

Phonics - A Guide for the Reading Helper



Phonics - a simple overview

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter represents
- identify the sounds that different combinations of letters represent (e.g. 'ch' or 'ai')
- blend these sounds together from left to right to make a word

Children can use this skill to decode new words. On the following pages, you will find a list of the common letters and letter groups. There are pictures and example words to show the common sound linked to each one.

The language of phonics

The overview above contains all you need to know to help a reader learn through phonics. If you want to know more, the following information may be useful.

- The smallest units of spoken sound in a language are called **phonemes**.
- These sounds (phonemes) are represented in writing by letters / groups of letters called **graphemes**.
- Phonemes can be represented by more than one grapheme (e.g. the **ow** sound in **cow** is the same as the **ou** sound in **out**).
- Some graphemes represent more than one phoneme (e.g. **th** can be the **th** sound in **thin**, or the **th** sound in **that**).
- Developing readers should become increasingly aware of these grapheme-phoneme correspondences.

Name: _____

Reading Record and Phonics Log

Including a Guide for the Reading Helper

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Letter or letter group	Word to show the sound	Letter or letter group	Word to show the sound
<input type="checkbox"/> s	sun	<input type="checkbox"/> a	ant
<input checked="" type="checkbox"/> t	tap	<input type="checkbox"/> p	pig
<input checked="" type="checkbox"/> i	igloo	<input type="checkbox"/> n	net
<input checked="" type="checkbox"/> m	mug	<input type="checkbox"/> d	dog
<input checked="" type="checkbox"/> g	bug	<input type="checkbox"/> o	cat
<input type="checkbox"/> c	cat	<input type="checkbox"/> k	kick
<input type="checkbox"/> duck	duck	<input type="checkbox"/> e	egg
<input type="checkbox"/> u	bus	<input type="checkbox"/> r	rat
<input type="checkbox"/> h	hat	<input type="checkbox"/> b	bat
<input type="checkbox"/> f	frog	<input type="checkbox"/> ff	puffin
<input type="checkbox"/> l	lips	<input type="checkbox"/> ll	doll
<input type="checkbox"/> ss	grass	<input type="checkbox"/> j	jam
<input type="checkbox"/> v	van	<input type="checkbox"/> w	web
<input type="checkbox"/> x	fox	<input type="checkbox"/> y	yak

Tick to show the reader knows the sounds

Phonics is ...

$$\text{Phonics} = \text{Knowledge of the Alphabetic code} + \text{Skills of segmentation and blending}$$

This is what I know...

- All learning is supported, primarily, upon language acquisition
- Speaking and listening is vital
- More experience of books and reading helps..... immensely
- The quicker pupils acquire decoding skills the more they can access school *but it is not a race!*
- Some find it easy...others find it hard
- Phonics works for most pupils
- Rhyming is important
- We want children to engage in what they read
- Writing is harder than reading
- Your partnership truly makes a difference – reading is a skill and, like all skills, needs regular practice.
- Enjoyment is fundamental!

Useful Terminology

- Phoneme

- A *phoneme* is the smallest unit of sound in a word.

- c-u-p c-a-t
d-o-g

- Grapheme

- (letter or groups of letters to represent one phoneme)

- t ai igh

Count the phonemes

- How many phonemes can you count in the following words?

- Mask

- Car

- Jumper

One of the most complex alphabetic codes in the world!

Spanish



24 speech sounds (phonemes)

26 letters to make up those sounds

29 graphemes

English



44 speech sounds (phonemes)

26 letters to make up those sounds

150 + graphemes

SMART KIDS 44 SOUNDS DESKTOP

CONSONANT SOUNDS

DIGRAPHS

ball b	rabbit bb	dog d	ladder dd	fish f	muffin ff	phone ph	goat g	egg gg	hamburger h	cheese ch	watch tch	wheel wh					
jug j	giraffe g	cage ge	hedge dge	key k	cat c	clock ck	Christmas ch	queen q	lion l	bell ll	monkey m	hammer mm	thumb mb	shell sh	station ti	machine ch	
nest n	tunnel nn	knight kn	pear p	apple pp	rabbit r	squirrel rr	write wr	sock s	dress ss	horse se	city c	rice ce	tiger t	button tt	treasure sh (voiced)	camouflage ge	thumb th
violin v	five ve	watch w	queen u	yacht y	zebra z	puzzle zz	maze ze	cheese se	xylophone x	box x	X is made by combining two sounds.	socks k-s	cks cks	ring ng	sink n	feather th (voiced)	

