

# EYFS Phonics Stay and Play

Autumn 2

# Why teach phonics?

- ▶ The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- ▶ Phonics helps children to develop good reading and spelling skills
  - e.g. **cat** can be sounded out for reading and spelling
- ▶ We use a synthetic scheme called '**Little Wandle**' as our teaching resource.



## Phonics is:

making connections between the sounds  
of our spoken words and the letters that  
are used to write them down.



# Terminology



## Phoneme

This is the smallest unit of sound in a word and the sound that letter or group of sounds make.



- How many phonemes/sounds can you hear in:
  - **cat?**    **shelf?**



# Terminology

## Grapheme

The written representation of a phoneme.

Children need to practise recognising the grapheme and saying the phoneme that it represents.

The grapheme could be 1 letter, 2 letters or more!

t          ai          igh

# Pronunciation of phonemes



/b/	/d/	/f/	/g/	/h/	/j/	/k/c /ck/	/l/	/m/	/n/	/ng/
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
/sh/	/x/	/a/	/e/	/i/	/o/	/u/	/ai/	/ee/	/qu/	/nk/
/oo/	/oo/	/ar/	/ur/	/igh/	/er/	/ow/	/oi/	/air/	/ear/	/oa/
/or/	/ow									

For parents | Letters and Sounds

Phase 2 sounds taught in  
Reception Autumn 1



Phase 2 sounds taught in  
Reception Autumn 2



Phase 3 sounds taught in  
Reception Spring 1



# Terminology



## Blend

- Recognising the letter sounds in a written word, for example
- c-u-p
- 
- and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'

# Terminology



## Segment

- ‘sound-talking’ the word to spell it out
- The opposite of blending
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word him and stork

# Terminology

## Digraph

- '2 letters that make 1 sound

ll ss zz oa ai

## Trigraph

- '3 letters that make 1 sound

lgh ear air

# Terminology



## Tricky Words

- Words that are not phonically decodeable  
e.g. was, the, I
- Some are 'tricky' to start with but will become decodeable once we have learned the harder phonemes  
e.g. as, is



# Lesson Format

- In each year group, phonic lessons follow the same format:
- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes or high frequency or tricky words will be taught.
- **Practice:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences.



# Phase 1 – Nursery and throughout school

- Taught through speaking and listening activities
  - Split into 7 aspects:
    1. General sound discrimination – environmental.
    2. General sound discrimination – instrumental.
    3. General sound discrimination – body.
    4. Rhythm & rhyme.
    5. Alliteration (e.g. silly sausages sizzle slowly).
    6. Make your own voice sounds (e.g. going down a slide/ keep everyone quiet/ buzz like a bee).
    7. Oral blending (ready to read) & segmenting (ready to write).

# Phase 2 - Reception



1. In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'. They will also be taught the phonemes (sounds) for a number of graphemes (letters).
2. This phase teaches blending to read & segmenting to spell.



## Phase 2

- Sounds are introduced in sets
  - ❖ Set 1: s a t p
  - ❖ Set 2: i n m d
  - ❖ Set 3: g o c k
  - ❖ Set 4: ck e u r
  - ❖ Set 5: h b f ff l ll ss
- Vowel consonant (VC) & consonant vowel consonant (CVC) words.
- Learning to read some tricky words: **the to I no go into**

# Phase 3 – Reception/Year 1



The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, **'oa'** as in **boat**
- practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
- Continue to practice forming letters correctly.
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.

# Phase 4 – Reception/Year 1



- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:

No further sounds taught at this phase.

Reading & spelling words containing adjacent consonants e.g. **crunch, float, groan.**

- **CVCC** words: **tent, damp, toast, chimp**
- For example, in the word **'toast'**, **t = consonant, oa = vowel, s = consonant, t = consonant.**  
and **CCVC** words: **swim, plum, sport, cream, spoon**

Reading & spelling two syllable words

Learning some tricky words:

