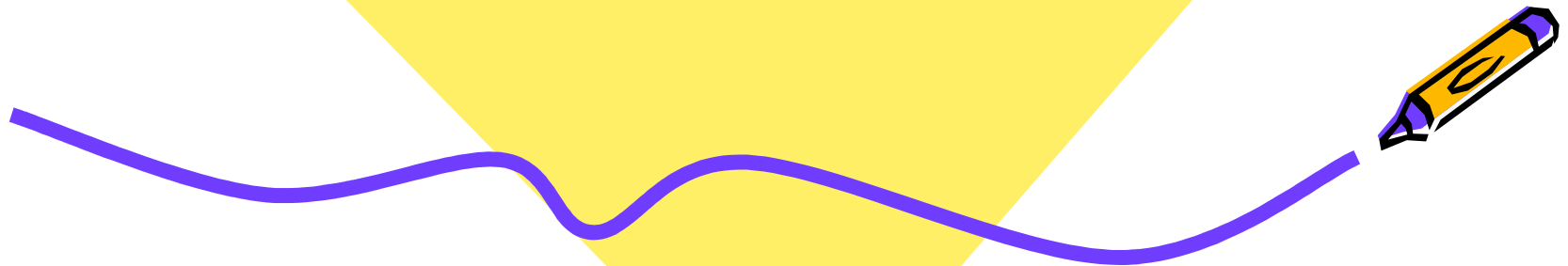




# Phonics

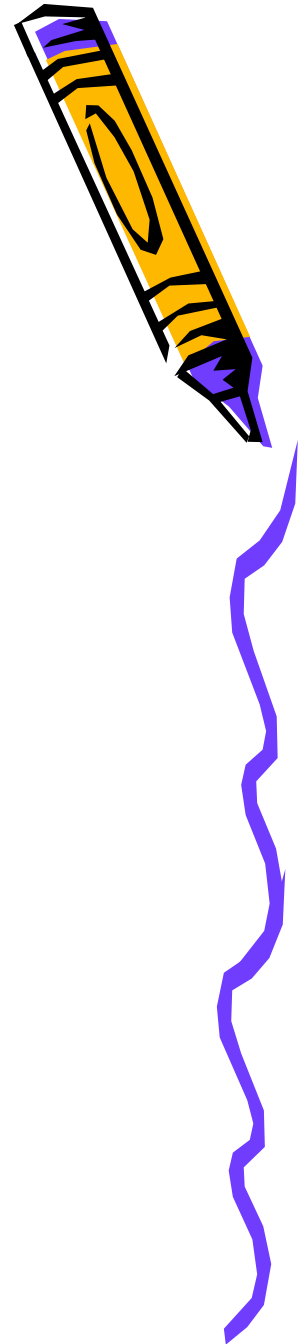


# Letters and Sounds Phase One



# Phase One aspects

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



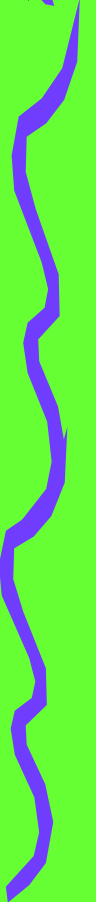


# Phonics Phase 2 and 3























# Phase 2

- Is the start of systematic phonic work.
- Begins the understanding of grapheme-phoneme correspondence.
- Understand that words are constructed from phonemes and that phonemes are represented by graphemes.



# Phonemes

➤ A Phoneme is the smallest unit of sound in a word.

s	a	t	p	i	n	m	d	g	o	c
										
k	ck	e	u	r	h	b	f	ff	l	ll
										
ss										
										

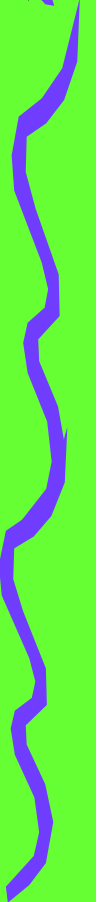
Pronouncing the phonemes correctly is very important.  
eg the letter s is pronounced sssss and not suh.

We all need to use the same language at home and at school.



# Next steps . . .

- Children then begin to blend for reading.
- Starting with simple VC (vowel consonant) words e.g at, it, is
- and then to CVC (consonant vowel consonant) words. E.g dog, cat, man



# BLENDING

- Recognise and say the letter sounds in a written word, for example:

s-a-t

by merging or 'blending' them in the order in which they are written to pronounce the word 'sat'.





# Phase 3

- Completes the teaching of the alphabet and children move onto sounds represented by more than 1 letter.

- DIGRAPHS – 2 letters that make 1 sound

ll ss zz oa ai

- TRIGRAPHS – 3 letters that make 1 sound

igh air



# Phase 3 phonemes

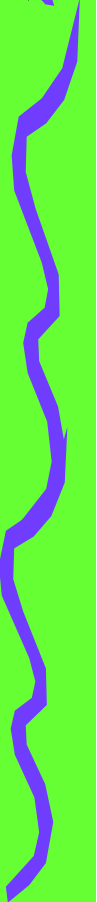


j	v	w	y	z	zz	qu	ch	sh	th	ng
										
ai	ee	igh	oa	oo	oo	ar	or	ur	ow	oi
										
ear	air	ure	er							
										



# TRICKY WORDS

- Words that are not phonically decodable.
- e.g. was, the, I.
- Some are 'tricky' to start with but will become decodable once we have learned the harder phonemes.
- e.g. out, there.



# Now you have the knowledge....



- Play lots of sound and listening games with your child. For Example...
  - I spy.
  - Make duplicate sounds and play pairs... matching games.
  - Stick sounds on items that start with that letter sound.
  - At home, on car journeys, outings ask children to find as many things they can that start with a sound chosen.
  - Let them hear sounds... sound talk to them. "Fetch me your c-oo-t"
    - Read as much as possible to and with your child.
    - Encourage and praise – get them to have a 'good guess'.
      - Ask if you want to know more.



➤ *Make it fun and in short, sharp bursts!*



**Phase 4 and Phase 5**

# Phase 4

- In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

# Phase 4

## **Tricky words**

During Phase 4, the following tricky words (which can't yet be decoded) are introduced:

said

have

like

so

do

some

come

were

there

little

one

when

out

what

# Phase 5

- In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.
- Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.