

# Phonics

Parent/Carer  
Information

In school, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education which consists of six phases.

# TERMINOLOGY

Phoneme

Graphemes

Segmenting and blending

Digraph

Trigraph

Split digraph

# SOME DEFINITIONS

## A Phoneme

This is the  
smallest unit of  
sound in a word.

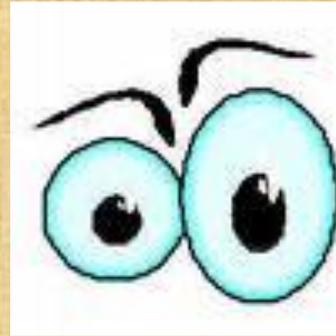


How many phonemes can you hear in

**cat?** (3 phonemes)

## A grapheme

These are the letters that represent the phoneme.



*Children need to practise recognising the grapheme and saying the phoneme that it represents. (Linking sounds to letters)*

The grapheme could be 1 letter, 2 letters or more!  
We often refer to these as sound buttons:

t

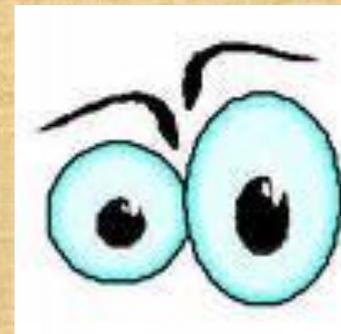
ai

igh

○ A phoneme you hear



○ A grapheme you see



- A digraph is two letters making one sound such as ch, sh, th, ll, ai
- A trigraph is three letters making one sound such as igh, ear, air
- A split digraph is made of two letters with a letter in between such as a\_e

# HOW TO SAY THE SOUNDS

- Saying the sounds correctly with your child is extremely important
- We say the shortest form of the sounds. If you're adding a 'uhhh' at the end of words this is incorrect.

# PHASE 1 - NURSERY

- There are 7 aspects with 3 strands.
- A1 - Environmental
- A2 - Instrumental sounds
- A3 - Body Percussion
- A4 - Rhythm and rhyme
- A5 - Alliteration
- A6 - Voice sounds
- A7 - Oral blending and segmenting.

# PHASE 2 - RECEPTION

- 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

## Phase 2 Tricky words:

- Words that are not phonically decodable. Children must remember these words by memory.

the

to

I

go

into

no

# HOW TO REMEMBER THE SOUNDS.....

**Phase 2 Sound Mat**

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

**Phase 3 Sound Mat**

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



- ‘S as in socks’
- ‘a as in apple’
- ‘t as in tomato’
- Etc
- etc
- etc

# PHASE 3 - RECEPTION

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
- read and write words in phrases and sentences.  
For example,
- The boat is in the port.
- I can hear an owl hoot at night.

# PHASE 3

- 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

# PHASE 3 TRICKY WORDS:

he

she

we

be

me

you

are

her

was

all

they

my

## PHASE 4

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

# PHASE 5 - YEAR 1

- Children will be taught new graphemes and alternative pronunciations for these graphemes.
- **Vowel digraphs:** wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
- **Split digraphs:** a\_e, e\_e, i\_e, o\_e, u\_e

# PHASE 6 YR 1/2

- The focus is on learning spelling rules for suffixes.

-s

-es

-ing

-ed

-er

-est

-y

-en

-ful

-ly

-ment

-ness

# BLENDING

Building words from phonemes to read.

c a t

cat

# SEGMENTING

- Breaking down words for spelling.

cat

c a t

# BLENDING

Q u e e n

queen

# SEGMENTING

Helps with writing.

Queen

qu ee n



# WHAT DOES A PHONICS LESSON LOOK LIKE?

<b>Revisit/review</b>	Flashcards to practice phonemes learnt so far.
<b>Teach</b>	Teach new phoneme <b>air</b>
<b>Practice</b>	Buried treasure <b>Air, zair, fair, hair, lair, pair, vair, sair, thair</b>
<b>Apply</b>	Read captions: The goat had a long beard. The quack was right in his ear.

# GLD FOR READING

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular words.
- They demonstrate understanding when talking with others about what they have read.

# GLD FOR WRITING

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

# HOW CAN I HELP?

- Play 'I spy'
- Play with magnetic letters, using some two-grapheme (letter) combinations, eg: *r-ai-n* = *rain* blending for reading  
*rain* = *r-ai-n* segmenting for spelling
- Help your child learn their spellings (play dough, paint, posters, water, pasta, sand)
- Spot graphemes in books
- Praise your child for trying out words and value their use of their phonic knowledge
- Help your child learn the tricky words by playing games eg pairs
- Look for phonic games
- Play pairs with words and pictures

REMEMBER: Phonics is not the only thing needed to become a fluent reader and writer.

Please continue to read with your child each night and encourage them to:

- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions and talk about the book.

And most importantly ENJOY READING!

## USEFUL WEBSITES

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

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

[www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics](http://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics)

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

[https://www.youtube.com/channel/UC7sW4j8p7k9D\\_qRRMUsGqyw](https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw)

To hear how to pronounce sounds try this website:

<https://www.oxfordowl.co.uk/for-home/reading-owl/phonics-made-easy/easy/>