

Phonics | Letters & Sounds

Abbotskerswell Primary School uses the 'Letters and Sounds' programme to teach phonics. The programme was introduced by the government to:

- foster children's speaking and listening skills, recognising the importance of developing these skills before learning phonic knowledge.
- teach high quality phonic work at the point children are ready to begin the programme. For most children, this will be by the age of five with the intention of equipping them with the phonic knowledge and skills they need to become fluent readers by the age of seven.

Phases – Letters & Sounds is divided into phases to teach the skills needed for reading and spelling. Phase 1 provides a variety of learning opportunities to develop speaking and listening skills. The skills they develop in this phase prepare them for reading and spelling. Straight after half-term, the children will begin Phase 2 which will introduce the first set of letters and sounds needed to develop early reading skills. The emphasis is on reading to begin with, rather than writing. Phase 3, which starts in the Spring Term, introduces various phonemes, such as, 'th', 'oo' and 'air'. Phase 4, which happens towards the end of the Summer Term, is about applying their skills to longer words.

Vocabulary – We will be using this terminology with the children:

The diagram illustrates the relationship between phonemes and graphemes using the word 'cat'. It shows three phonemes (1, 2, 3) and their corresponding graphemes (c, b, f, kn for 1; a, i, i, igh for 2; t, d, sh, t for 3). The word 'cat' is written in a grid below the phonemes. To the right, a knight is shown, representing the word 'knight' which also has three phonemes.

phoneme
a sound in a word

grapheme
a letter or sequence of letters that represents a phoneme

1	2	3
c	a	t
b	ir	d
f	i	sh
kn	igh	t

These words each have three phonemes (separate sounds). Each of these phonemes is represented by a grapheme. A grapheme may consist of one, two, three or four letters.

Websites

<https://www.gov.uk/government/publications/letters-and-sounds> - Download the Letters & Sounds scheme.

<http://www.letters-and-sounds.com> - Free resources and games to support Letters & Sounds.

PHASE 2

The table on the following pages will show you the letters and sounds that we will work through during November and December. Begin by learning a letter sound (in the order stated on the table). Once your child knows a letter sound they can then try to read the 'easy words' for the sounds taught. When your child can confidently read the words, use the captions to see if your child can read and understand what they have read. There are also 'tricky words' which your child will need to learn by sight as these words can not be sounded out.

Teaching The Letters – Make the sounds of the letters together. Match the sounds to names of people known e.g. S- Ssssssssam. Do the same with other words e.g. Ssssssssssssand or busssssssssss. Say the sounds in a variety of ways e.g. quickly, slowly, angrily, happily, spookily etc. Look for the letters on signs and in books. You could make flash cards with the letters on. You can build up the speed of flashing the cards and saying the sounds. We use the 'Read Write Inc' flash cards.

Pronouncing Letters – It is essential that children are taught to pronounce the letters correctly. The sounds should be short e.g. c and not cuh and mmmm and not muh. Please visit http://www.youtube.com/watch?v=BqhXUW_v-1s and watch the short video clip of how to pronounce each sound.

Reading Words – When reading the 'easy words' you could draw a dot under each letter to represent a sound button. When your child pushes the buttons they say the sounds. When you reach ck, ll, ff, ss, draw a line underneath them to show they make one sound.

Making/Spelling Words – Use flash cards or magnetic letters to make the 'easy words'. Having the letters to touch and move will encourage your child to spell. We will concentrate on writing after Christmas once the children begin handwriting practice. In class we use 'phoneme fingers' for spelling. Before spelling a word, we robot talk the word and count the phonemes on our fingers as we say them. We then do a rainbow action over the fingers we have raised as we repeat the whole word. This is to help the children to work out which letters they need to spell the words. For example, the child would robot talk 'cat' as 'c – a – t' and will have raised 3 phoneme fingers as they said each sound.

Tricky Words – Your child will need to learn to read these words by sight. They will also need to learn to spell them. Using magnetic letters or flash cards could be used to help with spellings.

