

Phonics, reading and writing

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Introduction

- ❖ Spoken words are made up of different sounds. They learn to match these sounds to letters.
- ❖ Phonics is about children knowing how letters link to sounds.
- ❖ The children then use this when they are reading and writing.

Phoneme: The smallest unit of sound in a word.



Grapheme: The letter or letters that represent the phoneme.

a

Digraph: two letters that make the same sound.

or

igh

trigraph: three letters that make the same sound.

Segmenting and blending

Segmenting = splitting up the sounds in words

Blending = putting them back together to read

pot

mat

Phonic fingers

Segmenting to spell

- ❖ Splitting the word up into individual sounds



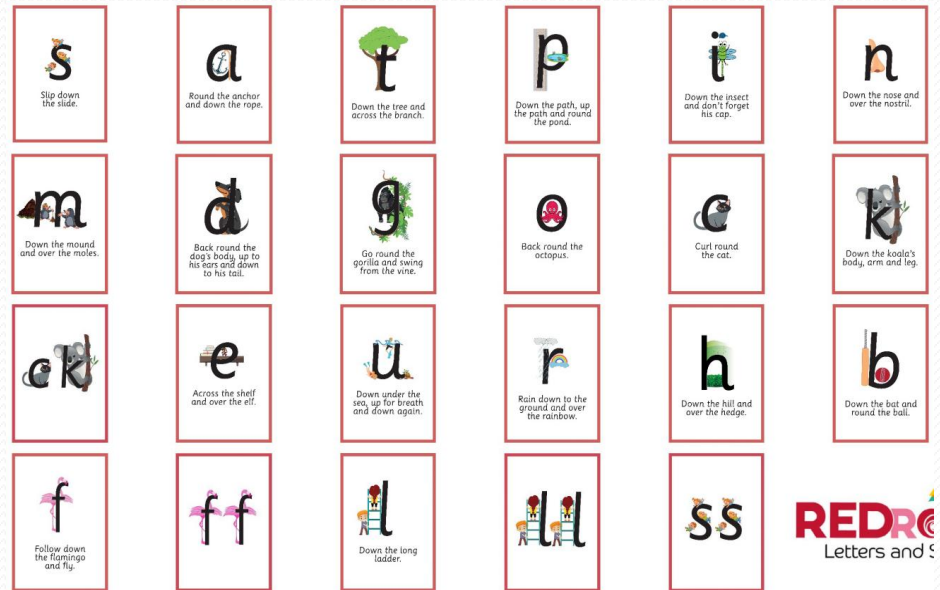
sh-o-p

ch-i-n

m-o-th

Red Rose Phonics.

- We follow the 'Red Rose Phonics Scheme' (Lancs).
- Each morning at **9:00** your child takes part in a phonics session
- Follows a clear teaching sequence:



Red Rose Phonics.

Mrs B Phonics Group

Previously taught GPC's Phase 2 **s a t p i n m d g o c k c k e u r h b f l, ff**

