



At St Bede's Primary School we know how important it is for teachers and parents to work together to give your child the best start in their learning.

Reading together at home is one of the easiest but most important ways in which you can help your child. Children should be encouraged to enjoy sharing books and read independently, as well as reading with an adult. This not only supports children's progression in reading but leads to them seeing reading as a source of pleasure and interest.

To support your child in becoming a good reader we hope to work with you to develop their knowledge of phonics (letter and sounds) to help them to become confident in their reading and writing activities.

Let's get started...!

What is phonics?

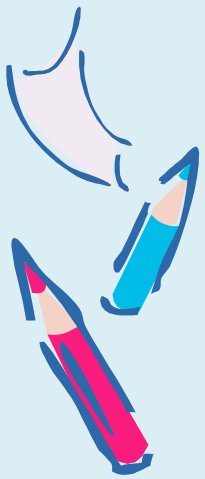
Phonics is simply a way of teaching children how to read and write.

Phase 1

The aim of Phase 1 aims to develop children's listening and speaking skills as preparation for learning to read and write.

Children explore and experiment with sounds and become familiar with rhyme, rhythm and alliteration.

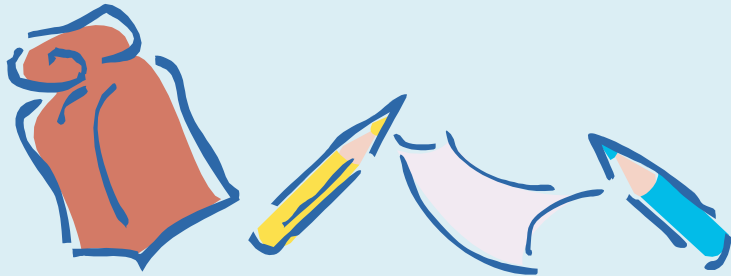
Parents can play a vital role in helping their children develop these skills by encouraging them to listen carefully and talk extensively about what they hear, see and do.



Phase 2

Children learn that words are made up of sounds and that sounds are represented by letters.

Step 1: The aim is for children to be able to see a letter and then say the sound it represents out loud.



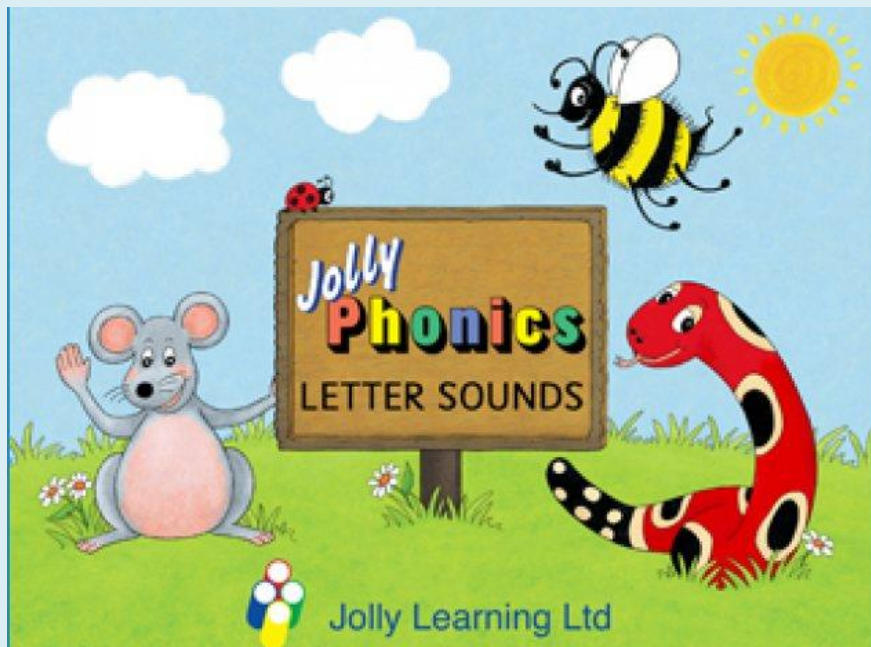
Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

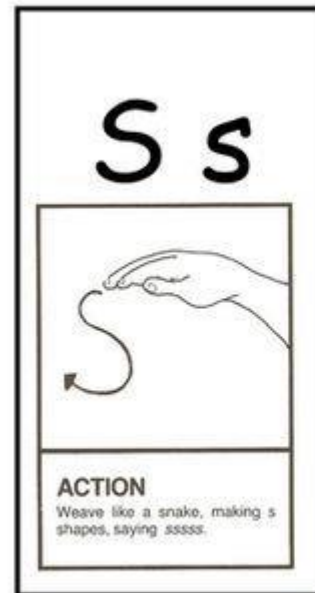
Set 4: ck, e, u, r

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



Jolly Phonics songs and actions.

