# Key Stage 1 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: -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.

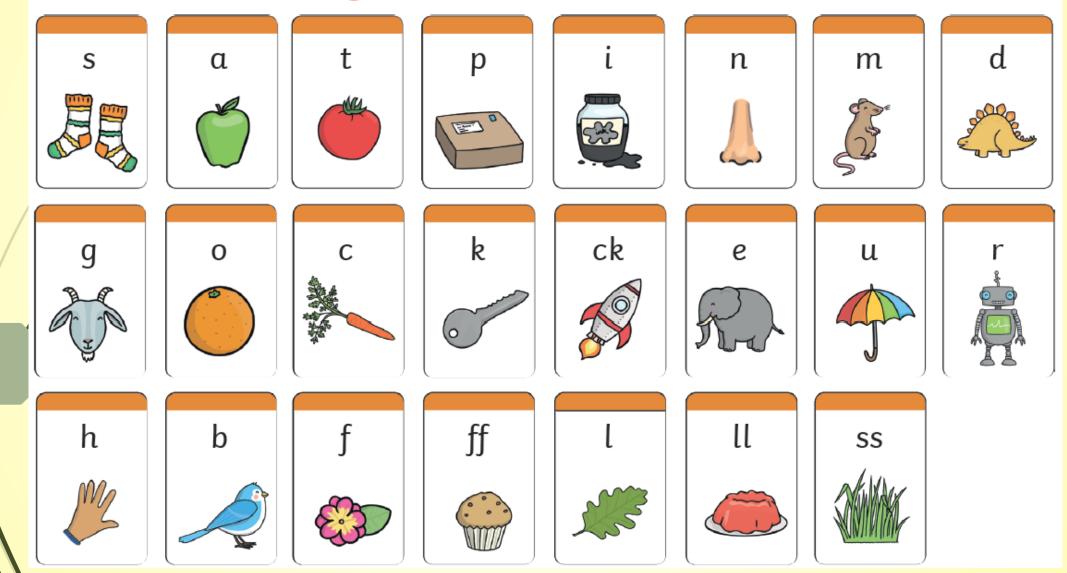
#### Within this pack, there are a number of resources that are useful in supporting your children with phonics and basic reading at

home.





# My Phase 2 Sound Mat







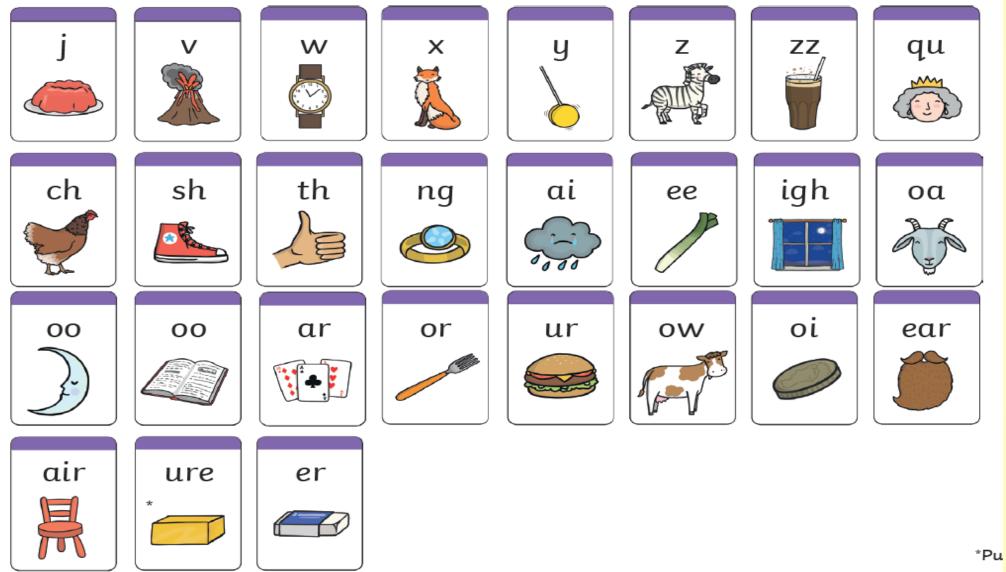
Examples of words that can be read and written using the sounds in Phase 2

