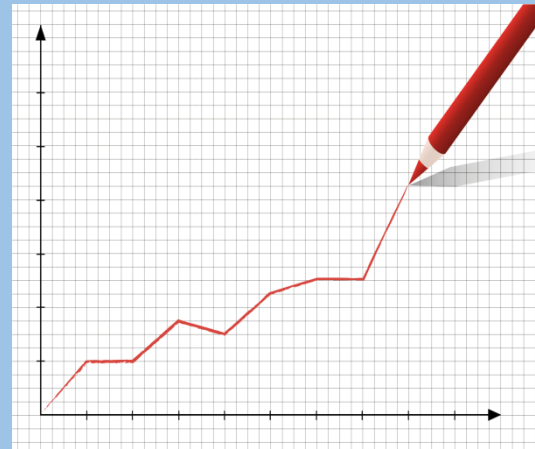


# What is phonics?

Phonics is a method of **teaching children to read by linking sounds (phonemes) and the symbols that represent them (graphemes, or letter groups).**



# What is a phoneme?

A phoneme is the smallest unit of sound.

<b>s</b> sat	<b>t</b> tap	<b>p</b> pan	<b>n</b> nose	<b>m</b> mat	<b>a</b> ant	<b>e</b> egg	<b>i</b> ink	<b>o</b> otter
<b>g</b> goat	<b>d</b> dog	<b>ck</b> click	<b>r</b> run	<b>h</b> hat	<b>u</b> up	<b>ai</b> rain	<b>ee</b> knee	<b>igh</b> light
<b>b</b> bus	<b>f</b> farm	<b>l</b> lolly	<b>j</b> jam	<b>v</b> van	<b>oa</b> boat	<b>oo</b> cook	<b>oo</b> boot	<b>ar</b> star
<b>w</b> wish	<b>x</b> axe	<b>y</b> yell	<b>z</b> zap	<b>qu</b> quill	<b>or</b> fork	<b>ur</b> burn	<b>ow</b> now	<b>oi</b> boil
<b>ch</b> chin	<b>sh</b> ship	<b>th</b> think	<b>th</b> the	<b>ng</b> sing	<b>ear</b> near	<b>air</b> stair	<b>ure</b> sure	<b>er</b> writer

# Step 1: decoding (reading)

1. Think about what sound a word starts with
2. Say the sound out loud
3. Recognise how that sound is represented by a letter.

So far your children have been taught:

**s, a, t, p, i, n, m, d, g, o, c, k, ck**

s-a-t

p-i-g


c-o-t

d-o-g

t-i-ck

# Phase 2

## Phase 2 Sounds

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

## Phase 3 Sounds

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



# Step 2: blending

We move on from saying the individual sounds of each letter, to being able to blend the sounds and say the whole word. This can be a big step for many children and takes time.

s-a-t → sat    d-o-g → dog    t-i-ck → tick

# Step 3: Encoding

Encoding is the process of writing down a spoken word, otherwise known as spelling.

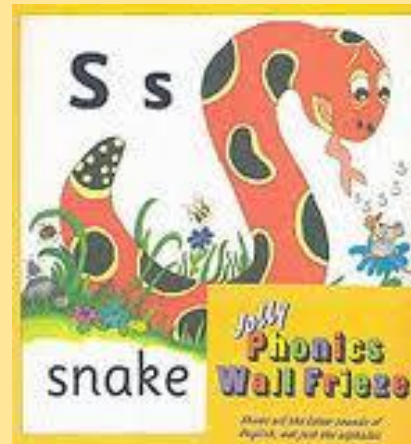
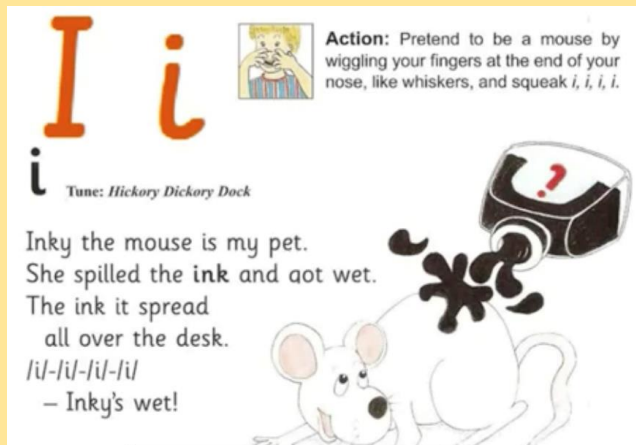
They should start to be able to produce their own short pieces of writing, spelling the simple words correctly.

# How we teach phonics

20 minute session daily, with a couple of minutes recap at the end of the day.

Multi sensory, intended to be fun!

Song, action, quiz, air writing, phonic frog, games...



Pronunciation

Short, clear sounds.

[https://www.youtube.com/watch?v=5J2Ddf\\_00m8](https://www.youtube.com/watch?v=5J2Ddf_00m8)





# Letter names

UPPER CASE AND LOWER CASE



[www.rahmahmuslinhomeschool.co.uk](http://www.rahmahmuslinhomeschool.co.uk)

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

# High frequency words

\* **words that appear very often in written texts.**

A mixture of:

- **decodable words** (words that can be sounded out)  
E.g. in, it, up, am
- **tricky / exception words** (words have to be learned and recognised by sight).  
E.g. the, I, go, to, into, no



# Reading books

Children will be sent home with a book once we have assessed that they know all their single sounds and are able to blend unfamiliar CVC words relatively confidently and accurately. These books will support their phonic understanding.





# Our targets

We want **all** children to be confident on all the single letter sounds by Christmas, and to be starting to blend the sounds into (CVC) words.

CVC words = consonant, vowel, consonant – eg cat.  
Not all 3 letter words are CVC – eg car is c – ar.

By the end of **Reception**, children should be able to write one grapheme for each of the 44 phonemes.

# How to help your child at home

- Model enjoyment of reading.
- Read to them every night– to build love of reading, understanding of story structure etc.
- Help them to practise their sounds / blending.
- Encourage them to “spot” sounds in their everyday environment.
- Once they have a book, try to hear them read every night, even if it is only a couple of pages.
- Show an interest and praise!

