

Hatfield Peverel
— Infant & —
Nursery School



Inspiring a Love of Learning

Supporting Phonics, Reading and Writing at home



This leaflet provides you with details about the teaching of phonics and how it relates to reading and writing at home for Reception and Key Stage 1 children.

Spring 2024

What is Phonics?

Phonics is making connections between the sounds of our spoken words and the letters that are used to write them down. Children are taught how to:

- recognise the sounds that each individual letter makes
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'
- blend these sounds together from left to right to make a word

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

Reception children take part in Phonic lessons daily and this continues into Key Stage 1 (Years 1 and 2). Children will learn that most sounds (phonemes) can be written in more than one way.

For example, the f sound can be written as f as in fan or ff as in puff or ph as in photo.

They will learn that most letters and combinations of letters (graphemes) can represent more than one sound. For example, the grapheme ea can be read as /ee/ as in leaf or /e/ as in bread.

Children who receive good teaching of phonics will learn the skills they need to tackle reading and spelling new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Little Wandle Letters and Sounds Revised



At Hatfield Peverel Infant and Nursery School we believe that for all our children to become fluent readers and writers, phonics must be taught through a systematic and structured phonics programme. We use Little Wandle Letters and Sounds Revised to plan and provide daily engaging phonics lessons. Phonics teaching starts in Reception and follows a specific sequence that allows our pupils to build on their previous phonic knowledge and master specific phonic strategies as they move through school.

In Reception and Year 1, pupils follow the progression within Little Wandle Letters and Sounds Revised programme. Phonics is taught daily and there is a review session each Friday. In Year 2, phonics lessons are taught daily to children where appropriate.



There are specific resources for the Little Wandle Programme which the children will be very familiar with. Each sound that we teach to begin with has either a mnemonic (like the astronaut that you can see here) or a phrase like boing-boing for 'oi'. This helps the children recognise and remember the graphemes. Every time we teach a new sound, we also read words during the phonics lesson that contain that new sound, so that the children practise what they have learned. We then go on to reading a sentence containing some of those words. We have displays in the classroom and on the tables to support the children throughout the day.

Grapheme Mats

At the beginning of each year, your child will be sent home with a Grapheme Mat. We use these in the classroom to help children with their writing and spelling and refer to it constantly in phonics lessons. Children learn that there are graphemes that can have different sounds and sounds that can be made with different letters.

Reception Grapheme Mat

Grapheme mat

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j vv	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

Year 1 and 2 Grapheme Mat

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent

Phonics Terminology

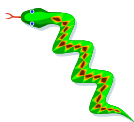
In Phonics lessons, children will regularly hear a variety of vocabulary associated with phonics. It is not essential to use these technical terms with your child. In school we do use them but always in association with more everyday language to help the children understand.

When we **read** we change graphemes into phonemes.
(i.e. the way we interpret letters into sounds)

When we **write** we change phonemes into graphemes.
(i.e the way we write sounds down with letters)

phoneme	A phoneme is the smallest unit of sound that distinguishes one word from another word in language. For example, 'boat' is made up of three phonemes: /b/ at the start, /oa/ in the middle and /t/ at the end.
grapheme	A grapheme is a written symbol that represents a sound (phoneme). This can be a single letter, or could be a sequence of letters, such as ai, sh, igh, tch etc. So when a child says the sound /t/ this is a phoneme, but when they write the letter 't' this is a grapheme.
graph	ONE letter to represent ONE sound. E.g ...s...
digraph	TWO letters to represent ONE sound. ...ee... or ...sh...
trigraph	THREE letters to represent ONE sound. E.g ...igh...

snake



s

tee



ee

shark



sh

light



igh

Phonics Phases

Phonics is taught in Phases. Your child will have met Phase 1 to 4 whilst in Reception. Year 1 children will have the opportunity to revisit Phase 3 and 4 at the start of the Autumn Term, moving onto Phase 5 in the second half of the Autumn Term.

Phase 2

In this phase children will be taught the phonemes (*sounds*) for a number of letters (*graphemes*), which phoneme is represented by which grapheme and that a phoneme can be represented by more than one letter, for example, /ll/ as in b-e-ll.

VC and CVC words

C and V are abbreviations for 'consonant' and 'vowel'. VC words are words consisting of a vowel then a consonant (e.g. *am, at, it*) and CVC words are words consisting of a consonant then a vowel then a consonant (e.g. *cat, rug, sun*). Words such as *tick* and *bell* also count as CVC words – although they have four letters, they have only three sounds. For example, in the word *bell*, **b** = consonant, **e** = vowel, **ll** = consonant.

Now the children will be *seeing* letters and words, as well as hearing them. They will be shown how to make whole words by reading little words and breaking up words into individual sounds, which will help their spelling. These will be simple words made up of two phonemes, for example, *am, at, it*, or three phonemes, for example, *cat, rug, sun, tick, bell*.

Tricky words

They will also learn several tricky words. For example, *the, to, I, go, no*. These need to be learned off-by-heart as you can not always use phonics to sound them out.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the
Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Phase 3

The purpose of this phase is to:

- teach more graphemes (digraphs and trigraphs)
- practise blending and segmenting a wider set of CVC words, for example, fizz, chip, sheep, light
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end	Review all taught so far

How to help at home:

- 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* = *rain* blending for reading
 - rain* = *r-ai-n* – segmenting for spelling
 - b-oa-t* = *boat* blending for reading
 - boat* = *b-oa-t* – segmenting for spelling
 - h-ur-t* = *hurt* blending for reading
 - hurt* = *h-ur-t* – segmenting for spelling
- Praise your child for trying out words.
- Learn their Buzz Words (on website): set a timer then call out one word at a time and get your child to spell it on a magic board or a small whiteboard or with magnetic letters.
- Play 'Pairs', turning over two words at a time trying to find a matching pair. This particularly works well when learning tricky words.