Previously taught tricky words: I the

Teach new GPC: b f l

Teach tricky word: go

Review: I the no

Links to CP: silly soup with sounds

Outdoors - tricky word splat on tuff tray

W Beg: 13th Jan	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/review	Splat with initial letters g o c k c k e u r h	Nice to meet you Mr with tricky words: I, no, go, the	Grapheme hunt with -e u r h b, f - hop to the sound, skip to the sound, crawl to the sound.	Splat with tricky words No, I . go, the	Nice to meet you Mr with tricky words I, the, no
Teach	New Learning - Teach new GPC b Follow 3 part example. Orally blend and segment words bus , big Model in phoneme frame the word bat . Model sound buttons the word bag . Teach tricky word go .	New Learning Review new GPC f . Follow 3 part example. Orally blend and segment words fog , fit . Model in phoneme frame the word fat . Model sound buttons the word fig . Review tricky word go .	New Learning Teach new GPC's l Follow 3 part example. Orally blend and segment words lip , lid . Model in phoneme frame the word lot . Model sound buttons the word lick Review tricky word go .	Teach new GPC ff . Follow 3 part example. Orally blend and segment words huff puff Model in phoneme frame the word cuff . Model sound buttons the word off . Teach tricky word no .	Review new GPC ff . Follow 3 part example. Orally blend and segment words off , cuff . Model in phoneme frame the word huff . Model sound buttons the word puff . Review tricky word the .
Practice	Give the children a b word. Read your word. Run around the circle if it's called out (bus , big , bit , bog , bag , bin , bat)	Sound talk snap with fit, fog, fat, fig, fin	Cross the River with words lip, lea , lot, lap, lid, lock, lick	Give the children a ff word. Read your word. Run around the circle if it's called out.	Sound talk snap with huff, puff, off, cuff, muff,
Apply	Silly sentence: The man had a (picture of a bat). Children write missing word)	Phonic factor reading, finish the sentence The fat can go on the mat.	Jumbled sentence: Words I can lick on post it - order to make a sentence and read	Silly sentence: Can a man puff?	Phonic factor reading, finish the sentence The wolf can.... (ch write puff or huff)
Phase 1, Aspect 7 Revision game	Give the children 5 pictures on strip of card and a peg. Teacher segments a word (eg van). The children blend and put the peg on the corresponding picture. Segment with robot arms together.	Sit in a circle. Give the children a CVC wooden picture. Adult is the robot and sound talks the CVC word (E.g. hat). Children blend. The child with that pictures runs around the circle and sits back down. Whilst running, the rest of	Music sticks - sit in a circle. Give all the children 2 sticks each. Show the children a picture. Tap of the sounds together v-a-n =van, sh -o- p=shop, ch -i-ck=chick, c- ow=cow.	Catch me out - Use a puppet to pick up a picture and deliberately say a g word wrong from the initial, middle or final phoneme. (eg cap for cat). What should puppet be saying? What should he be	Cross the river - place pictures in the middle of the river. Children stand in a line. In turn, teacher segments a word (eg shop). Child blends and picks up the picture and crosses the river. All punch the sounds together.

The order in which we teach the sounds (phonemes): Phase 2

s

Slip down
the slide.

a

Round the anchor
and down the rope.

t

Down the tree and
across the branch.

p

Down the path, up
the path and round
the pond.

i

Down the insect
and don't forget
his cap.

n

Down the nose and
over the nostril.

m

Down the mound
and over the moles.

d

Back round the
dog's body, up to
his ears and down
to his tail.

g

Go round the
gorilla and swing
from the vine.

o

Back round the
octopus.

c

Curl round
the cat.

k

Down the koala's
body, arm and leg.

ck

e

Across the shelf
and over the elf.

u

Down under the
sea, up for breath
and down again.

r

Rain down to the
ground and over
the rainbow.

h

Down the hill and
over the hedge.

b

Down the bat and
round the ball.

f

Follow down
the flamingo
and fly.

ff

l

Down the long
ladder.

ll

ss

The order in which we teach the sounds (phonemes) : Phase 3

 Jump off the jetty and don't forget your cap.	 Down the vase and up the vase.	 Down the wave and up the wave. Down the wave and up the wave.	 Cross the box and cross the box.	 Down the yo-yo, up the yo-yo and swing.	 Zip, zap, zoom!	
						
						
						

Phase 3 Overview of GPCs and Tricky Words

Phase 3	GPCs	Tricky Words
Week 1	Teach j v w	Teach he she
Week 2	Teach x y z zz	Teach we be me
Week 3	Teach qu ch sh	Teach was my
Week 4	Teach th th ng	Teach you they
Week 5	Consolidate qu ch sh th th ng	Consolidate he she we be me was my you they
Week 6	Teach ai ee	Teach her all
Week 7	Teach igh oa Teach two-syllable words	Teach are like (Phase 4)
Week 8	Teach oo oo Teach two-syllable words	Teach said when
Week 9	Teach ar or Teach two-syllable words	Teach have one
Week 10	Consolidate ai ee igh oa oo oo ar or	Consolidate her all are like said when have one
Week 11	Teach ur ow	Teach come do
Week 12	Teach oi ear Introduce pseudo words	Teach so were
Week 13	Teach air ure er Introduce pseudo words	Teach some there
Week 14	Consolidate ur ow oi ear air ure er	Teach out little what
Week 15	Consolidate as required	Consolidate Phase 3/4 Tricky Words as required