Search for "Jolly Phonics
Phase 2 in order" on
YouTube

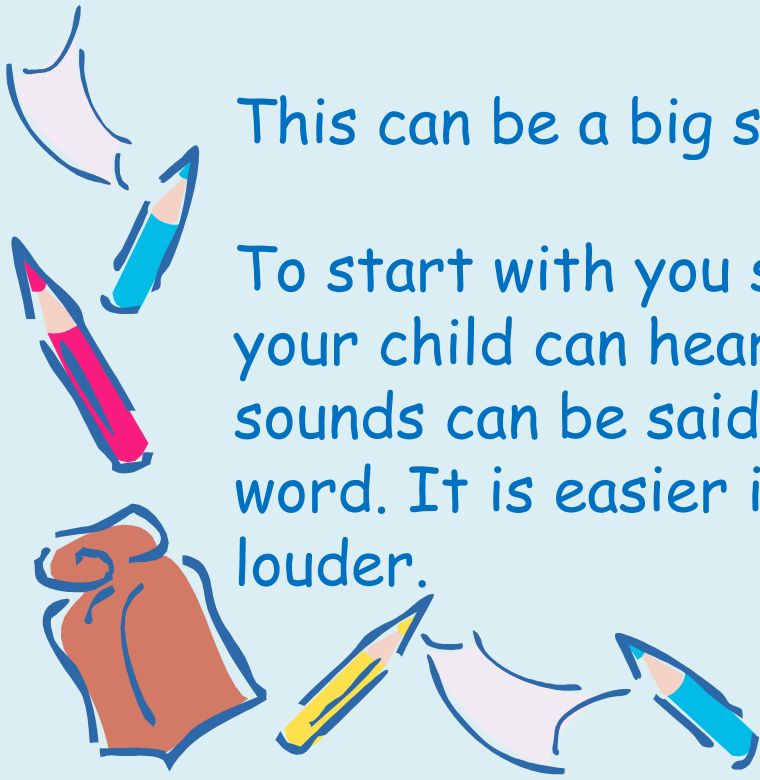


Step 2: Children then go from saying the individual sounds of each letter in a word (**segmenting**), to being able to **blend** the sounds to say the whole word.

E.g. c-a-t → cat
 p-i-g → pig
 b-u-s → bus
 t-a-p → tap

This can be a big step for many children and takes time!

To start with you should sound out the word and see if your child can hear it, giving the answer if needed. The sounds can be said quickly to help your child to hear the word. It is easier if the first sound is said slightly louder.



Step 3:

Alongside learning to recognise letters and sounds, the children are learning how to form these letters **correctly**.

correct



incorrect





During Phase 2, the children will also learn to read 'tricky' words

the

to

go

I

no

into



Tricky Words

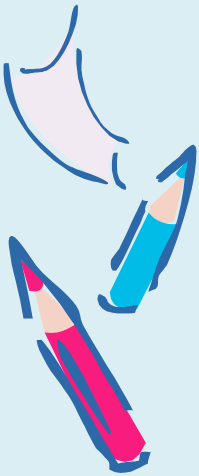
There are several ways of learning to recognise and write 'tricky' words:

→ Repetition using flashcards.

→ Playing games to spot tricky words in books.

→ Look, Cover, Write and Check. Look at the word to see which bit is 'tricky'. Ask your child to try writing the word in the air saying the letters. Cover the word over and see if your child can write it down correctly. Check to make sure.

→ Say it as it sounds. Say the word so each sound is heard. For example, the word *was* is said as 'wass', to rhyme with *mass*





Questions?





An Introduction to Phase 3 Phonics



Phonics so far...

By the end of Phase 2, the children know around 19 letters:

s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f

Many children will be able to segment and blend these letters to read and spell 3-letter words by now. E.g. c-a-t

All children should be able to segment and blend 3-letter words orally.

