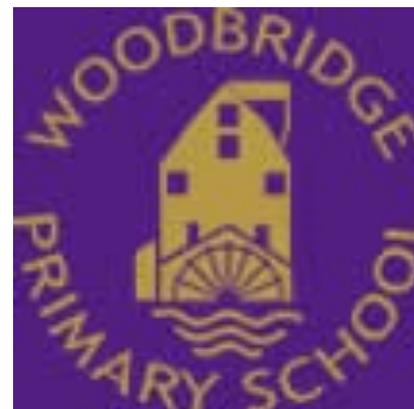


We hope that you have found this booklet useful! Please ask your class teacher if you have any further questions and they will be happy to help.

Mrs Moore, Mrs Thompson and the  
Key Stage 1 Team.

Woodbridge Primary School



Parents' Guide to Phonics.

We teach <sup>\*\*</sup>more <sup>\*</sup>than <sup>\*\*</sup>  
the <sup>\*</sup>curriculum<sup>\*</sup>...

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Letters and Sounds is a fun and interactive way to support children in learning how to read and write. Although the alphabet only contains 26 letters; spoken English produces

around 44 different sounds (phonemes).

These phonemes are represented by various different letters (graphemes). This guide aims

to explain the terminology used in each phase of phonics teaching so that you can

enjoy learning about phonics with your

child. The guide is broken down into

phonics phases which are separated by

approximate age but of course take

development and individual learning needs into account to ensure that your child is as

supported as possible throughout their

reading and writing journeys.

### What can I do at home?

A great way to engage children with phonics at home is to play games. Matching letter pairs, Junior Scrabble and Boggle can all be ways to help teach your children.

If you have a computer or alternative device at home, there are lots of websites you can access with fun interactive games for children to play.

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

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

[www.bbc.co.uk/schools/wordsandpictures](http://www.bbc.co.uk/schools/wordsandpictures)

<http://www.ictgames.com/>

[phonemeFlop\\_v4.html](http://www.ictgames.com/phonemeFlop_v4.html)

Most importantly—continue to read with your child four times per week and record this in their reading records so we can see their progress. Practice will increase fluency and confidence so that your child will **enjoy** reading!

Children also begin working on getting to grips with Dictionaries and Thesauruses which supports their understanding of alphabetical order as well as aiding spelling and increasing the excitement of their writing.

For children who may find reading and spelling to be a sticking point, Nessy Spelling support is used to build skills and confidence.

<https://www.nessy.com/uk/>

So what do all the technical words mean?

What is a phoneme?

A **phoneme** is the sound that each letter, or group of letters, makes. The children are taught this terminology and reminded to think of it as something you might hear on the **phone**. At first a phoneme will be represented by a single letter but later will include digraphs and trigraphs. All phonemes are shown below.

<b>s</b> sat	<b>t</b> tap	<b>p</b> pan	<b>n</b> nose	<b>m</b> mat	<b>a</b> ant	<b>e</b> egg	<b>i</b> ink	<b>o</b> otter
<b>g</b> goat	<b>d</b> dog	<b>ck</b> click	<b>r</b> run	<b>h</b> hat	<b>u</b> up	<b>ai</b> rain	<b>ee</b> knee	<b>igh</b> light
<b>b</b> bus	<b>f</b> farm	<b>l</b> lolly	<b>j</b> jam	<b>v</b> van	<b>oa</b> boat	<b>oo</b> cook	<b>oo</b> boot	<b>ar</b> star
<b>w</b> wish	<b>x</b> axe	<b>y</b> yell	<b>z</b> zap	<b>qu</b> quill	<b>or</b> fork	<b>ur</b> burn	<b>ow</b> now	<b>oi</b> boil
<b>ch</b> chin	<b>sh</b> ship	<b>th</b> think	<b>th</b> the	<b>ng</b> sing	<b>ear</b> near	<b>air</b> stair	<b>ure</b> sure	<b>er</b> writer

## What is a grapheme?

A **grapheme** is a letter, or group of letters, that are **graphically** written to represent a sound (phoneme) in a word. In other words; the grapheme is the letter or letters used to spell a sound. When the children are able to match a sound to the appropriate written form of that letter, it becomes known as a Grapheme Phoneme Correspondence (GPC). E.G. sounding out the word 'cat' and recognising you will need the written letters 'c', 'a' and 't'.

