

# **Woodslee Primary School**



## **A Guide for Parents**

# **PHONICS**

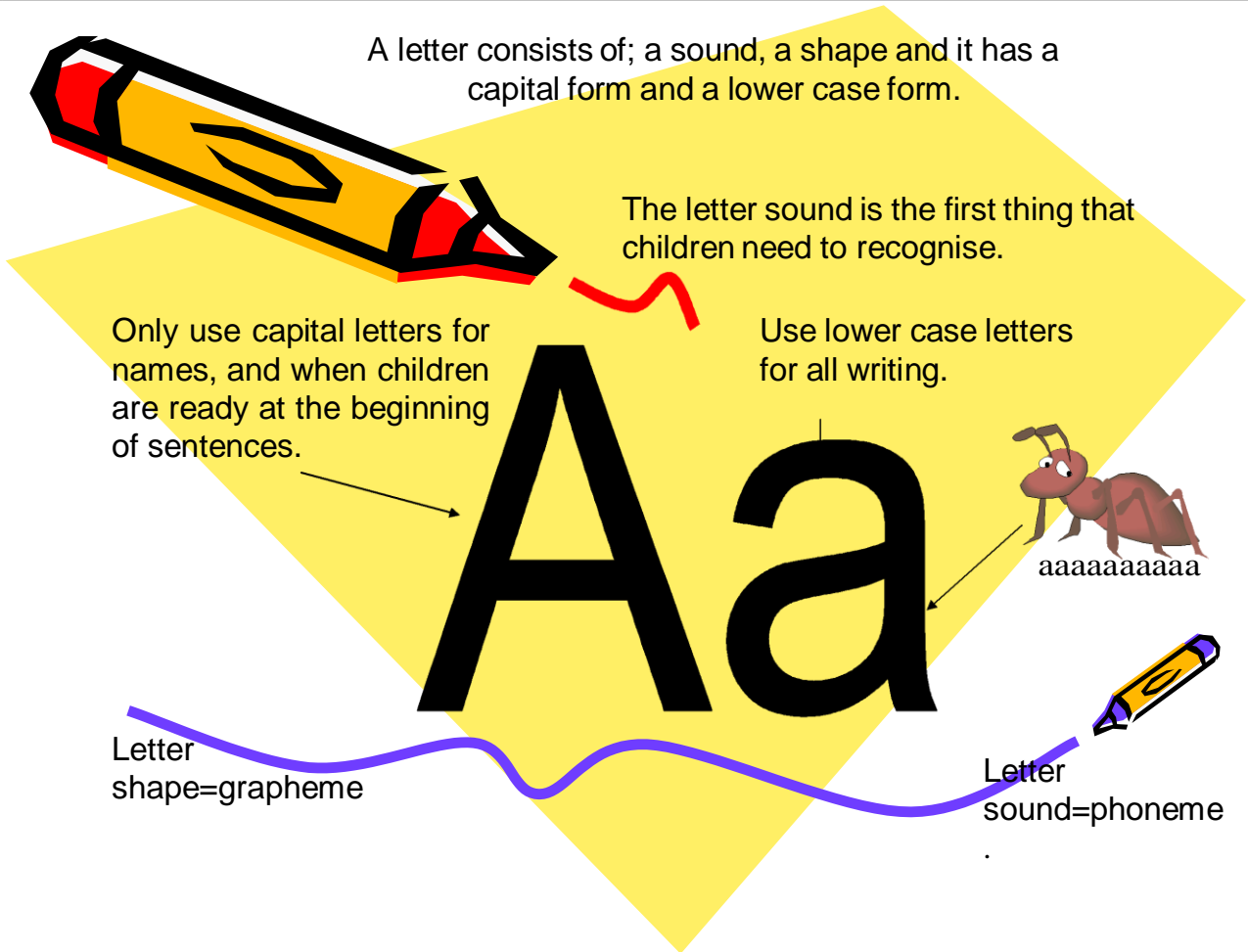
## **Introduction**

At Woodslee Primary School we know how important it is for teachers and parents to work together to give your child the best start. Reading together at home is one of the easiest but most important ways in which you can help your child. To support your child in becoming an effective and confident reader we hope to work with you to develop their knowledge of phonics (letter sounds) to enable them to decode different words they may come across. Foundation Stage and Key Stage 1 engage in a daily phonics teaching session.

