

# Phonics

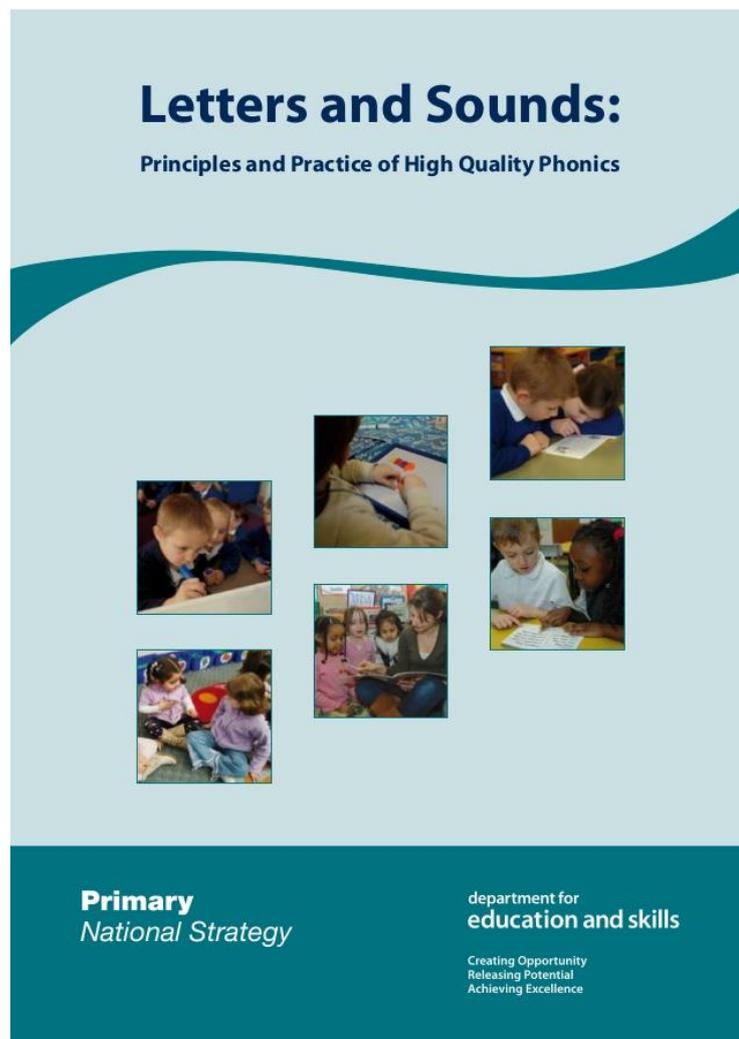


**Bantock Primary School**

# A supportive Guide

High quality phonic teaching is the key way in which we teach children how to read and spell words

At Bantock Primary School we follow the 'Letters and Sounds' phonics programme and this guide is designed to help you, as parents so that you can support your child at home.



Phonics is...

Skills of  
segmenting and  
blending



Knowledge of the  
alphabetical code

Phonics consists of:

- Identifying sounds/phonemes in spoken words
- Recognising the common spellings of each phoneme (sound)
- Blending phonemes into words for reading
- Segmenting words into phonemes for spelling

Something to Think About!

The English language is tricky and just when children have mastered the graphemes that correspond with the phonemes (e.g. p l ay) then they realise that there can be many choices as to which grapheme to use. Here is an example:

