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Time for
Phonics

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What is Time for Phonics?

An introduction for parents



What is phonics?

- Phonics is a method used for teaching children how to read and write the alphabetic language. It is done by demonstrating the relationship between the sounds of the spoken language and the letters.
- Phonics helps children hear, identify and use different sounds that distinguish one word from another.
- Written language can be compared to a code - i.e. knowing the sound that individual letters make when they are combined will help the children decode words they read.
- Understanding phonics will also help children know which letters or combinations of letters to use when they are writing.

sat

pin

pat



Why is phonics so important?

Phonics is the route to reading.

If you think about the number of times you read in each day, it's easy to see why we're so keen on teaching children to read fluently. Without good reading skills, it's very difficult for children to access not only reading books, but other areas of the curriculum too. Even in maths, there are going to be some elements of reading.



What are the sounds?

There are 44 individual sounds in the English language. These are called phonemes.

- Phonemes are the smallest unit of sounds that make up a word, and each phoneme has a distinct sound.
- For example in the word dog, there are 3 phonemes, d-o-g.
- Phonemes can be made up of one, two or three letters.

s

ch

igh



How do we say them?

It is really important to make sure we always pronounce the sounds correctly when reading or writing with our children.

The sounds are often said in a different way than you may be used to, which can make it a challenge!

Have a look at the phoneme list and different pronunciations now. Are there any that surprise you?

'mmm'
not 'muh'

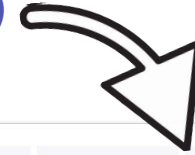
'sss'
not 'suh'

'fff'
not 'fuh'





These are the 44 sounds (or phonemes) in the English language.



<u>s</u> sit	<u>t</u> tip	<u>p</u> pet	<u>n</u> neck	<u>m</u> man	<u>a</u> apple	<u>e</u> egg	<u>i</u> ink	<u>o</u> off	<u>g</u> grapes	<u>d</u> duck
<u>c</u> clock	<u>r</u> rug	<u>h</u> him	<u>u</u> under	<u>ai</u> train	<u>ee</u> bee	<u>igh</u> night	<u>b</u> bed	<u>f</u> frog	<u>l</u> lorry	<u>j</u> jam
<u>v</u> van	<u>oa</u> goat	<u>oo</u> look	<u>oo</u> food	<u>ar</u> car	<u>w</u> wish	<u>x</u> box	<u>y</u> yellow	<u>z</u> zip	<u>qu</u> queen	<u>or</u> fork
<u>ur</u> burn	<u>ow</u> cow	<u>oi</u> coin	<u>ch</u> chips	<u>sh</u> shed	<u>th</u> teeth	<u>th</u> this	<u>ng</u> ring	<u>ear</u> near	<u>air</u> stairs	<u>ure</u> pure



This how you say the 44 sounds (or phonemes)
in the English language.





What are graphemes?

Graphemes are the written symbols that represent the sounds – the phonemes. They can be a single letter or a group of letters. There are often multiple ways to write each phoneme (multiple graphemes for each phoneme), for example the phoneme ‘ay’ as in ‘play’ can be written as ‘ai’, ‘a’, ‘a-e’, ‘ei’ and ‘ey’, depending on the word you are writing.



What is blending and segmenting?

Blending is when children use their knowledge of phonemes to read words, saying the sounds in quick succession to hear the word. Blending is important in phonics because it helps children decode words in order to read them. For example

d-o-g = dog

b-oa-t = boat

sh-ee-t = sheet

Segmenting means breaking down a word into its individual sounds and identifying each one. That doesn't necessarily mean breaking down the word letter by letter however, as many sounds contain multiple letters. Segmenting is important in phonics because it helps children to read and write words. Let's look at some examples:

cat = c/a/t

sheep = sh/ee/p

elephant = e/l/e/ph/a/n/t

How do we teach phonics?

We teach phonics through short daily lessons, through guided or individual reading and through play.

Phonics teaching is often fast-paced and children will learn a new sound nearly every day.