Through this booklet we hope to give you an overview of phonics teaching with your child, and some ideas for how you can support your child at home.

*A definition of Phoneme and Grapheme. Your child will need to develop knowledge of both.*

---



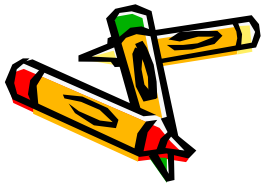
## Letters and Sounds

We are following Government guidance with regards to 6 phases of phonics teaching. This six phase teaching program focuses on high quality phonic work. The Intention is to “...equip children who are 5 with the phonic knowledge and skills they need to become fluent readers by the age of 7.” By the end of Year Two children should have completed phase 6. Which phase the children should be working on is assessed by the teacher, and appropriate teaching is planned for. Below is information about the 6 phases, and the progression between them.

# Phase 1

Children explore and experiment with sounds, differentiate between sounds and become familiar with rhyme, rhythm and alliteration (from birth to the end of Nursery)

This phase continues throughout their Primary Education



## Stages of Phonological Awareness Within Phase 1

### SEVEN ASPECTS –

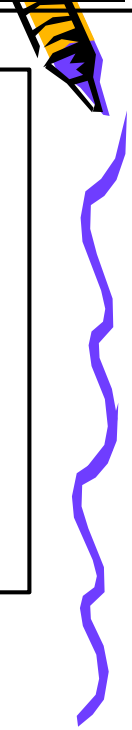
- Environmental sound
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



## Phase 2

To introduce grapheme/phoneme (letter/sound) correspondence (beginning of Reception)

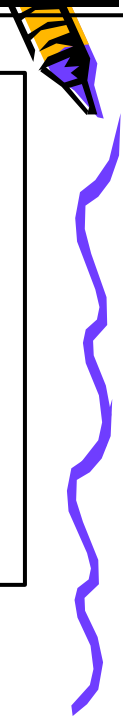
Children know that words are constructed from phonemes and that phonemes are represented by graphemes. They have a knowledge of a small selection of common consonants and vowels (which usually begin with s, a, t, p, i, n) and begin to put them together to read and spell CVC words



## Phase 3

To teach children one grapheme for each of the 44 phonemes in order to read and spell simple regular words. (Reception)

Children link sounds to letters, naming and sounding the letters of the alphabet. They hear and say sounds in the order they occur in the word and read simple words by blending the phonemes from left to right. They recognise common digraphs (e.g. th) and read some high frequency words

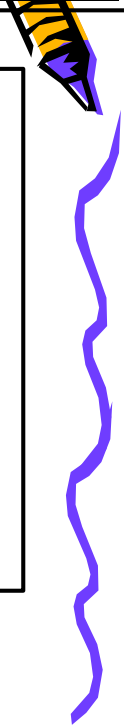


## Phase 4

To teach children to read and spell words containing adjacent consonants (end of Foundation Stage)

Children will be able to blend and segment adjacent consonants in words and apply this skill when reading and spelling.

Children will move from CVC words (pot, sheep) to CVCC words (pots) and CCVC words (spot) and then CCVCC words (spots)

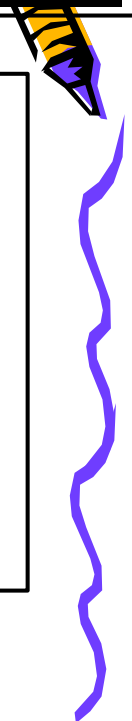


## Phase 5

Teaching children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught (Year One)

Children will use alternative ways of pronouncing the graphemes (e.g. the 'c' in coat and city).

