

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;
- 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. 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 (how the sound is written) | Phoneme |
|---|-----------------------------|
| a | a |
| b | b |
| c | c |
| ck | c |
| k | c |
| d | d |
| e | e |
| f | f Pronounced ffff |
| ff | f " " |
| g | g |
| h | hhh |
| i | i |
| j | j |
| l | l llll a long sound not luh |
| ll | l " " |
| m | m mmmm |
| n | n nnnn |
| o | o |
| 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 |
| y | y |
| 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

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

sh sh – o – p
ch 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'.)

th th – i – n
th th – i – s
ng s – o – ng

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 | s a t p i n m d g o c k c k e u r h b f f l l s s | 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, rack 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 z q u 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, rack, 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 CCCVC – sprint | CVCC – soft, hand CCVC – trap, flip CCVCC – stamp CCCVC – scrap CCCVC – scrunch | blends adjacent consonants to read a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC reads 2 syllable words e.g. handbag, rooftop | segments adjacent consonants to write a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC 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 | /ee/ ea e e-e y ie ey /oo/ o ue u-e ew ui /ai/ ay a-e eigh ey /igh/ ie y i-e i /oa/ o ow o-e oe /ow/ ou ough /oi/ oy /ar/ a /or/ au aw a our augh ough /oo/ ou u /ur/ or ir er ear /ear/ eer ere /air/ ere ear are /w/ wh /f/ ph /n/ kn gn /r/ wr /s/ soft c /ch/ tch /sh/ ti, ch, s, soft c /m/ mb /j/ dge /zh/ (e.g. treasure) | orally blends using range of combinations e.g. CVCC – paint CCVC – stick CCVCC – 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 CCCVC – 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: /ee/ ea e e-e y ie ey e.g. sea, seed, be, these, happy, chief, key /oo/ o ue u-e ew ui e.g. spoon, do, blue, rule, fewer, juice /ai/ ay a-e eigh ey e.g. brain, delay, amaze, eight, grey /igh/ ie y i-e i e.g. delight, tried, reply, invite, behind /oa/ o ow o-e oe e.g. float, go, slower, stone, goes Read and spell words when: 's' is added to nouns and verbs e.g. stops, goals, toys 'es' is added to nouns and verbs e.g. bushes, catches 'ed' is added to verbs to create past tense e.g. jumped – add 'ed', hated – drop the 'e' and add 'ed', begged – double the final consonant and add 'ed' 'ing' is added to verbs to create present tense e.g. laughing – add 'ing', biting – drop the 'e' and add 'ing', stopping – double the final 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 adverb e.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 | | | | | Read automatically most of 200 common words (see over) Accurately spell most of 200 common words (see over) *Please note that in Year 1 screening check consonant digraphs are represented by cc, e.g. cc, v c c in ch-i-m-p. Vowel digraphs are represented by vv, e.g. c vv, c b-oa-t |

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

| 100 high-frequency words in phases | | |
|---|-------------|---------------------|
| Phase Two | | |
| Decodable words | | Tricky words |
| a | had | the |
| an | back | to |
| and | and | I |
| at | get | no |
| if | big | go |
| in | him | into |
| is | his | |
| it | not | |
| of | got | |
| off | up | |
| on | mum | |
| can | but | |
| dad | put (north) | |
| 100 high-frequency words in phases | | |
| Phase Three | | |
| Decodable words | | Tricky words |
| will | see | he |
| that | for | she |
| this | now | you |
| then | down | all |
| them | look | are |
| with | too | my |
| | | her |
| | | was |
| 100 high-frequency words in phases | | |
| Phase Four | | |
| Decodable words | | Tricky words |
| went | | said |
| it's | | have |
| from | | like |
| children | | so |
| just | | do |
| help | | some |
| | | come |
| | | were |
| | | there |
| | | little |
| | | one |
| | | when |
| | | out |
| | | what |
| 100 high-frequency words in phases | | |
| Phase Five | | |
| Note that some of the words that were tricky in earlier phases become fully decodable in Phase Five | | |
| Decodable words | | Tricky words |
| don't | day | ch |
| old | made | their |
| I'm | came | people |
| by | make | Mr |
| time | here | Mrs |
| | saw | locked |
| house | very | called |
| about | put (south) | asked |
| your | | could |

| Next 200 common words in order of frequency | | | | |
|--|-----------|-----------|---------|--------|
| This list is read down columns (i.e. in the list, water is the most frequently used and grow is the least frequently used) | | | | |
| water | other | fast | air | use |
| away | food | only | trees | along |
| good | fox | many | bad | plants |
| want | through | laughed | tea | dragon |
| over | way | let's | top | pulled |
| how | been | much | eyes | we're |
| did | stop | suddenly | tell | fly |
| man | must | told | friends | grow |
| going | red | another | box | |
| where | door | great | dark | |
| would | right | why | grandad | |
| or | sea | cried | there's | |
| took | these | keep | looking | |
| school | began | room | and | |
| think | boy | last | than | |
| home | animals | jumped | best | |
| who | never | because | better | |
| didn't | next | even | hot | |
| ran | first | am | sun | |
| know | work | before | across | |
| bear | lots | gran | gone | |
| can't | need | clothes | hard | |
| again | that's | tell | floppy | |
| cat | baby | key | really | |
| long | fish | fun | wind | |
| things | gave | place | wish | |
| new | mouse | mother | eggs | |
| after | something | sat | once | |
| wanted | bed | boat | please | |
| eat | may | window | thing | |
| everyone | still | sleep | stopped | |
| our | found | feet | ever | |
| two | live | morning | miss | |
| has | say | queen | most | |
| yes | soon | each | cold | |
| play | night | book | park | |
| take | narrator | its | lived | |
| thought | small | green | birds | |
| dog | car | different | duck | |
| well | couldn't | let | horse | |
| find | three | girl | rabbit | |
| more | head | which | white | |
| I'll | king | inside | coming | |
| round | town | run | he's | |
| tree | I've | any | river | |
| magic | around | under | liked | |
| shouted | every | hat | giant | |
| us | garden | snow | looks | |

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 www.ictgames.co.uk

topmarks www.topmarks.co.uk