Children will start by learning the individual phonemes, and then start to blend those phonemes to read short words and captions.

s-i-t = sit

l-igh-t = light

m-o-p = mop

t-ee-th = teeth

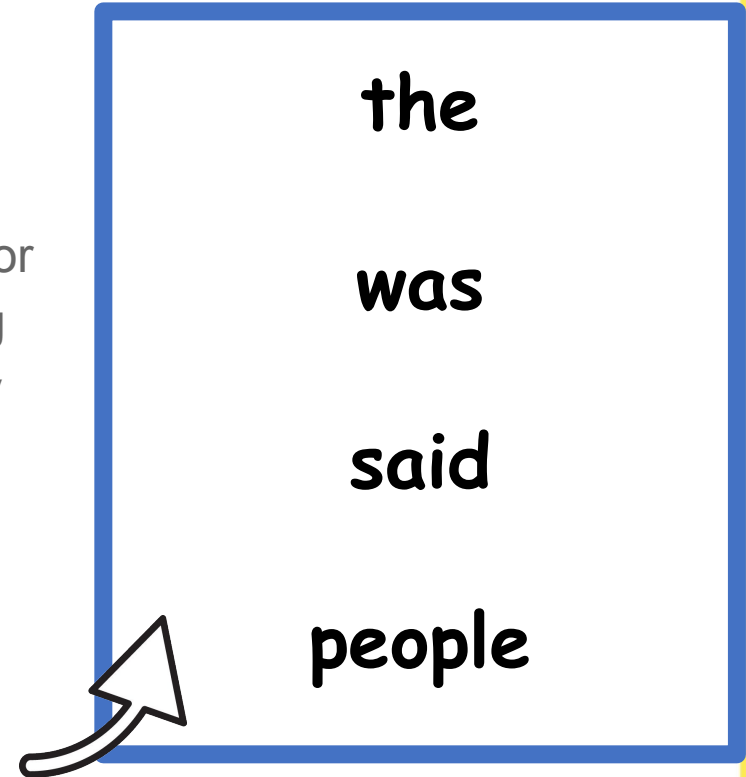


How do we teach phonics?

Children will also learn about words that cannot be sounded out using their phonics knowledge alone.

These words are called “Common Exception Words” or “Tricky Words”. These words are difficult to read using phonic knowledge alone. Some parts of the word may be decodable, but the rest may not. For example with the word ‘was’ - early on in children’s reading journey the w and s are decodable, but the ‘a’ makes an ‘o’ sound. Later on children will be taught that the ‘a’ in ‘was’ makes an ‘o’ sound.

For this reason, we have to teach children to read and write these words partly using their phonics skills, and partly through explicit teaching.



How can you help your child?

You can support your child in their phonics journey in lots of different ways.

- Read stories and books as often as possible. Your children can read to you but they will also benefit from you reading to them.
- Practise the sounds that we are working on at school.
- Use the flashcards and game ideas to practise at home.
- Make sure you ask if you are unsure of anything!



PHONICS MAT

Phase 5 ay

1. Trace 'ay' with your finger.

may I play

ay

2. Practise writing 'ay'.

ay ay ay ay ay ay ay

ay

3. Write each word.

may I play

ay

h

4. Circle the words that are spelt with 'ay'.

may I play, tray, crayon, hay, Q&A spray, birthday, pay

PHASE 5

What is Time for Phonics?

Your school has chosen to use Time for Phonics to deliver phonics lessons to your child.

Time for Phonics is a DfE validated, **award winning**, effective systematic synthetic phonics programme with a multi-sensory approach that provides all that is essential for children to become successful, committed and enthusiastic readers.

A badge for the Teach Early Years Awards 2021. It features the text 'teach EARLY YEARS AWARDS 2021' in white on an orange background, with three yellow stars below. The badge is surrounded by yellow and orange abstract shapes.

teach
EARLY YEARS
AWARDS
2021





Why has your school chosen Time for Phonics?

- It has full DfE accreditation.
- It is multi-sensory, and takes into account children's different learning styles and interests.
- It has hands-on ideas that don't require children to sit and listen for long periods.
- It has fresh up-to-date ideas for phonics, that adhere to the government guidance.
- It is an affordable, effective solution for phonics where pupils make rapid progress.
- It has online phonics games that help prepare children for the Phonics Screening Check in year 1.
- It has printable stories that are diverse, and reflect the real world that we live in.



How is the programme structured?

- The programme consists of daily teaching sessions that teach the main sounds that children need to learn, in a clearly defined, incremental sequence of revisit and review, teach, practise and apply.
- Around four new sounds are introduced per week, in addition to time spent revisiting and reviewing previously learned sounds.
- Tricky words (words that cannot be sounded out) are introduced gradually throughout the programme.
- The order of teaching of sounds and tricky words are aligned with the order of progression of the decodable books to ensure that children are only assigned reading books closely matched to their phonics attainment.
- The programme progression provides pace and the chance to revisit, review, practise and apply knowledge.

How is the programme structured?

