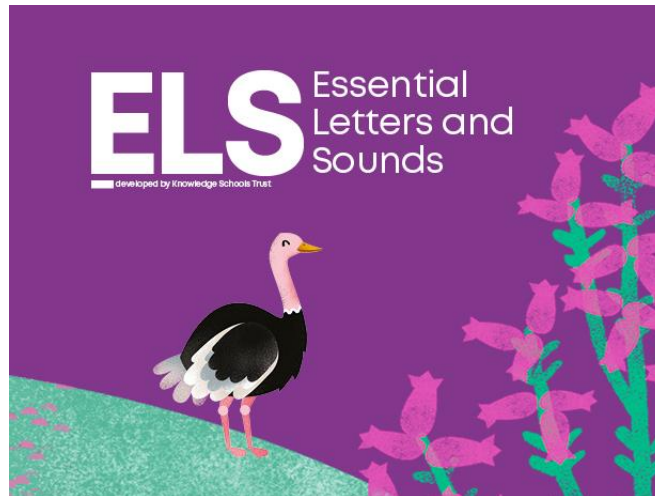


A Guide to

Progression in Phonics

For Parents and Carers



Year R



Laying the Foundations

- Speaking and listening are the foundations for reading and writing. Back and forth dialogue, introductions to new vocabulary in meaningful ways and listening games are all examples of ways to develop these early language skills.
- Books are a rich source of new words for your child. Vocabulary you would not use in everyday conversations appears in books.



Phase 1 (Preschool)



Children might be:

- Showing an awareness of rhyme and alliteration.
- Distinguishing between sounds in the environment and phonemes.
- Exploring and experimenting with sounds and words.
- Discriminating between speech sounds in words.
- Recognising the initial sound in a word.
- Beginning to orally blend and segment phonemes.
- Recognising some letter shapes of significance e.g. in their name.





Phase 1 - Ways you can support your child at home

- Play 'What do we have in here?'

Put some toys or objects in a bag and pull one out at a time. Emphasise the first sound of the toy/object by repeating it – e.g. 'c c c c – car', 'b b b b – box', 'ch ch ch ch – chip'.

- Use alliteration

Say 'A tall tin of tomatoes!' 'Tommy, the ticklish teddy!' 'A lovely little lemon!' Use the names of people your child knows. E.g. 'Gurpreet gets the giggles', 'Milo makes music', 'Naheema's nose'.

- Teach your child tongue twisters

E.g. 'Peter Piper picked a peck of pickled peppers'.



The Letter Sounds

Phase 2

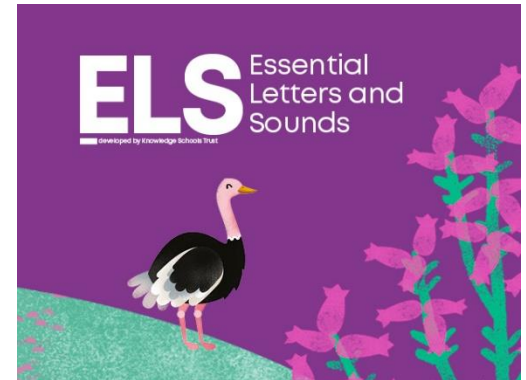
Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

