



EYFS Phonics
2020



Parents' Guide to Phonics

A guide to how phonics will help your child to read and spell.

Read, Write Inc. is a fun and interactive way to support children in learning how to read and write.

The alphabet contains only 26 letters. Spoken English uses 44 sounds.

Once children begin learning sounds, they are used quickly to read and spell words.

Phonics in Nursery

Phonics is taught daily to the children. In Nursery, phonics begins with many activities to develop speech, listening and attention. The journey then continues into Jolly Phonics where they will begin to learn their sounds through songs and actions.

Read Write Inc.

Set 1 and 2 of RWI are taught in reception, with the remaining set taught in Year 1 and 2.

What is blending?

Blending is the process that is involved in bringing the sounds together to make a word or a syllable and is how /c/ /a/ /t/ becomes cat.

To learn to read well children must be able to smoothly blend sounds together. Blending sounds fluently helps to improve fluency when reading. Blending is more difficult to do with longer words so learning how to blend accurately from an early age is imperative.

Showing your child how to blend is important. Model how to 'push' sounds smoothly together without stopping at each individual sound.

Please remember that it is important that we only use the letter sounds when teaching children to blend and not the letter names.

What is segmenting (breaking the word down)?

Segmenting is a skill used in spelling. In order to spell the word cat, it is necessary to segment the word into all of its sounds; c-a-t.

Before writing a word young children need time to think about it, say the word several times, 'break' the word and then write it. Once children have written the same word several times they won't need to use these four steps as frequently.

Children will enjoy spelling if it feels like fun and if they feel good about themselves as spellers. We need, therefore, to be playful and positive in our approach - noticing and praising what children can do as well as helping them to correct their mistakes.

In reception, we teach oral segmenting to the children, which allows them to identify each sound in a word. We do this by 'catching' the word and breaking it down along our arm. We also teach oral blending by pushing individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap.

The children are also encouraged to pronounce each individual sound, remembering not to add 'uh' to the sounds in order to keep them pure. For example to say 'c' and not 'cuh'.

What are red words?

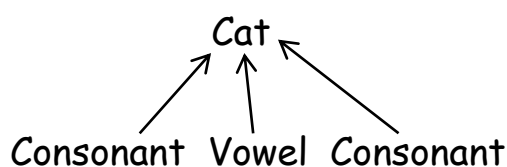
Red words are words that cannot be 'sounded-out' but need to be learned by heart. They don't fit into the usual spelling patterns. In order to read simple sentences, it is necessary for children to know some words that have unusual or untaught spellings. It should be noted that, when teaching these words, it is important to always start with sounds already known in the word, then focus on the 'tricky' part.

Red Words Set 1				
I	the	my	you	said
your	are	be	of	no

Red Words Set 2				
what	all	was	we	so
to	me	call	her	there
want	go	old	some	he

What are CVC words?

CVC stands for consonant- vowel- consonant. These are words such as 'map', 'cat'. We also talk about CCVC words such as 'clip', 'stop'.





Set 1 (Reception)

In Set 1 and 2, letters and their sounds are introduced one at a time. A new letter is taught each day, with 4 being taught each week alongside a red word. These are Set 1 sounds:

<i>m</i>	<i>a</i>	<i>s</i>	<i>d</i>
<i>t</i>	<i>i</i>	<i>n</i>	<i>p</i>
<i>g</i>	<i>o</i>	<i>c</i>	<i>k</i>
<i>u</i>	<i>b</i>	<i>f</i>	<i>e</i>
<i>l</i>	<i>h</i>	<i>sh</i>	<i>r</i>
<i>j</i>	<i>v</i>	<i>y</i>	<i>th</i>
<i>z</i>	<i>ch</i>	<i>qu</i>	<i>x</i>
<i>ng</i>	<i>nk</i>		

The children will begin to learn to blend and segment to begin reading and spelling. This will begin with simple words linked to the sounds they have learnt (eg sad, pat, tin)

Set 2 (Reception)

By the time they reach Set 2, most children will already be able to blend and segment words containing the graphemes taught in Set 1.

During Set 2, the children will learn the following sounds per week alongside a red word.

ay ee igh ow

oo oo ar or

air ir ou oy

During set 2, the children will spend a lot of time learning about how these sounds are used in words. They will begin to blend and segment these sounds in words, captions and sentences. We encourage the children to only use their sounds if they are unsure of the word, as this develops fluency in their reading.



