

Phonics Booklet

For Reception Parents

Information to help you understand and

support your child to read and write.

[](http://www.google.co.uk/imgres?q=abc&um=1&hl=en&rls=com.microsoft:en-gb:IE-SearchBox&biw=1366&bih=587&tbm=isch&tbnid=jXIEENtYIR5yJM:&imgrefurl=http://bisexuals.wordpress.com/2011/04/15/abcs%E2%80%8F/&docid=A02YV4hIVIRG1M&w=745&h=644&ei=ZfmRTpeYJczLtAawk-zhDw&zoom=1)

November 2020

Phonics Glossary

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| **CVC word** | A consonant-vowel-consonant word, such as **cat**, **pin** or **top**. You may also come across the abbreviation CCVC for consonant-consonant-vowel-consonant words such as **clap** and **from**. Also CVCC for words such as **milk** and **belt**. |
| **Phoneme** | Phonemes are the smallest unit of speech-sounds which make up a word. If you change a phoneme in a word, you would change its meaning. For example, there are three phonemes in the word **sit** /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, **fit**. If you change the phoneme /t/ in fit for a /sh/, you have a new word, **fish** - /f/-/i/-/sh/. |
| **Grapheme** | Graphemes are the written representation of sounds/phonemes. |
| **Alliteration** | Alliteration is the repetition of the first letter sound in a phrase. |
| **blend** | to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap |
| [**cluster**:](http://www.atozphonics.com/phonicsblends.html) | two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster |
| **initial** | Sound/phoneme at the beginning of a word |
| **medial** | Sound/phoneme coming in the middle of a word |
| **final** | Sound/phoneme coming at the end of a word |
| **segment** | 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/ |
| **digraph** | Two letters that join together to make one sound/phoneme e.g. ch as in chin, sh as in fish. |
| **split digraph** | two letters, split, making one sound, e.g. a-e as in make or i-e in site |

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| **Phase 2 – Letter sets 1-5** | | | | | | | |
| s |  | a |  | t |  | p |  |
| i |  | n |  | m |  | d |  |
| g |  | o |  | c |  | K |  |
| ck |  | e |  | u |  | r |  |
| h |  | b |  | f,ff |  | l,ll |  |

Letters and Sounds (Phonics) Assessment

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Phase 2 - Decodable High Frequency Words** | | | | | | | | | | | | | | | | | | |
| a |  | | an | |  | | as | |  | | at | |  | | if | | |  |
| in |  | | is | |  | | it | |  | | of | |  | | off | | |  |
| on |  | | can | |  | | dad | |  | | had | |  | | back | | |  |
| and |  | | get | |  | | big | |  | | him | |  | | his | | |  |
| not |  | | got | |  | | up | |  | | mum | |  | | but | | |  |
| put |  | |  | | | | | | | | | | | | | | | |
|  | | **Phase 2 - Tricky words** | | | | | | | | | | | | | | | | |
| The | |  | | to | |  | | I | |  | | no | |  | | go |  | |
| into | |  | |  | | | | | | | | | | | | | | |

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| **Captions** | **Reading** | **Writing** |
| A dog on a log |  |  |
| Get to the top |  |  |
| No kids on the hill |  |  |

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| **Phase 3 – Letter sets 1-5** | | | | | | | |
| j |  | v |  | w |  | x |  |
| y |  | z,zz |  | qu |  | sh |  |
| ch |  | th |  | ng |  | ai |  |
| ee |  | igh |  | oa |  | oo |  |
| ar |  | or |  | ur |  | ow |  |
| oi |  | ear |  | air |  | ure |  |
| er |  |  |  |  |  |  |  |

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| **Phase 3 - Decodable High Frequency Words** | | | | | | | | | | | | | | | | | |
| will | |  | that | | |  | | this |  | than | |  | | them | | |  |
| then | |  | with | | |  | | see |  | for | |  | | now | | |  |
| down | |  | look | | |  | | too |  |  | |  | |  | | |  |
| **Phase 3 – Decodable Nonsense Words** | | | | | | | | | | | | | | | | | |
| hiv | |  | dib | | |  | | med |  | lut | | |  | kax | |  | |
| thit | |  | mozz | | |  | | foom |  | neeg | | |  | shuf | |  | |
| **Phase 3 - Tricky words** | | | | | | | | | | | | | | | | | |
| he |  | | | she |  | | we | |  | | me |  | | | be | |  |
| was |  | | | you |  | | they | |  | | all |  | | | are | |  |
| my |  | | | her |  | |  | | | | | | | | | | |

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| **Captions** | **Reading** | **Writing** |
| Mum has to rush to the fish shop. |  |  |
| Jen has hens with chicks in the shed. |  |  |
| Can a cow go to the moon? |  |  |