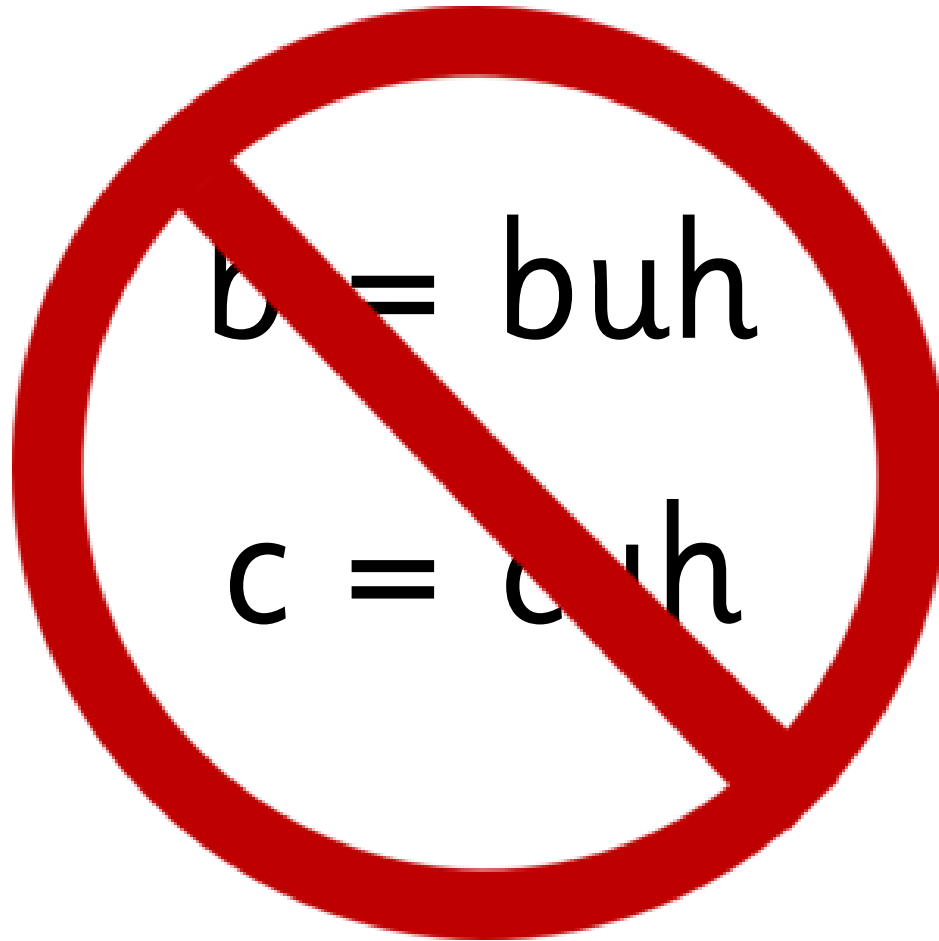
Set 5: h b f, ff l, ll ss



HRS (tricky) Words



Phase 2 - Saying the sounds



Here is an example of how each sound is pronounced:

<https://www.youtube.com/watch?v=-ksblMiliA8>



Reading (blending)



- Children need to practice every day – research has shown that the key to success in phonics is practising little and often.
- Children who can hear immediately that s-u-n is ‘sun’ tend to have a naturally good ear for sounds. They rarely have problems with learning to blend sounds by themselves.
- With practice, all children become successful. However, it does take longer for some, and these children find learning to read more difficult.
- Doing this type of activity at home is hugely beneficial.



Writing

(identifying sounds in words)

- Listening for the sounds in words, as we write, helps us to spell them.

Writing simple words becomes easy for children when they can hear the sounds in words and know the letters for the sounds.

- Gradually, children are taught to hear all the sounds in a word – ‘sun’ is s-u-n. They are encouraged to hold up a finger for each sound. The children who have a naturally good ear quickly develop this skill.



Tripod Grip



Children need to develop a comfortable tripod grip and practice doing 'froggy legs'!



Phonics at a Glance

Phonics is...

Skills of segmentation
and blending



Knowledge of the
alphabetic code



Some Definitions

A phoneme is the smallest unit of sound in a word.

How many phonemes can you hear in this word?

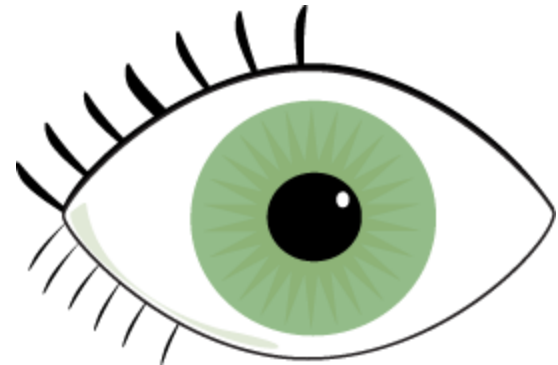
tin



A phoneme you hear



A grapheme you see



Digraphs

(two letters making one sound)

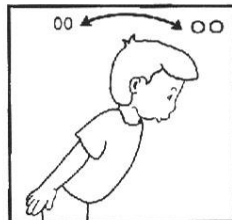
ai	oa	ie	ee	or
ng	oo	oo	ch	sh
th	th	qu	ou	oi
	ue	er	ar	



Digraph with Two Sounds: 'oo'

oo
oo

Short and long oo



ACTION

Imagine being the cuckoo in a cuckoo clock, jutting head forward and back, saying the call of the cuckoo: u, oo; u, oo.

