

# Phonics

# Letter Sounds

Children learn in a fun, multi-sensory way using stories and actions.



**Learning the action for the /s/ sound:**

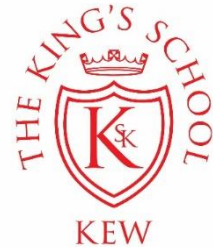
Weave your hand like a snake, making an 's' shape, saying ssssssss.

**We learn Phonics using the Jolly Phonics scheme of learning.**

This uses stories, songs, actions and more to learn letter sounds, blending, segmenting and irregular words. The sequence of sounds is **different** to Letters and Sound.

# Phonics

- On entering Reception, children begin to follow the 'Jolly Phonics' programme.
- Children in Reception and Year 1 have daily phonics lessons, building up to an hour by the end of year.  
( These are broken up into shorter sessions throughout the day and include elements of both reading and writing).
- We ensure that children will be well placed to read and spell words with fluency and confidence by the time they reach the end of Year 1.
- A Jolly Phonics session lasts for an 20-30 minutes when taught explicitly and is done in a fun way but also with rigour and pace.
- Children's phonological awareness and spelling strategies are assessed every six weeks/ half term using Jolly phonics/ our own assessments and they are used to inform planning and teaching.



# Phonemes and graphemes



*A phoneme is the smallest unit of **sound** e.g. s-a-t  
Graphemes are the **written symbol** for those sounds.*

*There are single sounds and digraphs.*

*Digraphs are two letters that make one sound.*

# Sequence of sounds



We have daily phonics sessions, Monday – Thursday. We learn a new sound each day and then on Friday we review the sounds we have learnt. Once tricky (irregular) words are introduced, these are also taught on a Friday.

## Autumn Term

Week	Sounds	Tricky Words
1-3	Phonological awareness, oral blending skills, rhyming and alliteration activities.	
4	S, a, t, i	
5	P, n, c, k, e	
6	H, r, m, d	
7	G, o, u, l	
8	F, b, ai, j	I, the
9	Oa, ie, ee, or, z	He, she
10	W, ng, v, oo	Me, we, be
11	Y, x, ch, sh	Was, to, do, are, all
12	th, qu, ou, oi	Review all previous

# Sequence of sounds



Daily lessons continue...

## Spring Term

Week	Sounds	Tricky Words	Other
1	Ue, er, ar	was, to, do, are, all	
2	'y' as 'ee'	You, your	Capital letters – SATIPN
3	Short vowels	Come, some	Capital letters – CKEHRMD
4	Ck	Said, here, there	Capital Letters – GOULFB
5	Double letters e.g. ll, ff, ss, zz, tt	They	Capital Letters – J
6	REVIEW		
7	Long vowels & magic 'e'	Go, no, so	Capital Letters – ZWV
8	Long vowels & magic 'e'	My, one, by	Capital Letters – YXQ
9	Ay, oy	Only, old	All capital letters
10	Ea	Like, have	Handwriting – b & d
11	Y, igh	Live, give	Handwriting – r, n, m, h
12	REVIEW		

*Living and learning by the values of love, compassion and respect*

# Sequence of sounds



## Summer Term

Phonics daily but as it isn't a new sound each day, these lessons focus on sentence structure, blending, segmenting, comprehension, guided reading, etc.

Week	Sounds	Tricky Words	Other
1	ow	Little, down	Handwriting – c, a, d, o, g, q
2	lr, ur	What, when, why	Handwriting – b, d, h, k, l, t
3	ew	Where, who, which	Handwriting – tails under the line
4- 6	Review all sounds		
7 - 9	Review tricky words		
10-12	Target teaching based on needs of cohort		

# Oral Blending



Oral blending is when children can HEAR the individual sounds (phonemes) in words and push those sounds together to form the whole word. This is a skill developed in Phase 1. You say the individual sounds and the children merge those sounds to say the whole word.

To help children with this you can play games such as Simon says. You say “can you stand u-p?” or can you c-l-a-p your hands?” and they blend the sounds to perform the action.

Segmenting and blending are key skills when learning to read with phonics.  
Segmenting means sounding out the words e.g.

