

East Anstey Primary School A Guide for Parents **PHONICS**

Introduction

At East Anstey Primary School we know how important it is for teachers and parents to work together to give your child the best start. Reading together at home is one of the easiest but most important ways in which you can help your child. To support your child in becoming an effective and confident reader we hope to work with you to develop their knowledge of phonics (letter sounds) to enable them to decode different words they may come across.

Foundation and Keystage 1 children are engaged in a daily phonics teaching session. Through this booklet we hope to give you an overview of phonics teaching with your child, and some ideas for how you can support your child at home.

A definition of Phoneme and Grapheme. Your child will need to develop knowledge of both.



a letter consists of; a sound a shape, a lower case form and an upper case form.

The letter sound is the first thing that children need to recognise.

Aa

only use capital letters for names and

when children are ready, at the beginning of sentences. Use lower case letters for all other writing.

Letter shape = grapheme

letter sound = phoneme

Letters and Sounds

We are following Government guidance with regards to 6 phases of phonics teaching. This six phase teaching programme focuses on high quality phonic work. The Intention is to "...equip children who are 5 with the phonic knowledge and skills they need to become fluent readers by the age of 7." By the end of Year Two children should have completed phase 6. Which phase the children should be working on is assessed by the teacher, and appropriate teaching is planned for. Below is information about the 6 phases, and the progression between them.

Phase One:

Children explore and experiment with sounds,
Differentiate between sounds and become
familiar with rhyme, rhythm and alliteration
(from birth to the end of Nursery)

This phase continues throughout their
Primary Education

Phase Two:

To introduce grapheme/phoneme (letter/sound)
correspondence (beginning of Reception)

Children know that words are constructed from
phonemes and that phonemes are represented by
graphemes. They have a knowledge of a small
selection of common consonants and vowels (which
usually begin with s, a, t, p, i, n) and begin to put
them together to read and spell CVC words

Phase Three:

To teach children one grapheme for each of the
44 phonemes in order to read and spell simple
regular words. (Reception)

Children link sounds to letters, naming and sounding
the letters of the alphabet. They hear and say
sounds in the order they occur in the word and
read simple words by blending the phonemes from
left to right. They recognise common digraphs
(e.g. th) and read some high frequency words

Phase four:

To teach children to read and spell words containing adjacent consonants (end of Reception)

Children will be able to blend and segment adjacent consonants in words and apply this skill when reading and spelling.

Children will move from CVC words (pot, sheep) to CVCC words (pots) and CCVC words (spot) and then CCVCC words (spots)

Phase five:

Teaching children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught (Year One)

Children will use alternative ways of pronouncing the graphemes (e.g. the 'c' in coat and city).

Recognise an increasing number of high frequency words automatically. Knowledge and skills of phonics will be the prime approach to reading and spelling

Phase Six:

Teaching children to develop their skill and automaticity in reading and spelling, creating ever increasing capacity to attend to reading for meaning. Applying phonic knowledge to recognise and spell an increasing number of complex words. Read an increasing number of high and medium frequency words independently and automatically.

We use 'Letters and sounds' to support our phonics teaching.

Learning the letter sounds

In 'Letters and Sounds' the main sounds of English are taught, not just the alphabet. The sounds are in groups. Some sounds are written with two letters, such as *ee* and *or*. These are called digraphs. Children should learn each letter by its sound, not its name. For example, the letter *a* should be called *a* (as in *ant*) not *ai* (as in *aim*). Similarly, the letter *n* should be *nn* (as in *net*), not *en*. This will help in blending. The names of each letter can follow later. The letters are not introduced in alphabetical order. The first group (*s, a, t, i, p, n*) has been chosen because they make more simple three-letter words than any other six letters. The letters *b* and *d* are introduced in different groups to avoid confusion. Sounds that have more than one way of being written are initially taught in one form only. For example, the sound *ai* (*rain*) is taught first, and then alternatives *a-e* (*gate*) and *ay* (*day*) follow later.

