



# *Everything starts with reading...*



To understand what phonics is and how it helps reading.

To learn more about how phonics is taught in school.

To get more information about the Phonics Screening Test

*Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.*

*(‘Letters and Sounds’ Principles and Practice of  
High Quality Phonics)*

# What is phonics?

Phonics is the link between letters and the sounds they make.

We use a highly structured program called  
**‘Letters and Sounds’**

A government scheme, published by the Department for  
Education.

## Children are taught:

- Blending sounds to read words and segmenting words into separate sounds.
- The full range of sounds and the most common ways of writing them.
- Children are taught in 6 phases across Reception and Year 1

# Complex Speed Sounds

## Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

## Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

- *Phoneme*

The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents).  
Phonemes can be put together to make words.

- *Grapheme*

A way of writing down a phoneme. Graphemes can be made up from

- 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch  
or 4 letters e.g. ough.

- *Digraph*

A grapheme containing two letters that makes just one sound (phoneme) e.g. th.

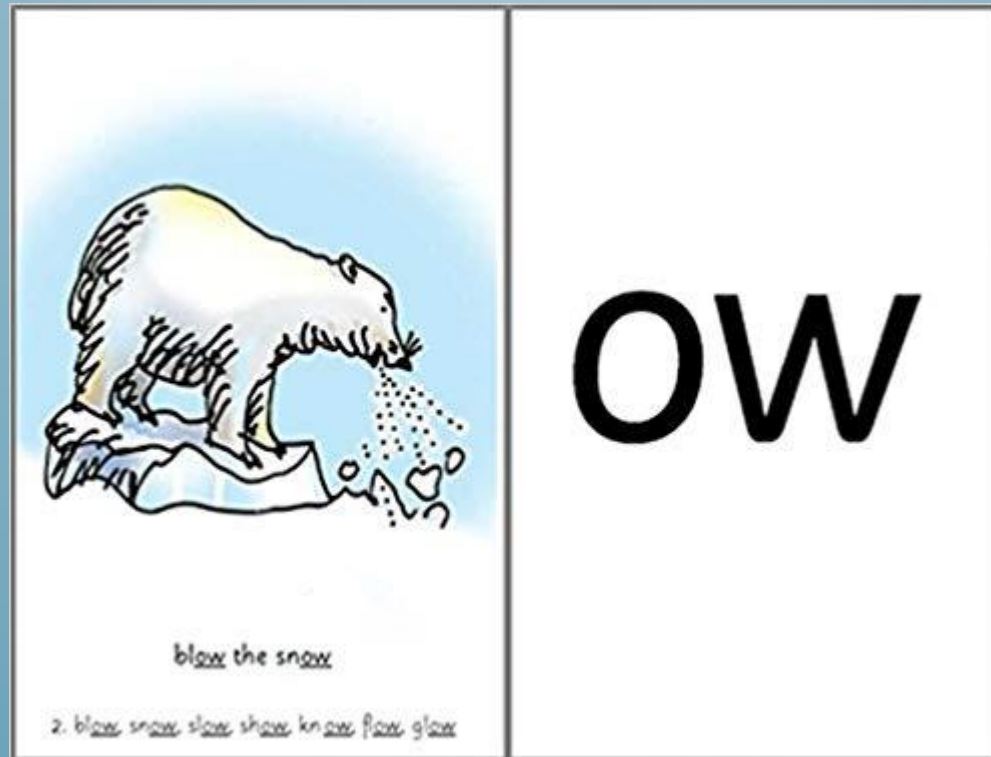
- *Trigraph*

A grapheme containing three letters that makes just one sound (phoneme) e.g. igh.

To *supplement* Letters and Sounds we use the speed  
sound cards from the scheme

'Read Write Inc'

We go through these SPEED SOUNDS at the  
beginning of every phonics lesson.



# Oral blending

*Hearing a series of spoken sounds and merging (blending) them together to make a spoken word – no text is used.*

*The skill is best taught **before** blending using printed words.*



# Blending

*Recognising the letter sounds in a written word, for example*

*c- u- p,*

*and blending them in the order which they are written, to read the word 'cup'*

# Blending

s i t



f r o g



c a t



sh e d



d u c k



ch i ll



# Trickier words...

*s igh t*

*f ear*

*ch air*

- *Children in Year 1 are continually assessed in their phonics progress – at least 6 times a year minimum and through continued observation by the class teacher.*
- *Children that need more support may join a smaller phonics group for more 1:1 support. This is very fluid and changes often. Both groups cover the same content.*

# PHONICS SCREENING IN YEAR 1

## Practice sheet: Real words

in

at

beg

sum

## Practice sheet: Pseudo words

ot



vap



osk



ect





Some words **can not be sounded out** or blended and need to be recognised as a whole e.g.

*said the eyes*

These are taught as key words or  
**red words.**

*Keyword sheets are given out in every infant class and your child will move through at their own rate.*

*The more practise the better.*

*Children develop their ability to do this over time. Keyword practice is an important tool.*

*Children develop their own way of remembering these words.*

## Red Words 1

These are 'red words' that are used to help children recognise they are tricky and can't be sounded out using their current phonic knowledge. With your child look for the parts of each word that they can sound out normally and then identify the parts that are tricky. You are welcome to cut the words out at the bottom in the grid to play games with. Your child should be able to read these words quickly and without sounding out, good luck!

I

the

of

no

my

I

to



the	no	I
of	my	to



# HOWEVER...

*Reading does not begin and end  
with phonics.*

*We want children to **enjoy** reading for life!*

*Be a good reading role model.*

*Practise their red words with them to help them become fluent readers*

*Asking children **questions** before, during and after reading and talking about their opinions is **essential** in ensuring that they have understood what they've read.*

# Have a look on the website if you want any reminders at home!