Some children may also be becoming more confident in applying their Phase 2 phonics knowledge when reading a range of 4-letter words.

E.g. trap, stop, plan, milk, fast



Phase 3

The purpose of Phase 3 is to teach another 25 sounds, most of them comprising of two letters (digraphs) and sometimes three (trigraphs).

Set 6: j, v, w, x

Set 7: y, z, zz, qu

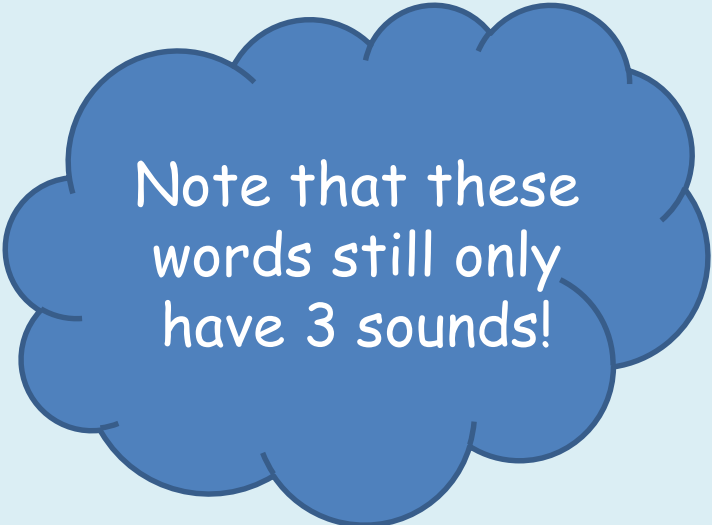
Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, oa, oo, ar, or, ur, ow, oi, er

Trigraphs: igh, ear, air, ure

Phase 3

sh - shop fish wish
oa - boat coat goat
qu - queen quack quick
ar - cart harm bark
ai - rain chain hail
oo - moon food good
igh - night light fight



Note that these words still only have 3 sounds!

Let's break it down...

Children continue to build upon their understanding that words are made up of sounds and that sounds are represented by letters.

Step 1: The aim is for children to be able to see a Phase 3 diagraph / trigraph and then say the sound the letters represents out loud. This is called decoding.

Step 2: Children then go from identifying digraphs / trigraphs, to being able to **segment** the sounds in a word and **blend** the sounds to say the whole word.

E.g.

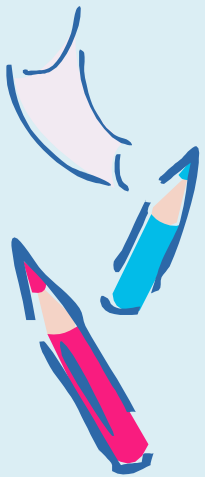
f-i-sh → fish

c-oa-t → coat

qu-ee-n → queen

r-ai-n → rain

Children will later move on to segmenting and blending two-syllable words such as fishing, Hoover, raining.



Step 3:

Alongside learning to recognise digraphs, the children continue to practice forming their letters **correctly**. This leads onto **encoding**. Encoding is the process of writing down a spoken word, otherwise known as **spelling**.

I got a To ferree
can wobleee toof I
bed. Pat my toof in my
please giver a coin
Love from Bilal

Phase 3 Tricky Words

During Phase 3, the children will also learn to read 'tricky' words.

he

was

she

you

we

they

me

all

be

are

my

her

Early Learning Goal (ELG)

Reading

- Children read and understand simple sentences.
- They use phonic knowledge to decode regular words and read them aloud accurately.
- They also read some common irregular ('tricky') words.
- They demonstrate understanding when talking with others about what they have read.

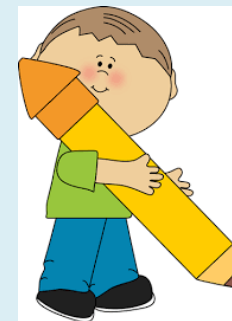
Early Learning Goal (ELG)

Writing

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular ('tricky') common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

Shopping lists

Diary



Cards

Games

Reminders

Secret messages!

Labelling pictures

Labels around the house

Writing a story

Who am I?

Yes/No questions



Questions?

