

PHONICS INFORMATION FOR PARENTS

WEDNESDAY 21ST SEPTEMBER 2016

WHY PHONICS?

The way that spelling and reading is taught in schools has changed as a result of the Jim Rose Report (2006).

Phonics and reading skills are now taught in 6 distinctive phases.

These phases are set out in the Government's '*Letters and Sounds*' document.




PHONICS AT GRAYSHOTT PRIMARY SCHOOL

We use 'Letters and Sounds' and 'Jolly Phonics'.

We run daily phonics sessions in EYFS and KS1

- whole class input
- differentiated activities

PHONICS AT A GLANCE...

- Identifying sounds in spoken words (phonemes).
 - Recognising common spellings of each phoneme (grapheme).
 - Blending phonemes into words for reading.
 - Segmenting words into phonemes/graphemes for spelling.
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DEFINITIONS

*A phoneme
you hear*



Phoneme - the smallest unit of sound in a word.

There are 44 phonemes (sounds) in the English language.

*A grapheme
you see*


Grapheme - the letters that represent the phoneme.

There can be more than one spelling for a phoneme.
Graphemes can be 1 letter, 2 letters, or more!



A word always has the same number of phonemes and graphemes

GRAPHEME - KEY VOCABULARY

- **Digraph** – two letters that make one sound (phoneme),
e.g. ee, er, sh
 - **Trigraph** – three letters that make one sound (phoneme),
e.g. igh, air
 - **Split digraph** – where two letters are not adjacent,
e.g. (a-e, o-e)
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DEFINITIONS

Blending (for reading)

- Recognising the letter sounds in a written word, e.g. c-a-t, sh-ee-p
- Merging them together in the correct order to pronounce the word cat and sheep.

Segmenting (for spelling)


- Identifying the individual sounds in a spoken word, e.g. h-i-m, s-t-or-k
- Writing down letters for each sound (phoneme) to form the word him and stork.

THE PHASES EXPLAINED


The Government's 'Letters and Sounds' document is split into 6 distinct phases.




PHONICS AT GRAYSHOTT PRIMARY SCHOOL

- The children always work within the phase that is appropriate to their level of learning.
 - They are regularly assessed and groupings are sorted accordingly.
 - Therefore the suggested model of year group and corresponding phase does not always go hand in hand with the year group that your child is in.
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PHASE 1 (PRE-SCHOOL)

- Developing the children's listening skills - distinguishing between sounds in the environment ; making sounds with instruments; body percussion.
 - Developing an awareness of rhythms and rhyme in speech.
 - Developing an understanding of alliteration.
 - Exploring and experimenting orally with sounds and words.
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PHASE 2 (RECEPTION 6 WEEKS)

- Teach reading and writing of first 23 phonemes.
 - Blending for reading and segmenting for spelling simple CVC words.
 - Understanding that words are constructed from phonemes and that phonemes are represented by graphemes.
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ENUNCIATION

Teaching phonics requires a technical skill in enunciation.

Phonemes (sounds) should be articulated clearly and precisely.

We use the 'Jolly Phonics' actions when teaching the phonemes.



PHASE 2 - LETTER PROGRESSION

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

PHASE 3 (RECEPTION 12 WEEKS)

Knowing one grapheme for each of the 44 phonemes.

Letter Progression

Set 6 – j, v, w, x

Set 7 – y, z, zz, qu

Set 8 - ch, sh, th, ng

Set 9 - ai, ee, igh, oa

Set 10 - oo, ar, or

Set 11 – ur, ow, oi, er

Set 12 - ear, air, ure

HIGH-FREQUENCY (COMMON) WORDS

In addition to this each week the children learn ‘tricky words’ (words that are not spelt phonetically) and high frequency words – these common words recur frequently in much of the written material young children read and words that they will need to know how to spell when they write.

The high-frequency word list contains 300 words to be learnt (100 in Reception/year 1 and an additional 200 in year 2).

PHASE 4 (RECEPTION 6 WEEKS)


This is a consolidation unit – there are no new graphemes to learn.

Segmenting adjacent consonants in words and applying this in spelling.

Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.



PHASE 5 (THROUGHOUT YEAR 1)

- Further graphemes for reading (digraphs, using letter NAMES not sounds to describe how to write them): ay, ou, ie, ea, oy, er, ew, ue, aw, oe, au, wh, ph, a_e, e_e, i_e, o_e, u_e
 - Alternative pronunciations for graphemes (cow/know, fin/find)
 - Reading and spelling high frequency words
 - Reading and Spelling 3 syllable words - butterfly
 - Alternative spellings for phonemes (mud, son)
 - Writing sentences
 - Spelling days of the week
 - Understanding plurals (adding -s and -es), simple suffixes (-ed, -ing, -er, -est) where root word does not change, and the prefix -un.
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PHASE 5 - GRAPHEMES

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

Alternative pronunciations for graphemes:

i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou

PHASE 6 (THROUGHOUT YEAR 2)

- Reading fluency and automatic recall of words
 - Spelling past tense
 - Investigating how to add suffixes and how it changes the meaning of a word (where the root word changes)
 - How to spell longer words
 - Finding and learning how to spell the 'tricky bits' within words
 - Ways to practise spellings
 - Also, spelling:
 - Words with contracted forms (can't, I'm)
 - Words with a possessive apostrophe (the girl's book)
 - Recognising homophones
- Adding suffixes (-ment, -less, -ful, -ness, -ly)

S AND SS

Weave hand in an s shape, like a snake, and say ssssss



A

Wiggle fingers above elbow as if ants crawling on you and say *a, a, a*.



