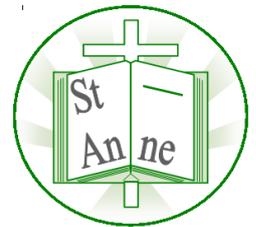


Phonics



St. Anne (Stanley)
C of E Primary School



Introduction

We have created this booklet to give you a clear understanding of how we approach the teaching of phonics and word recognition in our school. We hope this will help you support and encourage your child at home.



The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience. Phonics is used to help children develop good reading and spelling skills.

Children learn and practise many of the skills that they need for reading and writing from a very early age. They do this through a wide range of activities and experiences both at home and in school.

They explore and learn through singing and saying rhymes, listening to and making music, talking with others, sharing books with adults and other children, dressing up, experimenting with writing and using puppets and toys to retell and make up stories.



Children's spoken language supports reading and writing

In order to make a good start in reading and writing, children need to have an adult listen to them and talk to them.



Speaking and listening are the foundations for reading and writing. Everyday activities such as preparing meals, tidying up, putting shopping away and getting ready to go out, offer you the chance to talk and explain to your child what you are doing.

Through these activities, children hear the way language is put together into sentences for a purpose.

How you can help at home

- **Enjoying and sharing books** - Experience shows that children benefit hugely by exposure to books from an early age. Right from the start, lots of opportunities should be provided for children to engage with books that fire their imagination and interest. They should be encouraged to choose and look at books freely as well as sharing them when read by an adult. Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading.



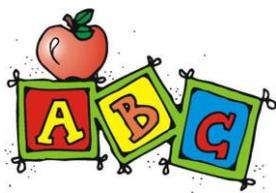
- **Make time to listen to your child talking-** As you meet them from school, as you walk, or travel home by car, in the supermarket as you shop, at meal times, bath times, bedtimes - any time!

- **Switch off the TV, radio and mobile phones** - and really listen!

- **Show that you are interested in what they are talking about** - look at your child, smile, nod your head, ask a question or make a response to show that you really have been listening.



The beginning of phonics



At St. Anne (Stanley), when children enter Nursery they take part in high-quality phonics sessions every day. These are fun sessions involving lots of speaking, listening and games, where the emphasis is on children's active participation. They learn to use their phonic knowledge for reading and writing activities and in their independent play.

From a very early stage, children develop awareness of different sounds in spoken language. They develop understanding that spoken words are made up of different sounds (phonemes) and they learn to match these phonemes to letters (graphemes).



Phonics is about children knowing how letters link to sounds (graphemes to phonemes), for example, c as in 'cat', ll as in 'fell', ee as in 'sheep'.

Children use this phonic knowledge when they are reading and writing. This approach has been shown to provide a quick and efficient way for most young children to learn to read words on the page, fluently and accurately. We want children to develop this skill so that it becomes automatic. This also helps them with their spelling.

In our school we use a systematic phonics programme called Letters and Sounds alongside the actions of Jolly Phonics.

Jolly Phonics



Jolly Phonics is a comprehensive programme based on synthetic phonics that gets children reading and writing from an early age. This means that we teach letter sounds as opposed to the alphabet. These 42 letter sounds are phonic building blocks that children, with the right tools, use to decode the English language.

You can watch a video of how the sounds are pronounced here:

<https://www.jollylearning.co.uk/free-parent-teacher-resources/learn-the-letter-sounds/>

We have also included a sound mat and information booklet which shows how to do the actions for each sound.

Letters and Sounds

Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual and cannot be segmented or blended (sounded out).



Phase 1

The activities in phase one are mainly adult-led with the intention of teaching young children important basic elements such as oral segmenting and blending (sounding out) of familiar words. The aim is to embed the activities in a language-rich provision.

Teachers plan activities that will help children to listen attentively to sounds around them, such as the sounds of their toys, sounds in the environment, instrumental sounds and sounds in spoken language.



Teachers teach a wide range of nursery rhymes and songs and read good books to and with the children, which helps to increase the number of words they know (their vocabulary).

Fun things you can do to help

- **Make a collection of different toy creatures** - for example, a duck, a snake, say the sound it might make as you play together, for example, 'quack quack', 'sssssss', and encourage your child to copy you.
- **Listen at home** - switch off the TV and listen to the sounds, both inside and outside the home. Can your child tell you what sounds they heard, in the order in which they heard them?
- **Play-a-tune** - and follow me! Make or buy some simple shakers, drums and beaters, then play a simple tune and ask your child to copy. Have fun!
- **Use puppets and toys** - make up stories or retell known ones. Record your child telling the story and play it back to them.
- **Sound-talking**- Find real objects around your home that have three phonemes (sounds) and practise 'sound talk'. First, just let them listen, then see if they will join in, for example, saying: 'I spy a p-e-g - peg.' 'I spy a c-u-p - cup.' 'Where's your other s-o-ck - sock?' 'Simon says - touch your ch-i-n.'

Phase 2



In this phase children will continue practising what they have learned from phase one, including 'sound-talk'. They will also be taught the phonemes (sounds) for a number of letters (graphemes), which phoneme is represented by which grapheme and that a phoneme can be represented by more than one letter, for example, /ll/ as in b-e-ll. They may be using pictures or hand movements from Jolly Phonics to help them remember these.

The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters.

By the end of the phase many children should be able to read some VC (is, it, in) and CVC (cat, dog, kit, pot) words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency 'tricky' words: the, to, go, no.



The Phonemes (sounds) are introduced in sets:

- ❖ 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
- ❖ Set 6: j v w x
- ❖ Set 7: y z, zz qu

Phase 3

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters e.g. oa as in boat, oi as in coin.