SHORT VOWELS

ant a			
peg e	bread ea	many a	
ink i	gymnast y		
orange o	cough ou	wash a	
umbrella u	money o	above a	touch ou
book oo	pull u	could ou	

LONG VOWELS

table a	snail ai	tray ay	they ey	break ea	veil ei	cake a_e	eight eigh	
equal e	bee ee	seal ea	ceiling ei	key ey	field ie	baby y	centipede e_e	
iron i	neither ei	pie ie	fly y	dice i_e	light igh			
volcano o	goat oa	snow ow	cone o_e	dough ough	house ou	cow ow		
uniform u	Tuesday ue	stew ew	cube u_e	boy oy	coin oi			
moon oo	do o	truth u	fruit ui	screw ew	soup ou	glue ue	flute u_e	through ough

'R' CONTROLLED VOWELS

chair air	square are	pear ear	there ere	their eir	
shark ar	palm al	raft a			
ear ear	pier ier	here ere	deer eer		
fern er	heard ear	were ere	bird ir	word or	surf ur
fork or	door oor	core ore	oar oar	four our	thought ough
al	ar	au	aw	augh	
walk walk	warm warm	saucer saucer	draw draw	caught caught	

Enunciation

Phonemes should be articulated clearly and precisely

Phase 2 Letters and Sounds



www.northwickmanorprimary.co.uk/eyfs

Structured programme

- Each year group has its own systematic programme of study.
- Pupils in EYFS, Year One and Two have a daily phonics lesson, related to 'Phases 2 -6' in Letters and Sounds. In EYFS, they then have a range of independent activities to choose from to apply their skills.
- By Year Three it is expected the majority of pupils should be able to read texts accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

Five things to do when learning a new sound

1. Say the sound (say it)
2. Hear the sound (hear it)
3. See the sound (see it)
4. Read the sound (read it)
5. Write the sound (write it)

Year One Phonics Test

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk

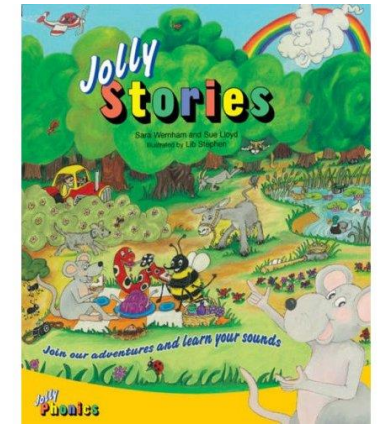


ect



What is 'Jolly Phonics'?

- A phonics scheme to help 'break the code', using story, song, rhyme and action
- **Used during the first school year**
- In the first nine weeks children are taught up to four letter sounds a fortnight & also how to blend sounds together
- **Throughout year, teaching is reinforced & tricky words taught**



Jolly Phonics

- 1. Learning the letter sounds through song and action
- 2. Learning letter formation
- 3. Blending
- 4. Identifying sounds in words
- 5. Tricky words



Learning the letter sounds



a (Tune: *Skip to My Lou* Track 2)

/a/-/a/! Ants on my arm.
/a/-/a/! Ants on my arm.
/a/-/a/! Ants on my arm.
They're causing me alarm.

