



Bourton Meadow Academy

Phonics Guide

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Introduction

Phonics provides a solid foundation that enables children to become successful readers and writers. You will receive information about what your child is learning in phonics through the **Reading Record and Phonics Log** book and other forms of communication from your child's class teacher. This phonics pack for parents is a beneficial way to offer you ideas and guidance in ways to help your child with their phonic development at home in order to support what we do in school. This pack will guide you through the learning that takes place from Nursery, right through to Year 2 – please keep referring to it as your essential guide.

We hope that you find this pack useful, and enjoy completing the activities with your child, but if you have any further questions or queries, or would like additional support, please speak to your child's class teacher.

Thank you for your continued support.

Ways you can support your child at home

There are many different ways to help to support your child at home with their phonics. This pack includes all the different letters and sounds (phonemes/graphemes) that children learn at school in each phase.

There are also suggestions of games to play, activities, websites and apps that you can use to support your child with recognition of different graphemes, reading and spelling.

How to say the sounds

It is vital that when you are supporting your children with their phonics at home that the children are saying all the sounds correctly. This is important for their phonic development and supports each child in their reading and writing. The link below shows you how each sound should be said, and by reinforcing this at home, this will help to support their phonic development.

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

<https://www.youtube.com/watch?v=jPVbJ-IaHIw>

How we teach phonics at Bourton Meadow Academy

Children in the EYFS and Key Stage 1 follow the synthetic phonics approach, using both the 'Letters and Sounds' and 'Sounds Write' programmes. They are an approach to teaching phonics in which sounds, (phonemes) made by individual letters or a combination of letters (graphemes), are blended and segmented to form words.

Our daily phonics sessions across EYFS and Key Stage 1 are fun, involving lots of speaking, listening and games. The emphasis is on children's active participation and interactive teaching. They learn to use their phonic knowledge for reading and writing activities and in their independent play.

About the 'Letters and Sounds' programme

'Letters and Sounds' is divided into six phases, with each phase building on the skills and knowledge of previous learning. There are no big leaps in the learning. Children have time to practise, revise, recall and rapidly expand their ability to read and spell words.

Within lessons we teach the children high frequency words. These are words that appear most often in print, for example, "*and*", "*the*", "*as*" and "*it*". Some of the high frequency words can be sounded out using basic phonic rules, e.g. "*it*" and "*dog*". High Frequency words are taught across the school and throughout the curriculum to ensure all children know how to spell these words.

Children are also taught to read and spell 'common exception' words – words with spellings that are unusual or unfamiliar. These include the words '*to*', '*was*', and '*said*'. These words are taught from phase 2 through to phase 5 and beyond.

High Frequency words and common exception words linked to phases.

Phase 2

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

The words coloured blue are decodable at this phase. The words coloured black are not fully decodable at this phase.

Phase 3

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

The words coloured red are decodable at this phase. The words coloured black are not fully decodable at this phase.

Phase 4

went	it's	from	children	just
help	said	have	like	so
do	some	come	were	there
little	one	when	out	what

The words coloured green are decodable at this phase. The words coloured black are not fully decodable at this phase.

Phase 5

don't	old	I'm	by	time
house	about	your	day	made
came	make	here	saw	very
oh	their	people	Mr	Mrs
looked	called	asked	could	

The words coloured purple are decodable at this phase. The words coloured black are not fully decodable at this phase.

Phase 1

Introduction to Letters and Sounds Phase One

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

Aspect 1 - General sound discrimination – environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 – Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 - Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

Phase 2

Introduction to Letters and Sounds Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

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

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

Phase 2 Set 1 Letters and Words

In Set 1, the first four letters are introduced and seven words can be used for segmenting and blending (high frequency words are shown in *italics*):

s, a, t, p *at, a*, sat, pat, tap, sap, as

Phase 2 Set 2 Letters and Words

Set 2 includes four new letters. As each new letter is learnt, children will be able to sound out several new words, as follows:

i *it, is*, sit, sat, pit, tip, pip, sip

n *an, in*, nip, pan, pin, tin, tan, nap

m am, man, mam, mat, map, Pam, Tim, Sam

d *dad, and*, sad, dim, dip, din, did, Sid

Phase 2 Set 3 Letters and Words

Set 3 introduces four new letters, with 28 new decodable words suggested, including four high frequency words, shown in italics below:

g tag, gag, gig, gap, nag, sag, gas, pig, dig

- o *got, on, not, pot, top, dog, pop, God, Mog*
- c *can, cot, cop, cap, cat, cod*
- k *kid, kit, Kim, Ken*

Phase 2 Set 4 Letters and Words

Set 4 introduces four new graphemes, with 36 new decodable words suggested. For the first time, some of the suggested words contain two syllables, such as *pocket, sunset* etc., which some young children might find too difficult at this stage. Personally, I would leave these out if they cause problems. At this stage, it is more important for children to experience success at sounding out short words. Their ability to decode longer words will improve as their short-term memory develops.

