

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

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

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

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

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

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e* 	i-e 	o-e 	u-e 	u-e 		

*even



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Spelling Patterns

ai	air	ee	er	igh	oa	oo	or	ow	oy
ay	are	ea	ur	ie	o_e	u_e	au	ou	oi
a_e		ey	ir	i_e	ow	ew	aw		
a		e		y	oe	ue			
ay		e_e		i	i	ou			
		ie							

Other spellings

ure are ph
ear wh



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

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



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Common Exception Words – Year 1

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



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Common Exception Words – Year 2

door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
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

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.



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Questions To Support Reading Comprehension

Knowledge of words	Key parts of the story	Sequence of events	Inferences	Predicting
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...? (worried/upset/happy/sad/lonely)	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 ...?	Why do you think the character said...?	Can you predict where the story might take place?
Find a word you like – say why	What happens in the story?	What did ... do first/next/last?	How do you know that...?	Can you predict when the story might take place?
	What did the characters find/see?		How can you tell...?	Was your prediction correct? (after reading)
	Where did the character go?		What is meant by...?	
	How did the character behave?			
	Why did the character ...?			
	When did ... happen?			
	What happens to the ...?			