



Phonics

Online resources

To hear the phonemes (sounds) articulated correctly please follow this link.

http://www.youtube.com/watch?v=BqhXUW_v-1s

Games and resources for children to practice what they learn in school www.phonicsplay.co.uk

Reading books and activities specifically for your child www.activelearnprimary.co.uk/
(you will need your child's user name and password - available from their teacher)

More games and resources to support your child
www.letters-and-sounds.com

www.ictgames.com

What is Phonics?

Phonics is a method for teaching reading and writing. Phonics involves connecting the sounds of spoken English with letters or groups of letters (e.g. that the sound /k/ can be represented by *c*, *k*, or *ck* spellings) and teaching children to blend the sounds of letters to read words. In this way phonics enables us to use individual sounds to construct words. For example, when taught the sounds for the letters *t*, *p*, *a* and *s*, we can build up the words "tap", "pat", "pats", "taps" and "sat"

Glossary

Below are some of the words that are used when teaching phonics with their meaning.

blend: to push individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

phoneme: the smallest unit of sound in a word e.g. a, sh, m.

grapheme: a letter or a group of letters representing one sound, e.g. p, sh, igh, ough

digraph — two letters making one sound, e.g. sh, ch, th, ph.

vowel digraphs comprise of two letters, at least one is a vowel

e.g. ai, oo, ow

trigraph: three letters making one sound e.g. air as in fair

segment: to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

tricky word: a word that cannot be sounded out and has to be learnt by sight, e.g. like, one and are

There are 44 sounds in the English language. We use a programme called Letters and Sounds to teach them. Letters and Sounds is divided into 6 phases. Children will be ready to progress to each stage at different ages and teaching is organised to best meet individual children's needs.

Phase 1

Children will experience a wide range of listening activities including songs, stories and rhymes. They will listen to a wide range of everyday sounds. They will share nursery rhymes and poems e.g. Humpty Dumpty and learn to recognise words that rhyme e.g. wall/ fall. By listening to a wide range of every day sounds, children will be more able to listen to and identify the sounds in the alphabet and words.

Phase 2

The purpose of this phase is to teach 19 letters introducing them by their letter shape (grapheme) and letter sound (phoneme). The children will learn to blend and segment using these letters. It is important that children learn to read nonsense words as well as 'real' words

set 1	s	a	t	p
set 2	i	n	m	d
set 3	g	o	c	k
set 4	ck	e	u	r
set 5	h	b	f,ff	l,ll ss

Children will also learn the tricky words: **the, to, I, no, go**



Phase 3

Another 25 sounds are taught and the children start to learn the letter names.

set 6 j v w x
set 7 y z,zz qu

Followed by:

ch (as in chip) sh (as in shop) th (as in thin and then) ng as in ring

ai (as in rain) ee (as in feet) igh (as in night) oa (as in boat)

oo (as in boot and look) ar (as in farm) or (as in for) ur (as in hurt)

ow (as in cow) oi (as in coin) ear (as in dear) air (as in fair)

ure (as in sure) er (as in corner)

The children are taught to read the following tricky words:: **he, she, me, be, was, my, you, her, they, all, are**

Tricky words to spell: **the, to, I, no, go**



Phase 4

The children recap on all the sounds they have learned so far and use them to help them read and spell words.

Tricky words to read: **some, come, one, do, so, were, when, have, there, out, like, little, what.**

Tricky words to spell: **he, she, we, be, was, me, you, her, they, all, are**

Phase 5

Children working within phase 5 will already be able to read and spell a number of words.

Children learn new sounds and investigate how the same sound can be represented by different letters

ay (as in day) oy (as in boy) wh (as in when) au (as in Paul)

ou (as in sound) ir (as in girl) ph (as in photo) ie (as in tie)

ue (as in blue) ew (as in new) ea (as in eat) aw (as in saw)

oe (as in toe) u-e (as in rule) e-e (as in these) a-e (as in make)

i-e (as in like) o-e (as in home)

Tricky words to read: **oh, their, people, Mr, Mrs, looked, called, asked**

Tricky words to spell: **said, so, have, like, some, come, were, there**



Phase 6

By the time they reach phase 6, children will be able to read many familiar words automatically. When tackling unfamiliar words they will decode them quickly using their sounding and blending skills.

During this phase the children will learn about the past tense and how to add prefixes and suffixes to words.