

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 FFT Success For All 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 t h i n k
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)

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 (End of Year1/ Year 2)

Children learn to:

- recognise phonic irregularities and become more secure with less common grapheme-phoneme correspondences (GPCs) ;
- 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 support your understanding of Phonics. 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. Practice 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 (Reception)

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	REVISE all phonemes/graphemes taught so far		
6	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
7	l- -ll		let
	-ss		
	Tricky words	no go into	
8	REVISE all phonemes/graphemes from Phase 2		

Phase 3 (Reception)			
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
2	x	mix fix box tax six	
	Tricky Words	to the no go I into	
	y	yes yet yap yell	
	z	zip zigzag	
3	REVISE all phonemes/graphemes taught so far		
4	-zz	buzz jazz	
	qu	quit quiz quick quack	
	Tricky Words	we me to the	
	ch- -ch	chop chin chip chill check such rich much	
5	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	
6	REVISE all phonemes/graphemes taught so far		
7	REVISE all phonemes/graphemes taught so far		
8	-ai-	wait hail pain aim sail main tail rain drain trail braid	

9	-ee-	feel feet weep jeep meet week deep keep cheese creep	
10	-igh-	high sigh light might night right sight flight	
11	-oa-	coat goat loaf road soap oak toad cloak coast floating	
	Tricky Words	was no go	

Phase 3 continued (Reception)			
Week	Letters to be taught	Word Building Examples	High Frequency Words
12	-oo- (long)	zoo boot hoof zoom cool food root moon	
13	-oo- (short)	foot cook good book took wood wool brook	
	Tricky Words	my	
14	ar	bar car bark card cart hard jar park	
15	REVISE all phonemes/graphemes taught so far		
16	-or	fork cork sort born worn fort torn short	for
17	-ur	fur burn burp curl hurt surf turn	
	Tricky Words	you	
18	ow	cow owl town how growl scowl frown	down now
19	-oi-	oil boil coin join soil spoil avoid noise	
20	ear	ear dear fear hear gear near tear year	

21	REVISE all phonemes/graphemes taught so far		
22	air	air chair fair hair pair	air
23	-ure	sure pure cure	
24	-er	germ perm term river	ear
	Tricky Words	her they all are	
25	REVISE all phonemes/graphemes from Phase 3		

Phase 4 cvcc ccvc consonant blends (consolidation Reception)			
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 softest	
	-sk	ask task tusk husk desk	
	-lt	tilt belt felt melt melting	
	-lp	gulp helper	help
	others	golf shelf (-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	
	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 plum plump	
	cl-	clamp clown clear	
	sl	slept sleep slither	
	Tricky Words	do when out what my her	
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 Sunday	
2	-ou-	out cloud scout found proud	put south
3	-ie	pie lie die cried tried spied	
4	-ea-	sea seat meat treat heap least repeat	
5	-oy	boy toy joy oyster destroy enjoy royal	
6	REVISE all phonemes/graphemes taught so far		
7	-ir	girl sir bird shirt skirt birth third first	
	wh-	when which wheel whisper	
8	-ue	blue clue glue true issue tissue	
9	-aw	paw raw claw jaw lawn yawn law	saw
	-au-	launch haunted August author	your
	Tricky Words	people Mr Mrs (reading) have like (spelling)	
10	-ew	new few stew blew chew grew drew	
11	REVISE all phonemes/graphemes taught so far		
12	a-e	take game race snake	came made make
13	e-e	these even theme gene scene	here
14	i-e	like pine ripe shine slide prize	time
15	o-e	bone pole home alone those	
16	u-e	June flute prune chute rude	

17	REVISE all phonemes/graphemes taught so far		
18	-y (e)	smoky spiky jelly funny thirsty	
19	-y (igh)	my fly cry stylish dryer reply	
20	ow (oa)	bowl growl below thrown pillow	
21	ce ci (s)	city race space cycle trace circus	
22	-ge -dge (j)	badge cage edge fudge nudge	
23	REVISE all phonemes/graphemes taught so far		
24	-ire	wire fire wiry hire spire	
25	-are (air)	care glare share spare bare dare careful	
26	-tch	watch match catch snatch stitch witch ditch	
27	-oe	toe hoe doe foe woe goes tomatoes	
28	ph	phonics dolphin elephant alphabet trophy phrase	
29	REVISE all phonemes/graphemes taught so far		
	Alternative graphemes		
30	long a	crayon hail late rake say grapes chain	water after hour past half steak every
31	long i	time bright tie fry right	by
32	long o	goat row bone loaf window	old
33	long u	dew jewel glue rule new untrue	
34	ur	colour birthday dirty learn return twirled turnip stir earth	

35	long e	heap these chimney honey believe chief receipt breed cookies	very
	Tricky Words	looked called (reading) some come (spelling)	

Phase 5 continued			
Week	Letters	Word Building Examples	High Frequency Words
	zh	treasure vision television pleasure leisure visual measure	
	Tricky Words	looked called some come	
	Tricky Words	water where who again thought through	
	Tricky Words	work mouse many laughed because one do out	
8	Tricky words	different any eyes friends once please when what	
	Tricky words	oh their people Mr Mrs called asked (spelling)	

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

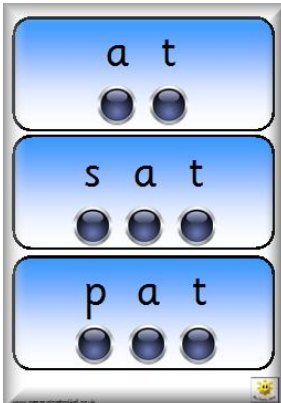
1. **Syllables** - To learn a word listen to how many syllables (beats) there are to break it into smaller bits to remember (e.g. **Sep-tem-ber, ba-by**)
2. **Root words** - To learn a word find its root word (e.g. **Smiling** – root **smile** +**ing**, e.g. **women** = **wo** + **men**)
3. **Analogy** - 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

	<p>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.</p>
	<p>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.</p>



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

<https://parents.fft.org.uk/>



Parent code: brybn8

<https://www.phonicsplay.co.uk/resources>



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

