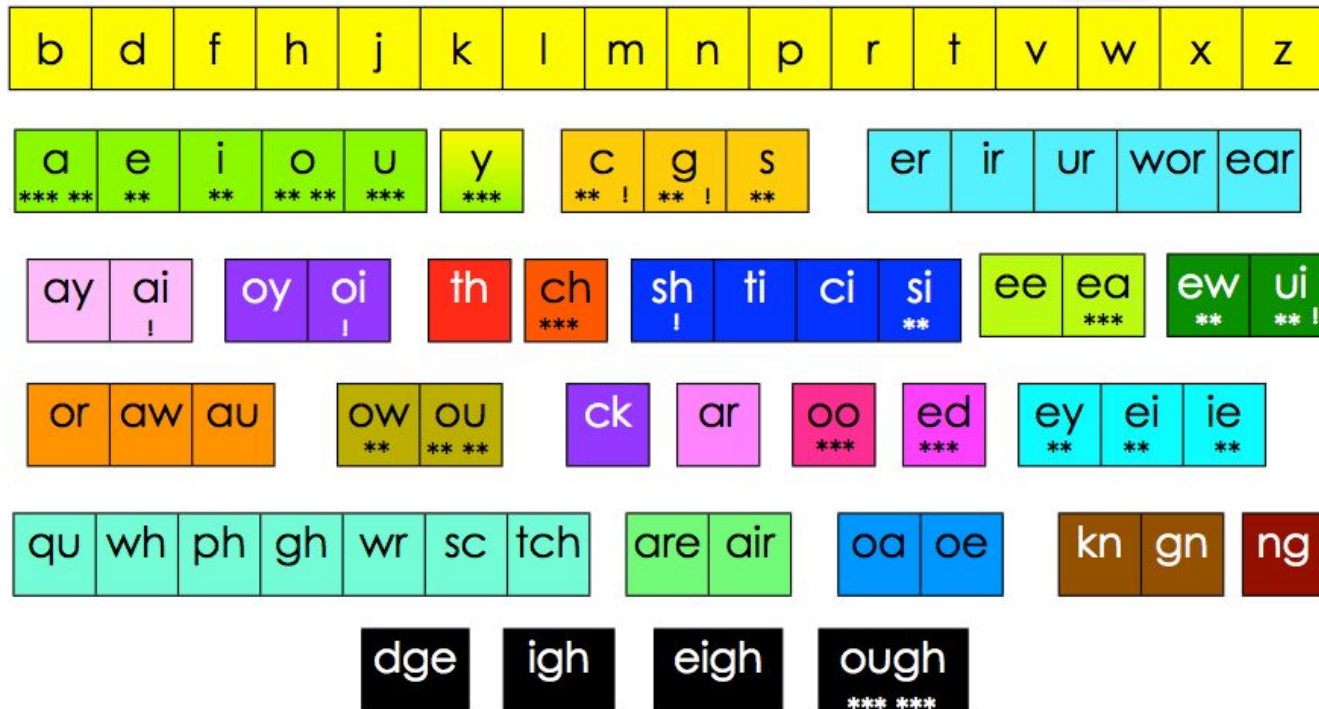


What is Phonics?

How does your child use phonics to read and write?

How can you support phonics at home?



How many of these sounds
do you know?

igh

ay

ure

ar

ow

qu

ph

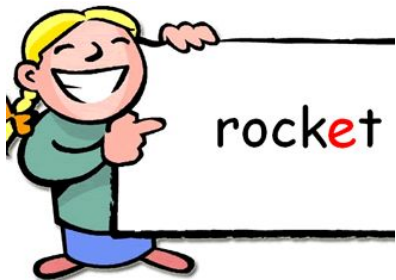
oi

zz

ea

oe

aw



What is taught in Phonics?