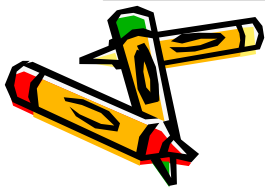
Recognise an increasing number of high frequency words automatically. Knowledge and skills of phonics will be the prime approach to reading and spelling



# Phase 6

Teaching children to develop their skill and automaticity in reading and spelling, creating ever increasing capacity to attend to reading for meaning. (Year Two)

Applying phonic knowledge to recognise and spell an increasing number of complex words. Read an increasing number of high and medium frequency words independently and automatically



Your Child's class teacher will be able to inform you which stage they are working on. But remember to also ask your children what phonemes (sounds) they have been doing each day in class!



# **We use Jolly Phonics to support our phonics teaching.**

## **Learning the letter sounds**

---

In *Jolly Phonics* the main sounds of English are taught, not just the alphabet. The sounds are in groups. Some sounds are written with two letters, such as *ee* and *or*. These are called digraphs. *oo* and *th* can each make two different sounds, as in *book* and *moon*, *that* and *three*. To distinguish between these two sounds, the digraph is represented in two forms.

Each sound has an action which helps children remember the letter(s) that represent it. As a child progresses you can point to the letters and see how quickly they can do the action and say the sound. As a child becomes more confident, the actions are no longer necessary. There is a list of all of the letter sounds and their corresponding actions later in this guide.

---

Children should learn each letter by its sound, not its name. For example, the letter *a* should be called *a* (as in *ant*) not *ai* (as in *aim*).

Similarly, the letter *n* should be *nn* (as in *net*), not *en*. This will help in blending. The names of each letter can follow later.

The letters are not introduced in alphabetical order. The first group (*s, a, t, i, p, n*) has been chosen because they make more simple three-letter words than any other six letters.

The letters *b* and *d* are introduced in different groups to avoid confusion. Sounds that have more than one way of being written are initially taught in one form only. For example, the sound *ai* (*rain*) is taught first, and then alternatives *a-e* (*gate*) and *ay* (*day*) follow later.

Examples can be found on the Jolly Phonics Website (under useful websites)

## **Blending**

Blending is the process of saying the individual sounds in a word and then running them together to make the word. For example, sounding out *d- o- g* and making *dog*. It is a technique every child will need to learn, and it improves with practice. To start with you should sound out the word and see if a child can hear it, giving the answer if necessary. Some children take longer than others to hear this. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder.

Remember that some sounds (digraphs) are represented by two letters, such as *sh*. Children should sound out the digraph (*sh*), not the individual letters (*s - h*). With practice they will be able to blend the digraph as one sound in a word. So, a word like *rain* should be sounded out *r-ai-n*, and *feet* as *f-ee-t*. This is difficult to begin with and takes practice.

You will find it helpful to be able to distinguish between a blend (such as *st*) and a digraph

---

(such as *sh*). In a blend the two sounds, *s* and *t* can each be heard. In a digraph this is not so.

When sounding out a blend, encourage children to say the two sounds as one unit, so *fl-a-g* not *f-l-a-g*. This will lead to greater fluency when reading.

Some words in English have an irregular spelling and cannot be read by blending, such as *said*, *was* and *one*. Unfortunately, many of these are common words. The irregular parts have to be remembered. These are called the 'tricky words'.