T

Turn head from side to side as if watching tennis and say *t, t, t*.



P

Pretend to puff out candles and say *p, p, p.*



I

Pretend to be a mouse by wiggling fingers at end of nose and squeak *i, i, i*.



N

Make a noise, as if you are a plane - hold arms out and say *nnnnnn*.



M

Rub tummy as if seeing tasty food and say *mmmmm*.



D

Beat hands up and down as if playing a drum and say *d, d, d*.



G

Spiral hand down, as if water going down the drain, and say *g*, *g*, *g*.



O

Pretend to turn light switch on and off and say o, o, o, o.



C, K AND CK

Raise hands and snap fingers as if playing castanets and say *ck, ck, ck*.



E

Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh*.



U

Pretend to be putting up an umbrella and say *u, u, u.*



R

Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say *rrrrrr*.



H

Hold hand in front of mouth panting as if you are out of breath and say *h, h, h*.



B

Pretend to hit a ball with a bat and say *b, b, b*.



F AND FF

Let hands gently come together as if toy fish deflating, and say *fffff*.



L AND LL

Pretend to lick a lollipop and say *lllll*.



J

Pretend to wobble on a plate and say *j, j, j.*



V

Pretend to be holding the steering wheel of a van and say vvvvv.



W

Blow on to open hand, as if you are the wind, and say *wh, wh, wh.*



X

Pretend to take an x-ray of someone with an x-ray gun and say *ks, ks, ks*.

Y

Pretend to be eating a yogurt and say y, y, y.



Z


Put arms out at sides and pretend to be a bee, saying zzzzzz.



QU

Make a duck's beak with your hands and say *qu, qu, qu*.

e.g. Queen, Quack, Quick



CH

Move arms at sides as if you are a train and say *ch, ch, ch*.

e.g. Chain, Chair, Chips



SH

Place index finger over lips and say *shshsh*.

e.g. Shop, Ship, Shock, Shut



TH AND TH

Pretend to be naughty clowns and stick out tongue a little for the *th*, and further for the *th* sound (*this* and *thumb*).

e.g. Thick, Thin, Thump



NG

Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying *ng*...

e.g. Thing, Ring, Long



AI

Cup hand over ear and say *ai, ai, ai*

e.g. Rain, Chain, Tail



EE AND OR

Put hands on head as if ears on a donkey and say eeyore, eeyore.

e.g. Three, See, Bee

e.g. For, Thor, Fork



IGH

Point at your eye.

e.g. Night, Sight, Light



OA

Bring hand over mouth as if you have done something wrong and say *oh!*

e.g. Boat, Float, Moat



OO AND OO

Move head back and forth as if it is the cuckoo in a cuckoo clock, saying *u, oo; u, oo.*

(short and long oo.)

e.g. short oo: Book, Look, Took

e.g. long oo: Moon, Soon, Balloon



AR

Open mouth wide and say *ah*. (UK English) Flap hands as if a seal, and say *ar, ar, ar*.

e.g. Star, Bar, Far



ER AND UR

Roll hands over each other like a mixer and say *er-er-er*.

e.g. Her, Sister, Better

e.g. Turn, Fur, Hurt



OW AND OU

Pretend to prick your arm with a pin.

e.g. Cow, Now, How


e.g. Out, Loud, Round



OI

Cup hands around mouth and shout to another boat saying *oi! ship ahoy!*

e.g. Soil, Coin, Oil



EAR

Point to your ear.

e.g. Fear, Hear, Ear



AIR

Wave your hand like the wind.

e.g. Chair, Hair, Air



URE

Wave your hand in front of your nose - as if something smells bad.

e.g. Pure, Sure, Nature



IE

Stand to attention and salute, saying *ie ie*.

e.g. Tie, Pie, Lie



UE ('YOU')

Point to people around you and say *you, you, you*.

e.g. Blue, Cue, Argue



HOW CAN I HELP MY CHILD?

Practise the individual sounds

We will send home worksheets with the sounds we have learnt that week. Make it fun – can they spot the sound in a book or magazine, can they see it on the cereal box in the morning, can they write it in ketchup on their dinner plate?!

Practise blending

Give your child lots of opportunities to practice blending. Sound talk your instructions to them in the mornings, e.g. ‘put on your c-oa-t’, ‘find your book b-a-g’ and so on. Keep it simple until they are really confident at it. When reading bedtime story if you spot a simple word, like cat, can they have a go at sounding it out?

Reading Books

Once your child knows the Phase 2 sounds and can blend to read simple words, we will send home reading books. Please read every night – I cannot tell you how much it will aid their progress. 5 minutes is long enough.

Teddy Words

Once your child is reading, we will send home Teddy words. These contain the common HFWs and Tricky words. Please practise these as often as you can and let us know via the Home-School Book when your child is ready for the next set.



USEFUL WEBSITES

www.jollylearning.co.uk

www.letters-and-sounds.com

www.mrthorne.com (also on YouTube)

www.phonicsplay.co.uk