Knowledge

- only 26 letters
- 44 sounds



Skills

- Blending – putting sounds together to read
- Segmenting – splitting the sounds to write

* Blending (say the sounds first, then the word)

The duck went quack quack.

d-u-ck

qu-a-ck

* Segmenting (say the word first, then the sounds)

The *cat* sang a *song*. - The *c-a-t* sang a *s-o-ng*

 s	 a	 t	 p	 n	 m	 d	 g	 o	 c
 k	 ck	 u	 r	 h	 b	 ff	 ll	 ss kiss	 I
 e	 igh	 oa	 ur	 oi	 oo	 oo	 ow	 ear	 ee
 j	 v	 w	 x	 ar	 ure	 y	 z	 zz	 qu
 er	 or	 ch	 sh	 th	 th this	 ng	 air	 ai	 ir
 ay	 ou	 ie	 ea	 o_e	 oy	 ue	 ue	 u_e	 wh
 wh whole	 ph	 u_e	 aw	 ew	 oe	 au	 zh treasure	 ew	 a_e
 e_e	 i_e	 ey							

a sound

*How many different ways
do you think you can write
the a sound?*

a - acorn

ay - stay

ai - brain

ae - late

a - cat

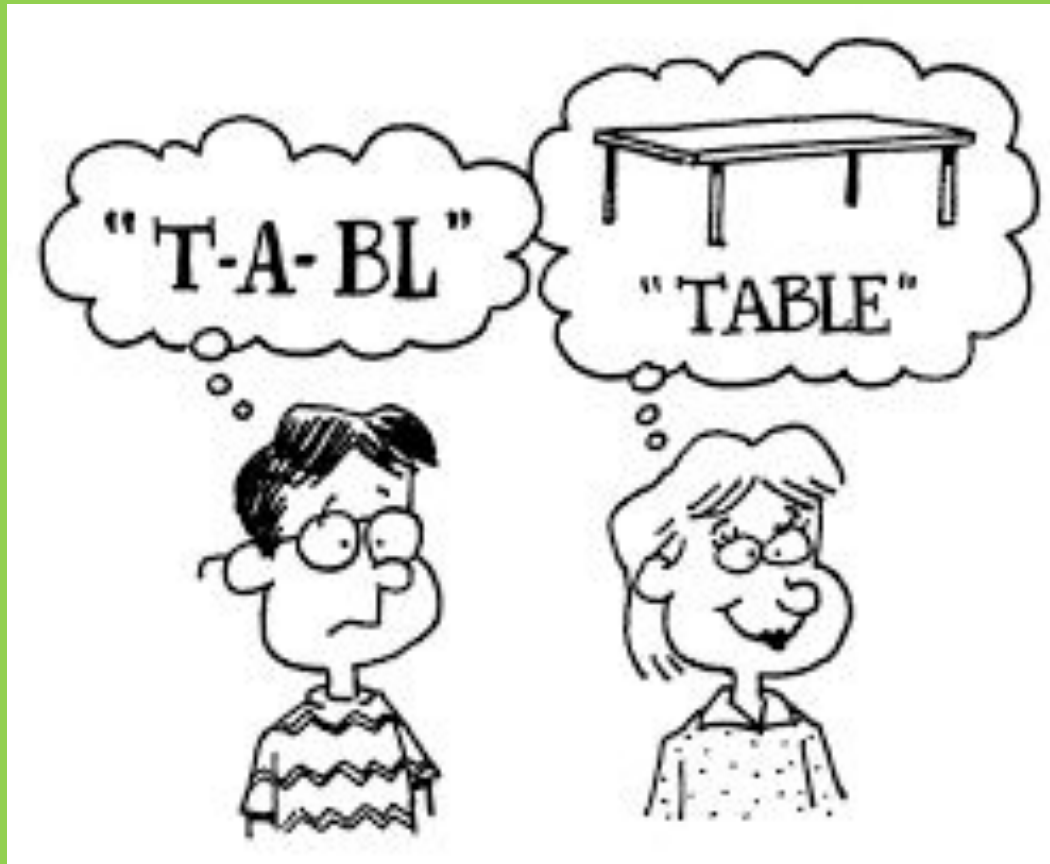
/c/ sound

How many different ways do you think you can write the c sound?

c - cat

k - kick

ck - duck



Each phase has associated tricky words which cannot be 'roboted'.