## Identifying sounds in words

The easiest way to know how to spell a word is to listen for the sounds in that word. Even with the tricky words an understanding of letter sounds can help. Start by having your child listen for the first sound in a word. Games like I-Spy are ideal for this. Next try listening for the end sounds, as the middle sound of a word is the hardest to hear. Begin with simple three-letter words such as *cat* or *hot*. A good idea is to say a word and tap out the sounds. Three taps means three sounds. Say each sound as you tap. Take care with digraphs. The word *fish*, for example, has four letters but only three sounds, *f-i-sh*. Rhyming games and poems also help tune the ears to the sounds in words. Other games to play are:

a) Add a sound: what do I get if I add a *p* to the beginning of *ink*? Answer: *pink*. Other examples are *m-ice*, *b-us*, etc.

b) Take away a sound: what do I get if I take away *p* from *pink*? Answer: *ink*. Other examples as above, and *f-lap*, *s-lip*, *c-rib*, *d-rag*, *p-ant*, *m-end*, *s-top*, *b-end*, *s-t-rip*, etc.

## Spelling the tricky words

---

There are several ways of learning tricky spellings:

- 1) Look, Cover, Write and Check. Look at the word to see which bit is tricky. Ask the child to try writing the word in the air saying the letters. Cover the word over and see if the child can write it correctly. Check to make sure.
- 2) Say it as it sounds. Say the word so each sound is heard. For example, the word *was* is said as 'wass', to rhyme with *mass*, the word *Monday* is said as 'M-on-day'.
- 3) Mnemonics. The initial letter of each word in a saying gives the correct spelling of a word. For example, *laugh* – Laugh At Ugly Goat's Hair.
- 4) Using joined-up (cursive) writing also improves spelling.

# Letters and sounds: High Frequency Words Checklist

*The Tricky Words are in bold*

## 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         | <b>the</b> | <b>to</b> | <b>I</b> | <b>no</b> | <b>go</b> |
| <b>into</b> |            |           |          |           |           |

## Phase 3

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

## Phase 4

|             |             |              |               |            |             |
|-------------|-------------|--------------|---------------|------------|-------------|
| went        | It's        | from         | children      | just       | help        |
| <b>said</b> | <b>have</b> | <b>like</b>  | <b>so</b>     | <b>do</b>  | <b>some</b> |
| come        | were        | <b>there</b> | <b>little</b> | <b>one</b> | <b>when</b> |
| <b>out</b>  | <b>what</b> |              |               |            |             |

## Phase 5

|               |           |            |               |               |              |
|---------------|-----------|------------|---------------|---------------|--------------|
| don't         | old       | I'm        | by            | time          | house        |
| about         | your      | day        | made          | came          | make         |
| here          | saw       | very       | put           | <b>oh</b>     | <b>their</b> |
| <b>people</b> | <b>Mr</b> | <b>Mrs</b> | <b>looked</b> | <b>called</b> | <b>asked</b> |
| <b>could</b>  |           |            |               |               |              |