**cat**

**c – a – t**

Blending means putting those sounds together to make the word

**c - a – t**

**cat**

# CVC Words



As children progress through phonics they will begin to read and spell CVC words that are made up of a different numbers of letter.

d-o-g    m-a-t    p-a-t    l-a-p

Even though the number of letters differ within the words they will contain 3 sounds; a consonant sound, vowel sound and a consonant sound.

th-i-ck    ch-ur-ch    sh-ee-p    p-ar-t

# Pure Sounds



- Try to avoid using an 'uh' at the end of the letter sounds. So not 'muh', 'luh', 'suh' but 'mm, sss, lll'  
The technical term for the 'uh' is a Schwa.
- Using the pure sounds makes it easier for children to blend sounds together to form the word.
- It's easier to merge "sss, u, nnn" rather than "suh, u, nuh"

# Blending to Read

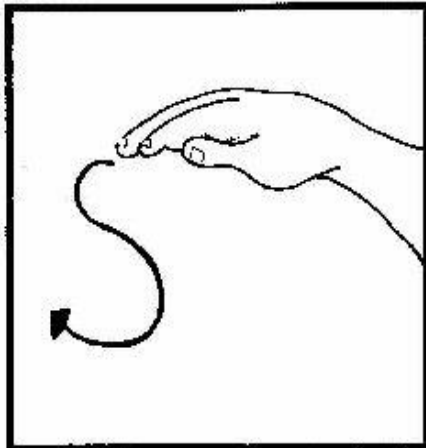


When children move on to begin blending for reading this requires a lot of complex skills all needed at the same time. Children need to be able to quickly identify the graphemes ( letters or combinations of letters) and their corresponding sounds, remember them and then merge the sounds together.

If a child is struggling to do this then we check whether they recognise all the graphemes and can recall the sounds quickly. You might need to go back and fill some gaps in the grapheme recognition.

