

# THE Partnership Phonics Programme



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## Reading with your child at home

Approved  
Phonics  
Teaching  
Programme



Department  
for Education

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Children learn  
**4,000 to 12,000**  
**words** per year  
through reading.

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Read **20 minutes** a  
day and you'll read  
1,800,000 words  
per year.

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If you read just **one** book  
a day to your child, they will  
have been read **1825** books  
by their 5th birthday.

**Every Day Counts.**

**Every Book Counts.**

Helping your child to read is one of the most useful things you can do for them.

It will help them gain confidence in learning in many other subjects and gives a great step-up into life beyond school.

We teach learning to read through phonics.

Phonics is the matching of sounds to letters and groups of letters and then **blending the sounds together** to read words.



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dog



'd' 'o' 'g'  
'dog'



cat



'c' 'a' 't'  
'cat'



fish



'f' 'i' 'sh'  
'fish'



























There are 26 letters in the alphabet.























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Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		

There are 44 English speech sounds.


												
bear	cat	dog	fish	girl	house	jug	koala	leaf	mask	nest	parrot	queen
												
rabbit	snake	turtle	vest	whale	box	yoyo	zap	cheetah	ship	thumb	string	sink

				
apple	egg	insect	orange	umbrella

												
ai	ee	igh	oa	oo	oo	ar	or	ur	ow	oi	ear	air
rain	sheep	night	goat	moon	book	star	fork	burger	owl	coin	hear	chair
												
ure	er											
secure	ladder											



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## Phase 2 sounds

This short video shows you how to pronounce each sound taught in phase 2, in the order the sounds are taught in this programme.

<https://youtu.be/6DE37N5LE> 8

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## Phase 3 sounds

### Part 1

This short video shows you how to pronounce each sound taught in phase 3 part 1, in the order the sounds are taught in this programme.

<https://youtu.be/oxVUGHj2MuM>

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## Phase 3 sounds

### Part 2

This short video shows you how to pronounce each sound taught in phase 3 part 2, in the order the sounds are taught in this programme.

<https://youtu.be/fSPGOjZq2Dc>

**There are four key concepts that we teach to all pupils, these are:**

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by one, two, three or four letters:

**E.g. dog street night eight**

3. The same sound can be spelled in more than one way:

**E.g. rain acorn cake day**

4. Many spellings can represent more than one sound:













**E.g. head seat break**

The phonics programme progresses from simple to more complex phonic knowledge and skills.



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The programme begins with:

					Tricky words
Set 1					
Set 2					the is
Set 3					to
Set 4					no go of
Set 5					into I her has put as

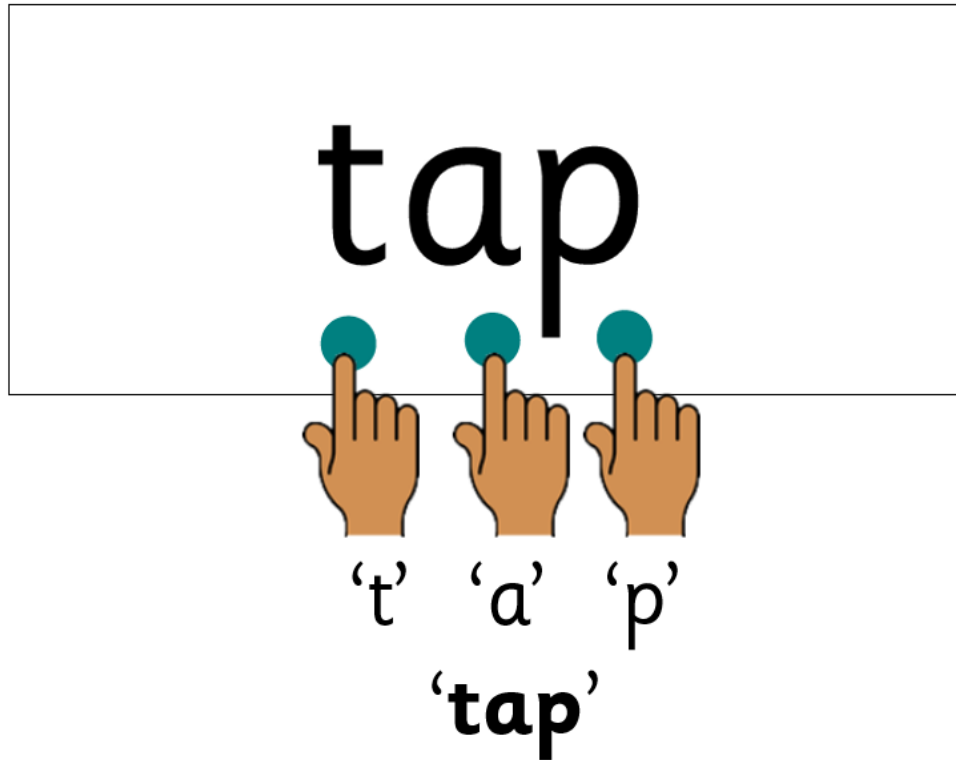


## Reading words

Sometimes the word has the **sound buttons** added to help your child see each sound.



