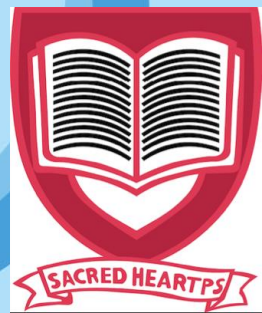
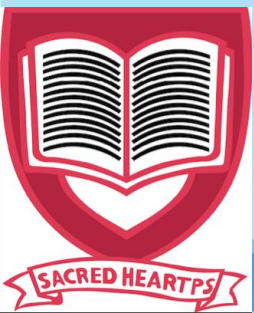


All About Phonics

A Presentation for Parents and Carers



Phonics Terminology

phoneme - Any one of the 44 sounds which make up words in the English language.

grapheme – Letter name. There can be more than one way to spell a phoneme. For example, the phoneme 'ai' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

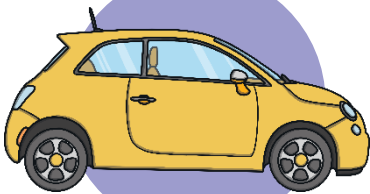
blending – Putting together the sounds in a word in order to read it, e.g. 'f – r – o – g, frog'.

segmenting – Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f – r – o – g'.

Digraph – two letters that make one sound e.g kickck, sickck, singng

Phase One

Phase 1 has seven aspects, with a focus on listening skills.



