

## Phonics for Parents

### Phase 1

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them (including rhyming and alliteration) and ready to begin developing oral blending and segmenting skills.

### Phase 2

In Phase 2, letters and their sounds are introduced one at a time. 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 to learn to blend and segment to begin reading and spelling. This will begin with simple words.

at	dog	land	back	puff
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**The tricky words introduced in phase 2 are:**

to	The	no	go	l
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### Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

**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, ar, or, ur, ow, oi, ear, air, ure, er

**Tricky words:**

we	me	be	was	no	go
my	you	they	her	all	are

### Phase 4

By Phase 4 children will be able to represent each of 42 phonemes with a grapheme. They will blend phonemes to read CVC (dog), ccvc (clap), cvcc (band) words and segment them for spelling. They will be able to read all the tricky words learnt so far and will be able to spell some of them.

This phase consolidates all the children have learnt in the previous phases.

#### Tricky words:

said	so	she	he	have	like
some	come	were	there	little	one
they	all	are	do	when	out
what	my	her			

By this point children would be expected to be reading CVC words at speed along with the tricky words from the previous phases. It is important that children are taught that blending is only used when a word is unfamiliar.

### Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point.

#### Tricky words:

oh	their	people	Mr	Mrs	looked
called	asked				
water	where	who	again	thought	through
work	mouse	many	laughed	because	different
any	eyes	friends	once	please	

#### New graphemes for reading:

<b>ay</b> day	<b>oy</b> boy	<b>wh</b> when	<b>a-e</b> make
<b>ou</b> out	<b>ir</b> girl	<b>ph</b> photo	<b>e-e</b> these
<b>ie</b> tie	<b>ue</b> blue	<b>ew</b> new	<b>i-e</b> like
<b>ea</b> eat	<b>aw</b> saw	<b>oe</b> toe	<b>o-e</b> home
		<b>au</b> Paul	<b>u-e</b> rule

By this phase children should be reading words fluently and no longer be blending and segmenting familiar words.

The real focus throughout the phase is to not only learn the new graphemes for reading but also to learn to read words with alternative pronunciations. Children also will need to learn alternative spellings for each phoneme.

### Phase 6

In phase 6 children will be reading longer and less familiar texts independently and fluently. It is crucial that at this point children are now reading to learn and reading for pleasure.

Children should be able to read the 300 high frequency words. At this point it is important that comprehension strategies are developed so that children clarify meaning, ask and answer questions about the texts they are reading, construct mental images during reading and summarise what they have read.

In spelling children are introduced to the adding of suffixes and how to spell longer words. Throughout the phase children are encouraged to develop strategies for learning spellin

Strategy	Explanation
Syllables	To learn a word by listening to how many syllables there are so it can be broken into smaller bits. (e.g. Sep-tem-ber)
Base Words	To learn a word by finding its base word. (e.g. jumping- base word jump +ing)
Analogy	To learn a word use a word that is already learnt. (e.g. could, would, should)
Mnemonics	To learn a word by making up a sentence to help remember them. (e.g. could – OU Lucky Duck; people eat orange peel like elephants)

## How we can help our children at home

### **Oral Blending games (phase 1)**

**Robotic talking** - Words are made up from sounds and children need to be able to hear these sounds individually. Sometimes when you are playing you can 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).

I.e.: sit d-ow-n, point to your t-ee-th, hop like a f-r-o-g.

As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves?

**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 tree, 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.

**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. Magnetic letters are great for this.

### **Phoneme recognition games( Phase 2 and 3 )**

**Looking for letters** – Ask your child to look for English letters whilst you are out and about. Can they find letters from their own name, letters they have learnt in school or letters that specific words begin with?

#### **Fast letter sorting –**

You will need:

A large piece of paper with three hoops drawn on (see example)

12 small pieces of card with letters written on (4 sets of 3 letters)

Choose 3 sets of letters – 2 which the child knows and one new one. Spread the letter tiles out on the table making sure they are all the correct way up. Encourage your child to sort the letters into the correct hoop using both hands, saying each letter as they move it.

#### **Letter discrimination**

You will need: A 3x3 grid (see example)

Write the letter you are learning with your child onto half of the spaces (for example c). Fill the rest with other letters. Ask your child to cover all the c’s with a counter as quick as they can.

### **Ladder letters**

You will need: A ladder template (see example)

Make a pile of letter tiles (use a mixture of known and new letters). Place a counter at the bottom of the ladder and move up a rung for every letter they can read correctly. This game can be changed to covering spots on a ladybird, petals on a flower – go with your child's interests if possible.

### **Letter sound bingo**

You will need: A 3x3 grid for each player (see example) & counters or coins

Write some of the letters into the spaces on each card, making each card slightly different. The 'bingo caller' says each letter in turn and the players cover the letter up. The winner is first to fill their board. To make this game easier for new readers, show them the letter for them to match.

### **Tricky word games (The word worm and cards)**

**Bingo** – You will need: A board for each player (see example) and counters or coins

The list of words your child is currently learning, for example their spelling list  
Write some of the words into the spaces on each card, making each card slightly different. The 'bingo caller' says each word in turn and the players cover the words up. The winner is first to fill their board. To make this game easier for new readers, show them the word for them to match.

**Matching pairs** – You will need: Small pieces of card or paper with the words your child is currently learning written on each. Each word will need to be written twice so you can search for a matching pair. Turn all the cards face down on the table. And take turns to turn over two. When a matching pair is found that player can keep them. The winner is the person with the most pairs at the end of the game.

**Snap** - Make a set of cards with words your child is learning written on. Ensure that each word is written on two separate cards. Shuffle up the cards and share them out. Each player takes turns to turn over their card, put it down and read the word. If it matches the previous card played, the first person to notice shouts 'snap!' and wins the pile. This game is best used to practise words your child knows fairly well, rather than new ones, as it's quite fast-paced.

Once your child knows a word reliably, you can take it out of the current pack of cards and bring in a new word. Every so often, play a game with the 'old' cards, so that your child doesn't forget them. It's a good idea to try and discard a known word and add a new word every day, once your child is getting the hang of learning new words.

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**Useful website for phase 1 games:**

<http://www.letters-and-sounds.com/phase-1-games.html>

**Useful websites for phase 2 onwards:**

For accurate pronunciation of all 44 phonemes:

<https://www.youtube.com/watch?v=oZc4l0e7FCE>

**Games and ideas:**

<http://www.letters-and-sounds.com/phase-2.html>

<http://www.bbc.co.uk/schools/wordsandpictures/>

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

**Useful apps:**

Phonics play

Cbeebies-Alphablocks

Hairy Alphabet

Spellstar Lite

Starfall

Fun on Farm