

Damson Wood Infant School

Phonics Booklet

2013-14

For parents and teachers to work together in partnership to promote the teaching and learning of early phonics, reading and writing at home and school



## Why do we need to understand Phonics?

Being able to read and write are the most important skills children will learn during their early education and no matter their future destination in the adult world these skills have lifelong implications for confidence, well-being and success.

High quality phonic work should be the primary means for teaching children how to read and spell words for writing. It is important that these skills are developed from the earliest stages. The importance of good speaking and listening skills are also significant in ensuring that children are ready to begin to take part in phonic work by the age of five. Phonic work is developed within a broad, rich and creative curriculum where all staff support and help all children to learn.

## Letters and sounds:

When you think back to your earliest memories of your school life you may have some memories of learning letter sounds (phonics) and over the years the way children have learnt these sounds has significantly changed. As we learn more about how children make the best progress in education we change the way we teach and learn. Times have significantly changed in terms of understanding how children best learn phonics. For those parents who have supported their older children in the learning of phonics you may have been familiar with the government documentation to support the teaching of phonics 'playing with sounds' or the scheme 'Letterland'. This has now been changed as research has proven that a more systematic approach to teaching and learning of phonics is more beneficial in children making significant progress in early reading and writing. Letters and Sounds is the latest government initiative to support schools with a systemic approach to teaching and learning phonics. This is the guidance we use within the school in terms of delivering phonics to children. We have adapted the principles of good phonics teaching to meet the needs of all children within the Foundation Stage Unit and the guidance for Letters and Sounds is also used throughout Years One and Two.



### Key Terminology

We thought it would be useful to offer explanations of key terms your child will be learning during phonics.

Phoneme- a sound in a word

Grapheme- a letter or sequence of letters that represent a phoneme

1	2	3
c	a	t
b	ir	d
f	i	sh
kn	igh	t

These words each have 3 phonemes in (separate sounds). Each of these phonemes is represented by a grapheme. A grapheme may consist of 1,2,3 or 4 letters.

### Segmenting/Blending

Segmenting consists of breaking words down into their sounds (phonemes) to spell. Blending is building the words up to read from their sounds. Both skills are important.

### Digraphs

A digraph is a two letter grapheme where two letters represent the same sound e.g. 'sh' ship

A rough guidance to a phonics lesson (it is developed and adapted to meet the needs of all children)

As guidance, children have a twenty minute phonic lesson daily. It is a short and effective lesson focusing on letter sounds and applying their knowledge of sounds. The lessons are taught through using partners to increase speaking, communication and listening skills.

- 1- Children recap all sounds they have learnt
- 2- They learn a new sound
- 3- They practise writing the new sound they have learnt (using an interactive whiteboard, whiteboard and pen, pencils and paper, in the air)
- 4- They apply their knowledge by segmenting and blending words and simple sentences for reading and writing.
- 5- Celebrate success in learning



Letters and sounds is broken into six phases and it allows children to make links between reading and spelling as they reinforce each other. The key to acquiring these basic skills is allowing children to apply their knowledge of letter sounds to reading, spelling and writing words from the start of learning letter sounds. The importance is applying their knowledge of sounds rather than just knowing their letter sounds.

## Six Phases

### Phase1 - Taught in Nursery - F1

Getting children off to a good start is very important. The fundamental importance in this phase is developing children's early speaking and listening skills which allows a good start to early reading and writing. The more words children know and understand before they start on a systematic phonic approach the better they will be in succeeding. This phase provides a broad and rich language experience. The children will engage in enjoyable learning activities that will allow each child to talk a lot, increase their vocabulary and improve their ability to hold conversations. The use of stories, rhymes, drama and song will help support children's imagination.

### Activity Ideas

- Join in with children's play to extend their language and vocabulary
- Encourage children to think out their ideas by talking. Use open questions to support this
- Using gross motor movements helps support early writing e.g. using ribbons to swirl around
- Explore different animal sounds and imaginary animals e.g. dragon
- Explore the different sounds made by different objects e.g. pots and pans
- Use instruments to tap out and make simple rhymes and explore sounds they can hear
- Make instruments that make different sounds
- Allow children to explore the sounds that they can make with their own bodies
- Singing rhymes and reading stories together
- Inventing their own rhymes and changing rhymes they know
- Develop children's vocabulary with making sounds e.g. sounds when sliding down the slide, when playing with pasta



## Oral blending and segmenting

When children play with objects get them to say the sounds e.g. throwing a ball 'b', 'b', 'b' ball.