Children need to use their memory to learn these words, and need to know that not all words need sounding out.

For example: I, no, the, he, she, was, you, they, me, my

Phonics phases

There are 5 phases -
in Reception

Phase 1-3 are taught

Phase 1

There are 7 aspects in Phase 1:

Explore and experiment with sounds and words

Distinguish between different sounds in the environment and phonemes

Learn to orally blend and segment sounds in words

<http://www.letters-and-sounds.com/phase-1-games.html>

<http://www.letters-and-sounds.com/phase-2-initial-sound-game-1.html>



game

Phase 2

- Children will be learning 19 sounds – each sound is taught with a letter and story
- They will be blending to read and segmenting to write simple words such as at, on, sit

Impact?

- Children can start reading and writing simple words and sentences once they are on phase 2. This phase covers most of the common sounds in words.

Phase 2 sounds

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

Phase 2 – set 1		
Sounds of the Week	Spelling - High Frequency Words	Spelling – decodable words
s	an	sat
a	as	sap
t	the	pat
p	to	tap

Words for Reading - Phase 2 Set 1

* *Some words are nonsense words*

sat

at

pas

Phonics time!

A large, bold, red letter 'S' is positioned in the upper left quadrant of the slide.

Slither down the snake

A large, bold, red letter 'a' is positioned in the upper right quadrant of the slide.

Round the apple and down the leaf

A large, bold, red letter 't' is positioned in the lower left quadrant of the slide.

Down the tower across the tower

sat sam dis

soft spit

The mat is red.

Reception Keywords

I	the	and	no	cat
go	of	they	yes	get
come	we	my	for	said
went	this	see	a	to
up	dog	on	dad	in
you	me	away	can	
day	like	mum	he	
was	going	it	am	
look	big	at	all	
are	she	play	is	

Read , write , and spell these words by end of Reception year!

Phase 3

- Children will be learning **25 new sounds** – most of them are digraphs (such as oa, ow, ay)
- Letter names are introduced during this phase

Impact?

By the end of phase 3, children will know all 44 sounds *(so they should be able to attempt to read and write **many** words)*

Phase 3 sounds

j	v	w	x
y	z, zz	qu	
ch	sh	th	ng
ay	ee	igh	oa
oo (e.g. moon)	ar	or	ur
ow (e.g. cow)	oi	ear	air
er			

Helping your child

Phase 1

- Listening walks (what sounds can you hear?)
- Play I spy with my little eye.....
- Sing nursery rhymes
- Simon says... (touch your l-e-g)
- Make sound pots/ bags - collect objects that begin with a particular sound
- Rhyming game e.g. Silly Soup