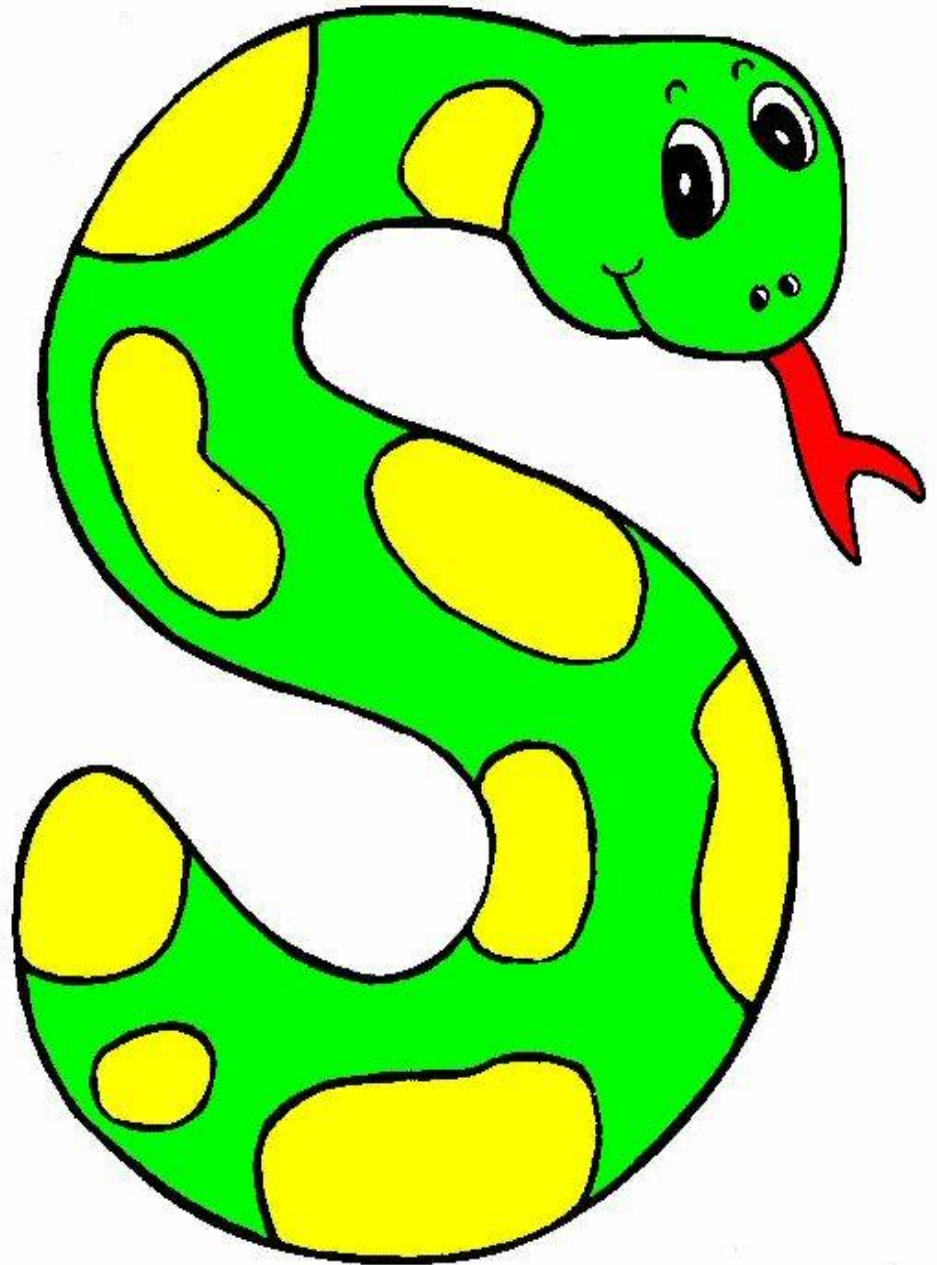
S

s



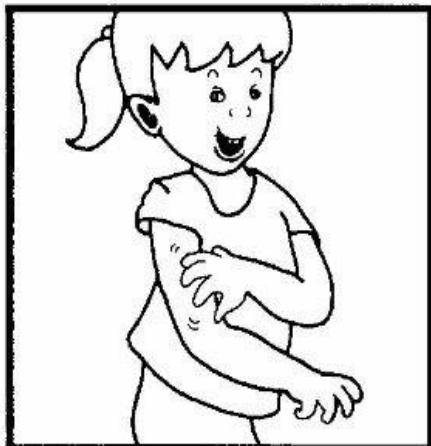
**ACTION**

Weave like a snake, making s shapes, saying sssss.