 **Action:** Wiggle your fingers above the elbow, as if ants are crawling on you, and say a, a, a, a!

0:00 / 0:13

Learning letter formation

- Pencil hold
- Knives and forks!
- Mark making
- Trace over dotted letters
- Write each letter
- Funky fingers



Letters sounded out by teacher

- Can you see a s-u-n ?
- Where is the **b-oy** ?
- Some children will need a lot of practice
- In the beginning practice every day



Letters sounded out by children

- Children blend words as soon as possible
- Use regular words
- Use mostly letter sounds that have been taught
- Children say blends in one go

Identifying sounds in words

- Hearing one sound
- Sounds in three letter word
- Labelling pictures
- Word families and rhyming words
- Independent writing



Phase 2

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

- Make, blend and segment CVC words

- High frequency and tricky words

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

CVC words

pin

sat

rill

sock

Phase 3

- All of phase 2 and...

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

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

shook

queen

high

Digraph

- Two letters, which make one sound
- A consonant digraph contains two consonants
- sh ck th ll
- A vowel digraph contains at least one vowel
- ai ee ar oy

Trigraph

- Three letters, which make one sound
- igh dge

Phase 4:

In EYFS adjacent consonants are separated into separate phonemes and taught as fast sounds

cr

cr

..

nk

nk

..

shr

shr

—.

Syllables

- Ches-ter
 - Lunch-box
 - Tan-gram
- El-iz-a-beth

Ideas for learning phonic and 'tricky words'

- Whilst out and about go 'word spotting'
- Play guess the word – write a tricky word on child's back with your finger, use a robot voice
- Play dominoes or pairs or snap with words
- Count how many times you can find a particular word in a reading book
- Ask children to write the word with e.g. toy cars, beads, stickers etc
- Use magnetic letters, e.g. give children letters 't', 'h', 'e', 'i' and 'n' – ask them to spell 'the'

Name Date

m

Say the sound. Trace the letter.



Say the word. Listen for the /m/ sound.

m a t m p n i s p
map mat sit tan Pam
man nip maps mint

Point and say the sounds. Blend to read the words.

m m m m

Say the sound. Trace the letters. Write the letters.



Say the words. Can you hear the /m/ sound?

Draw something beginning with m.

