



## Phonics- Parent and Carer's Guide

'**Letters and Sounds**' is the government programme for teaching phonics (sounds in words) and high frequency words.

### What is phonics?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
- blend these sounds together from left to right to make a word. Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

Phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

Phonics is taught in the Foundation Stage and Key Stage 1 in six phases.

Phase 1- Nursery/ Reception

Phase 2- Reception

Phase 3- Reception

Phase 4- Reception/ Year 1

Phase 5- Year 1

Phase 6 Year 1/ Year 2

## Phase 1- Nursery/ Reception

Phase 1 focuses on the basic skills needed for reading and writing. It includes singing lots of nursery rhymes, playing listening games and using musical instruments.

Things to try at home: -

Play games like 'I Spy'

Sing songs and rhymes together

Make a junk band with pots and pans

Share books together (including wordless books- see the ideas sheet at the end of this guide)

Begin listening to sounds in words e.g. what sound can you hear at the start of sun?

## Phase 2- Reception

In Phase 2, the children will learn the sounds: -

s a t p i n m d

g o c k ck e u r

h b f ff l ll ss

They will be able to read and spell these tricky and decodable words

### Phase 2 Tricky words

the	to	I	no	go	into
-----	----	---	----	----	------

### Phase 2 Decodable words

a	an	as	at	if	in
is	it	of	off	on	can
dad	back	and	get	big	him
his	not	got	up	mum	but
put					

### Phase 3- Reception

Phase 3 builds on Phase 2, and the children will learn more sounds (including some where the same letters can make different sounds e.g. 'oo' in book and 'oo' as in moon)

j v w x y z zz qu ch  
sh th ng ai ee igh oa oo ar  
or ur ow oi ear air ure er

They will be able to read and spell more tricky and decodable words

#### Phase 3 Tricky words

he	she	we	me	be	was
my	you	her	they	all	are

#### Phase 3 Decodable words

will	that	this	then	them	with
see	for	now	down	look	too

### Phase 4- Reception/Year 1

In Phase 4, the children practise segmenting and blending sounds using their letters and sounds knowledge. They practise decoding and reading words with clusters of letters, e.g. br, cl, cr, nt, str, and th, that can come at the beginning or end of words.

They will be able to read and spell even more tricky and decodable words

#### Phase 4 Tricky words

said	have	like	so	do	some
come	were	there	little	one	when
out	what				

#### Phase 4 Decodable words

went	it's	from	children	just	help
------	------	------	----------	------	------

## Phase 5- Year 1

Phase 5 involves learning more new sounds

ay ou ie ea oy ir ue ph aw  
ew oe au ey a-e a-e i-e o-e u-e

They will be able to read and spell tricky and decodable words

### Phase 5 Tricky words

oh	their	people	Mr	Mrs	looked
called	asked	could			

### Phase 5 Decodable words

don't	old	by	I'm	time	house
about	your	day	made	came	make
here	saw	very			

## Phase 6- Year 1/ Year 2

In Phase 6, the focus is on learning spelling rules for word endings (suffixes).

The children learn how words change when you add certain letters. The suffixes taught include:

-s	-es	-ing	-ed
-er	-est	-y	-en
-ful	-ly	-ment	-ness

Children are also expected to be able to read and spell the next 200 common 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

## Letter Formation

Correct letter formation is essential if the children are to develop a neat smooth handwriting style. The letters are taught in families based on how they are formed:

The Long Ladder Family:- l, i, t, u, y, j

The Curly Caterpillar Family:- c, a, d, o, s, g, q, e, f

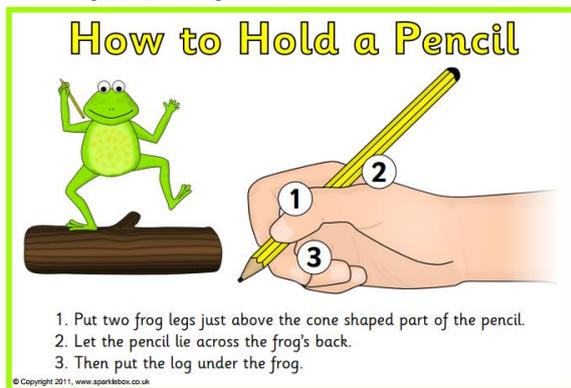
The One Armed Robot Family:- r, b, n, h, m, k, p

The Zig Zag Monster Family:- Z, V, W, X

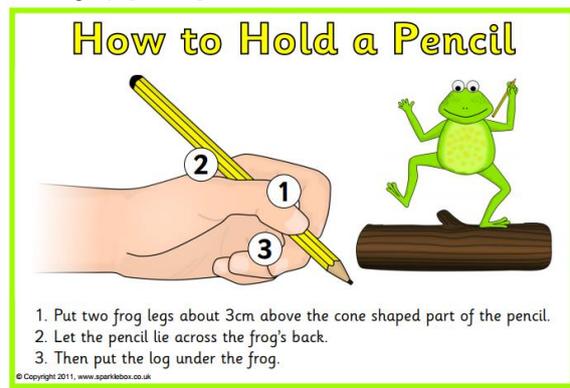
## Pencil grip

In the Foundation Stage, the children are taught the 'frogs legs' pencil grip.

