

## A Little Bit of Information About Phonics

Phonics is a way of teaching children to recognise each letter, or group of letters in a word, the sound they represent and then blend all the sounds together to read the word. As adults we do this automatically so you could have a pretty good go at reading:

**spectrophotofluorometrically**

**spec / tro / photo / fluor / o / metric / all / y \***

by chunking it into parts and then blending all the parts together. Phonics teaches children to simply read/decode words but not to understand what they have read.

Our language had 44 sounds (phonemes) and 26 letters which are combined in different ways to represent the different sounds. Unfortunately, there are over 200 different ways of representing these 44 sounds e.g. *ee(bee) ea(seal) e(equal) ie(field) ei(ceiling) eo(people) ey(key) y(baby)*- *some of the ways to represent the 'ee' sound*.

Our school follows a programme called Letters & Sounds to teach phonics. It introduces the different ways of representing sounds in a particular order so that children are only reading words using the sounds they have been taught so far.

### Letters & Sounds – order in which phonemes are introduced:

#### Phase 2

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 3

Set 6 - j v w x

Set 7 - y z zz qu

Set 8 - ch sh th ng (ring)

Set 9 - ai (rain) ee( feet ) igh (night ) oa (boat )

Set 10 - oo (moon/book) ar (card ) or (fork ) ur (burn )

Set 11 - ow(cow ) oi (coin ) ear (hear ) air (hair )

Set 12 - ure (picture ) er (letter )

#### Phase 5

ay (day)

ou (out)

ie (tie)

ea (east)

oy (boy)

ir (girl)

ue (blue)

aw (saw)

wh (when)

ph (photo)

ew (new)

oe (toe)

au (Paul)

ey (money)

a-e (make)

e-e (these)

i-e (like)

o-e (home)

u-e (rule)

#### New pronunciations for known graphemes:

i (fin, find),

o (hot, cold),

c (cat, cent),

g (got, giant),

u (but, put (in south of England),

ow (cow, blow),

ie (tie, field),

ea (eat, bread),

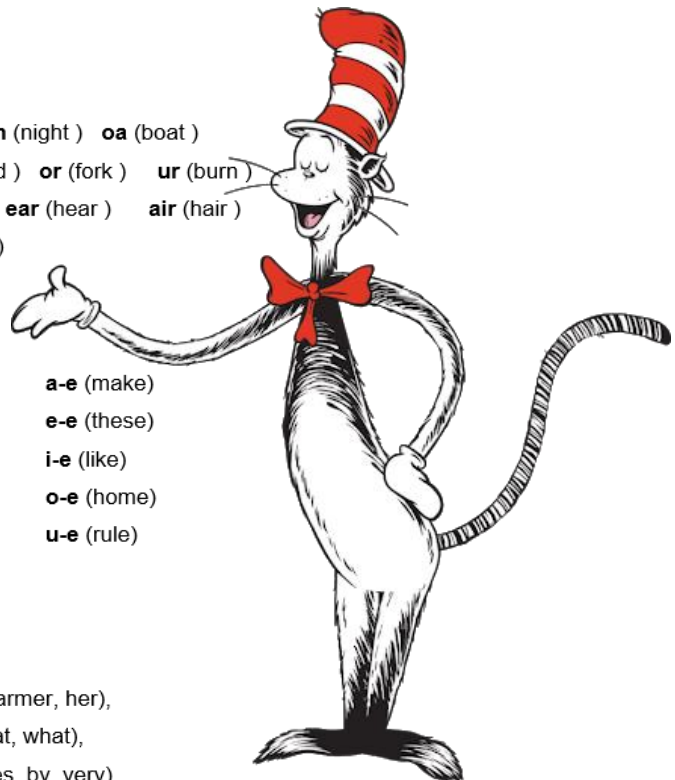
er (farmer, her),

a (hat, what),

y (yes, by, very),

ch (chin, school, chef),

ou (out, shoulder, could, you)



**\* Phase 4 doesn't introduce any new sounds but introduces longer words to blend together.**

*\* A spectrophotofluorometre is a tool used to assess the amount of light given off by something, so we could use a sentence like "the sample was assessed **spectrophotofluorometrically**."*

A daily phonics lesson at school last about half an hour and begins with:


### Revision of the sounds

This can be done at home with home made flash cards: just write each sound on squares of scrap paper, better still let the children make their own cards.....

