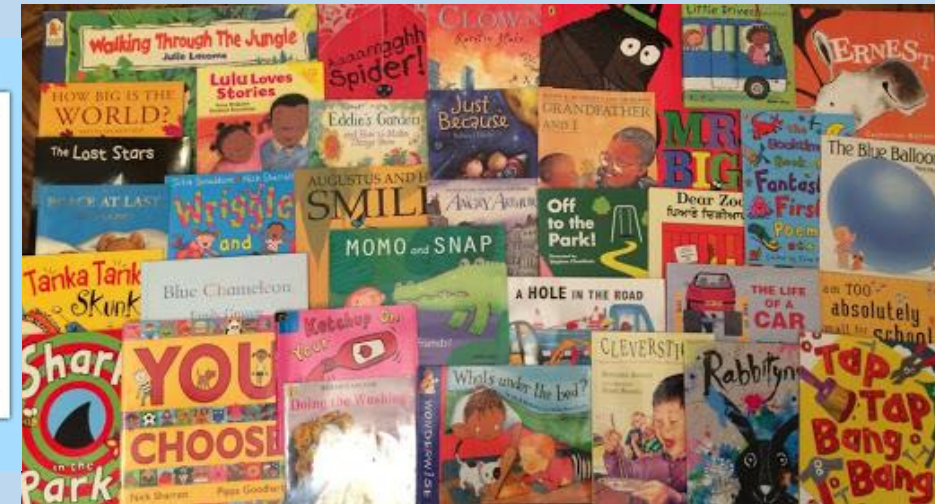
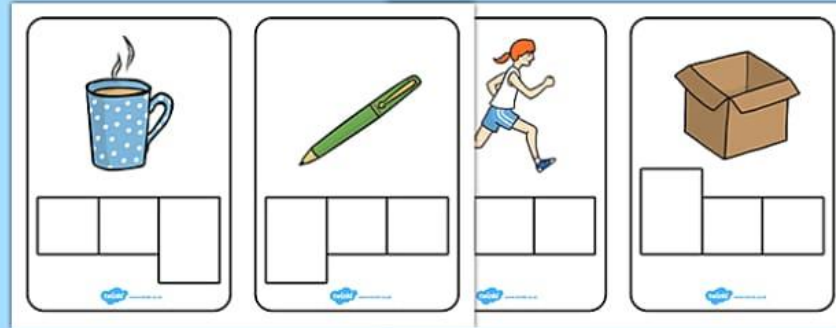


September 2021



Letters and Sounds Phonics Programme

Systematic, synthetic phonics
schemes and programmes

Letters and Sounds Phonics Programme

It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Letters & sounds phonics programme

Phase 1 (Nursery, Reception)- Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.

Phase 2- (Reception- up to 6 weeks)- Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.

Letters & sounds phonics programme

Phase 3- (Reception- up to 12 weeks)- The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions.

Phase 4 (Reception- 4-6 weeks)- No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

Phonics Progression.....

	Reception	
Autumn 1	Phase 2 Children to be taught to orally blend and segment CVC words. Set 1 – s, a, t, p Set 2 – i, n, m, d High Frequency words is, in, it, at Set 3 – g, o, c, k High Frequency word and Set 4 – ck, e, u, r Tricky words the to spell and Set 5 – h, b, f, ff, l, ll, ss Tricky words no, go, I spell the to	
Autumn 2	Phase 3 Set 6 – j, v, w, x Read no, go, I, the, to Set 7 – y, z, zz, qu Read he, she spell the to sh, th, ch, ng Read we, me, be ai, ee, igh oa Read was Spell no go	
Spring 1	long oo, short oo, ar Read my or ur, ow, oi, er Read you ear air ure Read they Throughout the phase, practise reading and spelling captions and sentences. Read word – her, all, are	
Spring 2	Revise and recall all Phase 2 and 3 phonemes. Phase 4 Children to read and write CVCC words. nt, nd, nk, sk, mp, ct, ft, pt, st, xt, Read said so lt, lp, lf Spell he, she, we, me, be CCVC words br, cr, dr, fr, gr, pr tr sn, sm, sp, st, sw Read have, like, some, come bl, cl, fl, gl, pl, sl, tw Spell was you	
Summer	Revise and recall all Phase 2 and 3 phonemes. Phase 4 Children to read and write adjacent consonants CCVCC CCCCVC CCCVCC Read were, there, little, one, do, when, out, what Spell they, all, are, my, her Throughout the phase, practise reading and spelling two syllable words along with the relevant phase 4 sentences	

We teach the
purest sound of
each single
phoneme.