1. Environmental sounds

2. Instrumental sounds

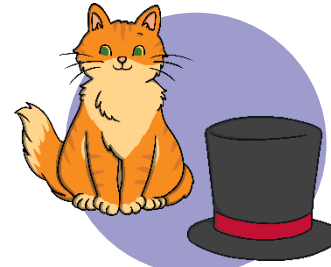


3. Body percussion



4. Rhythm and rhyme

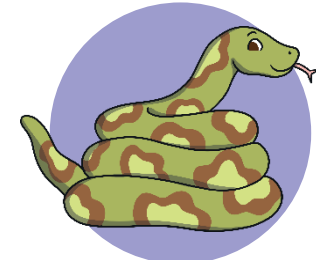
5. Alliteration



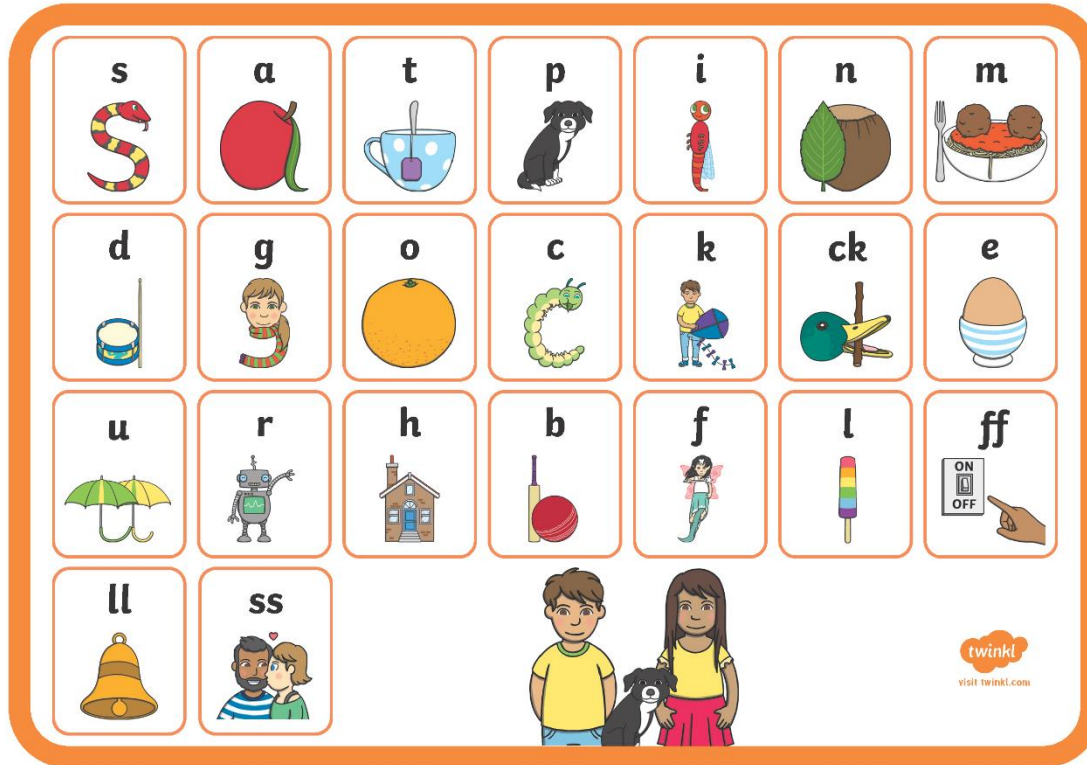
6. Voice sounds



7. Oral blending and segmenting



Phase Two



a
e
i
o
u



Correct Way to Say Vowels

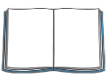
e

i

o

u

Phase Three

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

 visit [twinkl.com](https://www.twinkl.com)



Blending

Set 1	Set 2	Set 3	Set 4	Set 5
s a t p	i n m d	g o c k	ck e u r	h b f,ff l,ll ss

The process of learning a sound, includes:

- Saying a number of words with the same initial sound, exaggerating it. E.g. ssssnake, sssssun
- Showing the children the grapheme (letter) that represents the sound.
- Flashing a card with the grapheme on one side and a picture on the other. When the children see the grapheme side, they are to say the sound. When they see the picture side, they are to say the word corresponding to the picture.

VC and CVC Words

During this phase, children will be taught to read different words using the sounds and letters they have been exposed to.

V = vowel

C = consonant

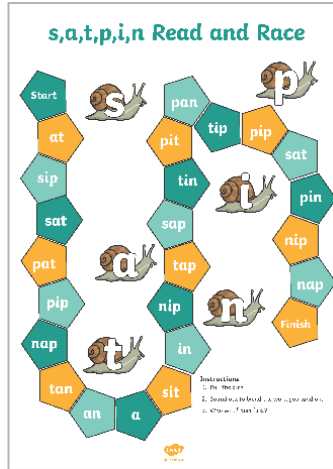
VC words are those that consist of a vowel and then a consonant (am, on, it). CVC words are those that consist of a consonant then a vowel and then a consonant (cat, dog, pen). Some words such as bell are also CVC words because they only have three sounds. **b-e-ll**

Useful Tip

Pure sounds should be used when children are saying sounds. This means, where possible, the 'uh' sounds after consonants should not be said. E.g. the sound 'f' should be pronounced **ffff** rather than **fuh**.

The children will use magnetic letters to make and spell words, read words on the whiteboard and on flash cards as well as beginning to write words.

Blending – How you can help



board games

match games

cat

cat

Reading and going over
sounds daily

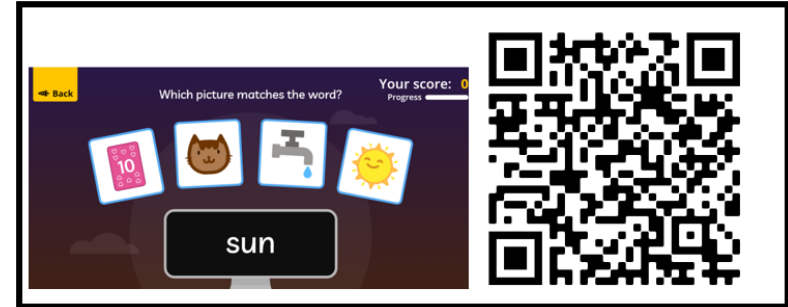
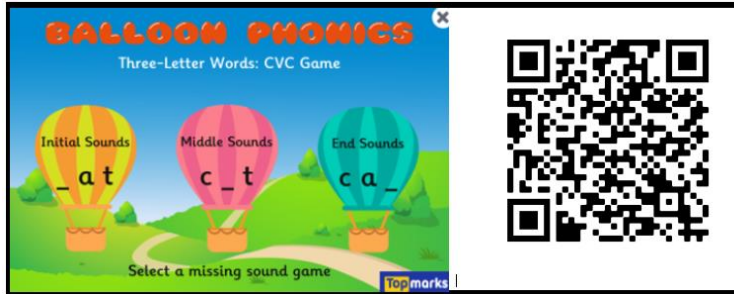