Pencil grip for right handers



Pencil grip for left handers



## **Phonics screening check-**

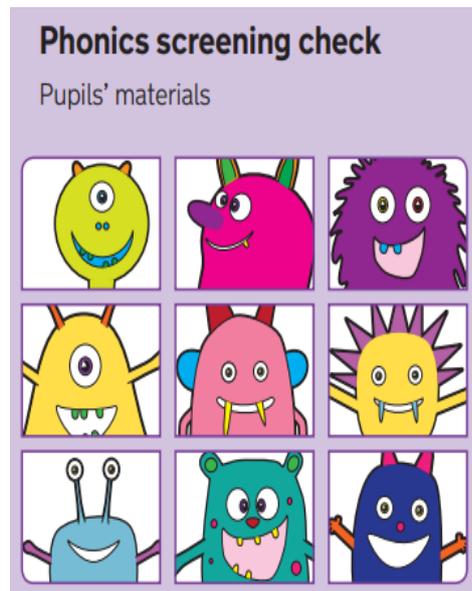
### What is the phonics screening check?

The phonics screening check is statutory check for all children in Year 1. It is designed as a quick check of your child's phonics knowledge.

### How does the check work?

Your child will sit with their teacher and be asked to read 40 words aloud. Your child may have read some of the words before, while others will be completely new. The check will contain a mix of real words and nonsense words (e.g. vap or jound). Nonsense words are included because they are new to all children. Children cannot read the nonsense words by using their memory or vocabulary; they must use their decoding skills. This is a fair way to assess their ability to decode. The check normally takes just a few minutes to complete and there is no time limit. If your child is struggling, the teacher will stop the check. The check is carefully designed not to be stressful for your child. If you were notified last year that your child had not met the required standard to pass the check in year 1, they will retake the check in year 2.

There are new words in the check each year. Please follow the link below to view the words in the 2017 check.



<https://www.gov.uk/government/publications/phonics-screening-check-2017-materials>

## Useful Websites

 PhonicsPlay	<a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a>
Letters and Sounds	<a href="http://www.letters-and-sounds.com/">http://www.letters-and-sounds.com/</a>
 ict games	<a href="http://www.ictgames.com/">http://www.ictgames.com/</a>
	<a href="https://www.topmarks.co.uk/">https://www.topmarks.co.uk/</a>

## Sharing Wordless Picture Books

Sharing wordless books is a terrific way to build important literacy skills, including listening skills, vocabulary, comprehension and an increased awareness of how stories are “built”.

Wordless picture books are told entirely through their illustrations — they are books without words, or sometimes just a few words. Sharing such books with a child provides an opportunity for literacy-rich conversations. Each “reader” listens and speaks, and creates their own story in their own words. Sharing wordless books also reinforces the idea that, in many books, the story and the pictures are connected. Below are a few tips for sharing wordless picture books with your child:

- Recognize that there are no “right” or “wrong” ways to read a wordless book. One of their wonderful benefits is how each child can create their own story (or stories!) from the same pictures.
- Spend time looking at the front cover and talking about the book’s title. Based on these, make a few predictions about the story – what does your child think is going to happen?
- Take a “picture walk” through the pages of the book. Enjoy talking about the pictures and look carefully at the expressions on characters’ faces and the story’s setting. Talk to each other about what you see. Enjoy the pictures and point out a few things, but don’t worry too much about telling a story yet. Just enjoy the pictures and get a sense of what the book is about.
- Now go back through the book a second time but this time telling a story based on the pictures. Perhaps you could go first and demonstrate to your child how to tell a story.
- Encourage your child to “read” you the book, telling their story. Help them to expand their thoughts by encouraging him/her to add information from the illustration’s details. One way to encourage more details is by asking “W” questions: Who? Where? When? Why?
- Finish your wordless book sharing by asking a few simple questions: What pictures helped you tell the story? What was your favourite part of your story? Have you had an experience like the one in your story?

For a book with few words, you’ll be surprised at all the talking you will do, and all the fun you’ll have!

## YouTube clips of the sounds