Set 3 - Years 1 & 2

By years 1 & 2 the children would have learnt one way in which each long vowel sound is written (Set 2 sounds). When learning their Set 3 sounds the children will be taught that there are more ways in which the same sounds are written, e.g. ee as in tree and ea as in tea. Set 3 speed sounds reading will be taught for most of Year 1 and Set 3 'speed sounds' spelling during Year 2.

There are 20 Set 3 sounds that are made up of two or three letters which represent just one sound, e.g. ea as in tea, ow as in cow and are as in care. It is important that the children do not pronounce these as 2 or 3 separate sounds. They are taught to recognise and say just one sound for these letters.

ea oi a-e i-e

o-e u-e aw are

ur er ow ai oa

ew ire ear ure

tion tious/cious

e: he me we she be

Red Words Set 3				
does	tall	come	watch	who
were	brother	any	their	where
two	small	love	many	here
once	buy	worse	thought	talk
caught	bought	walk	could	anyone
would	great	son	water	should

Red Words Set 4				
they	half	Monday	eight	eighteen
going	over	fourteen	orange	Wednesday
by	laugh	April	don't	July
do	these	four	because	can't
one	people	February	grey	another
ball	Mr	Mrs	bear	other
through	baby	only	told	why
even	key	mother	eye	friend

Here is an overview of the sounds your child will cover during their time at Thornhill.

Complex Speed Sounds											
Consonant sounds											
f	l	m	n	r	s	v	z	sh	th	ng	
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk	
ph	le	mb	kn	wr	se		s	ci			
					c		se				
					ce						
b	c	d	g	h	j	p	qu	t	w	x	y
bb	k	dd	gg		g	pp		tt	wh		ch
	ck				ge						tch
	ch				dge						
Vowel sounds											
a	e	i	o	u	ay	ee	igh	ow			
	ea				ā-e	y	ī-e	ō-e			
					ai	ea	ie	oa			
						e	i	o			
							y				
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure	
ū-e			oor	are	ur	ow	oi				
ue			ore		er						
ew			aw								
			au								

You Tube videos - Phonics with Mrs Henkes

Phonics at Thornhill - Set 1

<https://www.youtube.com/watch?v=FdVL8EchFjw&t=39s&safe=active>
e

Thornhill - Set 2 Sounds with Mrs. H

<https://www.youtube.com/watch?v=AiVRKJG45eg&safe=active>

Useful Phonic Websites

Oxford Owl

<http://www.oxfordowl.co.uk/home/reading-site/expert-help/phonics-made-easy>

ICT games

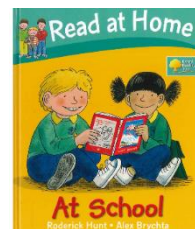
<http://www.ictgames.com/literacy.html>

Phonics Play

<https://www.phonicsplay.co.uk/>

Top marks

<https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>



Tips to support reading at home

- **Make the time:** Life is busy, but even ten minutes of reading with your child each day is one of the best ways you can support their education and help them to become a strong reader.
- **Take turns to read:** Often you'll want to listen to your child read aloud - reading to an adult is the most important thing children in the early stages of learning to read can do to develop their reading. But don't stop reading aloud to them. It's a great way of building their understanding, showing them what expressive reading sounds like and letting them enjoy a story.

- **Make reading relevant:** Just like adults, if a book is about something that interests your child, they'll be more likely to want to read it. Look at fiction, non-fiction, comics and children's newspapers to show your child how reading allows us to explore our interests and the world.
- **Talk about the book:** Asking your child questions or asking for their opinion can be an important way of helping them to think about what they're reading. As a rule, open questions that begin with 'how' and 'why' tend to be more engaging rather than simple recall questions ('How do you think Winnie is feeling on this page?' might work better than 'What is Winnie afraid of?').
- **Pay attention to the language:** When reading we can often take children's understanding of words or phrases for granted. By checking they're following, explaining the meaning or even looking up unfamiliar words and phrases together, you can widen your child's vocabulary and support them to make wider sense of the story.
- **Enjoy reading time:** Making time to read with your child can have great educational benefits, but it can also be ten minutes of respite from hectic family life to curl up, read and talk together. By all means ask questions and discuss vocabulary, but don't be afraid to lose yourselves in a good story too.