

Some ideas of ways to help your child with their phonics...

- ❖ Clap, clap turn around I'll show you a letter tell me the sound....
- ❖ Sounding out some simple words when giving instructions
e.g. Can you get your c-oa-t, have you got your book
b-a-g
- ❖ Changing Nursery Rhymes/familiar rhymes
e.g. Humpty Dumpty sat on a chair
Humpty Dumpty saw a big
- ❖ When sharing stories emphasising rhyme, letting children predict, join in with repetition, find words they can read, make up own stories using pictures
- ❖ Bingo type games
- ❖ Eye spy with my little eye, something beginning with b? Something that rhymes with cat?
- ❖ Clapping rhythms, clapping syllables in names
- ❖ Word making games
- ❖ Phoneme count/sound buttons e.g h-a-t , d-o-ll, b-l-a-n-k, s-p-oo-n
count how many phonemes/sound buttons in each word
- ❖ Beat the bear - like hangman but drawing a bear's face instead - the children love it!
- ❖ To view demonstrating enunciation of phonemes video - please put into an internet search engine.



Early Phonics



Phonics = **skills** of segmentation and blending + **knowledge** of the alphabetic code

Phoneme - sound made by individual letter e.g. a , c

/more than one letter e.g. ch, thin - digraphs

Grapheme-phoneme correspondence - which letters represent each phoneme

The alphabetic code

Consonant	Representative words	Consonant	Representative words
phoneme	(corresponding letters in bold)	phoneme	(corresponding letters in bold)
/b/	b aby	/s/	s un, m ouse, c ity, sc ience
/d/	d og	/t/	t ap
/f/	f ield, ph oto	/v/	v an
/g/	g ame	/w/	w as
/h/	h at	/wh/	wh ere (regional)
/j/	j udge, g iant, bar ge	/y/	y es
/k/	c ook, du ck, Ch ris	/z/	z ebra, pl ease, i s
/l/	l amb	/th/	th in
/m/	m onkey, com b	/ch/	ch ip, wa tch
/n/	n ut, kn ife, gn at	/sh/	sh ip, mi ssion, ch ef
/p/	p aper	/zh/	tre asure
/r/	r abbit, w rong	/ng/	ring , sin k

The different spellings of phonemes

vowels	Representative words	vowels	Representative words
/a/	cat	/oo/	look , would , put
/e/	peg , bread	/ar/	cart , fast (regional)
/i/	pig , wanted	/ur/	burn , first , term , heard , call
/o/	log , want	/au/	torn , door , haul , law , call
/u/	plug / love	/oi/	coin , boy
/ae/	pain / late , lay	/ow/	down , shout
/ee/	sweet , meat , field , key	/air/	stair , bear , hare
/ie/	tie , light , mine , try , mind	/ear/	fear , beer , here
/oe/	road , post , stole , toe	/ure/	pure
/ue/	moon , blue , cute , dew , fruit		

Phase descriptors

Phase	Descriptor	Knowledge
1	Developing, among other skills, phonological awareness without any teaching of graphic representations (though children may of course know some letters)	Explore & experiment with sounds and spoken words Distinguish between different sounds in the environment and phonemes Show awareness of rhyme and alliteration Begin to orally segment and blend words
2	Teaching children three related concepts: - Grapheme-phoneme correspondences - Blending - Segmenting	Know that words are constructed from phonemes and that phonemes are represented by graphemes Know a small selection of common consonants and vowels which they can blend for reading and segment for spelling simple CVC words, eg. sit and tap

Phase 1 – an introductory stage in which children play around with rhyming songs and rhythmic games – marching, skipping and matching sounds. They also play games with vocal sounds, such as imitating animals, bouncing balls etc. This gives them practise in pronouncing phonemes.

Phase 2 – focuses on 3 related concepts: grapheme-phoneme correspondence, blending and segmenting. Children move from oral segmentation and blending to blending and segmenting using letters. They learn to read some VC and CVC words e.g. cat and to spell some.

Usually start with letters s,a,t,p,i,n. Initially individual phonemes and then start building simple words using these letters. Then introduce 6 more.

Phase	Descriptor	Knowledge
3	Teaching the full range of 43 phonemes in the English language & their most common representations, including each of the long vowel phonemes: ee, ai, oa, ie, & both sounds for oo (moon, book) & or, mar, er, ow, oy, air, ear Consolidating the skills of blending & segmenting Starting to build a stock of high frequency words	Blend & read single-syllable CVC words Segment & make a phonically plausible attempt at spelling CVC words Give the sound when shown the graphemes learnt in phases 1 & 2 Match the phase 1 & 2 phonemes to their grapheme

Phase 3- gives children practise in blending and segmenting CVC words and teaches them to apply this knowledge of blending and segmenting to reading and spelling simple two syllable words and captions. They learn letter names; learn to read some more tricky words and to spell some of them.

VC words – vowel/consonant e.g. in, an, at, up

CVC words – consonant/vowel/consonant e.g. bit, mop, hug

Tricky words are words which need to be learned by recognition e.g. was, said, to,

Vowel Digraphs -1 or more letter which makes a vowel phoneme

angel	even	find	post	union/blue
train	sweet	mine	toe	cute
lay	field	try	stole	dew
late	meat	light	road	moon
toy	work	clown	fair	warn
coin	burn	down	bear	tore
boy	term	shout	hare	door
spoil	first	round	stairs	born

Pronouncing phonemes

1.	f	l	m	n	r	s	sh	v	th	z	x
2.	c	p	t	ch	h						
3.	b	d	g	w	qu	y					

Pronounce the phonemes in the first line by continuing them
ffff, llll, mmmm, nnnnn, ssssss, thththththth, zzzzzz
(pronounced cssss)

Some phonemes cannot be continued in this way. Pronounce k,
p,t,ch say without a voice and the h by panting like a dog!

Some very difficult to pronounce cleanly. Pronounce b,d,g,w,kw,y
say as cleanly a possible