**This is the expected level for children at the end of Reception.**

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| **Phase 4 –CVCC** | | | | | | | |
| band |  | kilt |  | lisp |  | fact |  |
| tusk |  | kept |  | golf |  | sink |  |
| help |  | next |  | milk |  | thump |  |
| shift |  | paint |  | toast |  | jump |  |
| left |  | wept |  | desk |  | test |  |

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| **Phase 4 –CCVC** | | | | | | | |
| clap |  | glass |  | drum |  | prod |  |
| slug |  | twin |  | flop |  | black |  |
| sniff |  | smell |  | fresh |  | speech |  |
| brush |  | train |  | creep |  | clock |  |
| twig |  | blush |  | smack |  | truck |  |

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| **Phase 4 - Decodable High Frequency Words** | | | | | | | | | | | | | | | | | | | | | | |
| went |  | | It’s | |  | | from | | |  | | children | | | | |  | | | just | |  |
| help |  | |  | | | | | | | | | | | | | | | | | | | |
| **Phase 4 - Decodable Nonsense Words** | | | | | | | | | | | | | | | | | | | | | | |
| jorb |  | | sherd | |  | | | clish | | |  | | smait | |  | | | | traic | |  | |
| quib |  | | moax | |  | | | freel | | |  | | croat | |  | | | | spoog | |  | |
| **Phase 4 - Tricky words** | | | | | | | | | | | | | | | | | | | | | | |
| said | |  | | have | |  | | | like | |  | | | so | |  | | do | | |  | |
| some | |  | | come | |  | | | were | |  | | | there | |  | | little | | |  | |
| one | |  | | when | |  | | | out | |  | | | what | |  | |  | | |  | |

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| **Captions** | **Reading** | **Writing** |
| She has to stick stamps on his letters. |  |  |
| Do trains go up steep stairs? |  |  |
| Pat has a long pink scarf. |  |  |
| Can you dress a crab in a kilt? |  |  |

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| **Phase 5 – Letter sets** | | | | | | | |
| zh |  | ay |  | oy |  | wh |  |
| a\_e |  | ou |  | ir |  | ph |  |
| e\_e |  | ie |  | ue |  | ew |  |
| i\_e |  | ea |  | aw |  | oe |  |
| o\_e |  | au |  | u\_e |  |  |  |

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| **Phase 5 - Decodable Nonsense Words** | | | | | | | |
| zede |  | phease |  | toth |  | sull |  |
| vayt |  | queng |  | zool |  | veeb |  |
| plarn |  | shorm |  | foff |  | thoax |  |
| joip |  | sturg |  | browch |  | vash |  |
| perd |  | yaiz |  | blaw |  | weck |  |

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| **Phase 5 - Decodable High Frequency Words** | | | | | | | | | | | | | | | | |
| Don’t |  | old | |  | I’m | |  | | by | |  | | time | |  | |
| house |  | about | |  | your | |  | | day | |  | | make | |  | |
| here |  | saw | |  | very | |  | | put | |  | |  | |  | |
| **Phase 5 - Tricky words** | | | | | | | | | | | | | | | | |
| oh |  | | their |  | | people | |  | | Mr | |  | | Mrs | |  |
| looked |  | | called |  | | asked | |  | | could | |  | |  | |  |

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| **Captions** | **Reading** | **Writing** |
| They sat outside and watched the moon rise. |  |  |
| Kate came first in the class and had a prize. |  |  |
| Are people who write books called authors? |  |  |

Phonics Actions

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| **s** | s, s, snake | Create a wave with stretched out arms. |
| **a** | a, a, achoo | Tap your nose two times then sneeze into a pretend handkerchief |
| **t** | t, t, tip tap | Keeping your heel on the ground tap one foot from side to side. |
| **p** | p, p, pirate Pete | Pretend to pop bubbles with your index fingers then swing bended arm. |
| **i** | i, i, incy wincy | Create a drain pipe with one arm and with your other create a spider crawling down your arm. |
| **n** | n, n, nee nor | Place clenched fist on top of head, open and close hand creating a flashing light. |
| **m** | m, m, much munch | Hold a sandwich bringing hands closer to mouth each time you say mmm |
| **d** | d, d, dig | Dig a hole with a spade |
| **g** | g, g, gruff the grump | Place clenched fists under your chn whilst looking grumpy. |
| **o** | o, o, octopus socktopus | Link thumbs together and wiggle eight fingers creating the legs of an octopus. |
| **c** | c, c, crunching caterpillar | Create a c shape with left hand opening and closing thumb and fingers like a mouth. |
| **k** | k, k, ketchup | Hold a pretend bottle of ketchup and pat its bottom with your other hand. |
| **ck** | ck, ck, click clack | Pretend to type on a typewriter |
| **e** | e, e, egg drop | Balance an egg on a spoon then twist wrist pretending you have dropped the egg. |
| **r** | r, r, ROAR! | Touch throat with o hand then stretch arms behind your back. |
| **h** | h, h, I want my hat back | Raise a hat off your head then use it like a fan. |
| **b** | b, b, baby brains | Squeezing action, opening and closing hands by the side of your head. |
| **f, ff** | f, f, foggy forest | Circle flat hands in front of face creating large circle motion. |
| **l, ll** | l, l, lazy ladybird | Stretch arms into two large circles as though you are waking up. |
| **ss** | ss, ss, the kiss that missed | Blow a kiss then create ss shape with index and third finger together. |
| **u** | u is for underpants | Pretending to be an alien, struggle to pull up your pants from your ankles. |