Tricky words

- ❖ Words that cannot be sounded out.
- ❖ Phase 3 tricky words:

you

my

she

he

her

they

be

we

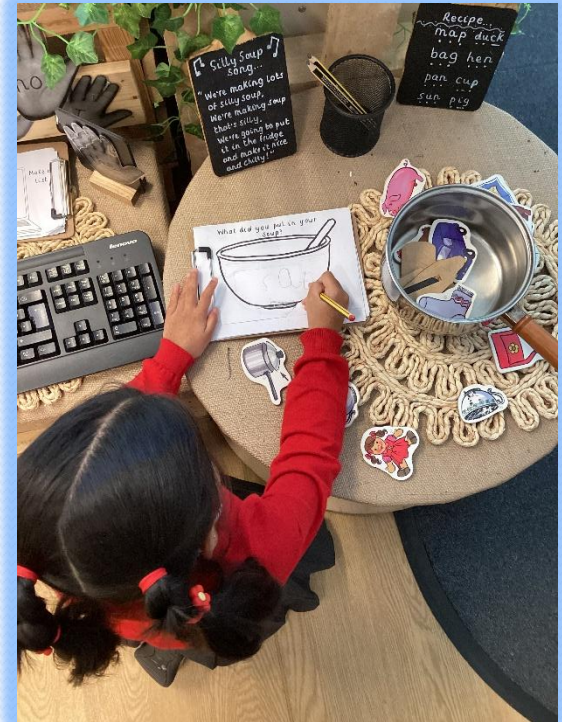
are

all

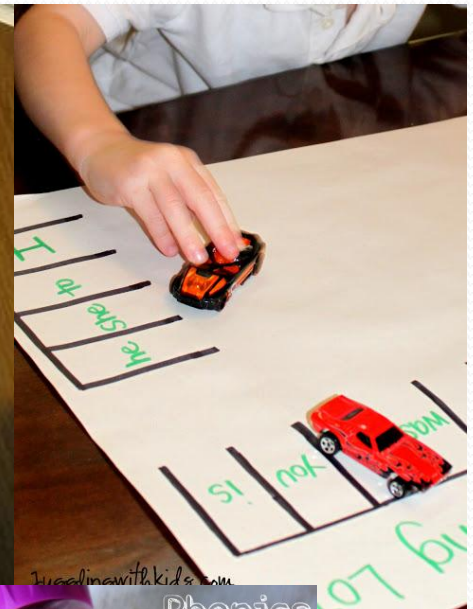
was

me

Phonics in action



Ideas for home - Blending





Fine motor skills

- ❖ Young children need to develop the muscles in their fingers before they can hold a pencil properly.



Phonics Phase 2 Video Lessons

[View more in playlist](#)[View more in playlist](#)

Phase 4 - Longer words 4

Phase 4 - Longer words 4

[View more in playlist](#)[illegible]

Useful Resources and Links

[Home](#) » [Children](#) » [Phonics at Home](#) » [Useful Resources and Links](#)

As a school we have bought into a variety of different online resources and programmes to help continue and support phonics learning and reading at home. Please check in your child's yellow folder for the login details and instructions about how to access these websites.

Click on the links below for easy access to the websites. If you have any problems please do not hesitate to ask your class teacher!



Letters and Sounds Teaching Videos

Is your child struggling on a certain sound? Watch the teaching video of that sound to reinforce and embed that learning.



Discovery Education

A bank of phonics games and videos to help the teaching and learning of phonics



Purple Mash

A full bank of games across phonics phases to help practise and embed sounds



Phonics Play

Some free games to apply and embed phonics knowledge



Alphablocks

Short videos modelling different sounds alongside reading and spelling skills



Oxford Owl

Online books for your children to access and read



BBC Bitesize

Videos and games linked with each sound



Family Learning

A bank of phonics games to play



Tricky Words Phases 2-5

Learn and practise these tricky words with your children



High Frequency Word List

Take a look and practise these high frequency words with your children

Thank you for your support

Mrs Hutchinson's email:

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Enjoy your time in class 😊