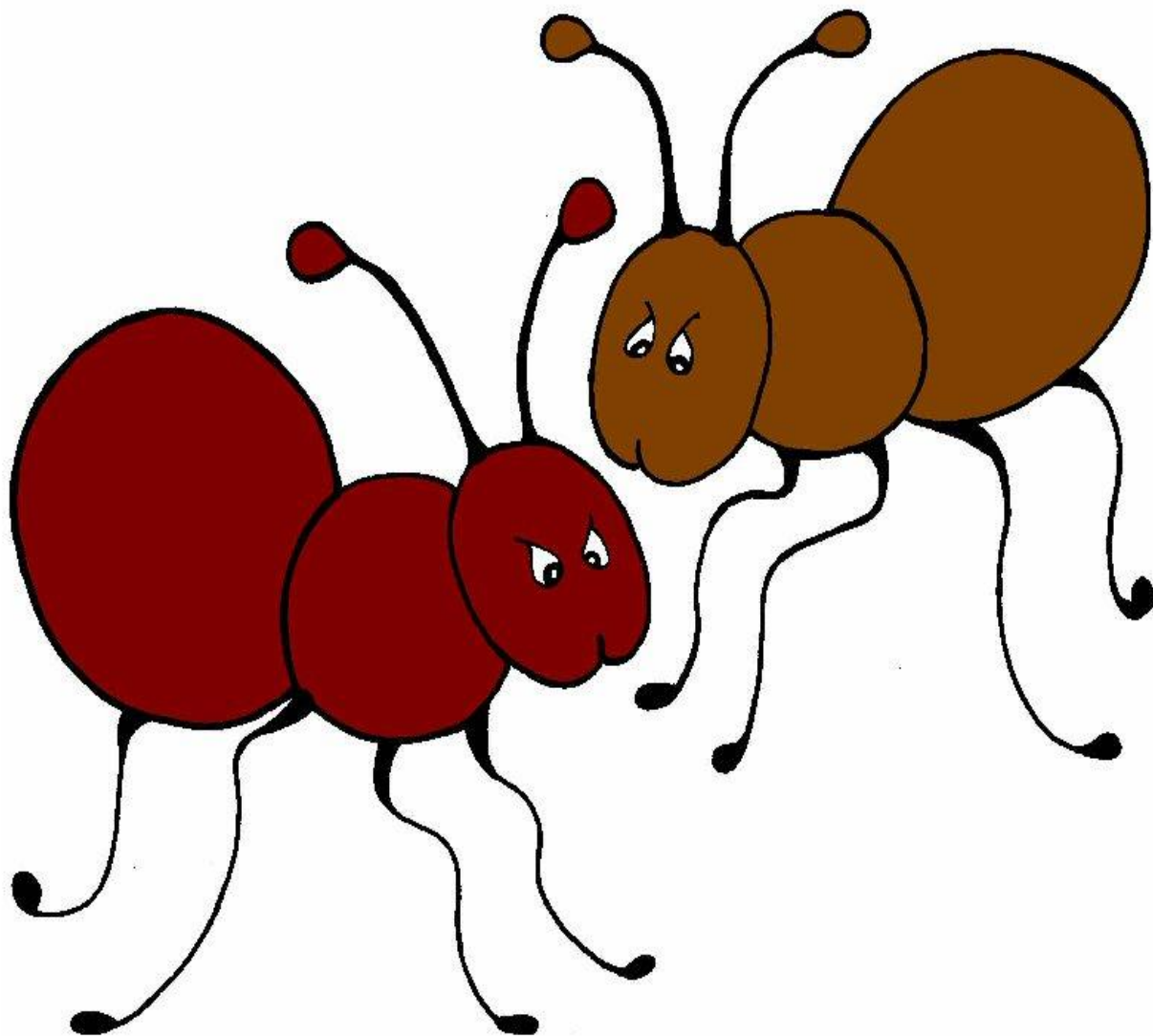
# A a

short a

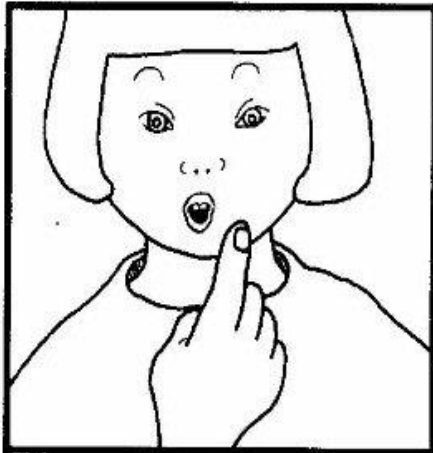


## **ACTION**

Wiggle fingers above elbow as if ants crawling on you, and say *a, a, a!*