cook

book

look

hook

took

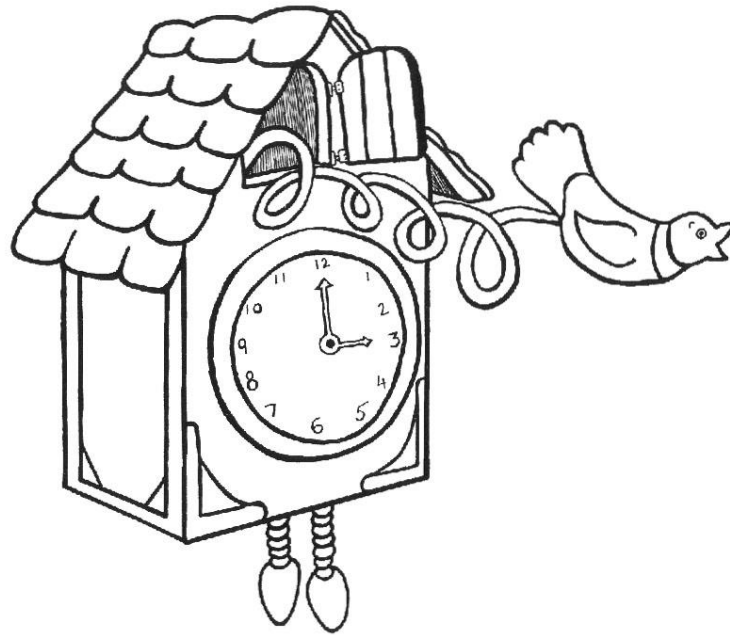
coo

moon

soon

shoot

tooth



oo oo oo oo oo oo oo



Letter formation

Children are shown a picture and taught a mnemonic for remembering how to form each letter shape.

e.g. 'Swerve around the snake'



Letter formation

- On the board
- On the floor (tummy time)
- On each other's backs
- In sand, shaving foam, goo etc.
- In the air
- Chalks on the floor
- Water and paint brushes



Independent Writing

I went hors ried in
that was fun.

The children need to know:

- The 42 letter sounds
- How to hear the sounds in words
- One way of writing the letters for the sounds
- What they want to say





Phase 2 - Ways you can support your child at home

- Magnetic letters

Buy magnetic letters for your fridge or for use with a tin tray. Find out which letters have been taught and have fun finding these with your child and placing them on the magnetic surface.

- Making little words together

Make little words together, e.g. it, up, am, and, top, dig, run, met, pick. As you select the letters, say them aloud: 'a-m – am', 'm-e-t – met'.

- Breaking words up

Now do it the other way around – read the word, break the word up and move the letters away, saying –met – m-e-t.





Phase 2 - Ways you can support your child at home

- Remember - spelling is harder than reading words. Praise, don't criticise. Little whiteboards and pens, and magic boards are a fun way for children to try out spellings and practise their handwriting. Your child might be trying to write using letters from their name – this shows that they know that writing needs real alphabet letters.
- Make or buy an alphabet poster.





Reluctant readers – Ways you can support your child at home

Relax!

- Make sure your child sees you reading.
- Read to your child. Show you like the book. Bring stories to life by using loud/soft/scary voices – let yourself go!
- Share the reading-take it turns to read a line or even a sound.
- Spread books around your house for your child to dip into.
- Let your child choose what they would like to read – books, comics, catalogues.
- Read favourite books over and over again. Enjoy!





Reluctant writers – Ways you can support your child at home

Relax!

- Make sure your child sees you writing.
- Compose an email together, inviting a friend over to tea.
- Continue to make words together using magnetic letters.
- Leave a message on the fridge door – encourage them to write a reply to you.
- Make up a story together about one of their toys. You write for them, repeating the sentences as you write. When complete they can draw pictures to go with it.
- Collect stickers of a favourite film or TV programme and make a book about it.





Phase 2 - Ways you can support your child at home

😊 **Daily Reading** 😊

- One new book each week
- Matched to the letter sounds your child has learned in class
- Please read this book and practise the sounds as much as possible



Phonics in Key Stage 1

- In Phases 3-6 children continue to learn new sounds, as well as the alternative spellings for sounds they already know, e.g.

/ai/ /ay/ /a-e/ /ey/ /eigh/

rain play cake prey sleigh



Phonics in Key Stage 1

- Statutory Phonics Check at the end of Year 1.
- This is to see if children have attained the expected standard in phonics.
- Checks children's learning in Phases 1-6.
- Includes 'alien' words, e.g. mig, pate, loop.
- For those children who need additional practise, there is an additional check at the end of Year 2.

Please see your child's teacher for additional information on how to support your KS1 child. Please note that the 'Ways you can support...' suggestions in the 'Progression in Phonics' booklet are relevant to all children.



Useful resources:

- <https://www.youtube.com/watch?v=ybiJTZNLvTI>

How to correctly pronounce the letter sounds.

- <http://www.bbc.co.uk/cbeebies/shows/alphablocks>

Alphablocks is a brilliant program that explains phonics to children in a fun and accessible way!

- www.phonicsplay.co.uk

This website has good interactive games for each phase of letters and sounds that you can play with your child.

- www.ictgames.co.uk

This is another website with good interactive games that you can play with your child.

- <http://www.wordsforlife.org.uk/3-5>

The Words for Life website provides a wealth of information to support you and your family.



Thank you for joining us for this
introduction to phonics! 😊

Your support is essential to your
child's continued good progress.