**a** – paper

**ay** – play

**ey** – they

**a-e** – spade

**eigh** – eight

**ei** – vein

**ai** – plain

## HELP!! Terminology explained

Word	Definition
Phoneme	Smallest unit of sound
Grapheme	A letter or sequence of letters that represent a phoneme (sound)
Segmenting	Breaking down words into their phonemes to spell c a t                      th i nk • • •                      • • •
Blending	The opposite of segmenting. Joining phonemes to create words in order to read
Sound Buttons	A visual/kinaesthetic approach to representing phonemes in a word
Digraph	Two letters that create one phoneme (ai, ee, oo...)
Split Digraph	Two letters that are split but only make one sound, e.g. a-e as in make or i-e in site
Trigraph	Three letters that create one phoneme (igh, dge...)
Mnemonic	A device for memorising and recalling something, such as a snake shaped like the letter 'S'
High Frequency Words	Commonly used words that children are encouraged to memorise by sight
Tricky Words	Words that are cannot be fully decoded. Tricky words can be high frequency words also
Grapheme Phoneme correspondence (GPC)	The relationship between sounds and the letters which represent those sounds
Syllables	The amount of beats in a word
Analogy	A comparison between one thing and another, typically for the purpose of explanation or clarification

At Bantock, whilst children work within the phase that is appropriate to their level of learning, they may also be given experience of other phases to secure previous learning or support future learning. The children are assessed regularly to ensure their needs are being met.

### **Phase 1 (Nursery)**

Children should learn to:

- Show an awareness of rhyme and alliteration
- Distinguish between sounds in the environment/phonemes
- Explore and experiment with sounds and words
- Discriminate speech in words

### **Phase 2 (Reception)**

Children should learn to:

- Use common consonants and vowels
- Be able to blend and segment to read and spell c-v-c words
- Begin to learn 'tricky words that cannot be segmented
- Understand that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (letters)

### **Phase 3 (Reception)**

Children should learn to:

- Know at least one grapheme for each of the 44 phonemes
- Read and spell a wide range of c-v-c words
- Use all letters
- Use less frequent consonant digraphs
- Use some long vowel phonemes
- Continue to learn 'tricky words'

### **Phase 4 (Reception/Year 1)**

This is a consolidation unit. There are no new graphemes to learn. Instead children learn to:

- Read and spell more 'tricky words
- Segment adjacent consonants in words and apply this to spelling
- Blend adjacent consonants in words and apply this to spelling
- Blend adjacent consonants in words and apply this skill when reading unfamiliar texts

### **Phase 5 (Year 1)**

Children learn to:

- read phonetically decodable two-syllable and three-syllable words;
- use alternative ways to pronounce and spell the graphemes corresponding to the long vowel phonemes;
- make phonetically plausible attempts to spell complex words.

### **Phase 6 (Year 2)**

Children learn to:

- recognise phonic irregularities and become more secure with less common grapheme-phoneme correspondences;
- apply phonic skills and knowledge to recognise and spell an increasing number of complex words;
- recognise and use the past tense
- begin to investigate spelling patterns and learn how to add suffixes e.g. -ed towards;
- break down longer words to help with their spelling;
- apply strategies to enable them to become independent spellers e.g. by finding and learning the difficult bits in words

Here is a simple guide to the Letters and Sounds programme. Beginning at Phase 1 (exposing children to a variety of sounds) – Phase 6 where children develop their understanding of different tenses

## Phase 1

**Although phase 1 does not consist of learning to read or write sounds, it has a strong emphasis on children listening to and exploring different sounds. Here are some example games to play with young children.**



**Toy sounds** – When your child is playing with their toys encourage them to make the right sounds. Farm animals, train sets, vehicles, dolls etc., are great for this. Help your child to notice these sounds around and about. E.g. Listen to the sound that cars, trucks and fire engines make in the street. Practise making these noises, then use them with car, truck and fire engine toys.



**Big ears** – Cup your hands around your ears and listen to sounds all around. Talk about what sounds you can hear. Try doing this in the house, in the street, in the park, on the beach etc. Talk about the sounds: Are they loud or quiet? Are they short or long? Can you make a similar sound with your voice?



**Shake it all about** - Make simple shakers by filling plastic bottles or tubs with rice, pasta, pebbles etc. Play with them and talk about the sounds that they make. Are the sounds soft, sharp, smooth, loud, quiet...?