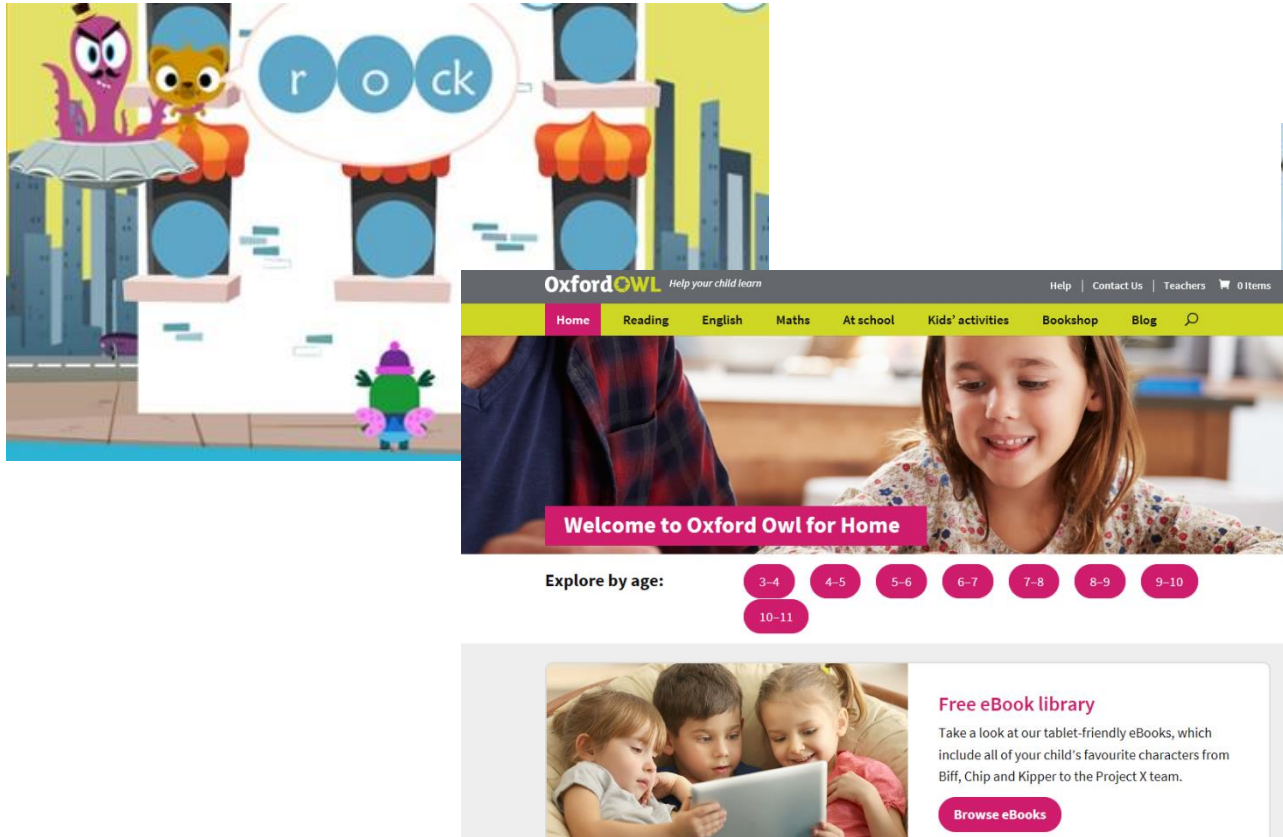


s a t p i n m



New Technology : APPs

Teach your monster to read (App and website)



Oxford Owl Help your child learn

Home Reading English Maths At school Kids' activities Bookshop Blog

Welcome to Oxford Owl for Home

Explore by age: 3-4 4-5 5-6 6-7 7-8 8-9 9-10 10-11

Free eBook library

Take a look at our tablet-friendly eBooks, which include all of your child's favourite characters from Biff, Chip and Kipper to the Project X team.

Browse eBooks

Oxford Owl website



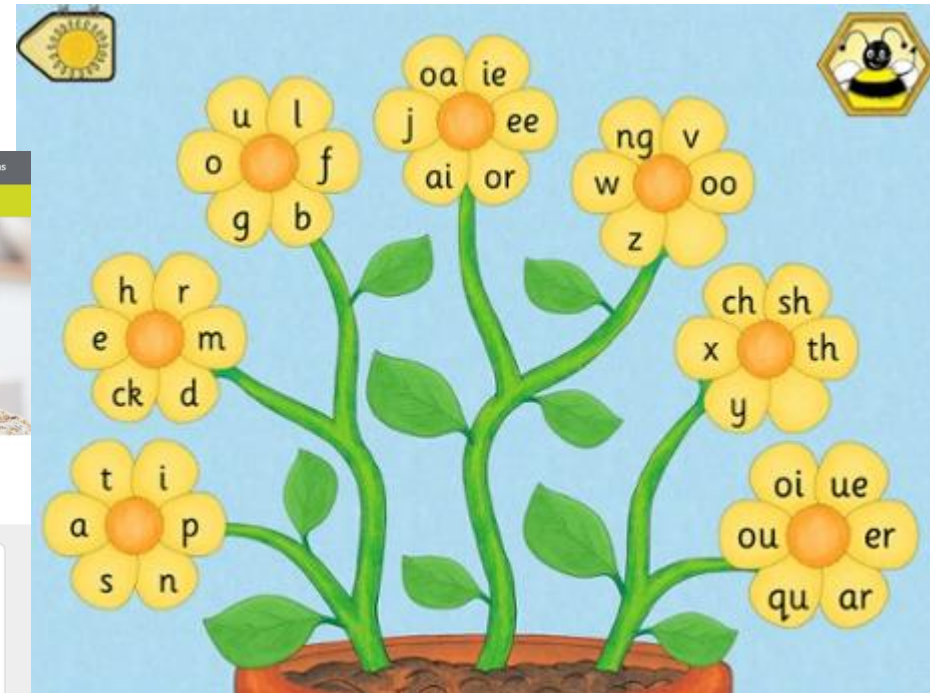
Meet the Alphablocks! 4+

Blue-Zoo

#157 in Education

★★★★★ 4.1, 78 Ratings

Free



(App)