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| **j** | j, j, jiggle jelly | Jump to your right two spaces then shake whole body like a jelly. |
| **v** | v, v, vroom vroom | Steer an imaginary steering wheel whilst tilting head from side to side. |
| **w** | w, w, whiffy Wilson | Wave your hand in front of your nose. |
| **x** | x, x, box of tricks | Cross arms into x shape. |
| **y** | y, y, Yeti | Create the Y shape with your arms an body, stretching arms in the air whilst standing with your feet together. |
| **z** | z, z, don’t wake the monsters | Create a z shape in the air with hands held together then fall asleep resting on your hands. |
| **qu** | qu, qu, quiet for the Queen | Bow your head, whisper phrase. |
| **ch** | ch, ch, chick chick chicken | Fold your arms into wing shapes with thumbs under your arm pits, then flap up and down like a chicken. |
| **sh** | sh, sh, we have a plan | Hold index finger to your lips to say sh then beckon using a whisper voice. |
| **th** | th, th, think, this way that way | Point to side of your head then stretching your arms out lean left to right rocking your body from side to side. |
| **ng** | ng, ng, Ching’s Ring | Pretend a ring is stuck on your finger then twist & pull the ring off. |
| **ai** | ai, ai, snail trail | Use index fingers to create antennas to the side of your head, then lift head up pretending to pop out of your snail shell. |
| **ee** | ee, ee, what shall I see? | Create binoculars with hands by touching finger tips together. |
| **igh** | igh, igh, my pants are tight | Pretend to stretch out your pants waistband in and out. |
| **oa** | oa, oa, go for goal | Clap hands twice then stretch arms up clenching fists, shaking twice. |
| **oo** | oo, oo, I like books | Scratch your armpits and pretend you’re a monkey. |
| **oo** | oo, oo, zoom to the moon | Crouch down with hands above head with finger tips touching, jump into the air like a rocket. |
| **ar** | ar, ar, shark in the park | Place straight hand on top of your head creating a fin shape |
| **or** | or, or, worn and torn | Tear a piece of material. |
| **ur** | ur, ur, churn the curd | Mix a spoon around a bowl. |
| **ow** | ow, ow, meow said the cow | Creating cow horns placing thumbs by the side of your head and extend little fingers. |
| **oi** | oi, oi! Get off our train | Clasp one hand around mouth then shout ‘oi’ followed by a thumb shake as if hitchhiking. |
| **ear** | ear, ear, oh dear, never fear | Looking surprised by placing your hand over mouth, then shake your index finger. |
| **air** | air, air, fair hair | Pretend to comb your long fair hair. |
| **ure** | ure, ure, cure with manure | Pretend to dig hand into a bag of manure then sprinkle. |
| **er** | er, er, what’s for dinner? | Finger point to side of head (thinking – er) open hands and shrug shoulders. |

The Stages of Early Writing

Learning to write reqires choldren to use multiple physical and mental process at the same time. Writing combines many skills and relies on development in areas not just specific to writing. It requires well developed fine motor skills – the ability to use muscles in the fingers and hands;the attention to conecentrate for periods of time; memory to generate ideas and remember what sounds look like to write words; and the lmagauge to be able to express themselves.

Below are the stages your child may go through as they begin to write. It is important to remember though that children develop at their own ways.

This is an example of very early attempts at mark making which may feature lots of random marks, often made over other marks which adults may describe as scribbling. A child at this stage may be unable to distinguish between his/her writing and his/her picture.



At this stage a child is mark making across the page. These are often zigzag and wavy lines. The child has a clear idea of the marks he/she wants to make and is starting to give meaning to the marks they make.

A child may move on to make individual marks and begin to use some recognisable letters from his/her own name to communicate a message. He/she is beginning to understand that drawing and writing are different and that print carries a message.

At this stage a child is using clearly identifiable letters to communicate meaning. He/she may be able to represent some sounds correctly in sequence by hearing and writing the initial sound in words down.