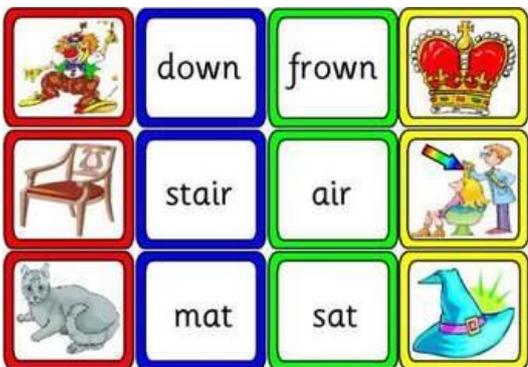
**Tap it out** - Use the shakers above or use drums (pots and pans and wooden spoons are perfect) to play along with songs, rhymes and the radio. Try making the loudest sounds that you can then the quietest sounds that you can. Tap out simple rhythms. Can your child repeat the rhythm back to you?



**Song time**- Sing your child's favourite songs, ones they have learnt at school, songs you remember from childhood or songs on CDs you have at home. Encourage children to use their bodies to make sounds to go along with their singing – stamping, clapping, patting knees etc.



**Sound effects**- Read stories and encourage children to make sound effects with their body – stomping, knocking, clapping, scratching etc.



**Rhyming books** - When children are really familiar with a particular book, try pausing before the rhyming word. Encourage your child to fill in the missing word.



**Clap it out-** Encourage children to think about the rhythms in words. Say simple nursery rhymes and clap along with one clap for each syllable. Repeat with knee taps, head pats or stamps.



**Talking about toys** - Talk about your child's toys and say something about them that alliterates. It doesn't have to make much sense.  
 Thomas the train travels on the tracks.  
 Lion likes to lick lollies.  
 Hippo huddles and cuddles me with his hairy head.  
 Can your child make suggestions? This is a tricky skill and it will take time. Praise them for trying and making suggestions even if they don't alliterate.



**Quick draw** - When drawing together, try drawing a snake and a sock. Point out that these things both begin with a 's' sound. Make the hissing s sound. Add some more 's' pictures e.g. snail, spider etc. Your child may be able to suggest some ideas as well.



**Voice play** - Encourage your child to use their voice to make a wide range of sounds. E.g. At the park:  
 Going up a ladder – **clunk, clunk, clunk**  
 Coming down a slide – **whoosh**  
 On a roundabout – **wheee**  
 Bouncing a ball – **boing**

## Phase 2

Week	Letters to be taught	Word Building Examples	High Frequency Words
1	s-a-t-p	sat tap pat	a as at
2	-i-	sit pit tip pip sip	is it
	n- -n	pan pin tin tan nap	in an
	m- -m	man mat map	am
	d- -d	sad dip	dad did and
3	g- -g	pig dig gas gap	
	-o-	pot top dog pop	got on not
	c-	cot cat cap cod	
	k-	kid kit	
4	-ck	pack sack kick pick sick	
	-e-	pet ten pen peg men neck	
	-u-	run mug cup sun mud	mum up put
	r-	rat rag ram rug rip rim	
	Tricky words	to the	
5	h-	hot hut hop hit hat hum hug	had his him has
	b-	bad bag bed bug bus bat	big back but
	f- -ff	fan fit fat fun fog puff huff	of if off
	l- -ll		let
	-ss		
	Tricky words	no go into	
6	REVISE all phonemes/graphemes from Phase 2		