Phonics is split into phases, and Time for Phonics includes phases 1 to 5. Typically phase 1 would be taught to nursery age children, with Reception children recapping phase 1, and then starting phase 2 in the Autumn term.

The progression of Time for Phonics [can be found here.](#)

What is learnt in phase 1?

- Phase 1 is split into 7 aspects, though there is considerable overlap between these aspects.
- The phase 1 programme is perfect for key group teaching or an impromptu session when staff have a spare 10 minutes before lunch.
- Each week of phase 1 comprises of 5 lessons that contain activities, songs and games. There are 10 weeks in total for phase 1, plus a phase 1 continuation guide to be used as long as is required.



What is learnt in phase 2?

At a glance children will learn:

- The following sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss.
- To blend and sound out words using these sounds.
- To read some high-frequency 'tricky' words including: go, the, no, l, to.
- To read some VC (vowel, consonant) and CVC (consonant, vowel, consonant) words and to spell them either using magnetic letters or writing on a whiteboard.

There are 6 weeks in total for phase 2, after which we recommend moving onto phase 3.

What is learnt in phase 3?

At a glance, children will learn:

- The following sounds: j, v, w, x, y, z, zz, qu.
- Consonant digraphs: ch, sh, th, ng.
- Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.
- The letter names and continue to consolidate the sounds learnt in phase 2.
- To differentiate between real and pseudo words.
- To read some high-frequency 'tricky' words including: my, you, her, he, she, we, me, be, was, they, all, are.
- To read some VC and CVC words and to spell them either using magnetic letters or writing using your chosen method of recording.
- To read two-syllable words and simple captions.

There are 10 weeks in total for phase 3, after which we recommend moving onto our phase 4 planning.

What is learnt in phase 4?

At a glance, phase 4 will cover:

- Consolidation of children's knowledge of graphemes in reading.
- Reading and spelling words containing adjacent consonants and polysyllabic words.
- Blending and segmenting CVCC (consonant, vowel, consonant, consonant) and CCVC (consonant, consonant, vowel, consonant) words.
- Reading of some high-frequency 'tricky' words including: your, said, so, have, like, some, come, out, were, there, little, one, do, when, what.

There are 5 weeks in total for phase 4, after which we recommend moving onto phase 5.

What is learnt in phase 5?

At a glance, children will learn:

- Further graphemes for reading.
- Alternative pronunciations for graphemes.
- To recognise graphemes whilst reading words.
- To read and spell high frequency words.
- To read and spell 2-syllable and 3-syllable words and sentences.
- Alternative spellings for phonemes.
- To write sentences.

There are 21 weeks in total for phase 5, with planning for week 10+ that can be adapted according to the alternative spellings you wish to introduce or practise and can be carried out indefinitely.

Lesson presentations

Within phases 2, 3 and 4, each lesson has an animated and interactive presentation that can be used as an alternative to the revisit & review and teach elements, and for remote learning.

We are going to sound talk some words now. First let's use our robot arms to 'sound out' the word.

b-u-s

A systematic approach to writing

- Time for Phonics teaches writing through activities that involve writing first the recently taught GPCs using specially designed handwriting resources, then words containing the recently taught GPCs, developing quickly into writing simple dictated sentences.
- Writing is taught through a series of interactive resources and lesson plans that support the teaching of lower-case and capital letters correctly, with clear start and finish points as well as memorable 'rhymes' (find out more about these on the next slide) to help children remember how to form each letter.



Letter and digraph rhymes

- We have devised a series of letter rhymes and digraph rhymes to help them remember the sounds by relating them to a familiar picture.
- Helps children to remember the formation and appearance of each grapheme without overloading their working memory, creating as many multi-sensory links as possible.



The snake slithers silently.



Phonics books

- Included in the programme is a complete series of decodable texts.
- The books reflect the world that we live in, with diverse characters and storylines.



Online phonics games

- We provide 24 award winning online phonics games to help children practise a whole range of phonics skills from segmenting and blending, grapheme recognition, word recognition, and much more.
- The games work on all devices including tablets, phones, computers and interactive whiteboards.





Phonics intervention programme

- For children who are struggling to keep up, the school can use our structured intervention programme to give children additional opportunities to practise their phonics skills. This will be done in small groups, for short bursts of time.