Blending

Blending is the process of saying the individual sounds in a word and then running them together to make the word. For example, sounding out *d- o- g* and making *dog*. It is a technique every child will need to learn, and it improves with practice. To start with you should sound out the word and see if a child can hear it, giving the answer if necessary. Some children take longer than others to hear this. The sounds must be said quickly to hear the word. Remember that some sounds (digraphs) are represented by two letters, such as *sh*. Children should sound out the digraph

(*sh*), not the individual letters (*s - h*). With practice they will be able to blend the digraph as one sound in a word. So, a word like *rain* should be sounded out *r-ai-n*, and *feet* as *f-ee-t*. This is difficult to begin with and takes practice. You will find it helpful to be able to distinguish between adjacent consonants (such as *st*) and a digraph (such as *sh*). In a blend the two sounds, *s* and *t* can each be heard. In a digraph this is not so.

Some words in English have an irregular spelling and cannot be read by blending, such as *said*, *was* and *one*.

Unfortunately, many of these are common words. The irregular parts have to be remembered. These are called the 'tricky words'.

Letters and sounds: High Frequency Words Checklist

Phase 2

<u>a an as</u>	<u>is it of</u>	<u>dad had back</u>	<u>him his not</u>	<u>but the to</u>
<u>at if in</u>	<u>off on can</u>	<u>and get big</u>	<u>got up mum</u>	<u>I no go</u>
<u>into</u>				

Phase 3

will that this	see for now	he she we	you they all	
then them with	down look too	me be was	are my her	

Phase 4

went It's from	said have like	come were there	out	
children just help	so do some	little one when	what	

Phase 5

don't old	about your	here saw	people Mr Mrs	could
I'm by time	day made	very put oh	looked called	
house	came make	their	asked	

The Next 200 High Frequency Words

Water away good want over	how did man going where	would or took school think	home who didn't ran know	bear can't again cat long
things new after wanted eat	everyone our two has yes	play take thought dog well	find more I'll round tree	magic shouted us other food
fox through way been stop	must red door right sea	these began boy animals never	next first work lots need	that's baby fish gave mouse
something bed may still found	live say soon night narrator	small car couldn't three head	king town I've around every	garden fast only many laughed
let's much suddenly told another	great why cried keep room	last jumped because even am	before gran clothes tell key	fun place mother sat boat
window sleep feet morning queen	each book its green different	let girl which inside run	any under hat snow air	trees bad tea top eyes
fell friends box dark grandad	there's looking end than best	better hot sun across gone	hard floppy really wind wish	eggs once please thing stopped
ever miss	lived birds	lived	lived	lived

most cold park	duck horse rabbit	birds duck horse rabbit	birds duck horse rabbit	birds duck horse rabbit
-------------------	----------------------	----------------------------------	----------------------------------	----------------------------------

Phonics games that can be played at home

1. Mood Sounds

Say a letter sound and ask the children to repeat it. Ask the children to say the sound as if they were angry, happy, frightened etc.

2. Gobbler/Muncher Game

Use a cereal box to make a person. E.g. Gordon the gobbler. Have a large hole for the mouth. Collect a variety of objects beginning with 2 different sounds. Ask your child to select an object from your tray that begins with a certain sound. Children feed the object to the gobbler with replies with an mmmm sound if they are correct.

3. Hoop game

Get 2 hoops, trays or plates and place a letter card on each of them e.g. s and a. Have a variety of objects beginning with these 2 sounds. Ask your child to select an object and say the name of it. Repeat it several times and then ask your child to place it on the correct letter tray.

4. Croaker

Introduce a puppet to your child. Explain that it is finding it hard to say some words. Ask your to select an object out of a bag. The puppet pronounces it incorrectly - maybe missing off the initial or end sound. The children help the puppet say the word correctly emphasising the part of the word that was missing. E.g. The puppet says 'encil' the child can say the word correctly 'pencil' and then the adult can emphasise the 'p' sound that was missing.

5. Rogue Sound Game

Show a variety of objects to your child. All of the objects to have the same initial sound except for one item. Children to identify which is the rogue item. E.g. sun, sausages, **cup**, scissors.

If you have any further queries, do not hesitate to come in and ask!

Mrs Yarney or Miss Williams