Phase 4

Children continue to practise previously learned graphemes and phonemes and learn how to read and write CVCC, CCVC, CCVCC, CCCVC, CCCVCC words, longer words, compound words and words ending suffixes -ing, -ed, -est.

They will be learning more tricky words and continuing to read and write sentences together.

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants - CVCC CCVC CCVCC CCCVC CCCVCC - longer words and compound words - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est	said so have like some come love do were here little says there when what one out today
Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants - CVCC CCVC CCCVC CCV CCVCC - words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est - longer words	Review all taught so far

How to help at home:

- Practise reading and spelling some CVCC and CCVC words but continue to play around with CVC words. Children like reading and spelling words that they have previously worked with, as this makes them feel successful.
- Make up captions and phrases for your child to read and write, for example, *a silver star, clear the pond, crunch crisps*. Write some simple sentences and leave them around the house for your child to find and read. After they have found and read three, give them a treat!
- Look out for words in the environment, such as on food packaging, which your child will find easy to read, for example, *lunch, fresh milk, drink, fish and chips, jam*.
- Work on reading words together, for example, a street name such as *Park Road*, captions on buses and lorries, street signs such as *bus stop*.
- Carry on learning to read and spell their Buzz Words.

Phase 5

This is the phase when children are taught the alternative graphemes for the common phonemes they have already learned. This is where the Grow the code grapheme mat for Year One and Year Two can be very helpful as it shows all the graphemes that make the same sound.

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /ool/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ /yoo/ u-e rude cute /ee/ e-e these /ool/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /lj/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /lj/ dge bridge /i/ y crystal /lj/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

How to help at home:

Dictionary challenges:

Use a children's dictionary to find a variety of words with /sh/ sound. Words including ti ssi si ci such as potion mission mansion delicious. What is the longest word you can find?

Test your grown up!

Children make up a spelling quiz for a grown up to complete! For example, give them /or/ and ask them to think of words that make that sound but have different spelling choices. For example, au in author, aur in dinosaur, oor in floor, a in walk. Test the grown up and see if they make the right spelling choice!

Phase 6

Phase 6 will be taught mainly in Year 2 when the children are confident with Phase 5 phonics. Phase 6 Phonics takes place, with the aim of children becoming fluent readers and accurate spellers.

By Phase 6, children should be able to read hundreds of words using one of three strategies:

- Reading them automatically
- Decoding them quickly and silently
- Decoding them aloud

Children should now be spelling most words accurately (this is known as 'encoding'). They will also learn, among other things:

- Prefixes and suffixes, e.g. 'ment', 'ness', 'ful'.
- Use of past and present tense.
- Memory strategies for high frequency or topic words
- Proof-reading
- How to use a dictionary
- Where to put the apostrophe in words like 'I'm'
- Homophones and near homophones
- Spelling rules

Sound Buttons

We often use dots and dashes in phonics lessons and call them 'sound buttons'. We draw them underneath the individual graphemes (letters that represent the sounds) in words. For example,

d o g

• • •

b o a t

• — •

s h o p

— • •

(the dots are for each 'graph' and the dashes for digraphs or trigraphs)

The children will often know which phoneme (sound) they will need, but may be unsure which grapheme (letter/s) to use which is why we use the Grapheme Mats in order to help them make the correct spelling choices.



For more information on Little Wandle Letters and Sounds Revised, please click on the link below:

www.littlewandlelettersandsounds.org.uk/resources/for-parents/

Children's spoken language supports

reading and writing

In order to make a good start in reading and writing, children need to have an adult listen to them and talk to them. Speaking and listening are the foundations for reading and writing. Even everyday activities such as preparing meals, tidying up, putting shopping away and getting ready to go out offer you the chance to talk to your child, explaining what you are doing. Through these activities, children hear the way language is put together into sentences for a purpose.

- **Make time to listen to your child talking** – as you meet them from their setting or school, as you walk, or travel home by car, in the supermarket as you shop, at meal times, bath times, bedtimes – any time!
- **Switch off the TV, radio and mobile phones** – and really listen!
- **Show that you are interested in what they are talking about** – look at your child, smile, nod your head, ask a question or make a response to show that you really have been listening.
- **Make a collection of different toy creatures** – for example, a duck, a snake, an alien, say the sound it might make as you play together, for example, 'quack-quack', 'ssssssss', 'yuk-yuk', and encourage your child to copy you.
- **Listen at home** – switch off the TV and listen to the sounds, both inside and outside the home. Can your child tell you what sounds they heard, in the order in which they heard them?
- **Play-a-tune** – and follow me! Make or buy some simple shakers, drums and beaters, then play a simple tune and ask your child to copy. Have fun!
- **Use puppets** and toys to make up stories or retell known ones. Record your child telling the story and play it back to them.

Useful Websites

www.phonicsbloom.com

Lots of phonic games for reading and spelling.

www.espresso.co.uk

Videos with letters, sounds and pictures. This is excellent for adults to see clearly the correct pronunciation and mouth shape for the Phonemes. A log in will be provided on starting school.

www.oxfordowl.co.uk

Very helpful advice about phonics, spelling, grammar and reading; lots of e-books to read and share together.

www.youtube.co.uk Mr Thorne does phonics

Phonic videos showing correct pronunciation.

www.teachyourmonstertoread.com

Lots of phonic games for reading and spelling.

www.topmarks.co.uk

Phonics blending games.

www.purplemash.co.uk

Lots of phonics games for reading and spelling.
A log in will be provided on starting school.

If you have any questions or need advice,
please do not hesitate to speak to your
child's class teacher.

Thank you for your support.