At this point, two "tricky words" or common exception words (not fully decodable at this stage) are taught: **the** and **to**.

- ck *kick, sock, sack, dock, pick, sick, pack, ticket, pocket*
- e *get, pet, ten, net, pen, peg, met, men, neck*
- u *up, mum, run, mug, cup, sun, tuck, mud, sunset*
- r *rim, rip, ram, rat, rag, rug, rot, rocket, carrot*

Phase 2 Set 5 Letters and Words

Set 5 introduces seven graphemes (three of which are doubled letters), with 69 new decodable words suggested.

New "tricky" / common exception words: **no, go** and **I**.

- h *had, him, his, hot, hut, hop, hum, hit, hat, has, hack, hug*
- b *but, big, back, bet, bad, bag, bed, bud, beg, bug, bun, bus, Ben, bat, bit, bucket, beckon, rabbit*
- f, *of, if, off, fit, fin, fun, fig, fog, puff, huff, cuff, fan, fat*
- ff
- l, ll *lap, let, leg, lot, lit, bell, fill, doll, tell, sell, Bill, Nell, dull, laptop*
- ss *ass, less, hiss, mass, mess, boss, fuss, hiss, pass, kiss, Tess, fusspot*

Phase 3

Introduction to Letters and Sounds Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Tricky words /common exception words/ key words

During Phase 3, the following tricky words / common exception words (which can't yet be decoded) are introduced:

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

Phase 4

Introduction to Letters and Sounds Phase 4

When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.

Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Tricky words /common exception words/ keywords

During Phase 4, the following tricky words /common exception words (which can't yet be decoded) are introduced:

- said
- have
- like
- so
- do
- some
- come
- were
- there
- little
- one
- when
- out
- what

Phase 5

Introduction to Letters and Sounds Phase 5

Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.

In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

Tricky words /common exception words/key words

During Phase 5, the following tricky words /common exception words (which can't yet be decoded) are introduced:

- oh
- their
- people
- Mr
- Mrs
- looked
- called
- asked
- could

Phase 6

Introduction to Letters and Sounds

Phase 6

At the start of Phase Six of Letters and Sounds, children will have already learnt the most frequently occurring grapheme–phoneme correspondences (GPCs) in the English language. They will be able to read many familiar words automatically. When they come across unfamiliar words they will in many cases be able to decode them quickly and quietly using their well-developed sounding and blending skills. With more complex unfamiliar words they will often be able to decode them by sounding them out.

At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.

Year 1 Phonics Screening Test (Summer Term)

The National phonics screening check is a statutory assessment that was introduced in 2012 for all Year 1 pupils and is a quick and easy check of your child's phonics knowledge. It comprises of a list of 40 words and is taken in June of each year. The words in the test are a mixture of words the children will see in their phonics lessons and in their reading books and some words will be 'nonsense' or 'alien words.' These words are made up words where different phonic sounds are put together.

The test assesses the phonic skills of segmenting and blending and the knowledge of sounds learned through EYFS and Year 1. The check is very similar to tasks the children already complete during phonics lessons.

Phonics Websites

http://www.familylearning.org.uk/phonics_games.html

www.phonicsplay.co.uk

<http://www.bbc.co.uk/bitesize/ks1/literacy/>

[http://www.bbc.co.uk/schools/words and pictures/phonics](http://www.bbc.co.uk/schools/words_and_pictures/phonics)

<http://www.topmarks.co.uk/interactive.aspx?cat=40>

<http://www.letters-and-sounds.com/>

<http://jollylearning.co.uk/gallery/>

<http://www.galacticphonics.com>

<http://www.communication4all.co.uk/HomePage.htm>

<http://www.crickweb.co.uk/>

<http://www.oxfordowl.co.uk/Reading/>

You tube: Articulation of phonemes:

- <http://www.youtube.com/watch?v=4Xv86tGhyPI>

Phonics Apps

Paid Apps

Phonics abaca

Reading eggs

Ladybird I'm ready for phonics

Hairy letters

Mr Thorne does phonics

Twinkl phonics (Based on phases)

Monkey word school adventure

Letter muncher

I-spy phonics

word wizard

Free Apps

Word wonderland primary

Abc phonics rhyming words

Abby Phonics: Kindergarten Reading adventure for toddler loves train Phonics with letter lilies

How you can help at home.