### Phase 3

Week	Letters to be taught	Word Building Examples	High Frequency Words
1	j	jam jab jug job jet	
	v	van vet vat	
	w	win wig wag web wax	will
	x	mix fix box tax six	
	Tricky Words	to the no go I into	
2	y	yes yet yap yell	
	z	zip zigzag	
	-zz	buzz jazz	
	qu	quit quiz quick quack	
	Tricky Words	we me to the	
3	ch- -ch	chop chin chip chill check such rich much	
	sh- -sh	ship shop shed shell fish cash rash rush	
	th- -th	thin thick think moth	that this them then with
	-ng	ring rang hang song wing king long sing	
	Tricky Words	he she be	
4	-ai-	wait hail pain aim sail main tail rain	
	-ee-	feel feet weep jeep meet week deep keep	
	-igh-	high sigh light might night right sight	
	-oa-	coat goat loaf road soap oak toad	
	Tricky Words	was no go	

### Phase 3 continued

Week	Letters to be taught	Word Building Examples	High Frequency Words
5	-oi-	oil boil coin join soil	
	-oo- (long)	zoo boot hoof zoom cool food root moon	
	-oo- (short)	foot cook good book took wood wool	
	ow	cow owl town how	down now
	Tricky Words	my	
6	ar	bar car bark card cart hard jar park	
	air	air chair fair hair pair	
	Ear	ear dear fear hear gear near tear year	
	Tricky Words	you	
7	-er	germ perm term river	
	-ur	fur burn burp curl hurt surf turn	
	-or	fork cork sort born worn fort torn short	for
	-ure	sure pure cure	
	Tricky Words	her they all are	
8-12	REVISE all phonemes/graphemes from Phase 3		

## Phase 4 cvcc ccvc

Week	Letters to be taught	Word Building Examples	High Frequency Words
1	-st	nest best chest lost gust toast	just
	-nd	Band land hand pond fond wind windmill	
	-mp	lamp damp camp limp chimp	
	-nt	tent dent hunt joint paint burnt	went
	-nk	bank thank sink link think bunk chunk	
	Tricky words	said so he she we me be	
2	-ft	gift lift shift tuft theft soft sofest	
	-sk	ask task tusk husk desk	
	-lt	tilt belt felt melt melting	
	-lp	Gulp helper	help
	others	golf shelp (-lf) milk (-lk) kept(- pt) next (-xt)	
	Tricky Words	Have you like come (reading) was you spelling	
3	tr-	Trip tree train trash trail trend trust trunk	
	dr-	drank drink drift drop droop drain	
	gr-	grab green grip grant grasp	
	cr-	cream creep crash	
	br	bread brand bring brush brown brass	
	fr-	frog fresh frost frown	
	Tricky Words	were there little one (reading) they all are (spelling)	

## Phase 4 continued

Week	Letters to be taught	Word Building Examples	High Frequency Words
4	bl-	bleed blend blink bland blast	
	fl-	flag flower float floating	
	gl-	glad glass glint	
	pl-	play play plum plump	
	cl-	clamp clown clear	
	sl	slept sleep slither	
	Tricky Words	do when out what (reading) my her (spelling)	
5	sp-	spot spin spoil spoon sport speech spend	
	st	stop step steep start stair star stand	
	tw	twin twist twisting	
	sm	small smell smart smear	
	others	printer (pr) scoop (sc) skunk (sk) sniff (sn)	
6	nch	bench drench trench punch crunch lunch	
	scr	scrunch scrap screen	
	shr	shrink shrub	
	str	strap string street	
	thr	thrush thirst thrust thrill	

## Phase 5

Week	Letters to be taught	Word Building Examples	High Frequency Words
1	-ay	play may say stray clay spray	
	-ou-	out cloud scout found proud	
	-ie	pie lie die cried tried spied	
	-ea-	sea seat meat treat heap least repeat	
2	-oy	boy toy joy oyster destroy enjoy royal	
	-ir	girl sir bird shirt skirt birth third first	
	-ue	blue clue glue true issue tissue	
	-aw	paw raw claw jaw lawn yawn law	saw
	Tricky Words	people Mr Mrs (reading) have like (spelling)	
3	wh-	when which wheel whisper	
	ph	phonics dolpin elephant alphabet	
	-ew	new few stew blew chew grew drew	
	-oe	toe hoe doe foe woe goes tomatoes	
	-au-	haul launch haunted August author	
	Tricky Words	looked called (reading) some come (spelling)	