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





## My Phase 3 Sound Mat







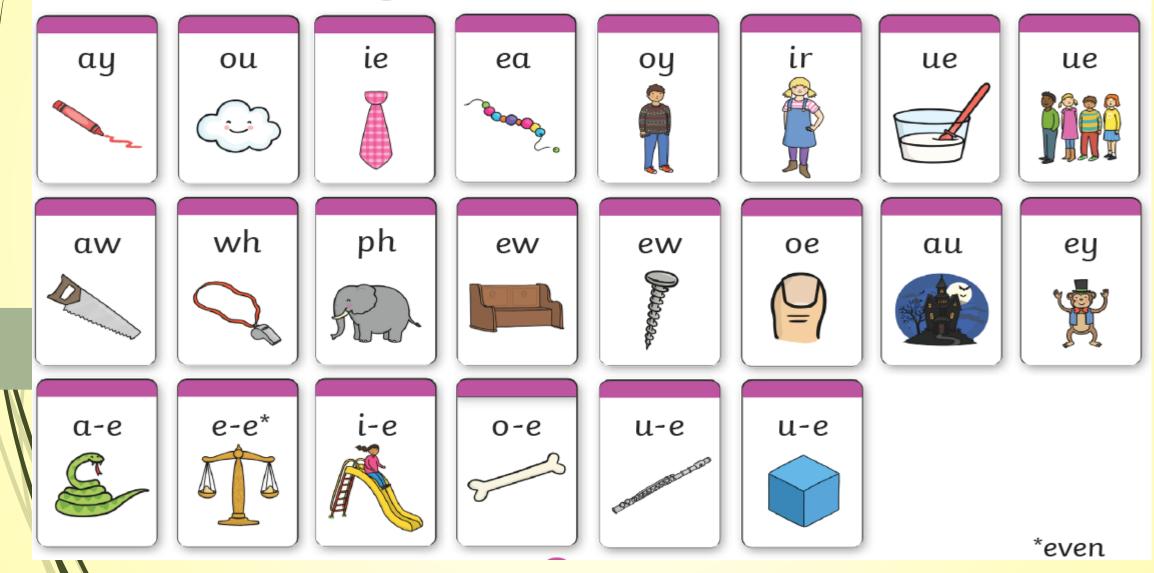
Examples of words that can be read and written using the sounds in Phase 3

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





# My Phase 5 Sound Mat







## **Spelling Patterns**

	ai	air	ee	er	igh	oa	00	or	ow	oy
	ay	are	ea	ur	ie	o_e	u_e	au	ou	οί
/	a_e		ey	ir	i_e	OW	ew	aw		
	a		е		y	oe	ue			
	ay		e_e		i	i	ou			
			ie							
Γ					<u>Other sp</u>					
						re pł ⁄h				





### 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

Phase 4	Phase 5
said	Oh
have	Mrs
like	people
so	their
do	called
some	Mr
come	looked
little	asked
one	could
were	
there	
what	
when	
out	





Common Exception Words – Year 1

	put	a	of	the	once	love
	to	your	said	are	friends	ask
	were	is	Ι	was	school	push
	his	you	they	be	house	pull
N	he	do	me	she	our	full
	we	no	go	SO	today	
	my	by	here	there	says	
	where	some	come	one	has	





Common Exception Words – Year 2

	door	floor	poor	because	find	kind
	mind	behind	child	children	wild	climb
	most	only	both	both old		gold
	hold	told	every	everybody	even	great
	break	steak	pretty	beautiful	after	fast
	last	past	father	class	grass	pass
N	plant	path	bath	hour	move	prove
	improve	sure	sugar	eye	could	should
	would	who	whole	any	many	clothes
	busy	people	water	again	half	money
	Mr	Mrs	parents	Christmas		

# Notes for Parents

## 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	Sound-talk and blend	Segmenting
Children learning to read need to clearly hear the sounds represented by different letters	*Sound-talk means to say the individual sounds that make up a word e.g. <b>sat</b> becomes <b>s-a-t</b> .	*Segmenting means to break down a word into its sounds, e.g. the word <b>sat</b> is broken
or groups.	*Blend means to put those	down into the sounds <b>s-a-t</b> .
*Say the sound of the letter, not the letter name, e.g. say /a/ as	sounds together to make the word, e.g. <b>s-a-t</b> becomes <b>sat</b>	*You can help your child practise this skill by saying some
in <b>apple</b> , not /ay/.	Some children find blending	simple words and asking them
*Keep the letter sounds short and sharp as you say them, so that the sounds are really clear.	sounds to make words quite difficult at first – so give them plenty of practise.	to make the words using magnetic letters.





### Questions To Support Reading Comprehension

Ī	Knowledge of	Key parts of the	Sequence of events	Inferences	Predicting
	words	story			
	Which word in the text describes?	What is the character doing?	Can you tell the story in sequence?	Why do you think the character?	What do you think will happen next? Why?
	Find a word which tells you that	What is the setting? How do you know?	What happens after?	Why might the character have felt?	Can you predict who might be in the story?
	What does the word mean in this sentence?	Tell me two things about the character	What happens before? What did do	(worried/upset/happy/ sad/lonely)	Can you predict where the story might take place?
	Find a word you like – say why	What happens in the story?	first/next/last?	Why do you think the character said?	Can you predict when the story might take place?
		What did the characters find/see?		How do you know that?	Was you prediction
		Where did the character go?		How can you tell? What is meant by?	correct? (after reading)
		How did the character behave?			
		Why did the character?			
		When did happen?			
		What happens to the?			