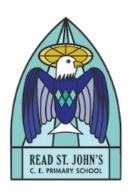
Read St John's C of E Primary School Phonics Booklet



What is Phonics?

Phonics is the way we teach children to read quickly and skilfully. They are taught how to:

- ? recognise the sounds that each individual letter makes;
- 12 identify the sounds that different combinations of letters make such as 'sh' or 'oo'; and
- ② 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. At Read St John's we follow the letters and sounds programme and use jolly phonics actions. The written alphabet contains 26 letters and spoken English uses about 44 sounds (phonemes). These phonemes are represented by letters (graphemes). To make it simple: a sound can either be represented by a letter (e.g. 's' or 'm') or a group of letters (e.g. 'ch' or 'ee'). As soon as the children begin to learn their sounds, they quickly progress to spelling and reading.

Why Phonics?

The first six letters taught are: 's, a, t, p, i, n'. These can be used to make a variety of words, such as 'sat', 'pin' and 'pat'. 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. It is particularly helpful for children aged 5 to 7. 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.

Blending Sounds

To learn to read well, children must be able to blend sounds together smoothly. Blending is more difficult with longer words so learning how to blend accurately from a young age is imperative. As parents, showing your child how to blend, and talking to your child about blending, is important. It helps them practise what they have been learning in school.

Segmenting Sounds

Segmenting is a skill used in spelling. In order to spell the word mat, it is necessary to segment the word into its constituent sounds: m-a-t. Before writing the word, the children need to say the word, break it down into its different sounds and then write it. In order for the children to become confident spellers, we need to ensure they enjoy spelling, so we often use games to encourage them e.g. chopping the word up with our robot arms.

How to pronounce phonemes

The key to the pronunciation of the single letter sounds is to make it quite short and clipped. Avoid the temptation to schwar, e.g duh, guh.

Grapheme	Phoneme
(how the sound	
is written)	
a	a
b	b
С	C
ck	С
k	C
d	d
e	e
f	f Pronounced ffff
ff	f " "
g	g
h	hhh
i	i
j	j
I	I IIII a long sound not luh
II	" "
m	m mmmm
n	n nnnn
_	
0	0
p	p
qu 	qu pronounced cwa
r	r rrrr
S	S SSSSS
SS	
t	t
u 	U
V	V VVVV
W	W
wh	wh like blowing
X	x cks
У	У
Z	Z ZZZZ
ZZ	Z ZZZZ

Long Vowel Sounds

In English there are short and long vowel sounds. The short vowel sounds are represented by single letters, e.g 'a' as in rat, 'e' as in bed, 'i' as in tin, 'o' as in pot and 'u' as in fun. The long vowel sounds are usually represented by 2 or more letters. Digraphs have 2 letters and trigraphs have 3 letters.

Vowel digraphs and trigraphs

r – ai- n f – ee – t
l – igh – t
g – oa – t
f - oo - d
g - oo - d
s – t – ar
c - or - n
f – ur
c - ow
b – oi - I
h – ear
f – er – n
h – air
p – ure

If your child is in Year 1, they will have already learnt the majority of the long vowel sounds.

Once the children are able to represent each sound in one way, alternative ways are taught, e.g 'ai', 'ay', 'a-e', 'ey' etc.

Children in Year 2 learn different ways to represent phonemes.

When you are reading with your child, encourage them to spot the 2 letter vowel sounds (digraphs), rather than sounding out the individual letters.

Other Digraphs

There are some other sounds that are represented by two letters, e.g.:

ch -i p (Please don't link this to a train noise as it does lead to confusion later with spelling – we often have 'chrain'.)

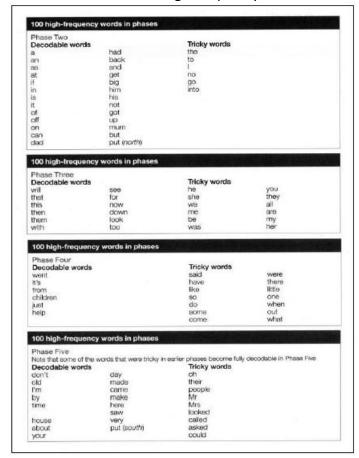
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\begin{array}{ccc} th & & th-i-n \\ th & & th-i-s \\ ng & & s-o-ng \end{array}
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Tricky Words

Tricky words are words that cannot be 'sounded-out' but need to be learned by heart. They don't fit into the usual spelling patterns. Examples of these words are attached. In order to read simple sentences, it is necessary for children to know some words that have unusual or untaught spellings. It should be noted that, when teaching these words, it is important to always start with sounds already known in the word, then focus on the 'tricky' part.