Knowledge gap	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
Phase 2					
Identify phase 2 GPCs outside a word	<p>What's in my bag?</p> <p>Place the phase 2 picture cards containing the focus GPC as an initial or end sound into a feely bag, and pull them out one at a time. Ask the children to say the name of the picture in unison as it appears. Segment the word to identify the focus GPC and show the children how to say the phoneme, asking the children to repeat in unison.</p>	<p>GPC repeated recognition</p> <p>Focusing on the identified GPC, show the letter rhyme/ mnemonic card for the chosen GPC. Talk through the rhyme and ask children to repeat it after you.</p> <p>Hide the card behind your back and everytime you reveal it children say the phoneme.</p>	<p>Grapheme pairs</p> <p>Use a selection of grapheme cards that children are familiar with and add in the focus GPC (have 2 of each card). With the children, play a game of pairs by placing each card face down on the table. One at a time, turn over and try and match the cards saying each phoneme as you go. Continue until all the cards are matched.</p>	<p>Precision teaching (follow guidance in the document)</p>	<p>Quick flip</p> <p>Place a selection of grapheme cards in front of each child, one of which is the focus GPC, and include other GPCs they are confident with. Adult says the phoneme and children quickly spot the corresponding grapheme and flip the card. Continue until all the cards are flipped.</p>

Resources for parents

We support parents with free phonics resources to help their child with further phonics learning at home. Resources for parents includes:

- Pronunciation video and guides.
- Introduction to phonics presentation.
- Phonics booklets to complete at home.
- Letter formation resources.
- Guide to phonics terminology.
- Guide to phonics in EYFS and year 1.
- Phonics code chart.
- Guide to reading with children at home.



Phase 2 Revision

- Look at the picture and say what it is.
- Then fill in the gaps with the correct sounds. **They are at the bottom of the page to help you.**

p

d

Initial Sound Match (i n m d)

- Look at the picture and say what it is.
- Draw a line from each picture to match it with the sound you can hear at the **start** of the word.

i

n



m

d



How phonics lead teacher Shelley Lee introduced TFP in her school

- Bought into Time for Phonics in Summer 2021 ready to implement in Autumn term (but you can sign up any time).
- Staff meeting for ALL staff to introduce the scheme and to give logins, planning and resources.
- Staff members observed me teaching phonics using a phase 3 lesson, staff joined in as the 'children' where they played a hands on game, treasure and trash and then an online game in teams.
- Staff very appreciative of the staff meeting and now feel more confident delivering phonics session to the children in the different phases.

Why we decided to sign up for TFP

'We wanted a phonics scheme that was progressive but fun. We wanted something our staff could pick up and use, Time for Phonics has everything and more you could need.'

English Lead - St James' Catholic Primary school.

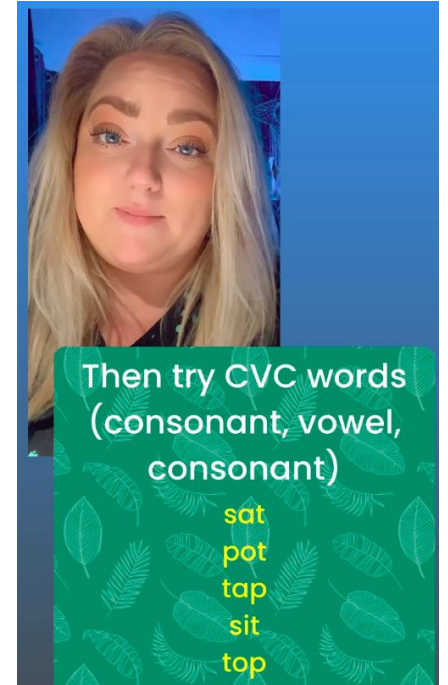
'I wanted a scheme for the children where they could enjoy being taught phonics no matter what their ability was.'

Phonics Lead - St James' Catholic Primary school.

'It was important to us that the Phonics Scheme we chose was progressive and that the children's reading books in school matched the sounds taught in their phonics sessions, we wanted a phonics scheme that was inclusive, engaging with a more hands on approach rather than 'sitting on the carpet with whiteboards and pens'.
Headteacher - St James' Catholic Primary school.

How we introduced TFP to parents

We held a 'Stay and Read' Phonics Workshop for the parents in Year 1. I used a PowerPoint, a game and activities where the children were the 'experts' and showed their parents/carers what to do in the activities. The parents loved having an insight into Time for Phonics and how it is taught at our school.



Then try CVC words
(consonant, vowel,
consonant)

sat
pot
tap
sit
top

I have also been posting videos on our school's YouTube page about how to help at home.

How effective has Time for Phonics been in our school?