When children are pretending to write encourage them to say out loud what they are writing and sound out the words.

Say words for children to place back together  
e.g. 'c' 'a' 't'

## Phase 2

Taught in the Autumn Term of Reception - F2

The purpose of this phase is to teach 19 letters and move children from oral segmenting and blending, to blending and segmenting using letters.

Children should be able to read and spell words that are phonically correct e.g. pat, hat, pop, in, is. These words are known as VC and CVC words (easy words to learn). They will also learn tricky words (High Frequency Words), these words cannot be sounded out they just have to recognise them by sight and learn to spell them through practice.

We thought it would be useful to share with you the letters and words within each phase, but please it is very important that you follow the rate your child is working at in school by looking and following their reading diary. You may think that by teaching all of the sounds you are helping your child develop in their learning but we ask you to follow the reading diary as you may move your child on too fast when they have not had chance to develop key skills to support their reading and writing. It is the applying their new knowledge of letter sounds that is important to the reading and writing of words.

It is important that you pronounce the pure sound of each sound so that when your child is segmenting and blending words they do not add extra sounds e.g. 't' not 'teh', 'tap' and not 'theap'. If you are unsure of a sound just ask a member of staff, they will be more than happy to help you or click on the 'pronunciation' link on our phonics part of the website. Also we do teach the letter names but the main focus is on the letter sounds.

Letters

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



Tricky words (for reading and spelling)

the, to, go, no, I

We also introduce other tricky words to support their reading of the books we use from the Oxford Reading Tree range.

A, a, Floppy, kipper

Listed below are some words for segmenting and blending for reading and spelling.

at	tap	it	pit	sip
pan	am	is	at	and
gig	gas	kit	not	on
dog	cat	kick	pick	ticket
neck	ten	pet	up	mum
has	him	bucket	huff	cuff
kiss	dull	less	bus	laptop

Once your child has mastered the new sounds and can read and write using those sounds they move onto reading and writing simple, silly statements. This gives the children the opportunity to apply their knowledge to a new context. This really strengthens the child's knowledge and skills in reading and writing. Your child is reading at this stage but it is not in the usual form of a book.

Listed below are a few examples.

Get to the mat

Pots and cups

A pup in the pan

A hop in the sun

A cat in the bed

Pack a pen in the sack



### Phase 3

Once the children have really consolidated phase 2, they move onto phase 3.

The aim of this phase is to learn 25 graphemes, most of them comprising two letters and they will also learn more tricky words. The principles of applying their knowledge is the same in each phase.

#### Letters

j, v, w, x, y, z, zz, qu

#### Graphemes

We have provided you with an example of each grapheme in a word to help you pronounce the graphemes correctly.

Graphemes	Example of word	Graphemes	Example of word
ch	chip	ar	farm
sh	shop	or	for
th	then	ur	hurt
ng	ring	ow	blow
ai	rain	oi	coin
ee	sheep	ear	dear
igh	night	air	fair
oa	boat	ure	sure
oo	boot	oo	look
er	corner		

The importance for the development of spelling for writing is that the children learn the above graphemes and then apply them to the spellings. The key to learning the spellings will help move your child's writing on and make them more independent. It will take lots of practice.

#### Tricky words

he, she, we, me, be, was, my, you, they, her, all

#### Tricky words linked to the Oxford Reading Tree

	are	pulled	everyone	pushed
wanted	made	climbed	down	Wilf
Wilma	couldn't	what	helped	gave
house	came	about	into	



Again the children will have simple sentences to read and write once they have mastered the above graphemes. They will also begin to read more than one sentence about the same thing. Listed below are some examples of the sentences.

Tools in the barn  
Digging in the mud  
Fish and chips from the shop  
Boats on a river  
The farmer gets up at three in the morning  
I can see a pair of socks on the mat  
It has been very hot this year  
Join me in the park  
She sat down on the weeds  
The shop is on the right

#### Phase 4

The purpose of this phase is to consolidate children's learning and knowledge of graphemes in reading and spellings words.

