

# EYFS Phonics



**Home Support Booklet**



## Learning to read through phonics

### What is phonics?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- Develop their speaking and listening skills
- Tune into the sounds around them and ready to
- Begin developing oral blending and segmenting skills.
- Recognise the sounds that individual letters make;
- Identify the sounds that different combinations of letters make – such as 'sh' or 'oo'; and
- Blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

### Why phonics?

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read.

Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

**Within this pack, there are a number of resources that are useful in supporting your children with phonics and basic reading at home.**



## Phase 1 phonics

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.

The emphasis during Phase 1 is to get children to tune into the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects. Each aspect is divided into three strands

- \*Tuning in to sounds
- \*Listening and remembering sounds
- \*Talking about sounds (developing vocabulary and language comprehension).

We start Phase 1 in Nursery and the activities introduced are intended to continue throughout EYFS.



## Phase 1 phonics

### **Aspect 1 - General sound discrimination - environmental**

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.

### **Aspect 2 - General sound discrimination - instrumental sounds**

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.

### **Aspect 3 - General sound discrimination - body percussion**

The aim of this aspect is to develop children's awareness of sounds and rhythms.

### **Aspect 4 - Rhythm and rhyme**

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.

### **Aspect 5 - Alliteration**

The focus is on initial sounds of words.

### **Aspect 6 - Voice sounds**

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.

### **Aspect 7 - Oral blending and segmenting**

In this aspect, the main aim is to develop oral blending and segmenting skills.


























## Helping your child develop their phonic knowledge and awareness at home

- ▶ 'Listening Walk' - Go on a walk indoors or outdoors to see how many sounds can be heard. Draw pictures of them.
- ▶ 'Guess the object' - Choose household objects that make a sound e.g. bunch of keys, squeaky toy or instruments. Explore the sounds and then make the sound with the object behind a screen. Can your child guess the object?
- ▶ 'Grandmother's footsteps' - Choose a range of objects/instruments that produce different sounds. Match a type of footstep e.g. tiptoes, fairy steps, giant stamps, hops etc. Play the instrument hidden behind your back and see if your child can respond with the correct movement.
- ▶ 'Shaker Maker' - Make shakers with different contents to produce a range of sounds (plastic bottles with lids). Put hand puppets over the shakers to hide the contents. Shake to see if your child can guess the contents.
- ▶ 'Rhythm and Rhyme Sing' - Say nursery rhymes, read rhyming stories and stories with a repeated rhythmical phrase e.g. the Gingerbread Man.
- ▶ 'Listen to The Beat Clap' - Stamp a rhythm/pattern and ask your child to copy it. Use a variety of percussion instruments to play different rhythms and move in time by marching/stamping or clapping along.
- ▶ 'Playing with words' - This activity focuses on the names of objects. The idea is to explore the name of an object or person by clapping the syllables. Encourage your child to clap along when you say the word.



## My Phase 2 Sound Mat

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



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Examples of words that can be read and written using the sounds in Phase 2

<b>at</b>	<b>pat</b>	<b>sat</b>	<b>tap</b>
<b>sap</b>	<b>mad</b>	<b>sad</b>	<b>dip</b>
<b>mat</b>	<b>pin</b>	<b>tin</b>	<b>pit</b>
<b>got</b>	<b>cat</b>	<b>gas</b>	<b>pot</b>
<b>top</b>	<b>kit</b>	<b>kip</b>	<b>gap</b>
<b>duck</b>	<b>sock</b>	<b>rug</b>	<b>mug</b>
<b>peg</b>	<b>hop</b>	<b>hot</b>	<b>less</b>
<b>doll</b>	<b>hill</b>		



## My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					





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Examples of words that can be read and written using the sounds in Phase 3

<b>jam</b>	<b>yes</b>	<b>van</b>	<b>zip</b>
<b>win</b>	<b>fox</b>	<b>chip</b>	<b>sheep</b>
<b>toad</b>	<b>queen</b>	<b>thin</b>	<b>sing</b>
<b>wing</b>	<b>rain</b>	<b>wait</b>	<b>feet</b>
<b>leek</b>	<b>night</b>	<b>goat</b>	<b>boat</b>
<b>moon</b>	<b>room</b>	<b>card</b>	<b>fork</b>
<b>turn</b>	<b>cow</b>	<b>coin</b>	<b>tear</b>
<b>chair</b>	<b>sure</b>	<b>shower</b>	



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## Tricky words

Alongside the sounds that the children learn they are also taught to read words which they are unable to sound out. These are called 'tricky' words.

Phase 2	Phase 3
I	he
no	she
go	we
to	me
the	be
	you
	are
	her
	was
	all
	they
	my



# Key words

## Phase 2 key words

- ▶ a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, put, *the, to, I, no, go, into*

## Phase 3 key words

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



## Helping your child with reading

The most important thing you can do for any child learning to read is to read to them, talk to them and encourage them to talk. Try to find at least 10 minutes a day. You can involve the whole family.

### Saying letter sounds

**Children learning to read need to clearly hear the sounds represented by different letters or groups.**

\*Say the *sound* of the letter, not the letter name, e.g. say /a/ as in **apple**, not /ay/.

\*Keep the letter sounds short and sharp as you say them, so that the sounds are really clear.

### Sound-talk and blend

\**Sound-talk* means to say the individual sounds that make up a word e.g. **sat** becomes **s-a-t**.

\**Blend* means to put those sounds together to make the word, e.g. **s-a-t** becomes **sat**

**Some children find blending sounds to make words quite difficult at first – so give them plenty of practise.**

### Segmenting

\*Segmenting means to break down a word into its sounds, e.g. the word **sat** is broken down into the sounds **s-a-t**.

\*You can help your child practise this skill by saying some simple words and asking them to make the words using magnetic letters.



## Questions to ask your child when reading.

### Before reading the book

- ▶ Can you point to the title ?
- ▶ What do you think this book will be about ?
- ▶ What might happen in the story ?
- ▶ Who is in the story ?

### During the reading of the book

- ▶ What is happen here ?
- ▶ What is ..... doing ?
- ▶ What might happen next ?
- ▶ How do you think the story might end ?
- ▶ Is ..... friendly, mean, sad, happy ?
- ▶ What does ..... mean ? (to check understanding of a word)

### At the end of the book

- ▶ Did you like this book ? Why ?
- ▶ What was your favourite part ? Why ?
- ▶ What character did you like best ? Why ?
- ▶ What did the character do ?
- ▶ What happened in the story ?