Ways You Can Support Your Child at Home

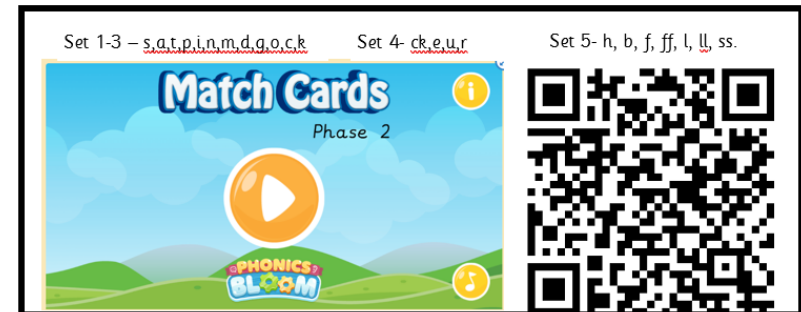
Using the sounds the children have been exposed to, the following games and activities can be done:

- Using flashcards, expose children regularly to the sounds they have learnt. Remember to use pure sounds.
- Magnetic letters - Using magnetic letters on the fridge or any type of magnetic surface, children can practise making words.
- Make words using letter cards or magnetic letters. Ask the children to blend the sounds together to make the words.
- Ask children to spell out CV and CVC words both orally and on paper.

Blending – How you can help



Literacy and Numeracy Games
Scan the QR Code



Writing Tips

- Begin by recapping sounds
- Repeat the word multiple times
- Hold up 3 fingers for 3 sounds
- Encourage children to read their work back and self- correct



Tricky Words -

Phase 2 Tricky Words

the

to

I

no

go

into

twinkl.com

Phase 3 Tricky Words

you

they

all

are

my

her

he

she

we

me

be

was

twinkl.com

Phase 4 Tricky Words

said

like

do

come

there

little

out

have

so

some

were

one

when

what

twinkl.com

Phase 5 Tricky Words

oh

could

their

people

Mr

Mrs

looked

called

asked

twinkl.com

Once upon a
time,

There

Who lived

Unfortunately

Luckily

- Rehearse the sentence
- Use word banks for longer words
- Encourage them to sound it out
- **Praise phonetically plausible** attempts e.g. elifint, blud, breeth
- Encourage children to read what they have written back

	Sentence Progression
1 – sentence stems	I can see the dog.
2- + in, on, at etc.	I can see the cat on the mat . I can see the pig in the mud .
3- More complicated sentences	The cat sat on the mat. The dog is at the top. The pig is in the mud.
4 – longer sentences include conjunction	I went to the shop and I got a drink. Run run run as fast as you can.

I can see the Gruffalo.

I can see the Gruffalo.

WILF: sound it out finger spaces full stop Letters on line

pig house

little wolf three 3

sound it out finger spaces full stop



of — — — —

I can see the three little pigs in the house I can see the house (un) built.



I can see the big bad wolf in the house.

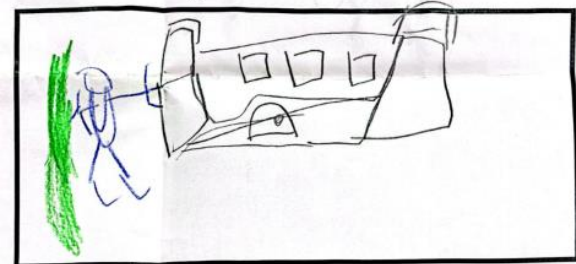
I can see the wolf.

At the Farm I See...

Blud vessels Incubator

How the egg

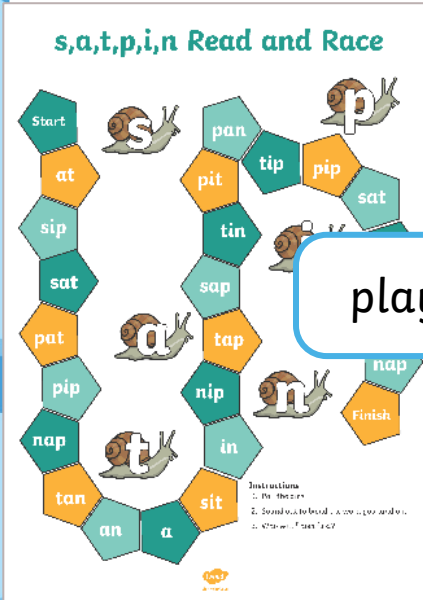
The blud vessels are in the egg and they help the chick to breath. The air goes through the egg to help the chick breath.



I can see Jack and the beanstalk.

I can see Jack and the beanstalk.

Helping Your Child at Home



cat

play games

cat

provide opportunities
for writing



provide
opportunities for
reading