Summary

- Aims to achieve in the first year:
- **Children can:**
 - **Read the 44 letter sounds**
 - Know how to form the letters correctly
 - **Blend regular words fluently**
 - Segment words for writing/ make simple, regular words by listening for the sounds



- Throughout the remainder of the first school year:
- Develop children's skills further by :
 - Consolidating letter sound knowledge
 - Teaching correct formation of capital and lower case letters
 - Individual reading
 - Encouraging independent writing
 - Teaching tricky words

This approach continues into Year One

Reading Books Explained

1. Gold
2. Red
3. Yellow
4. Light Blue
5. Green
6. Orange
7. Dark Blue
8. White
9. Pink
10. Silver





Collins
BIG CAT
Phonics
for Letters and Sounds

Map Man

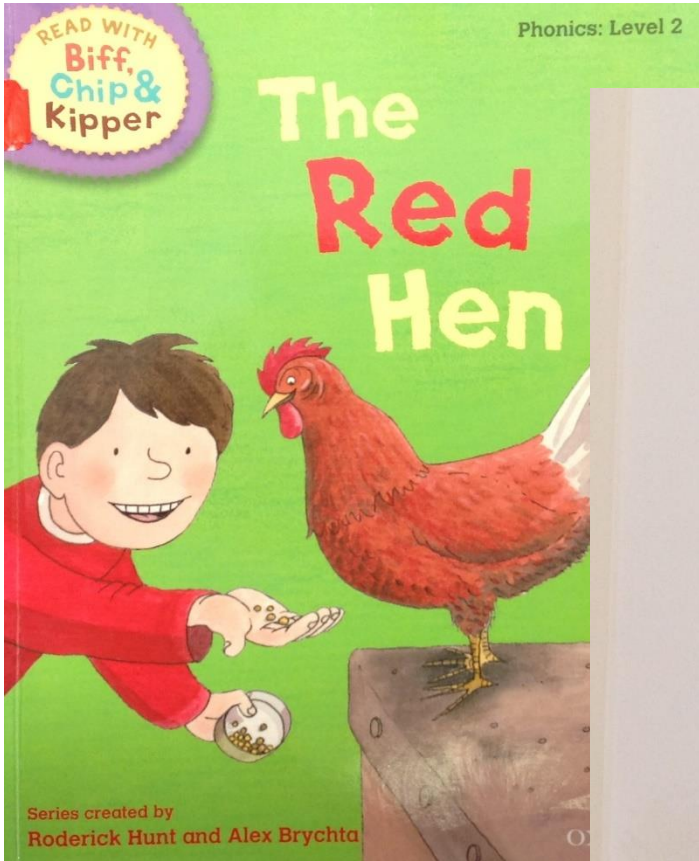


Zoë Clarke

Map Man pats.



pat
pat
pat



Dad had a net.

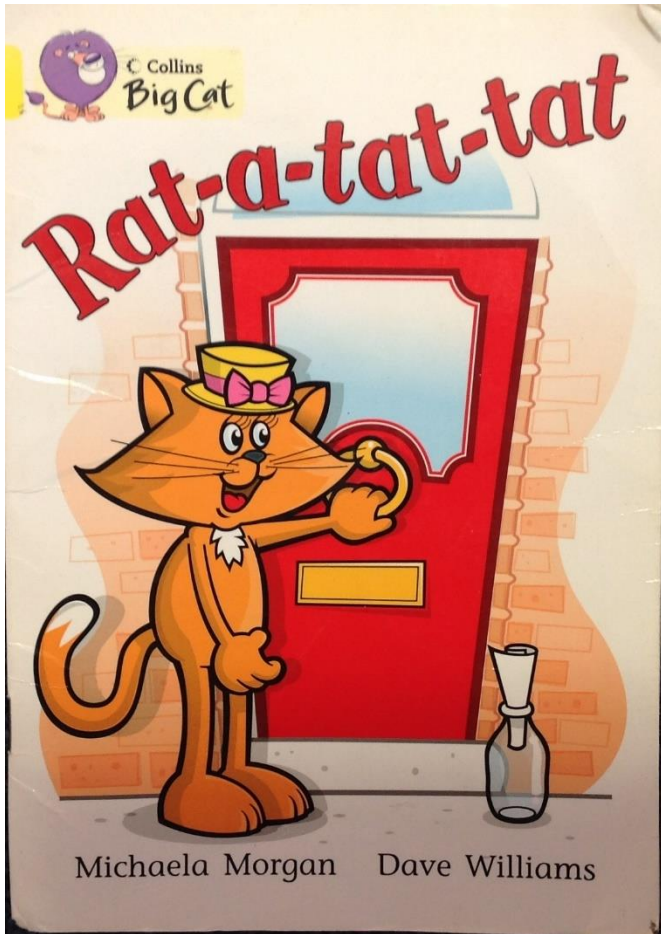
I can get Tess!



