



# Phonics in EYFS and KS1

LEARNING TO READ AT WARREN ROAD

# Elements of learning to read

Listening

Speaking

Phonics

Spelling

Writing

# Where do we start?

- ▶ Listening is key!
- ▶ Your children started learning the skills they need to learn to read from the moment you began talking to them.
- ▶ Children need to be able to hear and say sounds in order to be able to begin the process of reading and writing.

# Listening

This is one of the hardest yet most important skills a child will learn. We teach children the kind of behaviour that a good listener shows, so that we know they are listening.

- ▶ Sitting still
- ▶ Sitting quietly
- ▶ Looking at the person who's talking
- ▶ Trying to remember what the speaker said
- ▶ Not interrupting

# Speaking

**Speaking with your child clearly is vital to their learning of phonics.**

- ▶ **Ensure good eye contact – your child should be able to see your lips make the sound.**
- ▶ **Speak clearly taking care to announce the sounds in the words.**
- ▶ **Recasting - if your child says something inaccurately, repeat it back to them with the correct pronunciation.**

# Teaching & Learning

Children learn in many different ways. In the classroom we use a range of teaching styles in order to address every child's preferred learning style.

- ▶ Learning through seeing.
- ▶ Learning through listening.
- ▶ Learning through doing.

# Phonics: Letters and Sounds

Government scheme (2007) 6 phases taught daily from Nursery to Year 2.  
We use a number of other resources alongside this including Jolly Phonics.

## **Phase 1**

Activities are divided into seven aspects, including

- ▶ Environmental sounds
- ▶ Instrumental sounds
- ▶ Body percussion
- ▶ Rhythm and rhyme
- ▶ Alliteration
- ▶ Voice sounds
- ▶ Oral blending and segmenting

It is expected that these activities will be continuous throughout all phases

# Phase 1 activities you could do at home

- ▶ Discriminating sounds – games to play to develop these skills
- ▶ Listening walks
- ▶ Sound box
- ▶ Socks and shakers
- ▶ Matching sounds



# Phase 1 activities you can do at home

- ▶ Rhythm and Rhyme
- ▶ Silly soup
- ▶ Rhyming bingo
- ▶ Rhyming pairs
- ▶ Alliteration – I went to the supermarket.....
- ▶ Alliteration story pictures i.e. Lenny the lion.

# Phase 1 activities you can do at home

- ▶ Voice sounds
- ▶ Making trumpets
- ▶ Recording sounds – picture matching.
- ▶ Watch my sounds – use of mirrors.

# Phase 1 activities you can do at home

- ▶ Oral blending using 1 syllable words at the end of a sentence to encourage the children to blend it to find the meaning e.g. “Have you seen the c-a-t?”
- ▶ I spy with 1 syllable objects.
- ▶ Find the picture.

# Phonics related language

- ▶ Graphemes
- ▶ Phonemes
- ▶ Digraphs
- ▶ Trigraphs
- ▶ Segmenting/blending
- ▶ Tricky words
- ▶ CVC
- ▶ Common words (high frequency words)

# Phase 2

- ▶ Learning 19 letters of the alphabet and one sound for each.
- ▶ Blending sounds together to make words.
- ▶ Segmenting words into their separate sounds.
- ▶ Beginning to read simple captions.

**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

Tricky words: **No, I, the, to, go, into**

**Common words set 1.**

# Phase 2 activities you can do at home

- ▶ I spy
- ▶ Supermarket spy
- ▶ Run/hop/skip to the sound
- ▶ Lucky dip
- ▶ Bath crayons
- ▶ Sound/word hopscotch

# Phase 3

- ▶ The remaining 7 letters of the alphabet, one sound for each and graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters.