Phoneme Forest – There will be a phonics display of a tree with autumn leaves on. The leaves contain the letters that we will learn in Phase 2. As it is autumn, the leaves will fall off the tree and land at the bottom of the display. You can look at the display regularly to see which sound we have reached in the scheme.

Charlie – Charlie the monkey will be our phonics puppet. He lives in the Phoneme Forest but he can't read or spell. The children's job will be to help him. Using a puppet who needs help is designed to take away the children's own worries about phonics.




















Letter Formation – Included in the pack is a handwriting mat. If your child wishes to write the sounds or words, please use the formation mat as a guide. It is essential they form the letters correctly, otherwise they spend a lot of time trying to unlearn bad habits. In the Autumn Term, you could work together on forming their name with a tall capital letter and correctly formed letters. We will be developing their gross and fine motor skills over the Autumn Term to prepare them for handwriting in the Spring.

PHASE 2

SOUND	EASY WORDS	CAPTIONS	TRICKY WORDS
s			the
a			
t	at sat		
p	pat sap tap taps		
i	it pip pips pit sip sit tip		I
n	an in nan nap nip pan pin pins tan tin		
m	am man map mat		
d	and dad did dim dip mad pad sad	a sad man dad and nan	
g	dig gag gap gas gig nag pig sag tag		to
o	dog dogs got mop not on pod pop pot stop top	pat a dog a pin on a map pots and pans	
c	can cap cat cats cod cops cot	a nap in a cot a tin can cats and dogs	
k	kid kit	a kid in a cap	
ck	dock kick pack pick sack sick sock socks	socks on a mat	go
e	den end get men met neck net peg pegs pen pet set ten	get to the top a cap on a peg	
u	cup duck mud mug mum must nut nuts run sun sunset tuck up us	a pup in the mud mugs and cups	
r	gran grandad rag ram ran rat red rim rip rock rug run rot	a red rug a run in the sun rats on a sack run to the den	

SOUND	EASY WORDS	CAPTIONS	TRICKY WORDS
h	hack had ham hat hen him hit hop hot hug hum hut	a cat in a hat a duck and a hen	no into
b	back bad bag bat bed beg best bet big bit bud bug bugs bun bus but hob	a hot hob sit back to back a cat on a bed pack a pen in a bag	
f	fan fat fig fin fit fog from fun if	a cat and a big fat rat	
ff	cuff huff off puff	to huff and puff get off the bus	
l	help lap laptop leg legs let lit lot lots	go to the log hut no lid on the pan	
ll	bill bell dull fell fill hill pill sell still tell	tell the dog off fill the bag up	
ss	boss fuss fusspot hiss kiss less mass mess miss	a hug and a kiss	

PHONICS – PHASE 2 – LETTER FORMATION AND ACTIONS

LETTER	PRONOUNCE	ACTION	LETTER	PRONOUNCE	ACTION
	Stretch sssssake	Draw snake in air		Bounce c-c-c-caterpillar	Wiggly finger in a c shape
	Bounce a-a-a-apple	Eat the apple		Bounce k-k-k-kangaroo	Bounce wiggly finger as c
	Bounce t-t-t-tower	Build a tower with fists		Bounce e-e-e-egg	Cracking an egg with a spoon
	Bounce p-p-p-pirate	Parrot on shoulder		Bounce u-u-u-umbrella	Put the umbrella up
	Bounce i-i-i-insect	Bounce up arm		Stretch rrrrrobot	Robot arms in one straight movement
	Stretch nnnnnet	Save the goal with hands		Bounce h-h-h-horse	Ride the horse
	Stretch mmmmmountain	Raise hands to peak		Bounce b-b-b-boot	Put on boots
	Bounce d-d-d-dinosaur	Hand as head of dinosaur		Stretch ffffflower	Arm grow until hand becomes flower
	Bounce g-g-g-girl	Upside down antlers as hair		Stretch llllleg	Walk fingers on leg
	Bounce o-o-o-orange	Peel the orange	PLEASE NOTE: We use 'f' and 'k' when writing.		

LETTER FORMATION

a b c d e f g

h i j k l m n o

p q r s t u v

w x y z

LETTER FORMATION

A B C D E F G

H I J K L M N O

P Q R S T U V

W X Y Z