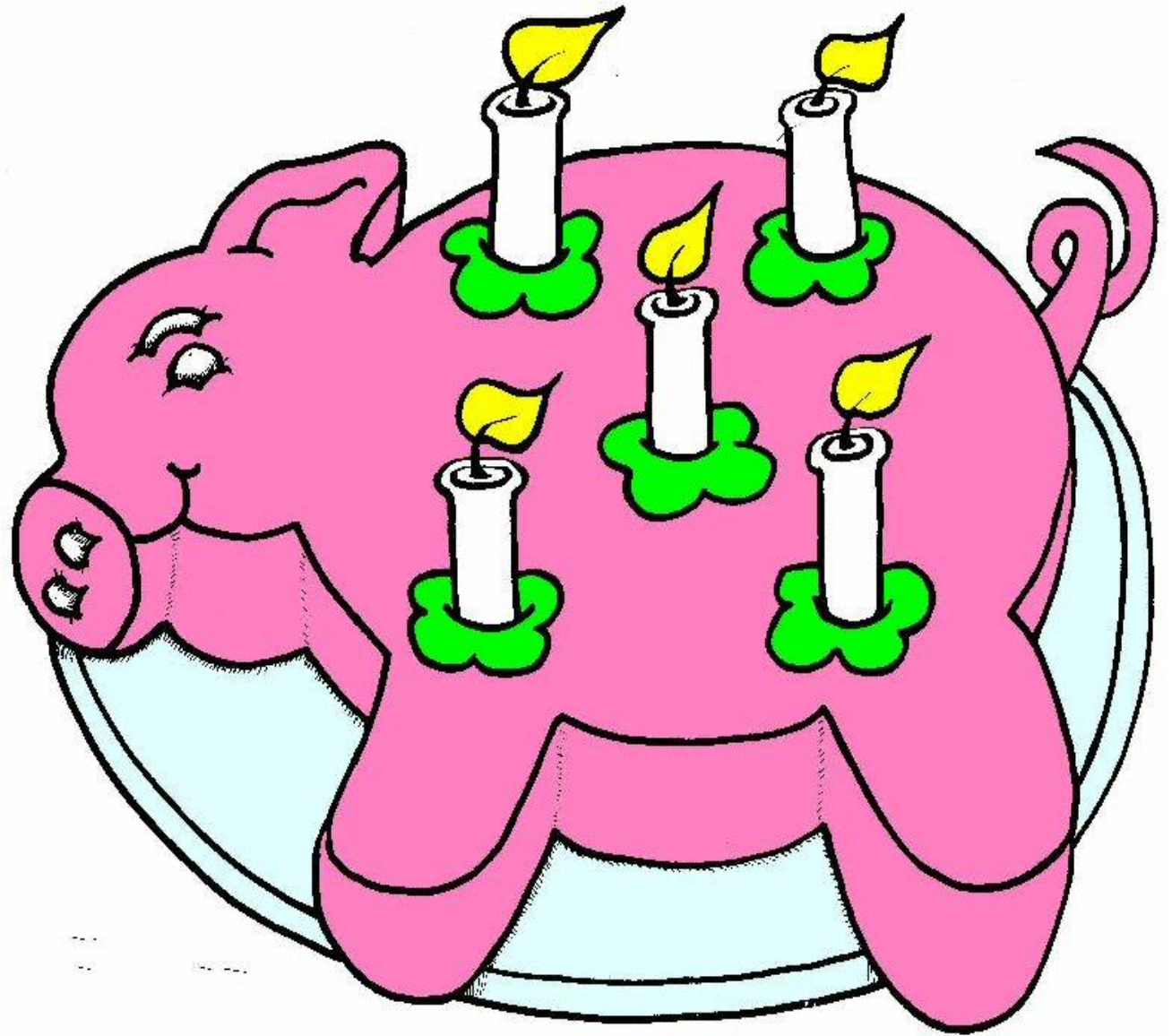


P p

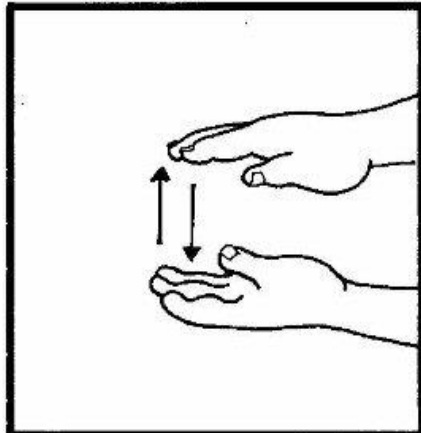


**ACTION**

Hold up index finger, as if it is a lit candle, and imagine puffing it out, saying *p*.