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The aim for your child to read words without the sound buttons.



There are also some words which contain sound combinations your child has not yet learned.



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These are called **tricky words**.

Your child is told why they are tricky with the letter/sound combination explained in school.

**is**

In the word 'is', the 's' makes a /z/ sound.

Your child will learn to read sentences.



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Tap a tin.



“If you sound out a word, re-read the word and start the sentence again.”

## Tricky words

Set 6						me be
Set 7						he my by she
Set 8						they push
Set 9	<b>ai</b>	<b>ee</b>	<b>igh</b>	<b>oa</b>	<b>oo</b>	we are
Set 10	<b>ar</b>	<b>or</b>	<b>ur</b>	<b>ow</b>	<b>oi</b>	you all was
Set 11	<b>ear</b>	<b>air</b>	<b>ure</b>	<b>er</b>		give live sure full pull



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The dog ran near the goat in the flowers. He hit the goat's horn.

## Spelling words

As your child is learning phonics, they will be learning how to use their growing phonic knowledge to spell words.

When your child wants to spell a word, they will think about all the sounds in the word, one by one.

Then, they will match a sound-spelling to each sound to write the word.



'd' 'o' 'g'  
'dog'

Say the sounds  
in the word, in  
the order you  
hear them.

b	c	d	f	g	h	i	k	l	m	n	p	q	u
bb	ck	dd	ff	gg			ck	ll	mm	nn	pp		
r	s	t	v	w	x	y	z	ch	sh	th	ng	nk	
rr	ss	tt					zz						
a	e	i	o	u									
ai	ee	igh	oa	oo	oo	ar	or	ur	ow	oi	ear	air	
ure	er												

Use sound mat to remind how to  
form the letters correctly.

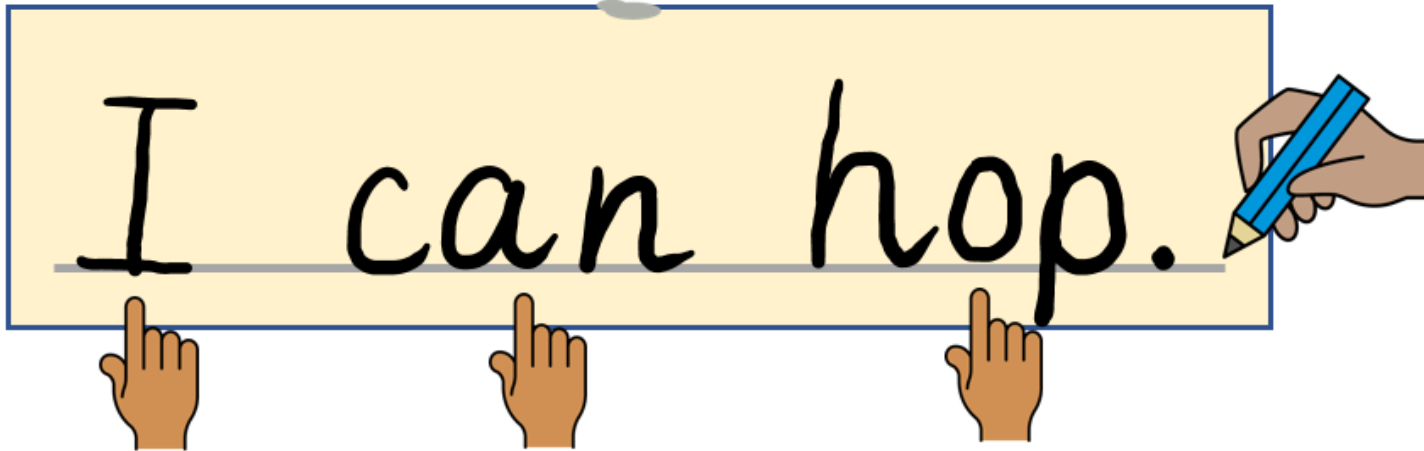
Write each sound, in the  
order you hear them.