**Set 6:** j, v, w, x

**Set 7:** y, z, zz, qu

**Consonant digraphs:** ch, sh, th, ng

**Vowel digraphs & trigraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

- ▶ **Tricky words which cannot be decoded are also introduced.**  
**He, she, we, me, be, was, you, they, all, are, my, her**

# The English language is not easy!

- ▶ We have 26 letters but 44 phonemes in the spoken language.
- ▶ There are a huge number of letter combinations needed to make these 44 phonemes.



## Phase 4

- ▶ Children will now know a grapheme for each of the 44 phonemes.
- ▶ They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.
- ▶ Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.
- ▶ **Tricky words to be introduced**  
said, have, like, so, do, some, come, were, there, little, one, when, out, what

# Reading

- ▶ Picture books without words
- ▶ Books with CVC words
- ▶ Books with digraphs
- ▶ Books with tricky and high frequency words

The type of book your child brings home will change as your child gains confidence with their phonic knowledge. The books will support the teaching of reading in the classroom.

**What should I do with the reading book at home?**

Date	Book title and page number	Comments
17/11	The Big Turnip	We looked at the book on Wednesday and Thursday. On the 2nd look she was much better at blending the title sounds. She followed the story pictures well.
18/11	How to make a scarecrow.	
19/11	How to make a Scarecrow	followed the story really well. She did a good job of sounding the title and recognised all of the tricky words we have learnt!
21/11	a man	We have been practising blending the last 2 sounds then adding the starting sound. 😊 Super reading.
28/11	A MAN	READ ALL THE WORDS IN THE BOOK. SHE BEGAN TO RECOGNISE THE WORDS WITHOUT HAVING TO SOUND THEM OUT. SHE HAS THEREFORE DECIDED SHE IS A 'SUPERSTAR'! 😊

Date	Book title and page number	Comments
29/11	A bad dog	Super blending with a little support. 😊 Miss Brayley.

# What can you do to help?

## Create an environment for reading and writing

- ▶ Sadly only 50% of age 4 children are read to at home, 33% at age 7 and that then drops to 25%!!
- ▶ It is important children read for pleasure not just to learn!
- ▶ Don't force a child to read, read to them, make up stories, let them look at books on their own. Enrich their vocabulary, children need to hear and say words at least 6 times to learn them.
- ▶ Talk to each other, A LOT!
- ▶ Go on listening walks.
- ▶ Learn stories off by heart (look at the impact of Talk4Writing)
- ▶ Be excellent role models. Demonstrate good reading and writing habits.
- ▶ Always be positive about learning, telling children you don't like something can have a negative impact on their enthusiasm to do it.
- ▶ Constantly build confidence, make it fun and achievable.
- ▶ Ensure you revisit known sounds and words when learning something new or tricky.

# Useful resources

- ▶ Books, comics, magazines. Anything with print!
- ▶ Word/letter and picture card games and puzzles
- ▶ Non-fiction books as well as fiction
- ▶ Story CD/tapes
- ▶ Magnetic letters
- ▶ Mini white boards/easels, pens and chalk
- ▶ Paint brushes and water, sand and mud
- ▶ Post it notes
- ▶ Websites
- ▶ But most importantly, **YOU**
- ▶ Ask your child's teacher for help if you have concerns about your child's progress

# Websites

- ▶ <http://www.phonicsplay.co.uk/ParentsMenu.htm>
- ▶ <http://jollylearning.co.uk/parent-teacher-guide/>
- ▶ [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/194057/phonics\\_check\\_leaflet\\_2013\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/194057/phonics_check_leaflet_2013_.pdf) (2013 but still relevant)
- ▶ <http://mrthorne.com/> (teaches different phonemes)
- ▶ <http://www.bbc.co.uk/cbeebies/shows/alphablocks> ( word building)
- ▶ <http://www.youtube.com/watch?v=eCjJYB07aSU> (Jolly phonics songs)
- ▶ <http://www.letters-and-sounds.com/>
- ▶ <http://www.teachyourmonstertoread.com/>
- ▶ [www.nrich.maths.org](http://www.nrich.maths.org) (Maths is important too ;)