Phonics definitions...

- **Phoneme**- the smallest unit of sound in a word (c-u-p)
- **Digraph**- two letters, which make one sound ('ar' in car, 'ai' in rain). A consonant digraph contains two consonants (sh, th, ng) and a vowel digraph contains at least one vowel (ai, ar, ee)
- **Trigraph**- three letters, which make one sound ('igh' in night, 'ear' in hear)
- **CVC word**- consonant, vowel, consonant (c-u-p, h-a-t, p-i-n)

Phonics lesson/activity ideas...

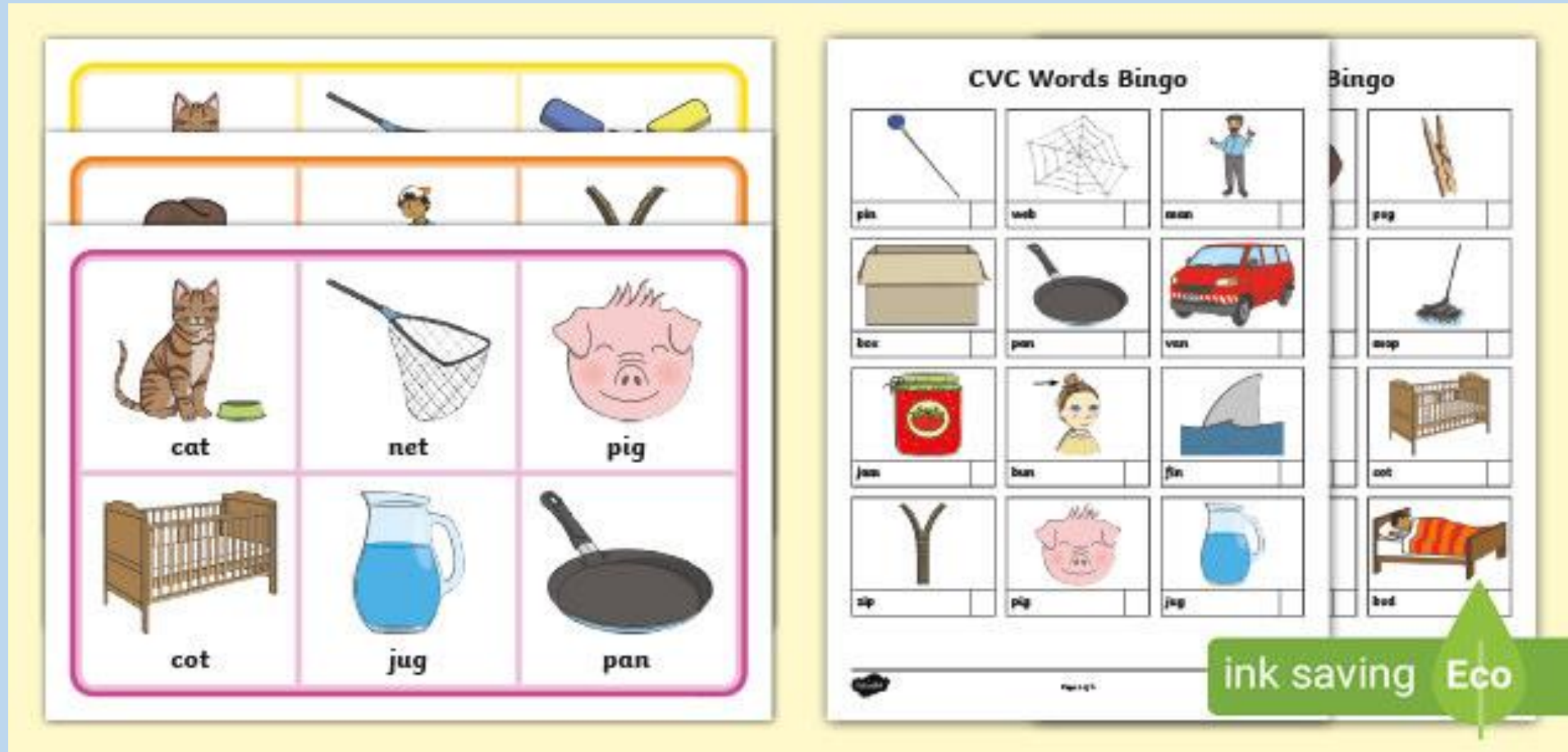


Phase Two Phonics Phoneme Frames

Phoneme frames

Phonics lesson/activity ideas...