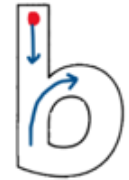







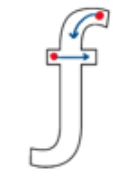



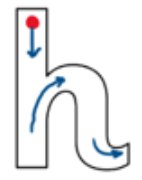

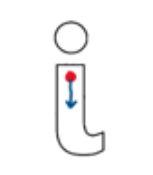

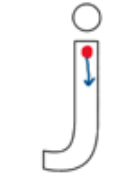



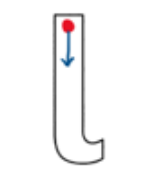




























“Say the sentence, count the words, **write the sentence.**”



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“Now, **read your sentence.**”





























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## Letter formation
















The pictures used to teach your child letter sounds, also help to teach letter formation.








												
bb	ck ch	dd	ff ph	gg gh		g ge dge	ck	ll le	mm mb	nn kn gn	pp	
												
rr wr	ss c ce st se	tt	ve	wh			zz	tch	ss(sion) t(ion) c(ial) c(ian)			



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<b>ai</b>	<b>ee</b>	<b>igh</b>	<b>oa</b>	<b>oo</b>	<b>oo</b>	<b>ar</b>	<b>or</b>	<b>ur</b>	<b>ow</b>	<b>oi</b>	<b>ear</b>	<b>air</b>
ay a-e a eigh ey	ea e-e y ie ey e	ie i-e y i	ow o-e oe o	ue u-e ew u	oul u		aw au al ore oor oar	ir ear	ou	oy	eer ere	are ear
												
<b>ure</b>	<b>er</b>											

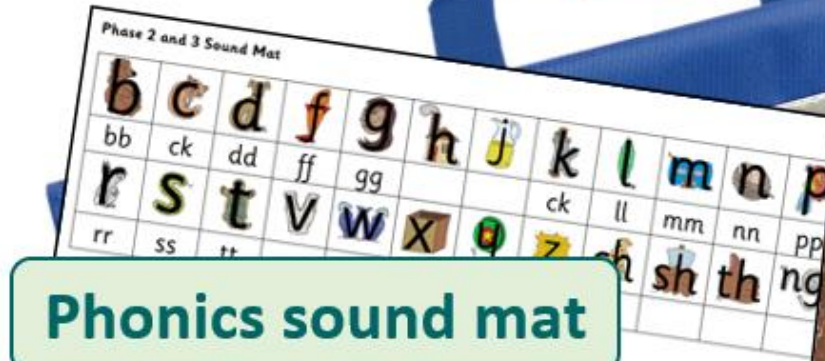
				
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'Own choice'  
library book



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Phonics sound mat

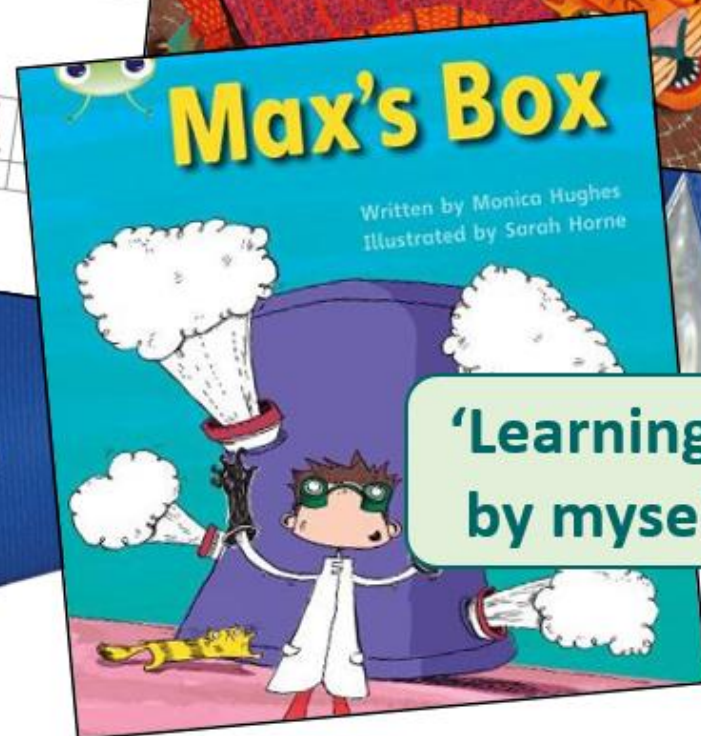


tight

right

sight

Words to read



'Learning to read  
by myself' book



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## **‘Learning to read by myself’ online book**

This book will contain words that your child can read or ‘sound out’ and then read.

Your child will be allocated 2 of these books a week so they will have the same book over a couple of evenings. This is because re-reading helps your child become confident and more fluent.



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## **‘Learning to read by myself’ physical book**

Due to a lot of hard work and fundraising, the school has been able to purchase a small number of bug club books that we are now able to hand out.