.....or online using a game:

The following website is FREE during the period of school closures and can be accessed as follows:

<https://new.phonicsplay.co.uk/>



**Coronavirus Update**

In response to the ongoing situation, we have decided to make PhonicsPlay free to use during this period. Children can use the site at home without their parents needing to subscribe. To access our resources all you need to do is log on using the following details.

Username: **march20**  
Password: **home**

Our aim to ensure that existing subscribers aren't disadvantaged and will seek to make sure that after the school closures are over and the site returns to normal, that existing subscribers have additional time added to their subscription. If you haven't already discovered [www.phonicsplaycomics.co.uk](http://www.phonicsplaycomics.co.uk) you may also find these free decodable comics useful at a time when you can't physically exchange your children's decodable reading books.

We wish you good health and all the very best at this stressful time.

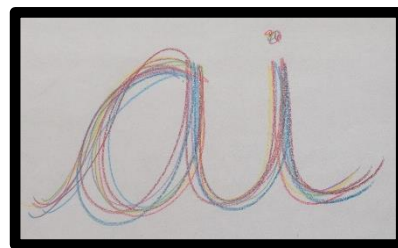
Use 'Flashcards Speed Trials' or 'Flash Cards Time Challenge' – choose the 'pick individual graphemes' option to begin with and add more sets each time to get an idea where your child is.

You can also **revise the 'Tricky Words'** (the words they can't sound out and just need to learn to recognise) with the Tricky Word Trucks game.

### Teach

This is where you introduce a new letter or group of letters using the Letters & Sounds order as above. For example if you were going to introduce 'ai' as in rain:

- Children can write the 'ai' sound multiple times on paper saying the sounds as they write it – or just write a large 'ai' and go over it with lots of different colours reminding them all the while that it is the 'ai' sound



### Practice

- Practice reading words containing the new sound – (see document called **Word Lists for Parents**) write the words on scraps of card which you soundtalk then blend together:
- Use an online video or game:  
If you search YouTube for 'Mr Thorne.....' then whichever sounds you're learning e.g. *Mr Thorne ai*, there will be a video with example words and how to soundtalk them.

- You can also use a Phonics Play game (see link above) choose the Phase you are working in (see above for list of sounds in each Phase) then a game from that Phase. Buried Treasure, Dragons Den and Picnic on Pluto will allow you to focus on a particular sound. It will give children real and nonsense words to read (*the nonsense words are similar to those included in the National Phonics Screening check*).
- There are all sorts of phonics resources on the internet:

The links on this site

<http://www.letters-and-sounds.com/> support Letters and Sounds. YouTube has all sorts of clips and if you search for 'phonics ..... followed by the sound.

There are some simple fun phonics resources at <https://www.starfall.com/h/ltr-classic/>

You can also use YouTube to watch the Alphablocks:

[https://www.youtube.com/watch?v=t\\_KYgujWQSo](https://www.youtube.com/watch?v=t_KYgujWQSo) *this is the 'ai' episode*

- You can also practice writing words containing the new sound – say the word you want to write, ask the child to 'soundtalk' the word e.g. r ai n then see if they can write the word as they soundtalk the individual sounds.

*\*For Reception children who may find it tricky to write the word - write the letters they will need on small squares of paper (lower case not capitals), muddle them up and see if they can arrange the letters in order. You can help them to 'hear' each sound by continually sound talking the word as they try to arrange the letters.*

## Apply

The final part of the lesson is applying their phonic knowledge to either read or write sentences or phrases. Phonics Play has some decodable comics:

<http://www.phonicsplaycomics.co.uk/comics.html> linked to Letters & Sounds phases.

And Oxford Owl also has some phonics E books

[https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=&level=phase+2&level\\_select=phase+2&book\\_type=Phonics&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=&level=phase+2&level_select=phase+2&book_type=Phonics&series=#)

## And finally

When they read encourage them to 'spot the sounds' and then blend the sounds together e.g.

*boat feet* but only sound talk words if it's possible: ..... *tent* ✓ *enough* X

Chunk longer words into parts, read each chunk then put them together:

sh e l / t er      *shel* + *ter*      =   *shelter*

If you can manage to do a little bit of this each day it will help to keep moving the children forward with their reading. Little and often works best. Good Luck!

*As a very rough guide – Reception children will be in Phase 2 or Phase 3. Year 1 children will be between Phase 3 – Phase 5. The best way to see what they know is to use the flash card games to see which ones they can recognise and then start from there. Some children in Reception are still learning to blend sounds together and there is more information about this in the 'Parents Guide to Phonics'.*