Helping your child

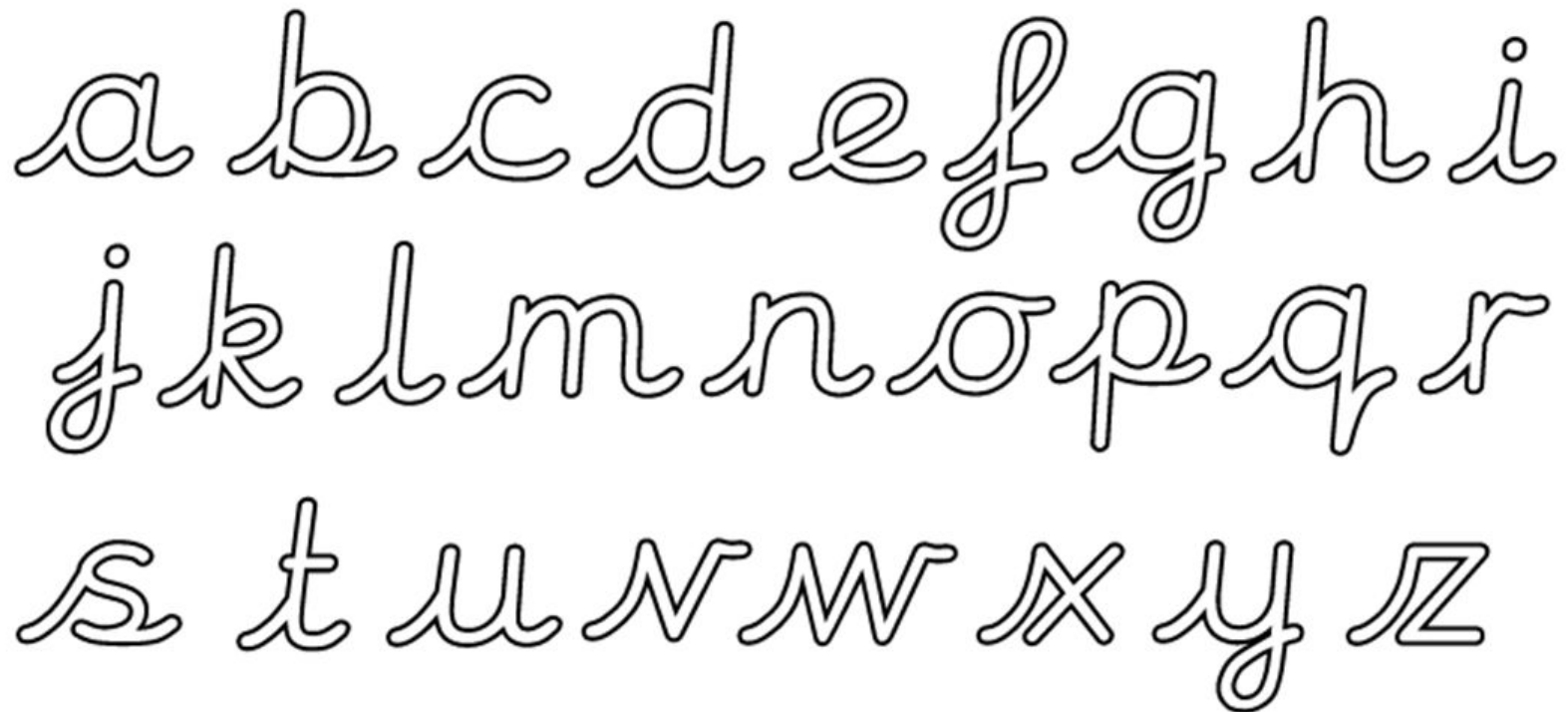
Phase 2 - 3

- Ask your child what sound they learnt that day – look out for that sound for the rest of the day e.g. in magazines, on tv
- Make sound/ word booklets
- Encourage them to read a range of texts
- Make a note of words they find hard so that they can practice again. It might be good to write them in the sound book or on cards. *Notice if they are HFW or if they can be phonetically decoded as there might be a pattern.*
- Remind them to use phonics when they are stuck on a word
- Give them a purpose to write e.g. shopping lists, recipes, cards. This will help them to start writing words from memory.

