Holgate 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

sh-ee-p = sheep

b-r-ow-n = brown

n-igh-t = night



Phonics Teaching at Holgate Primary

At school, phonics is taught every day to all children from the beginning of 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.

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

Children learn phonemes in an order according to the 'Monster 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 'common exception words'. These are words that cannot be worked out by 'sounding them out', e.g. 'the' and 'said'.

Children are taught to both read and spell these words.

Monster Phonics

These are the Monster Phonics monsters that help children to associate each grapheme with the correct sound.



Angry Red A



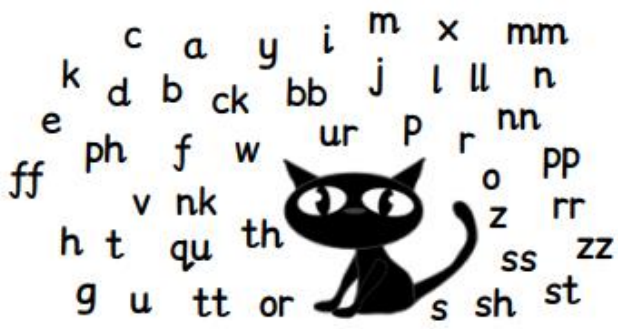
Green Froggy



Miss Oh No



U-hoo



Black Cat



Silent Ghosts



Cool Blue



Brown Owl



Yellow I



Tricky Witch

The children are introduced to new phonemes with the help of the correct monster.

Each Monster Phonics monster also has its own special story to introduce them too.

Phonics Teaching

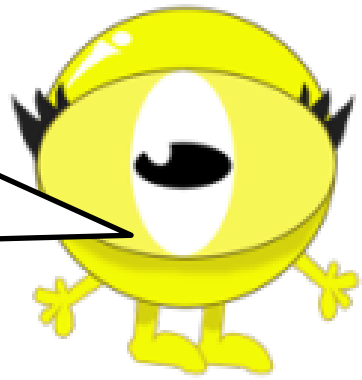
At Holgate, children will start their phonics journey in nursery with Phase 1.

This phase of phonics is all about speaking and listening.

You can help by encouraging your child 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' etc
- Take words apart e.g 'Can you ask if Daddy wants cheese?' ch-ee-s

We have colour coded some of the words in the booklet to show you how each monster with the matching colour helps children to learn their sounds.



Reception (Foundation 2)

In F2, children begin to learn the letter sounds and a few 'common exception words'.

Some of the phonemes are what we call 'digraphs' which are 2 letters making 1 sound.

Your child will learn the phonemes that are represented by each grapheme below:

s, a, t, p, i, 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, ch, sh, th (both ways), ng, oo, oo, ar, ow, ee, ur, ai, or, oa, er, igh, air, oi, ear, ure



They will also begin to read and recognise the words below:

your, here, saw, time, out,
house, about, made, make,
came, I'm, very, old, called,
asked, looked, their, our,
Mrs, Mr, don't, people, could

<u>You can help by:</u>

- Encouraging your child to say their sounds correctly. (Try not to add uh on the end e.g m not muh.)
- Asking your child to make words with magnetic letters. (pat, sat cat etc.)



Year 1

In Year 1, your child will learn the phonemes that are represented by each grapheme below:

ff, ss, zz, ll, ck, nk, tch, ve, ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, u-e, ar, ea, ea, er, ir, ur, oo, oo, oa, oe, ou, ow, ue, ue, ew, ew, ie, ie, igh, or, ore, aw, au, air, ear, are, y, ph, wh, e, o

You will notice some of these graphemes contain a - which shows where another letter would be in a given word e.g. 'a-e' in the word 'bake'.

They will also begin to read and recognise many high frequency words. These are common words that we often see in written texts.

Some examples of these are 'because', 'friend' and 'wanted'.

Suffixes

Children will also learn to add the suffixes:

- **s/es**

  (as in cats and boxes) to make plurals (more than one of something).

- **ed**

  (as in jumped) to verbs (action words, such as jump) to put these into the past tense (something that has already happened).

- **ing**

  (as in singing) to verbs (action words, such as sing) to show that an action is taking place in the present (right now).

Prefixes

Children will also learn the prefix:

- **un**

(as in unkind) to show the opposite of something.

Children will also begin to learn how to spell and recognise their days of the week, months of the year, colours and numbers as written words.

<u>You can help by:</u>

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



Phonics Screening

In June (Summer 2 of Year 1), children will take part in the Phonics Screening Check.

Below you will find some more information about this:

What is the Phonics Screening Check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before.

Headteachers should decide whether it is appropriate for each of their pupils to take the phonics screening check. The phonics screening check is designed to confirm whether individual children have learnt phonic decoding and blending skills to an appropriate standard.

What Happens During the Screening?

The test contains 40 words. Each child will sit one-to-one and read each word aloud to a teacher. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).

Pseudo Words (Nonsense Words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have. Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.

Reporting to Parents

By the end of the summer term all schools must report each child's results to their parents. They will also confirm if the child has met the standard threshold. Children who do not achieve the expected level will retake the test when they are in Year 2.

This is nothing for your child to worry about and they will have plenty of opportunities to practise reading in similar situations with their teacher.

There will also be resources and further information sent home with your child to support you in preparing them for their Phonics Screening Check too.

Year 2

In Year 2, children should know most of the common grapheme/phonemes and should be able to read hundreds of words in one of 3 ways:

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

They will learn the phonemes that are represented by each grapheme below:

dge, g, c, kn, gn, wr, le, el, il, al, y, o, ey, w-a, w-or, w-ar, s (zsh)

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

During this stage of their learning, children become fluent readers and increasingly accurate spellers.

Reading

From F2 upwards, your child will also be sent home with a Monster Phonics reading book that will be changed by their class teacher regularly in accordance with their reading level.

Once children are more fluent readers, they will have access to books that are not solely phonics focused and will develop their independence as readers.

We encourage children to also read books for pleasure with their adults at home to broaden their vocabulary and also expose them to different text types.

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.