



A Parent's Guide to PHONICS in Reception

Overview

At St Edmund's Catholic Primary School 'Thrass' is the chosen programme to teach phonics and to support early reading development.

It is split into 6 phases with the different phases being covered in different years in EYFS and Key Stage 1.

- Phase 1– Nursery
- Phase 2– Reception
- Phase 3– Reception
- Phase 4– Reception / Year 1
- Phase 5– Year 1
- Phase 6– Year 1 / Year 2

In the EYFS and KS1 your child will be taught phonics every day. Alongside the teaching of phonics, every child will be provided with daily opportunities to apply their phonic knowledge and skills in reading and spelling.

This booklet will give you an idea of what is expected at the phase your child is working within and how to support their learning at home.

Phase 1

Phase 1 focuses on the basic skills needed for reading and writing and
Includes: exploring sounds, singing nursery rhymes,
playing listening games and using musical instruments.

Phase 2

By the end of phase 2, the children should know 23 sounds

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

and be able to read 5 tricky words

the to l no go

They should be able to **orally blend** cvc (consonant, vowel, consonant) words e.g. when you sound out c-a-t, they can tell you the word is cat, and also **orally segment** cvc words e.g. when you say mum, they can pick out the sounds m-u-m.

Phase 3

Phase 3 builds on Phase 2 and the children learn 26 more letters and sounds (GPC 'grapheme phoneme correspondence'), This will include some where the same letters can make different sounds e.g. oo– book, moon

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

and 12 more tricky words to read...

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

They should now, also be able to spell the 5 tricky words from phase 2.

Phase 4

In Phase 4 children will be able to blend phonemes to read CVC words (consonant-vowel-consonant), and segment in order to spell them. No new graphemes are introduced. They should be able to read the tricky words:

some come one said do so were
when have there out like little what

During Phase 4, sounds with adjacent consonants or initial & final **blends** are taught e.g. bl, dr, sc, ft, ct. These can be sounded out but recognising them quickly makes for a stronger reader.

Phase 5

In Phase 5 children will be able to use alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.

They will learn these new sounds:

ay oy ea ie ew ou
ir aw ue

They learn 5 new sounds all using the 'magic e' rule (split digraph):

a-e e-e i-e o-e u-e

They also learn 5 less common sounds:

wh ph oe au ey

They should be able to read words such as crayon, mountain, thirsty and dolphin using their phonic knowledge.

Phase 6

In Phase 6, the focus is on applying phonic skills and knowledge to recognise and spell an increasing number of complex words.

They should be able to:

Read with increasing fluency

Investigate and learn how to add suffixes

Spell long words

Develop memory strategies for spelling

Apply spelling in writing

Word Meanings

Adjacent consonants: consonants which are next to each other, often at the beginning or end, e.g **spin**, **prod**, **just**, **splint**. Also known as consonant clusters.

Blending: the ability to string together the phonemes that each letter stands for in a word , eg. **s.a.t = sat**.

Consonant: all the letters of the alphabet except a,e,i,o,u.

Decoding: the process of deciphering letters in order to read the words by translating the graphemes into sounds.

Digraph: two letters making one sound or phoneme, e.g **ch** in **chip**, **sh** in **shop**, **ea** in **eat**.

Graph: one letter making one sound or phoneme.

Grapheme: this is a written representation of a phoneme, that is, a letter or group of letters representing a sound.

High Frequency Words: words which occur frequently in our language. In English many are regular but some are irregular or tricky words (not phonetically decodable), e.g the, said, one.

Grapheme Phoneme Correspondence

(GPC): the relationship between the letters and the sounds they represent.

Phoneme: a phoneme is the smallest unit of sound in a word. In spoken English we use about 44 phonemes. In writing the phonemes are represented by graphemes.

Phonological Awareness: the ability to perceive and manipulate the sounds of spoken words.

Segmenting: breaking a word up into its individual phonemes.

Syllable: a word or part of a word consisting of a vowel phoneme with no, one or more consonant phonemes before or after it, e.g telephone has 3 syllables: tel/e/phone.

Synthetic Phonics for Reading: an approach to the teaching of reading in which the phonemes associated with particular graphemes are pronounced in isolation and then blended together (synthesized).

Synthetic Phonics for Writing: reverses the sequence. Children say the word they wish to write, segment it into its phonemes and say them in turn, and then write a grapheme for each phoneme to produce the written word.

Trigraph: three letters making one sound or phoneme, eg **hair**, **hear**.

Vowel: a letter representing a speech sound, a,e,i,o,u.

Useful Websites

Below is a list of websites to support you and your child with phonics and reading:

www.bbc.co.uk/schools/ks1bitesize

Games to practice key skills such as rhyming, punctuation and grammar.

www.phonicsplay.co.uk/freeindex

Lots of games for each phase, especially good for reading non-words (alien/nonsense).

www.topmarks.co.uk

A wide range of resources including activities with a phonics focus.