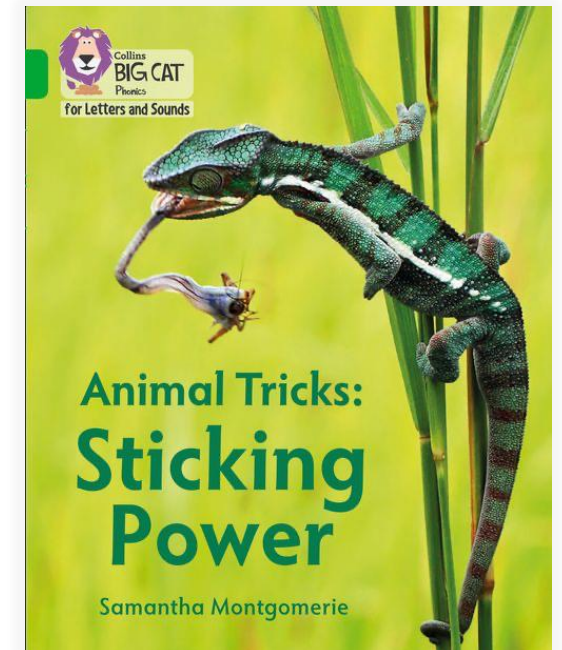
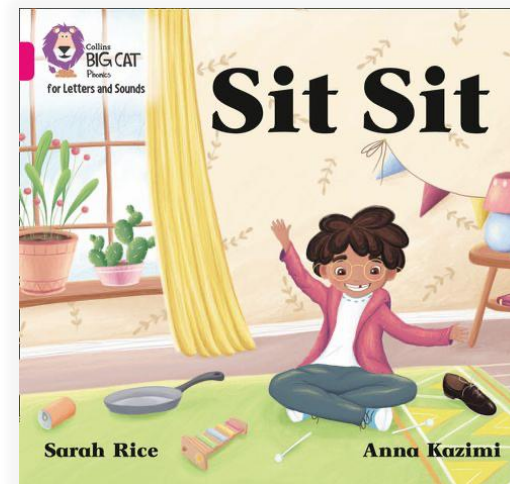
## **Tricky words**

**said, so, do, have, like, some, come, were, there, little, one, when, out, what**

# How do we teach reading in books?

## Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



# We use assessment to match your child the right level of book



## Little Wandle Letters and Sounds Revised Reception Child assessment

### Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat    man    hug    red    peck



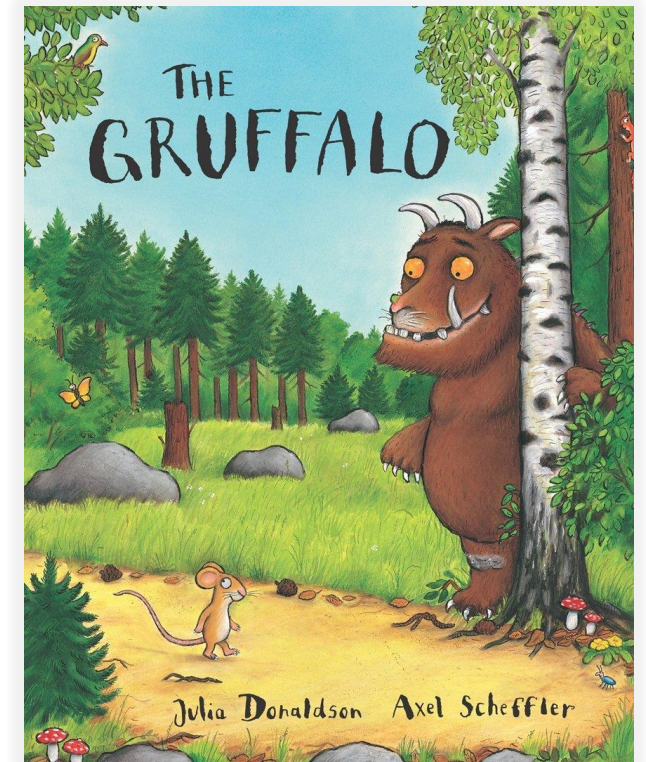
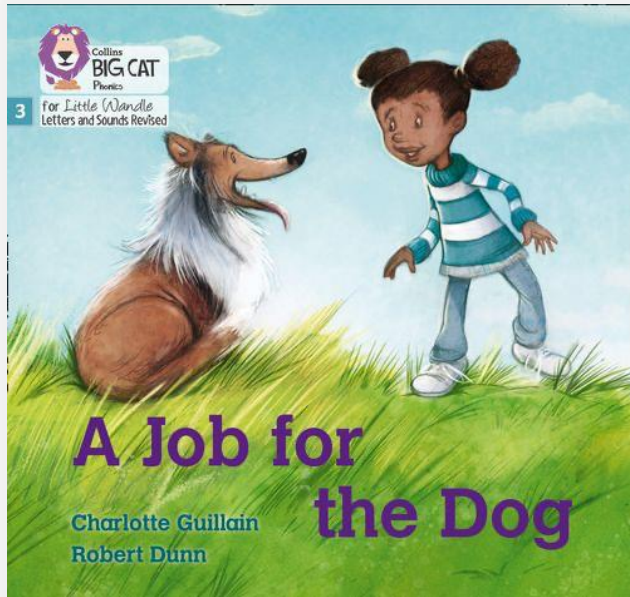
# Reading a book at the right level