Games you can play

Try some of these games with your child either indoors or outdoors, however your child likes to learn. Be inventive –if you find a way that works well for your child, share it with us – it could help someone else’s child too. At the back of the pack there are grapheme cards that link to phases 2-5. Please cut them up or photocopy and cut them up – use them to play some of the games suggested, or some of your own games

I spy – Say the rhyme ‘I spy with my little eye something beginning with _____’ allow your child plenty of opportunities to guess what you have chosen, for example, ‘something beginning with t’ could be a tree, toy, tent or train. You can extend this game to something containing an ‘oa’ sound e.g. soap, coat. Or try sounding out words for them to blend e.g. ‘I spy with my little eye, ac...u...p’

Point out print everywhere - Talk about the written words you see in the world around you. Ask your child to find familiar words in their environments and sounds within words. See if they can read simple words on signs or shops on each outing. Give your child a shopping list when you go shopping – can they find the ‘j....a...m’?

Making dough graphemes – use play dough or home made dough to make different letters/graphemes. This is a fun way to help them to recognise different graphemes, whilst also helping to develop the fine motor muscles that are essential for writing. You could add scent, texture or colour to your dough by adding food colouring, ginger, peppermint oil, dried oats or rice.

Children love the ‘dough disco’ activities – try them yourself at home– just google ‘dough disco by Shonette Bason’

Oral Blending games;

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.

Point to your t-ee-th.

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?

Give your child instructions through everyday conversation e.g. 'Please can you put this in the b...i...n?'

We also use 'phonic fingers' when blending and segmenting sounds in words – using one hand, put up one finger at a time as you say each phoneme, e.g. 'c...a...t' and 'ch...ur...ch' would be 3 fingers each, whereas 'f...r...o...g' would be 4 fingers.

Phoneme/Grapheme recognition games - Looking for letters/graphemes – Ask your child to look for letters/graphemes whilst you are out and about. Can they find letters/graphemes from their own name, letters/graphemes they have learnt in school or letters/graphemes in specific words?

Matching pairs – You will need: Small pieces of card or paper with the words or graphemes your child is currently learning written on each. Each word or grapheme will need to be written twice so you can search for a matching pair. Turn all the cards face down on the table. And take turns to turn over two. When a matching pair is found that player can keep them. The winner is the person with the most pairs at the end of the game.

Snap - Make a set of cards with the words or graphemes your child is learning written on. Ensure that each word or grapheme is written on two separate cards. Shuffle up the cards and share them out. Each player takes turns to turn over their card, put it down and read the word/say the grapheme. If it matches the previous card played, the first person to notice shouts 'snap!' and wins the pile. This game is best used to practise words or graphemes your child knows fairly well, rather than new ones, as it's quite fast-paced.

Once your child knows a word or grapheme reliably, you can take it out of the current pack of cards and bring in a new word or grapheme. Every so often, play a game with the 'old' cards, so that your child doesn't forget them.

Word/grapheme hunts – place cards with graphemes/words around the house or in the garden. Ask your child to find the card with 'the' on or the grapheme 'sh'. To simplify this you could show them a word card or grapheme and ask them to find the one that matches.

Writing

Getting ready for writing

Teachers will model how to form letters (*graphemes*) correctly, so that children can eventually acquire a fluent and legible handwriting style. These skills develop over a long period of time. A child's ability to form a letter correctly is a separate skill from phonics. Holding a pen or pencil needs considerable co-ordination and practice in making small movements with hands and fingers. In the early phonic phases children can use letter cards or magnetic letters to demonstrate their knowledge of phonics.

Writing in lower-case letters

We shall be teaching lower-case letters, as well as capital letters. As most writing will be in lower-case letters it is useful if you can use these at home. A good start is for your child to write their name correctly, starting with a capital letter followed by lower-case letters.

Using their whole body

For handwriting children need to be well co-ordinated through their whole body, not just their hands and fingers. Games that help co-ordination include throwing balls at a target, under-arm and over-arm, and bouncing balls -also, skipping on the spot, throwing a Frisbee, picking up pebbles from the beach and throwing them into the sea. Have fun!