Children also continue to practise CVC blending and segmentation in this phase e.g. ship, sheep, fizz, light. They will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words (desktop, sunlight) and captions. e.g. She will fill the bucket at the well.



They will learn letter names during this phase, learn to read some more tricky words such as: **he, she, we, me, be, was, my, you, her, they, all** and will also begin to learn to spell some of these words.

Some more ways you can support your children at home

- Sing an alphabet song together.
- Play "I spy", using letter names as well as sounds.
- Play "Pairs", turning over two words at a time trying to find a matching pair. This is especially helpful with the tricky words: **the the, to to, no no, go go, I I**
- Set a timer. Call out one word at a time and get your child to spell it on a magic board or a small whiteboard, against the timer - remember, they can use magnetic letters.
- Continue to play with magnetic letters, using some of the two grapheme (*letter*) combinations:
 - **r-ai-n = rain** blending for reading **rain = r-ai-n** - segmenting for spelling
 - **b-oa-t = boat** blending for reading **boat = b-oa-t** - segmenting for spelling
 - **h-ur-t = hurt** blending for reading **hurt = h-ur-t** - segmenting for spelling



Phase 4

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling CVCC words such as: **tent, damp, toast, chimp.**

They will be learning more tricky words and continuing to read and write sentences together. The tricky words will be: **said, so, do, have, like, some, come, were, there, little, one, when, out, what.**

Support your children at home by:

- Practise reading and spelling some CVCC and CCVC words but continue to play around with CVC words.
- Make up captions and phrases for your child to read and write, for example, a silver star, clear the pond, crunch crisps. 
- Write some simple sentences and leave them around the house for your child to find and read. After they have found and read three, give them a treat!
- Look out for words in the environment, such as on food packaging, which your child will find easy to read, for example, lunch, fresh milk, drink, fish and chips, jam. 
- Work on reading words together, for example, a street name such as Prescott Road, captions on buses and lorries, street signs such as bus stop.

High Frequency words

There are 100 common words that recur frequently in much of the written material young children read and that they need when they write. Most of these are decodable, by sounding and blending.



Reading a group of these words each day, by applying grapheme-phoneme knowledge as it is acquired, will help children recognise them quickly. However, in order to read simple sentences it is necessary also to know some words are tricky words.

The 100 high frequency word list is on the following page.

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

By Year 1, most children have become more confident in their reading and phonic ability and move onto phase 5 phonics. In St Anne (Stanley) we use the Liverpool plans for Year 1 and Year 2 phonics to support effective implementation of the National Curriculum.

This document replaces phases 5 and 6 of Letters and Sounds. As well as new learning, there is a key focus on consolidation to ensure that children have the opportunities to practise and embed their phonic knowledge, building on their knowledge and understanding to apply these skills in their independent reading and writing.

Year 1 phonics

As your child enters Year 1 they will continue to learn that most sounds (phonemes) can be spelled in more than one way. For example, the **f** sound can be written as **f** as in fan or **ff** as in puff or **ph** as in photo.

The children 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.

Your children will continue to learn tricky words and complete the 100 and 200 most frequently used words lists in reading and spelling.

Year 2

Phonics is still used throughout Year 2 in our school, however, there is a greater emphasis on the spelling strategies.



When spelling words, children will learn to choose the correct spelling patterns to represent the sounds in words.

Good phonics knowledge and skills help your child to read words fluently and spell words confidently, but they need to understand what they are reading and understand the processes and purposes for writing too.

Ways to support your child at home with reading and writing

Reading:

- **Enjoy and share books together** - buy or borrow books that will fire their imagination and interest. Read and reread those they love best.
- **Make time to read with your child throughout their time in school** - **PLEASE** continue reading to your child, even when they are reading independently. This is very important - your child needs to practise their reading skills every day, and needs the support of an interested adult. Grandparents, older brothers or sisters can help, too.
- **Let them see you reading** - grown-ups can share their magazines about their favourite sport or hobby.
- **Read with your child** - ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they **blend** all through the word.
- **Talk about the meaning of the book**- take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the characters and important events. Ask them their views. Provide toys, puppets and dressing up clothes that will help them to act out stories. Explain the meaning of words (vocabulary) that your child can read but may not understand, for example, flapped, roared.
- **Listen to story tapes.**
- **Read simple rhyming books together** - leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.
- **Add sound effects** when reading a story and encourage your child to join in.
- **A quiet area with some cushions and toys** is a comfortable place where you and your child can go to look at a book together.



Writing:

- **Magic writing boards** are great fun for children, both little and larger versions. It won't be long before they will be trying to write their names!
- **Write with your child** - 'think aloud' so they can hear the decisions you are making as you write. Make sure the writing is for a purpose, for example, a birthday message, a shopping list, an address.
- **Talk about the words they see in everyday life** - food packaging, signs in the supermarkets, captions on buses and lorries, messages on birthday cards and invitations.
- **Write a shopping list together.**
- **Send an email** to a family member or a friend - your child says the message, you write it!
- **Provide your child with a shoe box full of things to write with** - writing tools of various sizes and thicknesses: gel pens, crayons, glitter pens, rainbow pencils, old birthday cards, coloured paper, sticky tape to make little books. Rolls of wallpaper can be attached to a table or wall to provide a large canvas for their writing and drawing.



There are also lots of Apps and internet sites you can use to help your child with phonics and reading words. Please note you may have to pay for some of them.

Some of the ones we use in school are:

- www.phonicsplay.co.uk
- <https://www.bbc.co.uk/cbeebies/shows/alphablocks>
- <https://www.teachyourmonstertoread.com>

