Three stylized human figures are arranged in a triangular pattern, overlapping each other. The top figure is blue, the bottom-left figure is yellow, and the bottom-right figure is red. They are all in a similar pose, with arms raised and legs spread, suggesting a sense of movement or dance.

Phonics for Parents

Why do we teach phonics?

- Phonics helps children to develop good reading and spelling skills
e.g. **dog** can be sounded out for reading and spelling
- We use a scheme called '**Letters and Sounds**' as our teaching plan and '**Jolly Phonics**' as our teaching resource, you will hear the children singing the songs!
- Synthetic phonics is the ability to convert a letter or letter group into sounds that are then blended together into a word.

Phonics is...

**Skills of
segmentation
and blending**



**Knowledge of
the alphabetic
code.**

Phonics Consists of:

- ❖ Identifying sounds in spoken words
- ❖ Recognising the common spellings of each phoneme.
- ❖ **Blending** phonemes (sounds) into words for reading.
- ❖ **Segmenting** words into phonemes (sounds) for spelling.

Three stylized human figures in blue, yellow, and red are arranged in a triangular pattern, with their arms raised and hands near their heads, forming a larger triangular shape. The blue figure is at the top, the yellow figure is at the bottom left, and the red figure is at the bottom right.

Blending

Blending is hearing and recognising the letter sounds in a written word, such as

c-a-t

and then putting them together or ‘blending’ them in the order in which they are written to pronounce the word ‘cat’

Three stylized human figures are positioned in the background. A blue figure is at the top center, with arms spread wide. Below it, to the left, is a yellow figure, and to the right is a red figure. Both the yellow and red figures have their arms raised and bent at the elbows, as if in a celebratory or active pose. The figures are semi-transparent, allowing the text to be read over them.

Segmenting

Segmenting is 'Chopping Up' the word to spell it out and is the opposite of blending.

Children need to identify the individual sounds in a spoken word and then write down letters for each sound (phoneme) to form the word.

For example they chop up **sat** to **s-a-t** by saying the phonemes they can hear, this then enables them to write **sat**.

Segmenting words

Three stylized human figures are positioned in the background. A blue figure is at the top, a yellow figure is at the bottom left, and a red figure is at the bottom right. They are all in a similar pose, with arms raised and legs spread, suggesting a celebratory or active theme.

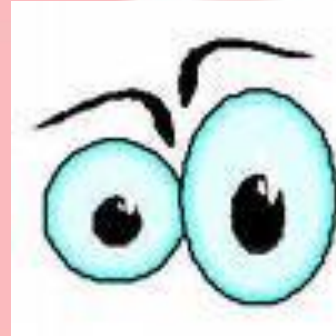
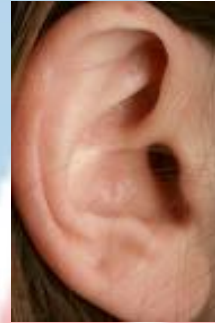
❖ chip = ch – i – p = 3 phonemes

❖ dress = d – r – e – ss = 4 phonemes

❖ street = s – t – r – ee – t = 5 phonemes

Things to remember:

- A phoneme you hear
- A grapheme you see



A word always has the same number of phonemes and graphemes!

Three stylized human figures are positioned behind the text. The top figure is blue, the bottom-left figure is yellow, and the bottom-right figure is red. They are all in a similar pose, with arms raised and legs spread, suggesting a celebratory or active state.

A Phoneme

is the smallest unit of sound in a word.

How many phonemes can you hear in

sit?

Graphemes

are the letters that represent the phoneme.

Children need to practise recognising the grapheme and saying the phoneme that it represents.

The grapheme could be 1 letter, 2 letters or more!

We often refer to these as sound buttons:

t













































ai

igh

How to say the sounds

- ❖ Saying the sounds correctly with your child is extremely important
- ❖ The way we say sound may well be different from when you were at school
- ❖ We say the shortest form of the sounds

The 44 phonemes

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
										
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										

Three stylized human figures in blue, yellow, and red are positioned in the background, overlapping each other. They are simple shapes with circular heads and triangular bodies.

Once children are good with single phonemes they learn...

- DIGRAPHS – 2 letters that make 1 sound

ll ss zz oa ai

- TRIGRAPHS – 3 letters that make 1 sound

igh air

Tricky Words

Three stylized human figures are positioned in the background. A blue figure is at the top, with arms spread wide. Below it, a yellow figure is on the left and a red figure is on the right, both also with arms spread wide. They are all simple shapes with circular heads and triangular bodies.

You will hear children talk about **Tricky Words**, these are words that are not phonically decodeable

e.g. was, the, I

Some are 'tricky' to start with but will become decodeable once we have learned the harder phonemes

e.g. out, there,

Three stylized human figures in blue, yellow, and red are positioned in the background, with their arms raised in a V-shape.

We teach Phonics in different phases and teach Phases 2 – 4 in EYFS.