One phoneme can have lots of different graphemes; /ee/ (leek), /ea/ (dream) and /ey/ (donkey) all make the same sound but are spelt three different ways depending upon the word. As these different graphemes are introduced in different stages, it is fine for the children to use the graphemes that they know, as long as it makes sense phonetically, even though the spelling is then technically 'incorrect'. This will improve as new graphemes are introduced in the later phonic phases and children are taught how to select the right grapheme.

## So what happens next?

The aforementioned strategies are continually throughout the rest of your child's journey at Woodbridge Primary School. The focus now switches more strongly to spelling; particularly words in the 2014 National Curriculum Spelling lists which can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239784/English\\_Appendix\\_1\\_-\\_Spelling.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

These strategies are further supported throughout Key Stage 2 by a range of methods such as weekly spelling sessions and individual Spelling Journals to support children with words they find troublesome; particularly those identified by and embedded in Big Write Feedback.

Strategy	Explanation
Segmenting 'Spelling out loud'	Sounding the word out as we do in reading. Break the word down into its individual phonemes and write the matching grapheme as you say the sounds. Saying the sounds makes it easier to hear the word as a whole and therefore easier to spell. This is also important for tricky words - try saying ALL the letters in a word such as Wed-nes-day - it's ok to get a little silly with it!
Word Shapes 	Draw around the word to make the letters a distinct size - which ones hang below the line (descenders) and which ones are tall (ascenders). Make sure your word fits the shape when you practise spelling it.
'Pictionary' 	This strategy is all about making a word memorable. It links meaning to the word to make the spelling more noticeable.
Rainbow Writing	Using coloured pencils in different ways can help to make parts of the word memorable. You could highlight the tricky part of the word by writing it in a different colour, or write each letter with a different pencil.

## What is a digraph?

A digraph is when 'two letters make one sound'. For example the /oa/ sound in boat. It is important to remember that when learning new digraph phonemes, this

specifically relates to the SOUND rather than just the grapheme. E.g. While wait, paint, pain and chain all contain the /ai/ sound, the word 'hair' does not contain the same phoneme because it makes a different sound, despite having the letters 'a' and 'i' next to each other. /air/ is in fact a separate sound entirely. In this instance where 'three letters make one sound', it is known as a **trigraph**. The children use this terminology regularly.

## What is segmenting?

Segmenting or 'sounding out' is the process of saying individual sounds when reading unfamiliar words, in order to blend them as a whole. For example the word dog is made up of the sounds /d/, /o/ and /g/. This approach is also used in writing and spelling; children are encouraged to segment a word out loud to make sure that they can hear and use all the sounds they need to write it down.

## What is blending?

Blending is how we bring sounds together to make a word and is how /c/, /a/, /t/

becomes cat. Model how to 'push' sounds

together without stopping at each individual sound. To learn to read well, children must be able to smoothly blend sounds together.

Fluid blending will improve fluency while reading, which will then help the children to understand the words they are reading.

For both segmenting and blending it is vital that the children are pronouncing each word correctly. The video in the link below will show you how each phoneme is pronounced.

Youtube: Articulation of Phonemes

<https://www.youtube.com/watch?v=BqhXUWv-1s>

All this will be further helped by decreasing oral blending while reading - the less time children have to spend reading to the end of a sentence, the greater chance they have of remembering what it was about!

In spelling, children will now be introduced to prefixes and suffixes and how to spell longer words. This is taught by developing strategies for spelling such as:

<u>Strategy</u>	<u>Explanation</u>
Look, say, cover, write, check	Look carefully and say the word out loud, before covering it and having a go at writing it from memory. If it's right, keep going! If not, start again; Look, say, cover, write, check. There is no point continuing to write the word incorrectly, so it's ok to go back to looking at the word.
Trace, copy, replicate	A similar strategy but focussing on putting the word into your muscle memory. Practise tracing over a word until the correct spelling becomes a habit of your hand!

Additionally, some graphemes can be said in different ways, known as the alternative pronunciation; such as the /ow/ sound in 'blow' compared to 'now'. These will also be taught in Phase 5.

Throughout this Phase, the children will need to focus on using the new graphemes and pronunciations for both reading and spelling.