Hand and finger play

Action rhymes are great fun and get their hands and fingers moving. Playing with dough or clay really helps strengthen little fingers, as does cookery and using simple toolkits.

Hand-eye co-ordination

Pouring water into jugs and cups of different sizes, sweeping up with a dustpan and brush, cutting, sticking, tracing, threading beads, completing puzzles, peeling off stickers and sticking them in the right place – these all help hand-eye co-ordination.

Pencil hold

The 'pincer' movement needs to be practised. It enables children to hold a pencil properly. Use tongs, pegs and tweezers.

Magic writing boards are great fun for children, both little and larger versions. It won't be long before they will be trying to write their names!

Write with your child – ‘think aloud’ so they can hear the decisions you are making as you write. Make sure the writing is for a purpose, for example, a birthday message, a shopping list, an address.

Talk about the words they see in everyday life – food packaging, signs in the supermarkets, captions on buses and lorries, messages on birthday cards and invitations.

Write a shopping list together.

Send an email to a family member or a friend – your child says the message, you write it!

Provide your child with a shoe box full of things to write with – writing tools of various sizes and thicknesses: gel pens, crayons, glitter pens, rainbow pencils, old birthday cards, coloured paper, sticky tape to make little books. Rolls of wallpaper can be attached to a table or wall to provide a large canvas for their writing and drawing.

Praise them for their play writing – those early squiggles and marks show that your child is beginning to understand writing.

Other ideas

- Make sure your child sees you writing.
- Continue to make words together, using magnetic letters.
- Leave a message on the fridge door and encourage them to write a reply to you.
- Make up a story together about one of their toys. You write for them, repeating the sentences as you write. When the story is complete they can draw pictures to go with it.
- Buy stickers of a favourite film or TV programme and make a book about it.

Reading

Enjoy and share books together – buy or borrow books that will fire their imagination and interest. Read and reread those they love best.

Make time to read with your child throughout their time in school – PLEASE continue reading to your child, even when they are reading independently. This is very important – your child needs to practise their reading skills every day, and needs the support of an interested adult. Grandparents, older brothers or sisters can help, too.

Let them see you reading – grown-ups can share their magazines about their favourite sport or hobby.

Read with your child – ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they **blend** all through the word.

Talk about the meaning of the book, too – take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the characters and important events. Ask them their views. Provide toys, puppets and dressing-up clothes that will help them to act out stories.

Explain the meaning of words (*vocabulary*) that your child can read but may not understand, for example, *flapped, roared*.

Listen to story CDs

Read simple rhyming books together – leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.

A quiet area with some cushions and toys is a comfortable place where you and your child can go and look at a book together.

Practise reading and spelling some CVCC and CCVC words but continue to play around with CVC words. Children like reading and spelling words that they have previously worked with, as this makes them feel successful.

Make up captions and phrases for your child to read and write, for example, 'crunch crisps', 'clear the pond', 'a silver star'. Write some simple sentences and leave them around the house for your child to find and read. After they have found three, give them a treat!

Look out for words in the environment, such as on food packaging, which your child will find easy to read, for example, *lunch, fresh milk, fish and chips, jam*.

Work on reading words together, for example, a street name such as *Park Road*, captions on buses and lorries, street signs such as *bus stop*.

What do the Phonics terms mean?

Phoneme: The smallest unit of sound in a word, e.g. c/a/t, sh/o/p, t/ea/ch/er.

Grapheme: A letter or group of letters representing one sound, e.g. s, t, p, ch, ee, ai, igh, ear

Digraph: Two letters which together make one sound, e.g. sh, ch, ee, ph, oa.

Split digraph: Two letters, which work as a pair, split, to represent one sound, e.g. a-e as in cake, or i-e as in kite.

Trigraph: three letters which together make one sound but cannot be separated into smaller phonemes, e.g. igh as in light, ear as in heard, tch as in watch.

Segmenting: means hearing the individual phonemes within a word – for instance the word ‘crash’ consists of four phonemes: ‘c – r – a – sh’. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme.

Blending: means merging the individual phonemes together to pronounce a word. In order to read an unfamiliar word, a child must recognise (‘sound out’) each grapheme, not each letter (e.g. ‘th-i-n’ not ‘t-h-i-n’), and then merge the phonemes together to make the word.

Adjacent consonants: two or three letters with discrete sounds, which are blended together e.g. str, cr, tr, gr. (previously consonant clusters).