The child is now demonstrating that he/she can hear write words with initial, medial and final sounds. He/she is able to construct simple phrases to convey a message.

**This writing below meets the criteria for the Early Learning Goal which is the expected level for children at the end of Reception**.

At this stage the child is using his/her phonic knowledge to write words in ways which match their spoken sounds. He/she can also write some irregular common words. He/she can write some sentences which can be read by him/herself and others. Some words are spelt correctly and others are phonetically plausible.

**Ways in which you could help your child with writing at home**

* Select resources to inspire children to write e.g. pens, notebooks, chalks, crayons etc
* Encourage children to write for a purpose following their interest e.g. shopping, invitations, cards, thank you notes
* Encourage children to sound out words when writing, even if they can only write the initial sound or a couple of letters in a word.
* Gently show your child the letter formation – this is tricky for young children to grasp. They need to know where to start the letter. We begin by teaching the children to write in lower-case letters and only introduce capital letters for the beginning of names and then at the beginning of a sentence.

**Encourage and praise attempts at writing and above all….make writing fun!**

**Phoneme Frames**

These can be used to help children word build by hearing all the different sounds/phonemes within the word.

|  |  |  |
| --- | --- | --- |
| initial | medial | final |
| m | a | n |

|  |  |  |  |
| --- | --- | --- | --- |
| s | t | u | ck |

**man**

**stuck**

[](http://ny-image3.etsy.com/il_fullxfull.112318287.jpg)**Phonics Websites**

Here are some useful websites and aps for both you and your child. There are many more out there and simply searching for ‘phonics’ or ‘letters and sounds’ will provide you with a wealth of resources to help support your child at home and improve your own subject knowledge.

Here are a few that we like...

<http://www.kenttrustweb.org.uk/kentict/content/games/phonemeChecker.html> - Helps you articulate the phonemes

<http://www.phonicsplay.co.uk> - Parent and child section

[http://www.cleo.net.uk/resources/index.php?ks=1&cur=1](https://mail.cambsed.net/OWA/redir.aspx?C=080b4749edcb46af913e12bbb7ab4438&URL=http%3a%2f%2fwww.cleo.net.uk%2fresources%2findex.php%3fks%3d1%26cur%3d1) Cumbria and Lancashire's KS1 English and Literacy site with a range of useful teacher resources. Includes video of a synthetic phonics lesson

[http://www.focusonphonics.co.uk/](https://mail.cambsed.net/OWA/redir.aspx?C=080b4749edcb46af913e12bbb7ab4438&URL=http%3a%2f%2fwww.focusonphonics.co.uk%2f) Good basic background information about phonics, product recommendations and a very useful 'hear the sound' section or those still unsure about how to pronounce phonemes!

[http://www.twinkl.co.uk/resources/literacy](https://mail.cambsed.net/OWA/redir.aspx?C=080b4749edcb46af913e12bbb7ab4438&URL=http%3a%2f%2fwww.twinkl.co.uk%2fresources%2fliteracy) Lots of resources to support Letters and Sounds

[http://www.kenttrustweb.org.uk/kentict/content/games/literacy\_menu.html](https://mail.cambsed.net/OWA/redir.aspx?C=080b4749edcb46af913e12bbb7ab4438&URL=http%3a%2f%2fwww.kenttrustweb.org.uk%2fkentict%2fcontent%2fgames%2fliteracy_menu.html)   
Kent ICT Home page with lots of games

[http://www.ttrb.ac.uk/](https://mail.cambsed.net/OWA/redir.aspx?C=080b4749edcb46af913e12bbb7ab4438&URL=http%3a%2f%2fwww.ttrb.ac.uk%2f) Put 'phonics' into the search engine. You will discover a wide range of helpful material to support your developing subject knowledge.

[http://www.letters-and-sounds.com/what-is-letters-and-sounds-.html](https://mail.cambsed.net/OWA/redir.aspx?C=080b4749edcb46af913e12bbb7ab4438&URL=http%3a%2f%2fwww.letters-and-sounds.com%2fwhat-is-letters-and-sounds-.html) Some free resources for each Letters and Sounds phase are available on this site

<http://www.starfall.com> Lots of games, video clips for children. It is American!

<http://www.bbc.co.uk/cebeebies/alphablocks>

**We would like to recommend the following apps to support your child’s learning. If you have an ipad we would encourage you to download them. They have been used in school and we have found that children make very good progress when they have had the chance to use these apps.**

* **Pirate Phonics 2 (approx £2.00)**
* **Cam bugs 1 and 2 (free)**
* **Twinkl phonics (free)**

**Here are some examples which show how to use ‘sound buttons’ to help segment and blend words.**

map man ham mop mint spoon fond help thank hair

ship stamp flag float handstand starlight brush toast thundering