

A guide to phonics in Reception

Overview



At Greens Norton CE Primary School 'Letters & Sounds' is the chosen accredited programme used to teach phonics, high frequency words and to support early reading development. The 'Letters and Sounds' Programme is split into 6 phases:

Phase 1 is introduced in the Nursery

Phases 2 and 3 are introduced in Reception

In EYFS and KS1 your child will be taught phonics every day. Alongside the teaching of phonics, every child will be provided with daily opportunities to apply their phonic knowledge and skills in reading and spelling.

This booklet will give you an idea of what is expected at the phase your child is working within and how you can support their learning at home.

Phase 2

By the end of Phase 2, the children should:

Know at least **19** sounds and letters (GPC - Grapheme Phoneme Correspondence)

s a t p i n m d
g o c k c k e u r
h b f / f f l / l l s s

Be able to read **5** tricky words...

the to I no go

They should be able to:

- ✓ Orally **blend** cvc (consonant, vowel, consonant) words e.g. when you sound out the sounds c-a-t, they can tell you the word is cat,
- ✓ Orally **segment** cvc words e.g. when you say the word cat, they can pick out the sounds c-a-t.

Phase 3

Phase 3 builds on Phase 2 and by the end of Phase 3, children should:

Know **25 new** sounds and letters (GPC - Grapheme Phoneme Correspondence)

j v w x y z zz

qu ch sh th ng ai ee

igh oa ar or ur oi ow

er ear air ure oo (book/ boot)

Be able to read **12 more** Tricky words...

he she we me be was

my you her they all are

They should now also be able to:

- ✓ Spell the 5 tricky words from phase 2. (the, to, I, no, go)
- ✓ Blend and read CVC words
- ✓ Begin to segment and spell CVC words

Useful Websites

Below is a list of websites that can support you and your child with letters and sounds...

www.letters-and-sounds.com

<http://mrthorne.com> - great for hearing 'pure' sounds if you're unsure how to pronounce.

www.phonicsplay.co.uk

www.ictgames.com/literacy

www.topmarks.co.uk

Letters and Sounds



How to help your child read at home

To read unfamiliar words in school, we use a visual technique where we draw 'sound buttons' - small dots underneath each letter (or letters) that make a sound. We press the 'sound buttons' to sound out the words to read or spell them. <https://www.youtube.com/watch?v=8pbImXbGOxw>



Here are some other ideas:

Read to and with your child This models good reading skills and promotes reading enjoyment. Have a special book box or bag where your child can keep the stories and any other texts, such as comics or non-fiction books, you've read together recently. Re-read these so that over time your child builds up their stock of stories and texts they know well.

Teach **nursery rhymes and songs** and make lots of opportunities to sing and recite them.

In all games and activities make sure you pronounce the speech sounds clearly and as short as possible. Do not make them too long e.g. the letter m has a short /m/ sound not a continuous /mmmmmm/ sound. Try not to add an extra sound onto the speech sound too e.g. the sound is /m/ NOT /m-uh/.

Rhyming games and activities are fun to do and will support your child in hearing speech sounds that are the same and that are different e.g.

Into the pot Model the phrase *'into the pot goes'* while placing objects that rhyme into a pot/bowl ...e.g. a bat, a hat, a cat, a mat... Ask your child to repeat with you. Do this lots of times and then see if they can do it independently. You can then vary this; choose objects so that they have to decide which will **not** go in the pot e.g. a cat, a rat, a hat, a bird.

Use the word mats for phase 2 and 3 sounds. Ask children what picture represents the sounds and vice versa.

"s is the sound for?"

"Socks!"

"Orange starts with?"

"o"



Start off using just the speech sounds and then immediately say the word. eg ...**At the shop I will buy a...** /m/ /a/ /p/ - map, a /b/ /e/ /d/ - bed, a /d/ /u/ /ck/ - duck. Encourage your child to join in with you after you have this modelled for them. Then say the sounds and ask your child to say the whole word.

Wizard's Magic River Prepare a box/tray with small objects or pictures from around the house (e.g. a peg, a bag, a cup, a pen). Say the words... *'Wizard, Wizard can we cross your magic river?'* Ask your child to repeat this to memorise the sentence. You are now the Wizard! Then they say the sentence to you and you reply saying the sounds in order e.g. ... *'only if you give me the ...'* /p/ /e/ /g/. Develop these games further by using word cards instead of objects so your child reads the words.

Play **'Speedy Speak'**. Use the small flashcards with the speech sounds on them. Keep a set in your bag to play while waiting for a sibling, or going to a café. Using the timer on your mobile phone, select the sounds and letters your child has been taught so far. Place them in a pile. Start the timer (set to whatever time you wish e.g. 30 secs). Ask your child to turn over the cards one at a time and say the sound clearly. (If they get to the end of the pile before the timer stops, they keep turning over the same cards). Count how many times they say a sound correctly. Keep a note and next time tell them that you're going to see if they can beat their record!

Begin to practise the **phase 2 and 3 High Frequency and Tricky words** when your child is ready.

a	on	his	go
dad	up	to	an
I	back	him	as
mum	if	had	can
big	but	in	off
the	of	no	not
it	into	got	get
at			and

I
no
the
to
go
into

he
she
we
me
be
you
are
her
was
all
they
my

will	with	my	we
that	for	see	you
then	he	too	her
now	them	was	be
she	down	all	they
this	me	look	are