

# Staynor Hall Primary Academy

## Phonics for Parents



## **INTRODUCTION**

Phonics provides a solid foundation that enables children to become successful readers and writers. This pack offers you ideas and guidance in ways to help your child with their phonic development at home, to support what we do in school. It will talk you through the learning that takes place from Nursery, right through to Year 2 – please keep referring to it as your essential guide. We hope that you find this pack useful, and enjoy completing the activities with your child, but if you have any further questions or queries, or would like additional support, please speak to your child's class teacher. Thank you for your continued support.

## **WAYS TO SUPPORT YOUR CHILD AT HOME**

There are many different ways to help to support your child at home with their phonics. This pack includes all the different letters and sounds (phonemes/graphemes) that children learn at school in each phase, and an outline of the expectations for each year group. There are also suggestions of games to play, activities, websites and apps that you can use to support your child with recognition of different graphemes, reading and spelling. Your child's class teacher will continue to send home details of specific phonemes/graphemes and words to practise for your child, linked to the phase that they are working on.

## **HOW TO SAY THE SOUNDS**

It is vital that when you are supporting your children with their phonics at home that the children are saying all the sounds correctly. This is important for their phonic development and supports each child in their reading and writing. The link below shows you how each sound should be said, and by reinforcing this at home, this will help to support their phonic development.

[http://www.youtube.com/watch?v=BqhXUW\\_v-1s](http://www.youtube.com/watch?v=BqhXUW_v-1s)

## HOW WE TEACH PHONICS AT STAYNOR HALL

Children in the EYFS and Key Stage 1 follow the synthetic phonics approach, using the 'Letters and Sounds' programme. It is an approach to teaching phonics in which sounds, (phonemes) made by individual letters or a combination of letters (graphemes), are blended and segmented to form words.

Children in the EYFS also use 'Jolly Phonics' actions to support their learning of the different sounds. Our daily phonics sessions across EYFS and Key Stage 1 are fun, involving lots of speaking, listening and games. The emphasis is on children's active participation and interactive teaching. They learn to use their phonic knowledge for reading and writing activities and in their independent play.

## ABOUT THE 'LETTERS AND SOUNDS' PROGRAMME

'Letters and Sounds' is divided into six phases, with each phase building on the skills and knowledge of previous learning. There are no big leaps in the learning. Children have time to practise, revise, recall and rapidly expand their ability to read and spell words.

As a guide, these are the expectations for the phases that each year group will be working on. More detail on each phase is contained in this pack – please refer to the contents page.

**Phase 1** – Nursery

**Phase 2** – Nursery and Reception

**Phase 3** – Reception. The expectation is that the children will be secure with this phase by the end of Reception.

**Phase 4** – Reception, Year 1.

**Phase 5** – Year 1. The expectation is that the children will be secure with this phase by the end of Year 1. Children in Year 2 will continue to work on this phase if they need it.

**Phase 6** – Year 1, Year 2 onwards. This phase will be integrated into the SPAG elements of the National Curriculum.

Within lessons we teach the children high frequency words. These are words that appear most often in print, for example, “and”, “the”, “as” and “it”. Some of the high frequency words can be sounded out using basic phonic rules, e.g. “it” and “dog”. High Frequency words are taught across the school and throughout the curriculum to ensure all children know how to spell these words.

Children are also taught to read and spell ‘common exception’ words – words with spellings that are unusual or unfamiliar. These include the words ‘to’, ‘was’, and ‘said’. These words are taught from phase 2 through to phase 5 and beyond.

## HIGH FREQUENCY WORDS AND COMMON EXCEPTION WORDS LINKED TO PHASES

### Phase 2

a	an	as	at	if
in	is	it	of	off
can	dad	had	back	and
get	big	him	his	not
got	up	mum	but	put
the	to	I	no	go
into				

The words coloured **blue** are decodable at this phase. The words coloured **red** are not fully decodable at this phase.

### Phase 3

will	that	this	then	them
with	see	for	now	down
look	too	he	she	we
me	be	was	you	they
all	are	my	her	

The words coloured **blue** are decodable at this phase. The words coloured **red** are not fully decodable at this phase.