## This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



# Books going home





# Home Reading Books

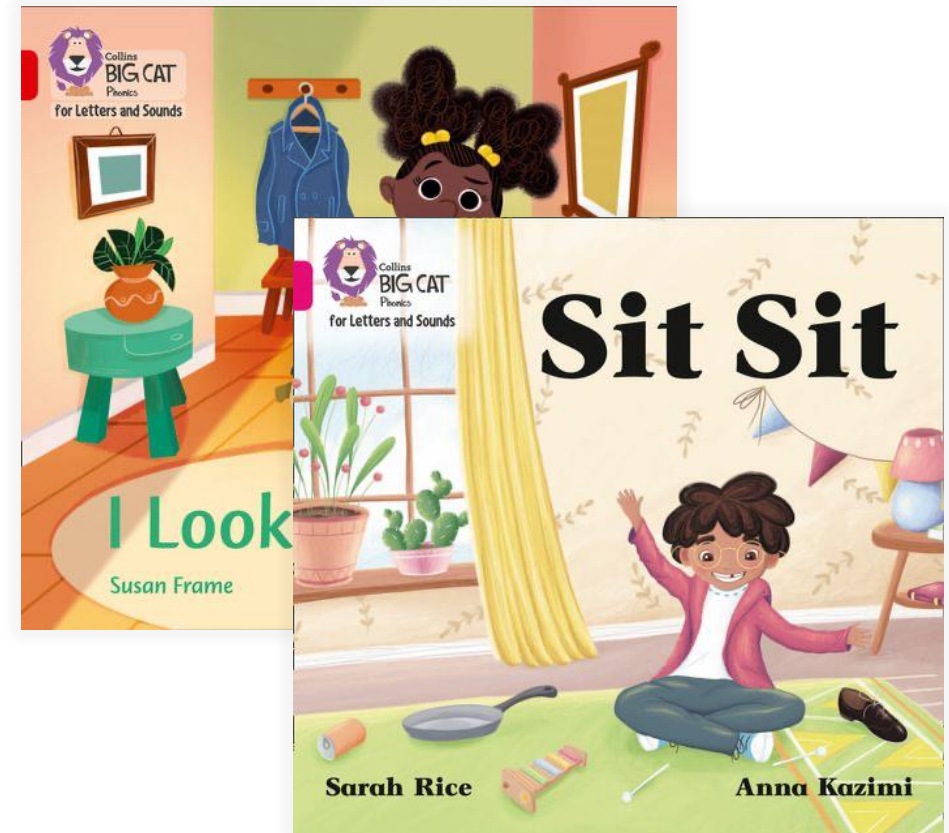
Your child will be sent home a reading book which will match the phase in which they are learning.

They have been assessed by their teachers and books matched accordingly.

At the end of each term they will be reassessed to check and see whether they should move up a level or stay in the same phases/ book colour for Y2 upwards.

# Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- If they can't read a word read it to them.
- Talk about the book and celebrate their success.





# Supporting your child with phonics

- Activities that you can do with your child and a book for a week:
- Read the book
- Read the book and ask some questions
- Read the book and identify a particular 'grapheme.'  
'Grapheme spotter game'
- Highlighting sound patterns in the book.
- Choose one word and get your child to identify the sounds *ie*  
C A T. Mix them up and ask them to make CAT.
- Practise letter formation and writing a word from the book.

# Supporting your child with phonics



**Phase 2 sounds taught in  
Reception Autumn 1**



**Phase 2 sounds taught in  
Reception Autumn 2**



**Phase 3 sounds taught in  
Reception Spring 1**



**One of the greatest gifts adults can  
give is to read to children**

Carl Sagan