Word/sound bingo

Phonics lesson/activity ideas...



Initial sound sorting

Phonics lesson/activity ideas...



Physical blending and segmenting words

Phonics lesson/activity ideas...



Using magnetic letters

Brilliant phonics websites to use in lessons!

1. <https://www.phonicsplay.co.uk/>
1. <https://www.topmarks.co.uk/Search.aspx?q=phonics>
1. <https://www.phonicsbloom.com/>
1. <http://www.crickweb.co.uk/Early-Years.html>

Letter formation



m



a



s



d



t



i



n



p



g



o



c



k



u



b



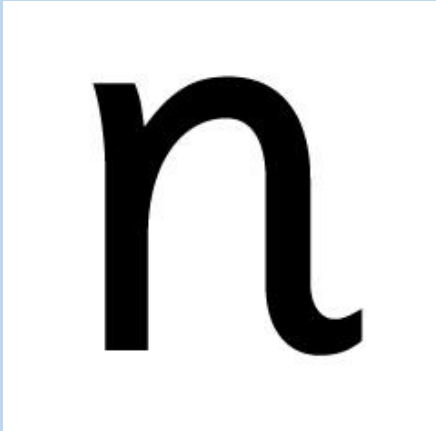
f



e

Letter formation

*We teach letters in a precursive style.
The letters have a lead out stroke.*



Precursive letters have joining tails to encourage cursive writing.

Pencil grip

The children need to learn how to hold their pencil properly right from the start:



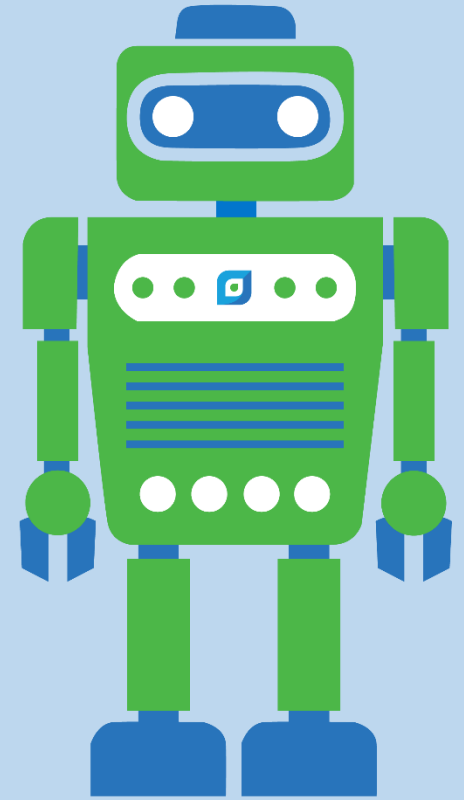
- 'Tripod' grip
- 'Froggy legs' movement

Segmenting and blending



Phoneme arm...

Robot arms...



Sound buttons

rain

Digraphs

gr
dr
pl
tr
cr
fl

Consonant clusters

High frequency words

In Foundation children are expected to be able to read **45 high frequency words**.

Many of these words can not be broken up in to individual sounds and need to be learnt through whole word recognition.

These words include, 'the' 'my' 'you' 'come' 'are' 'me' 'we'. **Word books** given alongside the sound book.

Most word are attributed an action.

Children enjoy this multi-sensory way of

Word books and Sound books

Sound books – Your child will be given a sound book on a Monday which will have all the sounds they will be taught throughout the week {4 sounds}

High frequency word books – Your child will be given an action words book as soon as they can read simple words.

High Frequency words

Most words have an action to support your child in reading them.

- Initial words will be phonetically plausible and will consist of the phonemes taught e.g. 'in', 'it', 'pin'.
- Other words such as 'you', 'said' will be given at a later time.
- 4 words will be given each week and teaching of these words will be consolidated on a Friday.

Independent writing

Allow children to write simple words based on phonic knowledge.

I Went hors ried in
that wos fun.

3rd April
I went to the park
I went on the big sled
I went on the bounsy cars
I saw ducks on the pond
with my mum and the golf.
swings I went on the
Very good, Polly. ★



Parent support

- Each time your child learns a new sound it shall be stuck in to their sound book. Please go through this book regularly with your child, ensuring they can recognise and name the letter sound.
- Encourage your child to pronounce the sound correctly.
- On a separate piece of paper they can have a go at writing these letters.

Thank you!

Thank you very much for your support.
Please feel free to ask any questions at any
time if you are unsure about anything we
have discussed today.