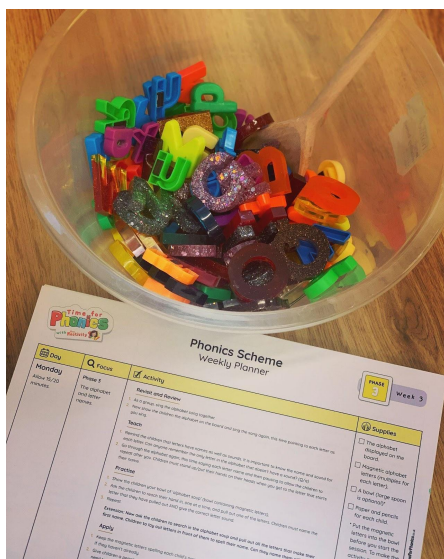
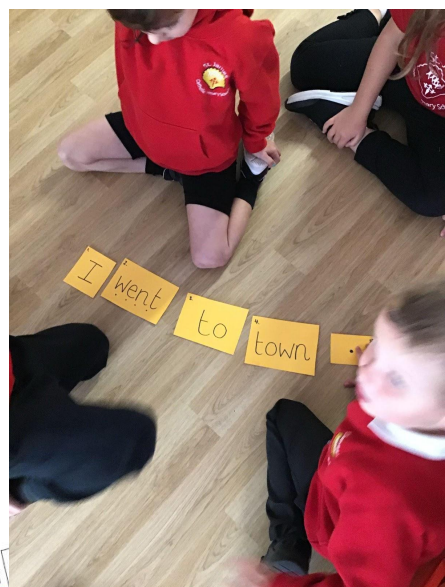
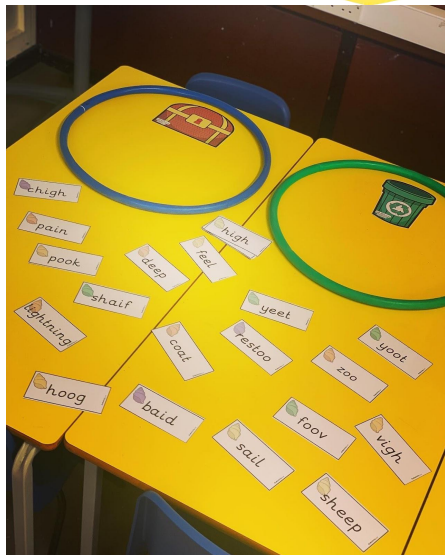
Only 70% of last year's cohort passed the phonics screening check. Those children are now in year 2 and since using Time for Phonics, all have passed the screening check.

In the current year 1 cohort, 88% of children passed, with the children that didn't pass having significant additional needs or only recently having joined the school.

That is an 18% uplift in just one year of using Time for Phonics!

A child that joined my class in the spring term with little knowledge of phase 3 (in year 1), has been very engrossed in the multi-sensory approach to the scheme, and has passed the screening check with full marks!

Some photos of the scheme in action



Time for Phonics in action!





Frequently asked questions

- **Has Time for Phonics been validated?** Yes Time for Phonics is a DfE validated phonics programme.
- **How does Time for Phonics align with decodable texts?** The phonics programme includes access to a complete range of texts that are aligned with the order of Time for Phonics. [You can read more about this here.](#)
- **Is this the same site as Mrs Mactivity?** No, although we are part of the same business, this is a separate website so you'd need a different login for each site.
- **Does Time for Phonics offer guided reading sessions?** Yes, we have now added guided reading resources, [read more about that here.](#)
- **Does Time for Phonics have assessment materials?** Yes, we have comprehensive [assessment materials](#) including phonics screening check preparation materials.
- **Does Time for Phonics have phonics intervention sessions?** Yes, we have a complete [phonics intervention programme, complete with guidance.](#)
- **Do you have handwriting resources?** Yes, you can [find those here.](#)
- **Do you offer phonics training?** Included with all memberships of Time for Phonics is one hour of live online training which will show schools how to implement the programme in their setting. Schools will also have instant access to our on-demand training offer to help get the most out of their membership. <https://timeforphonics.co.uk/phonics-cod/>.
- **Can Time for Phonics be used alongside other schemes?** The 2021 Reading framework recommended that schemes were not cross-crossed, and recommended fidelity to one scheme to avoid confusion.
- **Can I sign up as an individual?** The programme is aimed at schools only.
- **Does Time for Phonics take into account guidance from the 2021 Reading Framework?** Yes, we have amended our lessons to reflect the guidance.
- **Can I speak to another school who are using Time for Phonics?** Yes, please email us on hello@timeforphonics.co.uk and we can let you have contact details.