Phase	GPC recognition: Hear, say, read and begin to form letters	Oral blending	Oral segmenting	Blending for reading	Segmenting for spelling / writing	Tricky words	
Phase 2	satp inmd gock ckeur hbffflllss	VC and CVC words e.g. at, in, pit, rack	VC and CVC words e.g. it, at, sock, doll	reads VC words e.g. it, in, am reads CVC words using most of phase 2 graphemes e.g. had, bell, sock, huff reads CVC words from phase 2 in a simple text	attempts spelling of given words: VC words e.g. in it at am is CVC words e.g. bag, tip, rock attempts to write own words/phrases with support	Recognises as individual words, within phrases or captions and in simple texts the to I no go	
Phase 3	j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er	CVC words e.g. box, chop, room, fork, soil, light, down	CVC words e.g. van, quick, ship, boat, cart, burn, coin	reads CVC words using most of phase 3 graphemes e.g. had bell sock huff reads CVC words from phase 3 in simple texts	attempts spelling of given words: CVC words e.g. bag, tip, rock, sheep, nail attempts to write own words/phrases/ sentences	Recognises as individual words, within phrases or captions and in simple texts: he she we me be was my you they her all are Spell: the to I no go	
Phase 4	Combinations of adjacent consonants at beginning, within and end of words e.g. best, stop, faster	CVCC – best, mend CCVC – stop, smell CCVCC – frost, twist CCCVC – strap, street CCCVCC - sprint	CVCC – soft, hand CCVC – trap, flip CCVCC – stamp CCCVC – scrap CCCVCC - scrunch	blends adjacent consonants to read a range of combinations: CVCC CCVC CCVCC CCCVC CCCVC reads 2 syllable words e.g. handbag, rooftop	segments adjacent consonants to write a range of combinations: CVCC CCVC CCVCC CCCVC CCCVC Uses segmentation when writing independent words/phrases/senten ces	Recognise as individual words, within phrases or captions and in simple texts: said so have like some come were there little one do when out what Spell: he she we me be was my you her they all are	
Phase 5	leel ea e e-e y ie ey lool o ue u-e ew ui lail ay a-e eigh ey lighl ie y i-e i loal o ow o-e oe lowl ou ough loil oy larl a lorl au aw a our augh ough lool ou u lurl or ir er ear learl eer ere lairl ere ear are lwl wh lff yh lnl kn gn lfr wr lsi soft c lchl tch lshl ti, ch, s, soft c lml mb lij dge lzhl (e a treasure)	orally blends using range of combinations e.g. CVCC – paint CCVC – stick CCVCC – prince CCCVC – prince CCCVC – sprout Other examples: treat, tube, slate, bowl, thorn, tear, when, phone, thumb, match, nice, station, judge	orally segments using range of combinations e.g. CVCV – fairy CCVC – brown CCVCV – twitter CCCVC – spring CCCVCC - second Other examples: key, true, grey, pie, strike, toe, mouse, annoy, could, where, know, wrist, dice, treasure	blends using most combinations from phase 5 for reading given words blends using most combinations for reading in texts reads 2 and 3 syllable words e.g. rescue, photograph	segments using most combinations from phase 5 for spelling given words segment using phonic knowledge as the prime approach when completing independent writing spell phonically decodable 2 and 3 syllable words	Read automatically 100 HF words (see over) Accurately spell most of the 100 HF words automatically (see over)	
Phase 6	Secure reading and spelling of alternatives for the long vowel phonemes: leel						
	consonant and add 'ing' 'er' is added to verbs or adjectives e.g. slower, reader — add 'er', runner, bigger — double the final consonant and add 'er' 'est' is added to adjectives e.g. longest, shortest — add 'est', biggest — double the final consonant and add 'est' 'ful' is added to nouns e.g. mouthful, handful — add 'ful' 'ly is added to form adverbse.g. monthly, brightly — add 'ly', sneakily, happily — change the 'y' to an 'i' and add 'ly' 'ment' is added to verbs to form nouns e.g. payment, development 'ness' is added to adjectives to form nouns e.g. darkness, sadness, happiness						

Then there are the 100 high frequency words and 200 common words





Encouraging Early Reading

Learning to read should be a happy and enjoyable experience, so we would recommend the use of games to ensure that reading is a pleasure.

Some games we would recommend:

Robotic talking - Words are made up from sounds and children need to be able to hear these sounds individually. Sometimes when you are playing you can say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (pee-eye-gee). E.g.

Pass that p-i-g to me.

Sit d-ow-n.

Hop like a f-r-o-g.

As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves?

Point out print everywhere - Talk about the written words you see in the world around you. Ask your child to find familiar words on each outing such as 'm-a-t; 'sh-o-p'.

Odd-one Out- Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one. It can be helpful to have the corresponding objects there for the child to look at.

Looking for letters – Ask your child to look for alphabet letters whilst you are out and about. Can they find letters from their own name, letters they have learnt in school or letters that specific words begin with?

Letter sound bingo- You will need: A 3x3 grid for each player and counters or coins . Write some of the letters into the spaces on each card, making each card slightly different. The 'bingo caller' says each letter in turn and the players cover the letter up. The winner is first to fill their board. To make this game easier for new readers, show them the letter for them to match.

Fishing for Sounds- You will need a few cards with individual letters. Attach a paper clip to each card. Using a small stick with a string and magnet, your child fishes for letter sounds. If your child can say the sound of the letter he/she wins the card, otherwise you win it.

'What does it start with?' Box- You will need: A box, several items each beginning with a different sound, corresponding letter cards. This game is similar to the common objects game on the previous page, but the emphasis now is on recognising the sounds the letters make. Ask your child to choose an object from the box, to think what its first sound is (remember it is the sound you are looking for rather than the alphabet name) and then to match the object with the relevant card.

Useful Websites

In addition there are some excellent websites which also encourage phonics learning. Here are some that we would recommend.

Phonics play www.phonicsplay.co.uk

ict games <u>www.ictgames.co.uk</u>

topmarks www.topmarks.co.uk