## The Next 200 High Frequency Words

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



## **The Actions**

---

**s** Weave hand in an s shape, like a snake, and say *ssssss*.

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

**t** Turn head from side to side as if watching tennis and say *t, t, t*.

**i** Pretend to be a mouse by wriggling fingers at end of nose and squeak *i, i, i*.

**p** Pretend to puff out candles and say *p, p, p*.

**n** Make a noise, as if you are a plane – hold arms out and say *nnnnnn*.

**c k** Raise hands and snap fingers as if playing castanets and say *ck, ck, ck*.

**e** Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh*.

**h** Hold hand in front of mouth panting as if you are out of breath and say *h, h, h*.

**r** Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say *r*.

**m** Rub tummy as if seeing tasty food and say *mmmmmm*.

**d** Beat hands up and down as if playing a drum and say *d, d, d*.

**g** Spiral hand down, as if water going down the drain, and say *g, g, g*.

- 
- o** Pretend to turn light switch on and off and say *o, o; o, o.*
  - u** Pretend to be putting up an umbrella and say *u, u, u.*
  - l** Pretend to lick a lollipop and say *ll ll.*
  - f** Let hands gently come together as if toy fish deflating, and say *ff f f f f.*
  - b** Pretend to hit a ball with a bat and say *b, b.*
  - ai** Cup hand over ear and say *ai, ai, ai.*
  - j** Pretend to wobble on a plate and say *j, j, j.*
  - oa** Bring hand over mouth as if you have done something wrong and say *oh!*
  - ie** Stand to attention and salute, saying *ie ie.*
  - ee or** Put hands on head as if ears on a donkey and say *eeyore, eeyore.*
  - z** Put arms out at sides and pretend to be a bee, saying *zzzzzz.*
  - w** Blow on to open hand, as if you are the wind, and say *wh, wh, wh.*
  - ng** Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying *ng...*
  - v** Pretend to be holding the steering wheel of a van and say *vvvvvv.*
  - oo oo** Move head back and forth as if it is the cuckoo in a cuckoo clock, saying *u, oo; u, oo.*  
(Little and long oo.)

---

**y** Pretend to be eating a yoghurt and say *y, y, y.*

**x** Pretend to take an x-ray of someone with a camera and say *ks, ks, ks.*

**ch** Move arms at sides as if you are a train and say *ch, ch, ch.*

**sh** Place index finger over lips and say *shshsh.*

**th th** Pretend to be naughty clowns and stick out tongue a little for the th, and further for the th sound (this and thumb).

**qu** Make a duck's beak with your hands and say *qu, qu, qu.*

**ou** Pretend your finger is a needle and prick thumb saying *ou, ou, ou.*

**oi** Cup hands around mouth and shout to another boat saying *oi! ship ahoy!*

**ue** Point to people around you and say *you, you, you.*

**er** Roll hands over each other like a mixer and say *ererer.*

**ar** Open mouth wide and say *ah.* (British English) Flap hands as if a seal and say *ar, ar, ar.* (Nth Am English)

---

# **Phonics games that can be played at home**

## **1. Mood Sounds**

Say a letter sound and ask the children to repeat it. Ask the children to say the sound as if they were angry, happy, frightened etc.

## **2. Gobbler/Muncher Game**

Use a cereal box to make a person.

E.g. Gordon the gobbler. Have a large hole for the mouth. Collect a variety of objects beginning with 2 different sounds. Ask your child to select an object from your tray that begins with a certain sound. Children feed the object to the gobbler with replies with an mmmm sound if they are correct.

## **3. Hoop game**

Get 2 hoops, trays or plates and place a letter card on each of them e.g. s and a. Have a variety of objects beginning with these 2 sounds. Ask your child to select an object and say the name of it. Repeat it several times and then ask your child to place it on the correct letter tray.

---

## **4. Croaker**

Introduce a puppet to your child. Explain that it is finding it hard to say some words. Ask your child to select an object out of a bag. The puppet pronounces it incorrectly – maybe missing off the initial or end sound. The children help the puppet say the word correctly emphasising the part of the word that was missing. E.g. The puppet says ‘encil’ the child can say the word correctly ‘pencil’ and then the adult can emphasise the ‘p’ sound that was missing.

## **5. Rogue Sound Game**

Show a variety of objects to your child. All of the objects to have the same initial sound except for one item. Children to identify which is the rogue item. E.g. sun, sausages, **cup**, scissors.

## **6. Bingo**

Bingo boards can easily be made to suit the ability of your child. You can use them in a variety of different ways to help your child learn the letters of the alphabet. Make a board containing 6 letters of the alphabet. Then make a set of 6 letter cards that match the

---

board. You can make 2 boards to play a matching game with your child or one of you could be the bingo caller and say the letter on the cards and the other person finds the letter on their board and puts a counter or toy on it. You can just match the letters or you could have some objects to match to the letter boards. Your child can then pick an object and place it on the correct letter to show what sound the object begins with.

**When choosing objects around the house to use for sound games ensure that they begin with the single sound that you are working on.**

For example:

tiger      train

pencil    present

goat      grass

Useful Websites;

Jolly Phonics Website -  
<http://www.jollylearning.co.uk/>

*If you have any further queries, do not hesitate to come in and ask!*

*Mrs C Allason*