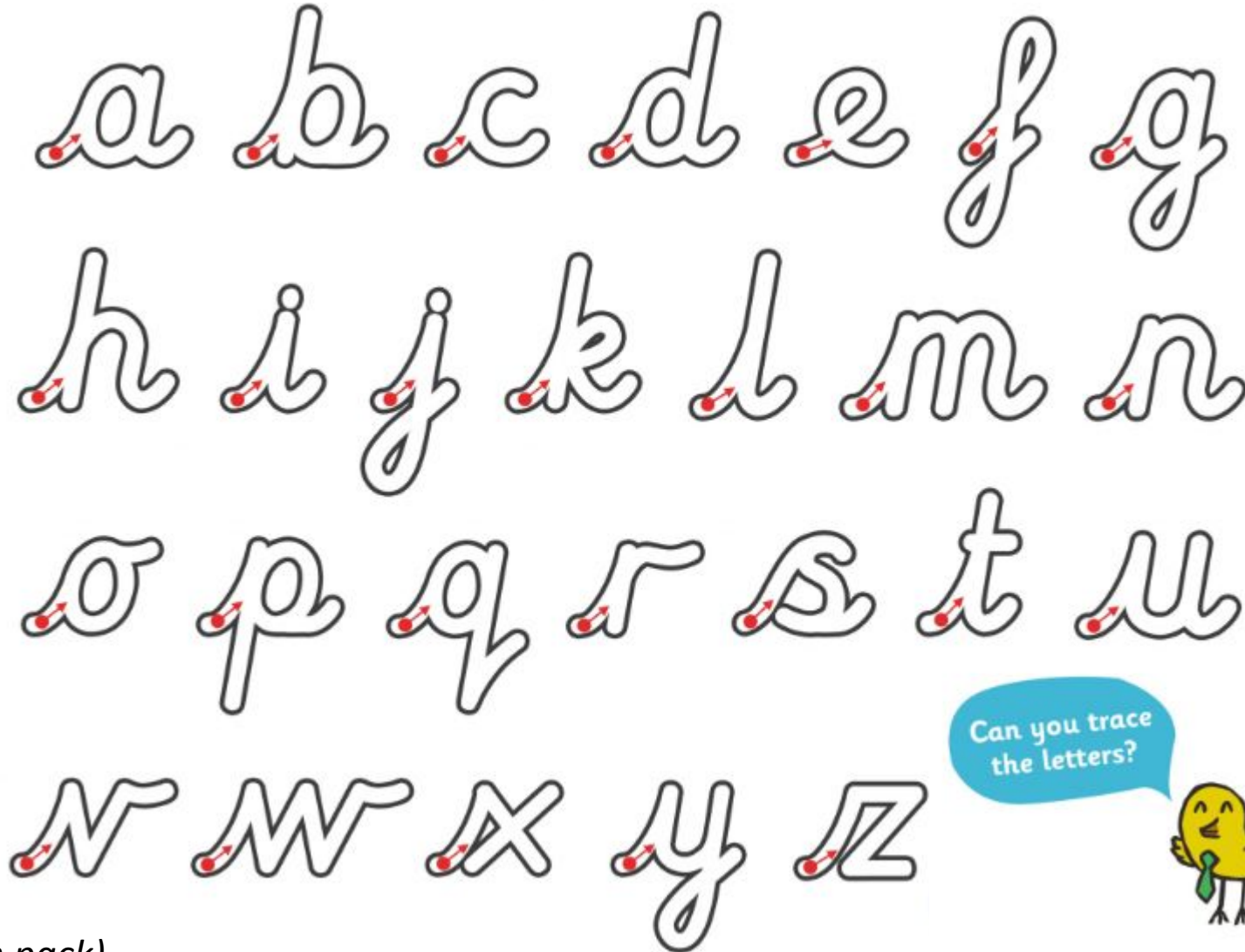
Handwriting

Expectation:

Start and finish at the correct place



entry and exit



Can you trace
the letters?



(Copy in pack)

Practice, practice and more practice

Pincer
grip

Use
scissors

Threading

Buttons
and zips

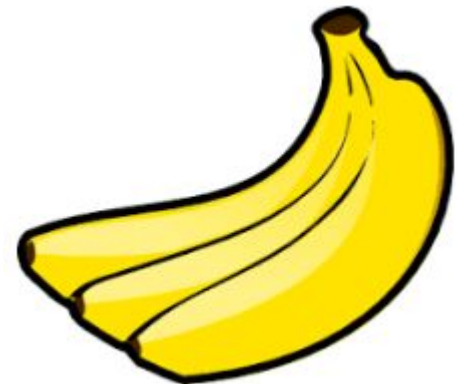
Play
dough



Activity – Teach your child the b sound

- Introduce the sound
- Practise writing the letter
- Read words
- Write words

OR
You can
make your
die



Where to go for help?

- Ask your child's class teacher or Key worker
- Coffee mornings – Forida and Shelly
- Websites (phonics play; phonics funhouse; lesleyclark phonics, Mr Thorne- Youtube videos
https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsgqyw) Mr Thorne