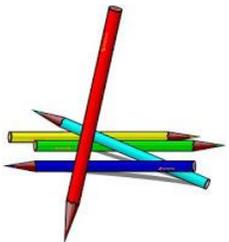
The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, modern feel. The text is centered on a white background that is partially framed by these blue shapes.

Phonics Teaching

Reception/Year 1

What is 'Phonics'?

The Phonics approach to reading and writing teaches children that words are made up of sounds and that these sounds can be put together in different ways to make different words.



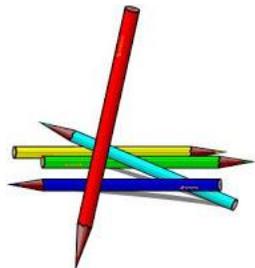
What does it all mean?

Phoneme: the sounds letters make

Grapheme: the letters used to write a sound
eg. s, a, ai, sh

Digraph: two letters that go together to make a new sound.
e.g. a + i → ai

Trigraph: three letters that go together to make a new sound.
e.g. i + g + h → igh



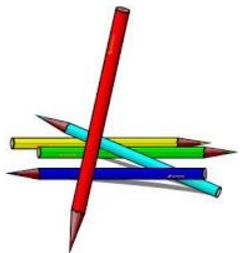
What does it all mean?

Blend: Saying the sounds in a word and putting them together to read the word. e.g. c - a - t → cat

Segment: Breaking a word into its sounds so it can be spelt. e.g. cat → c - a - t

VC words: Words made from a vowel and a consonant e.g. it, up, in, at

CVC words: Words made from a consonant-vowel-consonant. e.g. mum, dad, sun, dog, bin



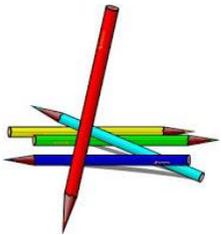
How is it taught?

The 42 main sounds of English are taught over the year in small groups.

We use 'Jolly Phonics' and the six stages of the Governments' programme called 'Letters and Sounds.' We usually teach the sounds in groups.

s,a,t,i,p,n m,d,g,o,c,k ck,e,u,r h,b,f,ff,l,ll,ss j,v,w,x y,z,zz,qu

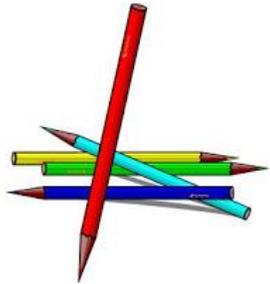
sh,ch,th,ng ai,ee,igh,oa,oo,ar,or,ur,ow,oi,ear,air,ure,er



Phase 1 - Nursery and Reception.

Focuses on the development of good listening skills and exploring words.

- Listening to stories.
- Thinking of rhyming words - cat, hat.
- Playing with sounds - buzz, SSSsss.
- No letter sounds are taught during this phase



Phase 2 - Reception

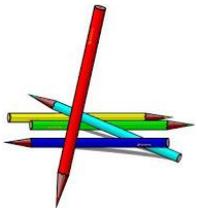
Children will learn: -

- to read and write **19** letters
- to blend letters and segment words
- to read 'vc' and 'cvc' words e.g. **at**, **pan**
- to read some 'tricky words' - **I**, **go**, **no**, **the**, **to**.

Phase 3 - Reception

Children will learn: -

- to read and write a further **25 graphemes**, most of which are **digraphs**
- to blend letters and segment words
- letter names (i.e. the alphabet)
- to read and write more 'tricky words' - **he**, **me**, **she**, **we**, **all**, **are**, **they**, **be**, **was**, **you**, **my**, **her**.



Phase 4 - Reception/ Year 1

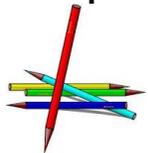
Children will learn: -

- how to read and write all 42 phonemes.
- to read and write longer words with blends
e.g. skip, milk, drink, shelf, toast.
- to read and spell more tricky words - e.g. have, said, like, so, do, come, little.

Phase 5 - Year 1

Children will learn: -

- more 'graphemes' for sounds they already know - ay, ou, ie, ir, ea, ue, aw, oy, ph, wh, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e.
- different ways for pronouncing 'graphemes' they already know - e.g. 'ea' in tea, head, break.
- to read and spell more tricky words - oh, their, people, Mr, could, Mrs, looked, called, asked.
- to read the top 100 regular and irregular High Frequency words and spell most of them.



How can parents help?

Word Books - The children will bring home a word book containing the sounds and words they are learning. If possible go through the word book every day. It is very important that children say the 'pure' sound when practising. E.g. m not muh, t, not tuh.

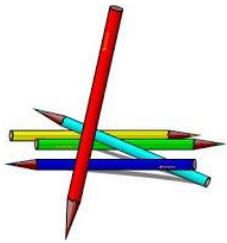
They will also have a **Reading Record book** where you are free to comment on any aspect of their reading.

Practise **tricky words** as often as possible and make it fun.

How can parents help?

With writing:

- Practise orally segmenting. Stretch out the word slowly, helping your child to identify each sound in turn. e.g. You say ship, they segment sh-i-p.
- Always encourage your child to use their segmenting fingers when trying to spell a word.
- Use magnetic letters to make the word. Sound it out to check.
- Write for a purpose e.g. make shopping lists, write messages and post its for people, send cards.
- Let them see you writing and sounding out words.



How can parents help?

With reading:

- Play I spy - emphasising the initial sound.
- Use sound talk, e.g. It's time for **b-e-d**. Put your shoes on your **f-ee-t**.
- Practise oral blending, e.g. You say **b-i-n**, they blend and say **bin**.
- Play with rhyme - **cat, fat, bat**.
- Stretch out the word slowly, helping your child to identify each sound in turn.
- Always encourage your child to use their blending finger to point to each sound when reading.
- Help and encourage them to read signs and labels around them in their environment. e.g. exit, stop, Tesco's.