Mum had a bag.

I can get Tess!



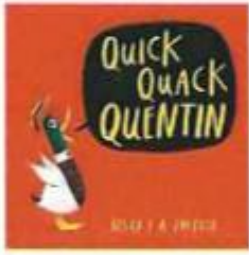



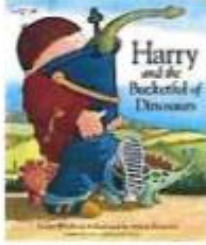

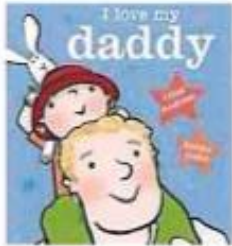
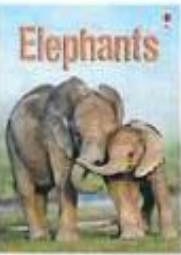

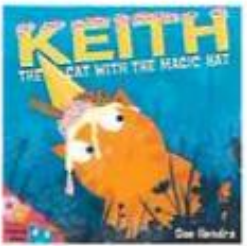
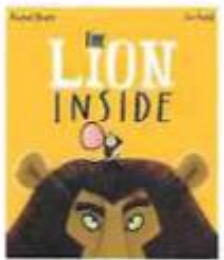

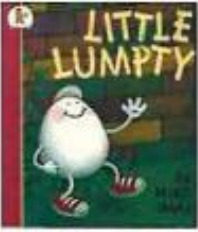




Top Tips for the Reading Helper

- Try to choose a quiet time every night with your child and make yourselves comfortable.
- Let your child hold the book.
- Point to the words as you read them. Model 'sounding out'.
- Use the pictures as well; there is often an additional story in them. Talking about what can be seen is important for language development.
- Allow plenty of time for discussion before you turn over a page. A valuable question is: "what do you think will happen next?"
- Let your child read the story to you afterwards, even if this is reciting by heart, or making the story up from the pictures. This is a very important stage.
- Memorising is not cheating. Make reading fun!
- Children learn to behave like readers by these activities. Praise all their attempts.
- If your child is too tired or reluctant to join in, just make it an opportunity for you to read in a relaxed and enjoyable way. Do not force participation: It is not a test!

100 Books For EYFS chosen by Children and Teachers from Worcester City Schools.

<p>Peace at Last by Jill Murphy</p> 	<p>Kipper by Mick Inkpen</p> 	<p>Quick Quack Quentin by Kes Grey</p> 	<p>The Gruffalo's Child by Julia Donaldson</p> 	<p>Hairy MacClary by Lynley Dodd</p> 
<p>Hansel and Gretel (Traditional)</p> 	<p>Harry and the Bucketful of Dinosaurs by Ian Whybrow</p> 	<p>I Want my Hat Back by Jan Klassen</p> 	<p>I Love My Daddy by Giles Andrae</p> 	<p>Usborne Book of Elephants</p> 
<p>Looking After Hamsters</p> 	<p>Keith the Cat with the Magic Hat by Sue Hendra</p> 	<p>The Lion Inside by Rachel Bright</p> 	<p>We're Roaming in the Rainforest</p> 	<p>Little Lumpty by Miko Imai</p> 

<https://www.northwic.kmanorprimary.co.uk/learning-links/>

Q and A