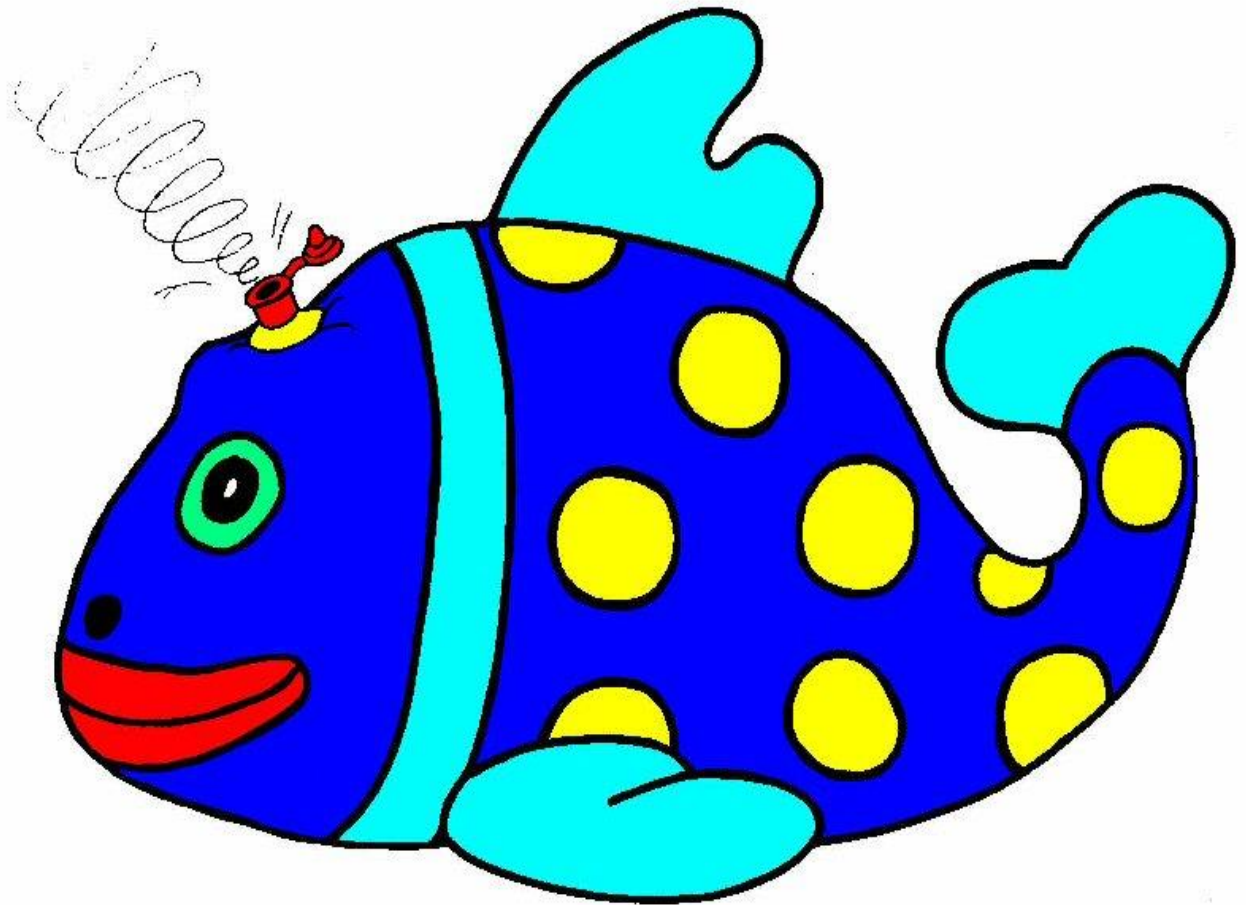


**F f**

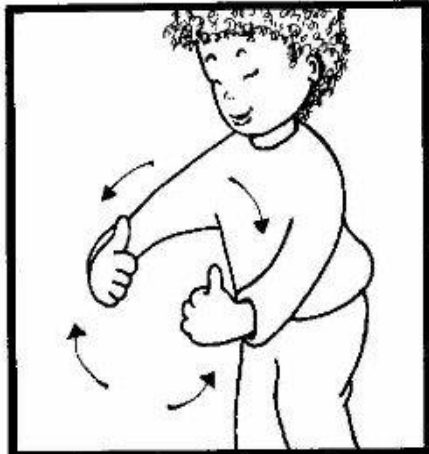


**ACTION**

Place one hand above the other, lower the top hand as if inflatable fish is deflating, and say *ffffff*.



V v



**ACTION**

Pretend to be driving along in a van, saying vvvvv.





# ai

(Tune: *Camptown Races*  
Track 19)

My ear hurt.

I was in pain.

/ai/? /ai/?

My ear hurt.

I was in pain.

What did you try to say?