Phase 5 Tricky Words: *oh, their, people, Mr., Mrs., looked, called, asked, could*

## Phase 6

By now children should be aiming to read longer and less familiar texts with

confidence, independence and increasing

fluency. It is crucial at this point that

children are reading to learn and for

*pleasure*. Comprehension strategies must continue developing so that children clarify meaning, ask and answer questions about the texts they read, and succinctly summarise the content of the text.

## What are tricky words?

Tricky words are words that cannot be segmented or 'sounded out'; instead they must be learned by heart. Examples of these words are attached under each phase. In order to read simple sentences, it is necessary for children to be able to recognise these words. While some Tricky Words are attached to each phonic phase, they will continue being taught across year groups as the children learn to read and write an increasing number of non-phonetically decodable words.

## What are High Frequency Words?

High Frequency Words (HFW) are common words that occur frequently in children's early reading books and they are also needed to help them write sentences.

## What are CVC words?

CVC stands for consonant - vowel - consonant; referring to the five vowels a, e, i, o and u, and the remaining letters of the alphabet being

consonants. Therefore dog, hat, lip are all examples of CVC words. In phase 4 children will move onto CCVC and CVCC words such as clip and bump.

## PHASES

There are six phases of letters and sounds taught from Nursery to Year 1. Phase 1 begins in Nursery, moving into phase 2 towards the end of the year. Phase 2 is then completed in F2, followed by Phases 3 and 4. Children are then taught Phases 5 and 6 in Year 1 ahead of the Phonics screen in June, as well as consolidating all previous sounds.

### Phase 1

Phase 1 concentrates on developing children's speaking and listening skills which lays the foundations for all the following phases. At this stage, emphasis is on attuning children to the sounds around them, getting them ready to begin developing oral segmenting and blending skills.

### Phase 5

Children will be taught new graphemes as well as alternative pronunciations for these new graphemes, and graphemes they already know. They will be taught general rules for choosing the appropriate grapheme when spelling. The need to significantly segment and blend at this stage will be decreasing further as a much larger number of words will be automatically decoded.

New graphemes (shown in purple; words for context and pronunciation): *day*, *boy*, *when*, *out*, *girl*, *phonics*, *tie*, *blue*, *new*, *bead*, *saw*, *tow*, *launch*

At this stage the children are also taught the *split digraphs*; *a\_e*, *e\_e*, *i\_e*, *o\_e* and *u\_e*. These vowel digraphs will always have an /e/ at the end but this letter is not

pronounced because it has already done its job; changing the pronunciation from the short vowel sounds in *cat*, *bet*, *hit* *dog* and *shut*, to the long vowel sounds in *make*, *theme*, *side*, *home* and *cube*. The children refer to these graphemes as split digraphs; the term 'magic e' is no longer used.

## Phase 4

By Phase 4 the children will be able to represent each of the 44 phonemes with a grapheme (with the exception of /ur/ for which they already know two; ur/er). No further sounds will be introduced during Phase 4; instead the focus will be on consolidating segmenting and blending skills. We will blend letters to read and spell CCVC and CVCC words, as well as simple two-syllable words. The children will be learning to spell some tricky words as well as reading them. By this point children would be expected to read CVC words at speed, along with tricky words taught during previous phases. Children will be increasingly encouraged to segment and blend out loud ONLY when a word is unfamiliar. You may notice they pause regularly during their reading at this time as they learn to segment and blend silently.

Tricky words introduced in Phase 4: *said, have, like, so, do, some, come, little, one, were, there, what, when, out*

## Phase 2

Towards the end of F1, the individual sounds of Phase 2 are introduced. In F1 they are introduced slowly as required, the pace is increased to 4 sounds a week in F2. At this point 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

The children will begin learning to segment and blend in their early reading and writing. This begins with simple words and the following 'tricky words': *the, to, I, go, into, no.*

### Phase 3

Over the 12 weeks in which Phase 3 is taught, 25 new graphemes are introduced; including the first sets of digraphs and trigraphs. As in Phase 2, they are taught primarily in weekly sets of four sounds per week. Tricky words are recapped and taught during the 5<sup>th</sup> session.

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/oo, ar, or, ur, ow, oi, ear, air, ure, er

Tricky words taught in phase 3: we, me, be, was, my, you, they, her, all, are, he, she

### Phase 4

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