These will be allocated in a similar way to the online books (2 times a week) which means the same book needs to be read every night until it is changed.

Of course it is vital that these are returned promptly and in the same condition they were sent home in. If these books are lost or damaged we will be asking for a £5 donation towards the cost of a new book.

## 1. Read the title

- Your child may talk about the pictures on the cover.



## 2. Read the sounds and words on the inside cover

- Your child may 'sound out' then read each word, they may correctly read the word straight away.
- If your child mis-reads a word, encourage them to go back and use their sound knowledge to read the word accurately.

**Before and during reading**

1 Say the sounds

j v w x

2 Blend the sounds

Max	box	Jan
twigs	wax	mix/es
webs	six	jets
	revs	swells

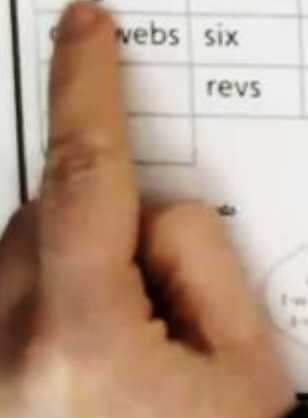
Blending words with adjacent consonants?  
f-w → fw → fw-g-s → fw-gs, or  
s-w → sw → sw-e-l-l-s → swells

**Story comprehension**  
Ask the children to read the title and introduce the main character – Max. Read page 2, 'Max is mad!' and talk about what mad or silly things Max might do.

**Vocabulary check**  
Check that the children understand what we mean by 'mix up'. Also, check their understanding of the following words: jets, swells, wax.

**Reading the story**

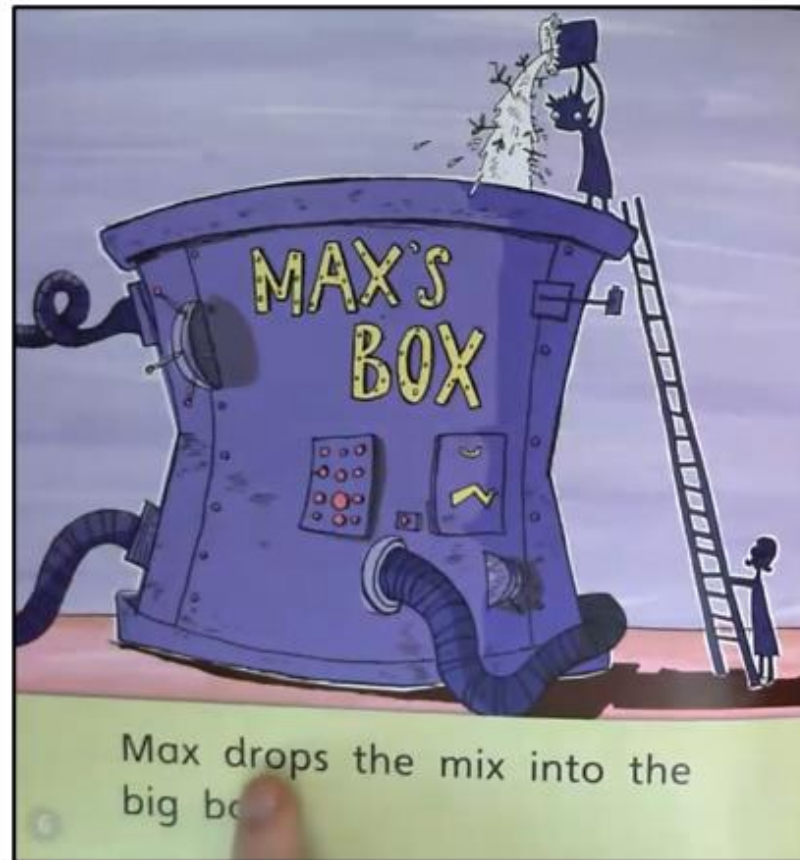
- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Point out that there are speech bubbles on pages 4 and 5. Who is speaking here? How might Max say these words?
- Stop on page 13 and ask the children to predict what they think might happen to the box next.
- On page 14, point out the ellipsis (...). How does it 'feel' and leads us on to what will happen next.
- Were the children's predictions correct?



## 3. Read the sentences on each page

- Your child may 'sound out' some words before reading them straight off. This is fine.
- Encourage them to go back and re-read the whole sentence again – this helps with understanding each sentence.

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- 4. Talk about the book when your child has read it**
- Ask your child to tell you about the book.
  - Your child may want to read it again. This is fine.
  - Re-reading helps improve fluency.

# 'Own choice' library book



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If you want to find out more about the phonics programme we use, please visit:

<https://www.the-partnership.org.uk/school-improvement/the-partnership-phonics-programme>



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