Phase 2

Sounds are introduced in sets

- ❖ 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

Phase 3

The purpose of this phase is to:

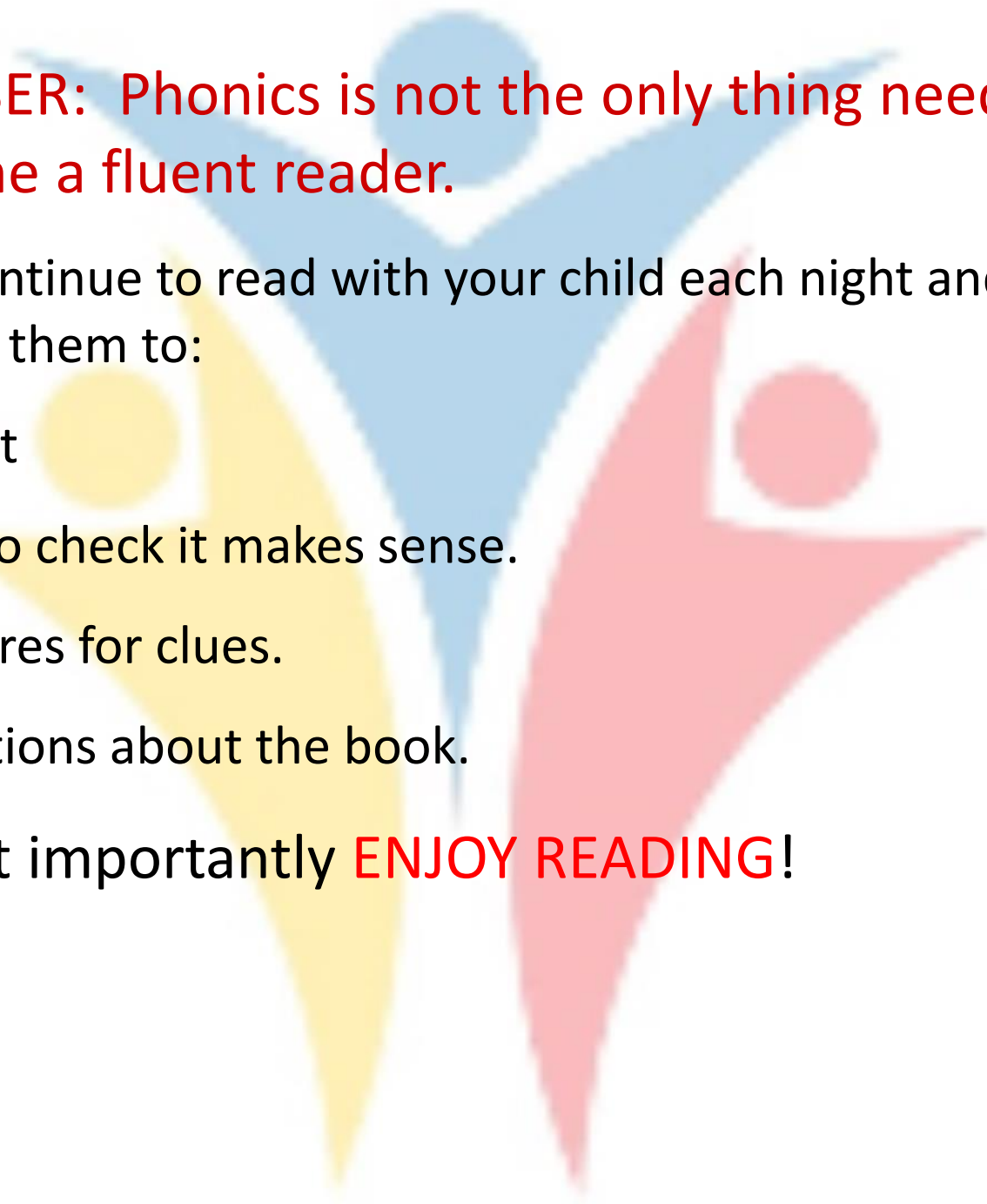
- teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
- practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.

Phase 4

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:
- **CVCC** words: **tent, damp, toast, chimp**
- For example, in the word 'toast', **t = consonant, oa = vowel, s = consonant, t = consonant.**
and **CCVC** words: **swim, plum, sport, cream, spoon**
- For example, in the word 'cream', **c = consonant, r = consonant, ea = vowel, m = consonant.**
- They will be learning more tricky words and continuing to read and write sentences together.
- **Tricky words**
said, so, do, have, like, some, come, were, there, little, one, when, out, what

How you can help.

- ❖ Sing an alphabet song together
- ❖ Play 'I spy'
- ❖ Continue to play with magnetic letters, using some two-grapheme (letter) combinations, eg: ***r-ai-n = rain*** blending for reading
- ❖ ***rain = r-ai-n*** segmenting for spelling
- ❖ Praise your child for trying out words
- ❖ Look at tricky words
- ❖ Look for phonic games
- ❖ Play pairs with words and pictures

Three stylized human figures in blue, yellow, and red are positioned in the background. They are arranged in a triangular formation, with the blue figure at the top, the yellow figure at the bottom left, and the red figure at the bottom right. Each figure has its arms raised, suggesting a celebratory or joyful pose.

REMEMBER: Phonics is not the only thing needed to become a fluent reader.

- Please continue to read with your child each night and encourage them to:
- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.

And most importantly **ENJOY READING!**

Reading Planner

The background features three stylized human figures in blue, yellow, and red, arranged in a triangular formation. The blue figure is at the top, the yellow figure is at the bottom left, and the red figure is at the bottom right. They are all facing outwards, creating a sense of unity and growth.

- Make informal notes
- Record a brief summary of how your child has read.
- Useful information about our curriculum.
- 50 nights read.