

Phonics in Reception



Ways you can support your children at home and ideas to try.

Phase 2

- Magnetic letters. Use magnetic letters on your fridge or use with a tin tray. Have fun finding these with your child and place them on the magnetic surface. Play what starts with ...?
- Use sound cards to make little words together. Make little words together, for example, it, up, am, and, top. As you select the letters, say them aloud: 'a-m -am', 'm-e-t -met'.
- Breaking words up. Now do it the other way around: read the word, break the word up and move the letters away, saying: 'met-m-e-t'.

Both these activities help children to see that reading and spelling are reversible processes.

- Little whiteboards and pens, and magic boards, are a good way for children to try out spellings and practise their handwriting. Your child might be trying to use letters from their name to write; this shows that they know that writing needs real alphabet letters.
- Make or buy an alphabet poster.
- Practise writing the letters of the week, make sure your child is using a tripod grip. Use lots of different pens, paper, ways of writing in sand/mud etc.

Phase 3

- Sing an alphabet song together.
- Play 'I spy', using letter names as well as sounds.
- Continue to play with magnetic letters, using some of the two grapheme (letter) combinations : r-ai-n b-oa-t etc.
- Use a list of the tricky words. Set a timer. Call out one word at a time and get your child to spell it on a magic board or a small whiteboard, against the timer -remember, they can use magnetic letters.
- Play 'Pairs', turning over two words at a time trying to find a matching pair. This is especially helpful with the tricky words: the the, to to, no no, go go.

Useful websites

<http://www.discoveryeducation.co.uk> (see separate sheet)

<http://www.phonicsplay.co.uk/ParentsMenu.htm>

<http://www.oxfordowl.co.uk/home/reading-site/expert-help/phonics-made-easy>

<http://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics>

<http://jollylearning.co.uk/>

Phase 2

This phase begins in Reception and concentrates on developing:

- Vowels (V) - a,e,i,o,u
- Consonants (C) - all other letters of the alphabet
- Recognise initial sounds at the beginning of words
- Increased awareness of sounds, letters, and words

Sounds

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

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

In phase 2, children need to be able to read these tricky (Red) words.

I to no go the into put



Phase 3

By the time they reach Phase 3, children will have been taught to blend and segment words containing the 19 letters taught in Phase 2.

During this phase, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Sounds

In Phase 3 twenty-five new graphemes are introduced (one by one).

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

In phase 3, children need to be able to read:

he she we me be was

you they all are my her

and spell:

I to no go the



Terminology

Term	Meaning
Blend	To draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap
Cluster	Two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
Digraph/Trigraph	Two/Three letters making one sound, e.g. sh, ch, th, igh, ear.
Vowel Digraphs	Comprise of two vowels which, together, make one sound, e.g. ai, oo, oa
Split Digraph	Two letters, split, making one sound, e.g. a-e as in make or i-e in site
Grapheme	A letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
Grapheme-Phoneme Correspondence (GPC)	The relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
Mnemonic	A device for memorising and recalling something, such as a snake shaped like the letter 'S'
Phoneme	The smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
Segment (vb)	To split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
Tricky Words (common exception words)	Words that can not be decoded using phonics
VC, CVC, CCVC	The abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.