**Action:** Cup your hand over your ear, as if you are hard of hearing, and say ai, ai, ai?

# Tricky Words



Tricky words cannot be sounded out, for example:

- the
- to
- no
- go
- me
- you
- one

# Letter Formation



Correct formation can be encouraged from the very beginning

- **Feel the letter**
- **See the letter**
- **Make the letter**

We encourage cursive writing as soon as we feel the children are ready. We focus on pencil grip and letter formation within phonics as well as free-flow learning.

# Year 1 Phonics Screening



- Towards the end of Year 1, the children will have a Phonics Screening Check. This was introduced in 2012 as part of a policy to strengthen Phonics teaching in Primary schools and reflect the emphasis on teaching synthetically and systematically.
- During the screening children will be asked to read to read a list of 40 words to check their grapheme recognition and decoding skills. The words are made up of real and fake words.

# Tricky Words

To **read** tricky words well, the children need to:

Some words are tricky and cannot be sounded out.  
Here is a way of learning them.



Look Say the letters.	COVER Try writing them.	Write, Check	Have another go
the	the	_____	_____
are	are	_____	_____
you	you	_____	_____

Fill in the missing letters.

the	ar_	y_u
a_e	t_e	_re
yo_	th_	_ou

- Work out the 'tricky' bits
- Have regular flashcard practice
- Use letter names to distinguish tricky from decodable.
- If they can read them, they can work on applying them in their writing.

# Green and Red Word Cards



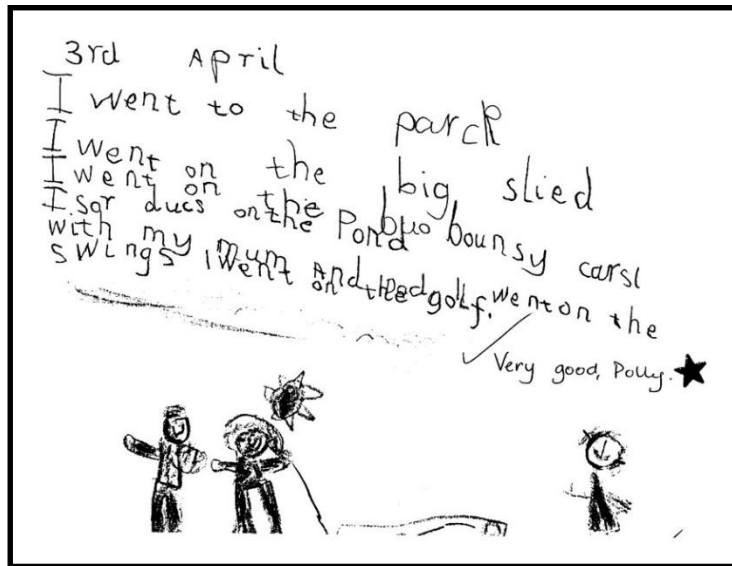
- Green – decodable
- Red – tricky

Cut these up and play different games

Practise reading AND writing them

# Independent Writing

Independent writing towards the end of the first year:



Write recognisable letters, most of which are correctly formed;  
 Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

# Reading Books



- Children will be given 2 books each week. A decodable book and a reading for pleasure book.
- A decodable book is one that is made up of words in which the very large majority can be read independently as the letters and sounds have been previously taught. It will be very closely matched to the stage children are working at in phonics.

# Reading books



- Please write a comment about how the children found the book – were there any sounds they didn't recognise? Could they read any words by sight?
- If they are finding blending tricky, sound out the words with your child so they can hear you.
- It is okay for children to use picture clues, especially when reading tricky word books.
- Ask questions about the text to see whether they have understood what they were reading. Lots of reading books have questions at the back.
- Books are now only changed once a week on a set day for your child's bug group (EYFS). This is so they have time to read, understand and extend their phonics and writing skills. Books and reading record should be in bags everyday in case things change. If you want to keep the books longer, please still hand them in on their day but write a comment to let us know. If you find that you're finishing the books you could try writing an alternative ending, about the characters, a book review, etc.

# Useful Websites

- Phonics play
- Jolly Phonics
- Teach Your Monster To Read
- Reading Eggs
- BBC Bitesize
- Alphablocks