Below is a list of words to read and spell linked to phase four.

help      wind      toast      think      fact  
from      flag      smell      crash      sport  
thrill      bleed      trend      drank      strap  
spring      stunt      crept      ask      link

#### Tricky words

some	one	said	come	do
so	were	when	have	there
out	like	little	what	



Again the children consolidate their learning by reading and writing simple sentences and questions. Listed below are some examples.

The man burnt the milk  
The train had to stop in the storm  
The frog swam across the pond  
Gran went to get fresh meat  
Are you fond of plums?  
Will a truck get up steep stairs?  
Can we see the stars on a clear night?

### Phase 5

Your child will broaden their knowledge of graphemes and phonemes for the use of reading and spelling during this phase. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant.

### Graphemes

Graphemes	Example word	of	Graphemes	Example word	of
ay	day		oy	boy	
wh	when		a-e	make	
ou	out		ir	girl	
ph	photo		e-e	these	
ie	tie		ue	blue	
i-e	like		ea	eat	
aw	saw		oe	toe	
o-e	home		au	Paul	
u-e	rule				

### Tricky words

oh, their, people, Mr, Mrs, looked, called, asked, could

As in the other phases the children learn to read and write sentences and in phase five they begin to read different short and extended text. Listed below are some of the examples.

Paul cooks meat with his peas.

Dad gave us a few grapes as a treat.  
Children can make models from clay.  
Would you like to wave a magic wand?



## Phase 6

This phase works on spelling and reinforcing all skills learnt. The children at this stage will be reading and not learning to read. It ensures all children are using the correct graphemes for sounding out unknown words as they are reading.

## Writing

All the way through the teaching of phonics the children are provided with the opportunity to apply their knowledge to writing. It is important that the children are forming their letters correctly and applying their knowledge of sounds when writing during Communication, Language and Literacy time. This helps develop your child into a confident competent writer. It is paramount that children learn their spellings at home whether it is phonically correct words or tricky words as they then transfer this knowledge to their writing and this will help develop their writing and move them on in their learning.

## Reading

It is important that in early reading your child is not introduced to books with words in too early and quickly as this will have an impact on their confidence. It is important that children develop their phonic knowledge and skills in segmenting and blending words before they start to have a book with words in. Once children are ready they will be confident in reading and their reading develops at a much better rate. There will be no stopping them once the skills in segmenting and blending are firmly embedded. Please don't be alarmed if your child does not have a book for a while, they are still reading in school and at home with the words they are learning to segment and blend. It just means they are developing at their own level of reading skills.

## In school

Your child will begin to have illustrated books as the first stage in their reading. This will teach them key book handling skills, using different techniques to understand the story and develop a simple understanding of story structure. Pictures act as a huge clue in understanding the story. Your child will then begin to have books with words in when they have completed Phase 2 of linking sounds and letters. The children will read on average once a week in school in small groups and with partners. They will also be reading simple sentences and words during phonic lessons on a

daily basis. The books the children will be reading in school are part of the Oxford Reading Tree range. It is important to develop their



understanding of what they are reading as well as their reading skills. The children will be asked simple questions about the book as well as on occasions to draw a picture about the story. This will help develop their understanding of the story and develop a simple understanding on story structure. The children will then move onto more complex books that are more extended.

#### At home

Your child will be sent simple sentences home when they are ready during Phase 2 and onwards to help develop their basic reading skills. Please don't think if they have not got a book they are not reading because they are, it is just not in a book. When your child has completed phase 2 they will be sent home, once a week, a book from the Oxford Tree reading range. These books are phonically correct books to help your child practise their reading skills and develop their understanding of story structure. At this stage parents will then be invited to also select home readers from outside the colour group classroom as many times as they think their child requires in a week. Remember it is important that your child develops an interest in reading and that it is an enjoyable experience. Allow your child to select their own home readers from outside the classroom so that they are interested in what they are reading. Also if your child is tired or not keen on reading on a certain day then leave it till the next day when may be they will want to read.

Once children have started learning phase three Letters and Sounds they will be sent a mixture of Oxford Reading Tree books and Big Cat books home. This will help develop your child's breadth of reading by using different schemes of books. Remember it is not just being able to read the book but it is about being able to understand the story, retell the story, understand the characters thoughts and feelings and make simple predictions about what might happen next in the story.

We ask that you fill in blue reading records each time your child reads so staff can monitor how your child is getting on with reading at home.

Remember if you're not sure of anything ask a member of staff for help. We are more than happy to help you.



