

Holgate Primary and Nursery School

Helping Your Child With Phonics



Primary and Nursery School

*Information for Parents and carers of
children in the Foundation Stage and Key
Stage 1.*

What is Phonics?

Phonics is a really important tool to help children to learn to read. Phonics is all about teaching children to hear sounds in words. Once children are familiar with these sounds and can hear and say them they are taught to match letters with these sounds. Once they know some letters and the sounds they make, they can start to put them together to read words by sounding them out like this:-

c-a-t=cat a-n-d=and sh-ee-p=sheep

b-r-ow-n=brown n-igh-t=night



Phonics Teaching at Holgate

At school Phonics is taught every day to all children from the Foundation Stage to the end of Year 2.

When children are taught a new phoneme (sound), they also learn an action. These actions are used to help children remember the sound.

Listen to the letter sounds and see the actions we use at school by visiting the following website:-

<http://jollylearning.co.uk/2010/10/29/hear-the-letter-sounds/>

When learning a new phoneme (sound), children also learn to recognise the grapheme (letter) and how to write the letter correctly.

Children learn phonemes in an order according to the 'Jolly Phonics' programme (not in alphabetical order). This is so that the children can quickly begin to use the letters and sounds they know to start to read and write simple words.

During phonics teaching the children are also taught 'action words'. These are words that cannot be worked

out by 'sounding them out'. E.g. the, said, my. Children are taught to both read and spell these words.

Phonics Phases

At school the teaching is divided into 6 parts or Phases. Phase 1 starts at the beginning of the Foundation Stage and the children progress through the stages until they complete Phase 6 by the end of Year 2.

Phase 1

Is all about speaking and listening

You can help by encouraging them to:

- Listen to sounds around them.
- Sing action songs and nursery rhymes.
- Make up sentences with words beginning with the same letter e.g. Sam saw a slippery snake.
- Experiment with their voices to see what sounds they can make.
- Put sounds together to make a word e.g. 'Put on your h-a-t, c-oa-t etc.
- Take words apart e.g. 'Can you ask if Daddy wants cheese?' ch-ee-se

Phase 2

Is when they begin to learn the letter sounds (phonemes) and a few 'action words'. Some of the phonemes are what we call 'digraphs' which is 2 letters making 1 sound.

Stage 2 sounds:-

s a t i

p n c k

e h r m

d g o u

l f b

You can help by:-

- Encouraging them to say the sounds correctly. (Try not to add **uh** on the end e.g **m** not **muh**.)
- Asking them to make words with magnetic letters. (pat, sat cat etc.)
- Writing the action words; **mum, my, you, dad, said, I, she, can, no, he, yes, am, going, to** and **are** on cards for them to read.

Phase 3

They will learn the following sounds:

ai j z w

oa ie ee or

ng v y x

oo(as in look) oo(as in food) ch sh

th(as in them) th(as in thumb) qu ou

oi ue er ar

ur ear air ure(as in cure)

igh ow(as in cow)

Children learn:-

- To read and spell words using the sounds they have been learning in phases 2 and 3.
- To read these action words:- look in up all get this dog the is for we like went they and play come see on big go was a away

You can help by:-

- Asking them to look out for the sounds in words.
- Make words using the sounds they know.
- Helping them to practise reading and spelling the action words.

Phase 4

Children constantly revisit and review previously learned sounds and learn to read and spell words containing adjacent consonants e.g tent and spot.

They will learn the following sounds:-

ai ee ie oa

a-e(as in make) ea i-e(as in like) o-e(as in hole)

ay igh ow(as in snow) ue

y(as in sky) u-e(as in tube) oo(as in book) or

ew u oo(as in moon) ir

ue ur oi au(as in pause)

oy ew ou aw

ow al(as in talk) er

They will learn to read the following action

words:- said so do have like some come were
there little one when out what

Phase 5

Children are taught to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught. E.g the 'c' in coat and city. They will be taught to recognise an increasing number of high frequency words automatically. These will include:- **water school were there again some laugh off can't door half these would should once their people who your when where here because**

Phase 6

By the beginning of phase 6 children should know most of the common grapheme/phonemes and should be able to read hundreds of words doing this in one of 3 ways:-

- Reading familiar words automatically.
- Decoding words quickly and silently.
- Decoding words by sounding out loud.

Spelling of non-tricky words should be phonemically accurate although spelling may not be correct.

During this phase, children become fluent readers and increasingly accurate spellers, learning about adding common word endings such as **ing**, **ed**, **er**, **est**, **ful** and **y**.

They will also learn:-

silent b(as in lamb) silent k(as in knee)

wh ph (as in phone)

ou(as in touch) air(as in hair) ch(as in choir)

ck y(as in happy)

ear(as in bear) eigh(as in sleigh and neigh)

Remember, the most important help you can give to your child is to share a book with them or listen to them read their school book each day. Just 5 to 10 minutes a day will make a huge difference to your child's progress.