## Phase 5 continued

Week	Letters	Word Building Examples	High Frequency Words
4	a-e	take game race snake	came made make
	e-e	these even theme gene scene	
	i-e	like pine ripe shine slide prize	time
	o-e	bone pole home alone those	
	u-e	June flute prune chute rude	
	-au-	launch haunted August author	
	zh	treasure vision television pleasure leisure visual measure	
	Tricky	looked called (reading) some come (spelling)	
5	Alternative pronunciations of the graphemes c g ch y		by
	Tricky Words	water where who again thought through	put south
6	Alternative pronunciations of the graphemes a i o u		old
	Tricky Words	work mouse many laughed because (reading) one do out	
7	Alternative pronunciations of the graphemes ea ie e row ou		
8	Tricky words	different any eyes friends once please (reading) when what (spelling)	
9	Alternative spelling of the phonemes c ch f j m n ng r s sh v w e I o u ai ee igh oa oo o oar or ur ow oi ear air ure er		very your
	Tricky words	Oh their people Mr Mrs called asked (spelling)	here

## At Phase 6

Children will be:

- Introduced to and taught the past tense.
- Investigate and learn how to add suffixes.
- Be taught how to spell long words.
- Be taught how to find and learn the difficult bits in words.
- Learn and practice spellings.

### For example:

The past tense dealt with in this section is simple past tense, e.g. **I looked**, not continuous past tense, e.g. **I was looking**.

To reinforce understanding and application of the **-ed** suffix for the past tense (e.g. **rounded, helped, turned, begged, hissed, wanted, sorted, hummed, washed...**)

### Strategies for children at Phase 6

1. **Syllables** - To learn a word listen to how many syllables (beats) there are to break it into smaller bits to remember (e.g. **Sep-tem-ber, ba-by**)
2. **Root words** - To learn a word find its root word (e.g. **Smiling** – root **smile** + **ing**, e.g. **women** = **wo** + **men**)
3. **Analogy** - To learn a word use words that I already know to help me (e.g. **could**: **would, should**)
4. **Mnemonics** - To learn a word I can make up a sentence to help me remember it (e.g. **could** – O U Lucky Duck; **people** – people eat orange peel like elephants)

# Games to play with your Reception/Key Stage One child



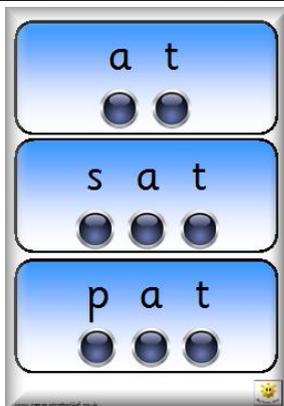
**Robotic talking** - Say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (pee-eye-gee). E.g. Pass that p-i-g to me.  
Sit d-ow-n.  
Point to your t-ee-th.



**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 toy, tent or train.



**Point out print everywhere** - Talk about the written words you see in the world around you. Ask your child to find familiar words on each outing such as ‘McDonald’s’, ‘Coke’ or ‘Asda’.



**Playing with words** – Encourage your child to sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.



**Writing:** The main skill for writing is being able to hear the phonemes (sounds) in words and know how to write the appropriate graphemes (letters) for those sounds. ‘Dog’ is made of ‘d-o-g’ for example. Children need practice in writing regular words.

Further help/resources can be found at the following websites...

Simply use a QR reader or type the website into your internet browser

[www.lettersandsounds.com](http://www.lettersandsounds.com)



[www.phonicsplay.co.uk/freeIndex](http://www.phonicsplay.co.uk/freeIndex).



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



<http://www.education.com/activity/phonics/>



<http://www.bantockprimaryschool.co.uk/english-useful-links.html>



