
Sheen Mount Primary School

EYFS and KS1 Phonics

A guide for parents



At school, all children have regular phonics sessions which are based on the 'Letters and Sounds' curriculum. This is also referred to as 'synthetic phonics'. Phonics has been proven to improve early literacy skills. We believe phonics is important in school, however we also believe that readers need to develop language comprehension and a passion for reading a range of books and texts; something which we value at Sheen Mount.

Letters and Sounds Outline:

The phonics curriculum has a 6 Phase structure but the boundaries between phases are not fixed and the pace can be adapted to the needs of the children.

Phase 1: Supports the development of speaking and listening skills, beginning to recognise initial phonemes.

Phase 2: Introduction of writing the letters which match the phoneme, oral segmenting of phonemes 'sounding out' and oral blending of phonemes 'putting the sounds back together again'. *s a t p i n m d g o c k ck e u r h b f ff l ll ss*

Phase 3: Completion of the teaching of the alphabet, blending (putting sounds back together again) and segmenting (breaking sounds up) of CVC words, reading 2 syllable words.

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

Phase 4: Reading and spelling of longer words with more syllables. (No new sounds, consolidation of previous phases)

Phase 5: Broadening knowledge of letters and sounds, learning new pronunciation for letters.

ay a_e ea e_e ey y ie i_e (yi) ow o_e oe ew ue u_e oi oy ur ir aw au wh ph

Phase 6: Investigating and exploring spellings, spelling suffixes, prefixes and different tenses.

Phonics at Sheen Mount:

In Reception, teachers use 'Jolly Phonics' as an approach and this involves learning discrete sounds using songs, games and a range of multi-sensory activities. The children learn to segment and break up a word before putting it back together. They use different strategies such as sound buttons, sausage and beans and counting sounds to segment and blend words. The children also begin to learn 'tricky words' which are words that cannot be read by sounding out.

In Year 1, children build on their learning in Reception and start with recapping sounds using Jolly Phonics. They consolidate their recognition and reading of words with phase 3 sounds before moving on to new sounds in phase 5 where there are different ways of representing the same sound. For example the 'a' sound is written as 'ai, ay, a_e'. The children develop their reading of Year 1 'exception words' (which are the same as tricky words).

In Year 2, children revise what they have learnt the previous year before spending time on phase 5 sounds. They not only learn to read words with phase 5 sounds but investigate patterns and rules and focus on the spelling of these words. They also begin phase 6 which investigates and explores spellings, tenses and other grammar aspects. Children also learn to read the words on the Year 2 'exception word list'.

In KS1, children continue to use a range of activities to develop their phonic knowledge and have a lesson every day ranging between 20-30 minutes. The children are assessed in a relaxed, familiar manner in order to ensure they are making the expected progress and this is monitored carefully and support put in place accordingly.

For those that need additional support, reasonable adjustments are made inside and outside of phonics lessons.

Please see the document [KS1 Phonic Sounds and Words Booklet](#) for lists of words covered in lessons. These include words linked to different sounds as well as 'Exception words' which are words that cannot be phonetically decoded.

Spellings:

Children in Year 1 and 2 are given weekly phonics to learn at home. In Year 1, this starts in the second half of the Autumn Term. The spellings are linked to the phonic sounds and patterns covered in lessons. Please see the document ['How to help with spellings at home'](#) for different strategies and activities to use to support your child in learning their spellings. Some of the strategies are used in lessons at school.

Glossary of terms:

Here are some terms your class teacher might use when providing feedback. The guide below will help you understand some of the terminology.

Segmenting	<p>The process of using phonics for reading. Children break it down into phonemes, choosing the appropriate grapheme to represent each phoneme.</p> <p>-used when spelling and writing.</p> <p>At Sheen Mount we use sound buttons and sausage and beans. For example, </p>
Blending	<p>The process of using phonics for reading. Children identify the sounds and blend/merge for reading to say the word. E.g: snap s-n-a-p queen qu-ee-n</p>
Phoneme	<p>The smallest unit of sound</p> <p><i>(When starting phonics, avoid using letter names (see, ay, tee etc) and use the sounds instead (c, a, t)!</i></p> <p><i>This will help your child with spelling and recognising letter sounds when reading. Letter names can be introduced more gradually in year 1 and focused on in year 2.)</i></p>
Grapheme	<p>Written letters or a group of letters which represent one single sound (phoneme)</p> <p>e.g. a, l, sh, air, ck.</p>
Digraph	<p>Two letters which make one sound e.g: qu sh chi e oe</p> <p><u>Vowel digraphs:</u> At least one of the letters is a vowel ai ey ue oe oo</p> <p><u>Split digraphs (previously called magic e):</u> Two letters which work together to make one sound, but are separated by a letter a_e same e_e these i_e time o_e stone u_e flute</p> <p><u>Consonant digraphs:</u> Two consonants which make one sound ch sh th ng</p>
Trigraph	<p>Three letters which make one sound e.g: igh ear air ure</p>
Split digraph	<p>2 letters representing one phoneme but it is split within a word e.g. 'a-e' in 'cake' or 'o-e' in 'hole'</p>

<i>CVC CCVC CCVCC</i> etc	The abbreviation used for consonant-vowel-consonant etc to describe the order of sounds. E.g: <i>CVC</i> cat <i>CCVC</i> trip <i>CCVCC</i> black
Adjacent consonants	Two or three letters that make a sound e.g: fl cl str
Pure sound	Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'
Exception words (Previously known as 'tricky words')	Words that are difficult to sound out e.g. said, the, because. (See below)
Other terms:	Syllable - a beat in a word. Monosyllabic - word with 1 syllable Polysyllabic - word with 2 or more syllables. Suffix - something that is added to a word at the end e.g. 'ed' 'ing' 'ly' chatted lovely Prefix - something that is added to the start of a word e.g. 'dis' disobey or 'un' unwell

For a list of phonics sounds and examples of words, including tricky/exception words, please see the EYFS and KS1 words linked to phonics document.

A few tips for helping at home:

- Help your child learn the alphabet and know alphabetical order.
- Help them to recognise the difference between letter names and the phoneme (sound).
- In the early stages at school help them to sing and recite songs and nursery rhymes so they have the opportunity to identify sound patterns and rhymes orally.
- Encourage children to say the phonemes correctly especially tricky ones like 'f' 'th' 'wh'.
Pure sound
- Use the 'Jolly Phonics' action linked to phase 2/3 sounds.
- Use phonics mats at home and get children to regularly recite sounds. These mats can have familiar pictures on them to help.
- Encourage children to use familiar strategies like counting sounds and using sausage and beans/sound buttons when segmenting words.
- Some websites can be useful if you want to know more or to find activities or resources to practise phonics skills at home. These websites can have some useful activities:
 - www.phonicsplay.co.uk
 - www.ictgames.com
 - www.letters-and-sounds-com

Ideas for activities - keep them short, fun and try to vary them

- I Spy
- Making and playing pairs games
- Making and playing bingo games
- Hangman
- Odd one out - children identify a word which doesn't share the same phoneme/grapheme
- Word searches
- Sorting words
- Countdown - give them phonemes they know and see if can make words.
- Hide and seek - write words/phonemes on cards which relate to particular phoneme or words you want them to practice, hide words and children have to find them and read them.
- Draw pictures for given sounds
- Writing words using sound buttons/sausage and beans