

Helping at Home

Encourage and model correct pronunciation of sounds.

Read daily to your child OR with your child OR listen to them read.

Play games using your child's common exception word flashcards. Try and match them to words in books.

Encourage sounding out as one strategy when your child is having trouble reading a word and praise all attempts.

Useful Websites

- ♦ <http://www.letters-and-sounds.com>
- ♦ <http://www.phonicsplay.co.uk/>
- ♦ http://www.ictgames.com/phonemeFlop_v4.html
- ♦ <http://www.oxfordowl.co.uk/welcome/home/reading-owl/fun-ideas>
- ♦ <http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/popup.shtml>



Lanesend
Primary School



Phonics Handbook 2020-21

s	a	t	i	p	n	c	e
h	r	m	d	g	o	u	l
f	b	ai	j	oa	ie	ee	or
z	w	ng	v	oo	y	x	ch
sh	th	qu	ou	oi	ue	er	ar

Reception Classes

Class Teachers:

Miss Hopkinson, Mrs Domoney, Miss McQueen and Mrs Hinkley

Learning Support Assistants:

Mrs Richmond, Miss Westmore, Miss Gallagher, Miss Hyde, Mrs McBride, Miss Jones

What is Phonics?

The alphabet contains 26 letters. Spoken English uses 44 sounds (phonemes). These phonemes are represented by letters (graphemes). In other words, a sound can be represented by a letter (e.g. 's' or 'h') or a group of letters (e.g. 'th' or 'ear'). Each phoneme has an action, taken from Jolly Phonics, which helps children remember the grapheme. Children are taught each letter by its sound, not its name; names follow later. The letters are not introduced alphabetically.

Phonics teaching involves children learning the sounds of letters then how to segment and blend them together to make words, e.g. c - a - t can be blended to make cat. It also teaches common exception words, which cannot be sounded out, e.g. 'the' and 'go'. Phonics and reading skills are taught sequentially in six distinct phases.

Phonic Phases

There are six phases of Letters and Sounds taught from Pre-school to Year 2. Phase 1 begins in Pre-school, Phases 2, 3 and 4 are taught in Reception and consolidated in Year 1. Children are then taught Phase 5 in Year 1 and Phase 6 in Year 2.

Phase 1: Rhyming, keeping rhythms and starting to relate letter sounds to words e.g. *b is for bag*.

Phase 2: Learn initial letters sounds and build CVC words (Consonant, Vowel, Consonant) e.g. *cat, pin*.

Phase 3: Learn all 44 phonemes and blend sounds together to read words.

Phase 4: Blend consonants together to read difficult words e.g. *blue, grab*.

Phase 5: Learn how to spell letter sounds in more than one way e.g. *rain, day, make*.

Phase 6: Learn how to spell word specific spellings e.g. *turned, beautiful*.

Reception Teaching Sequence

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.

Common exception words introduced in Phase 2

the to I go into no

Phase 3

Phase 3 teaches the final phonemes and then introduces digraphs (two letters that together make one sound) and trigraphs (three letters that together make one sound)

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

Common exception words introduced in Phase 3

we me be was are he
my you they her all she

Phase 4

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

Common exception words introduced in Phase 4:

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