### Phase 4

went	it's	from	children	just
help	said	have	like	so
do	some	come	were	there
little	one	when	out	what

The words coloured **blue** are decodable at this phase. The words coloured **red** are not fully decodable at this phase.

## Phase 5

By the time the children reach Phase Five, the children will be confident in blending and segmenting words. Below is a list of statutory words that the children MUST be able to spell and read by sight by the end of YR1/2.

Year 1 and 2 Common Exception Words							
Year 1				Year 2			
the	they	one		door	gold	plant	clothes
a	be	once		floor	hold	path	busy
do	he	ask		poor	told	bath	people
to	me	friend		because	every	hour	water
today	she	school		find	great	move	again
of	we	put		kind	break	prove	half
said	no	push		mind	steak	improve	money
says	go	pull		behind	pretty	sure	Mr
are	so	full		child	beautiful	sugar	Mrs
were	by	house		children	after	eye	parents
was	my	our		wild	fast	could	Christmas
is	here			climb	last	should	everybody
his	there			most	past	would	even
has	where			only	father	who	
I	love			both	class	whole	
you	come			old	grass	any	
your	some			cold	pass	many	

## WHAT DO THE PHONICS TERMS MEAN?

**Phoneme:** The smallest unit of sound in a word, e.g. c/a/t, sh/o/p, t/ea/ch/er.

**Grapheme:** A letter or group of letters representing one sound, e.g. s, t, p, ch, ee, ai, igh, ear

**Digraph:** Two letters which together make one sound, e.g. sh, ch, ee, ph, oa.

**Split digraph:** Two letters, which work as a pair, split, to represent one sound, e.g. a-e as in cake, or i-e as in kite.

**Trigraph:** three letters which together make one sound but cannot be separated into smaller phonemes, e.g. igh as in light, ear as in heard, tch as in watch.

**Segmenting:** means hearing the individual phonemes within a word – for instance the word ‘crash’ consists of four phonemes: ‘c – r – a – sh’. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme.

**Blending:** means merging the individual phonemes together to pronounce a word. In order to read an unfamiliar word, a child must recognise (‘sound out’) each grapheme, not each letter (e.g. ‘th-i-n’ not ‘t-h-i-n’), and then merge the phonemes together to make the word.

**Adjacent consonants:** two or three letters with discrete sounds, which are blended together e.g. str, cr, tr, gr. (previously consonant clusters)

## PHONICS WEBSITES

[http://www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html)

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

<http://www.topmarks.co.uk/interactive.aspx?cat=40>

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

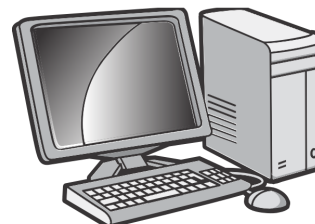
<http://www.galacticphonics.com>

<http://www.communication4all.co.uk/HomePage.htm>

<http://www.crickweb.co.uk/Early-Years.html>

<http://www.oxfordowl.co.uk/Reading/>

Youtube: Articulation of phonemes: • <http://www.youtube.com/watch?v=4Xv86tGhyPI>



## PHONICS APPS

### Paid Apps

Phonics abaca

Reading eggs

Ladybird I'm ready for phonics

Hairy letters

Mr Thorne does phonics

Monkey word school adventure

Letter muncher

I-spy phonics

Word Wizard

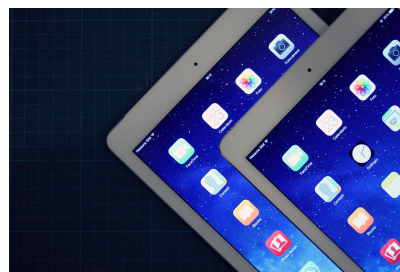
\*Teach your monster to read\* Your child will get a logon for this in YR1

### Free Apps

Word Wonderland Primary

ABC Phonics Rhyming Words

Phonics with Letter Lillies





\*Bug Club- decodable books to embed this.