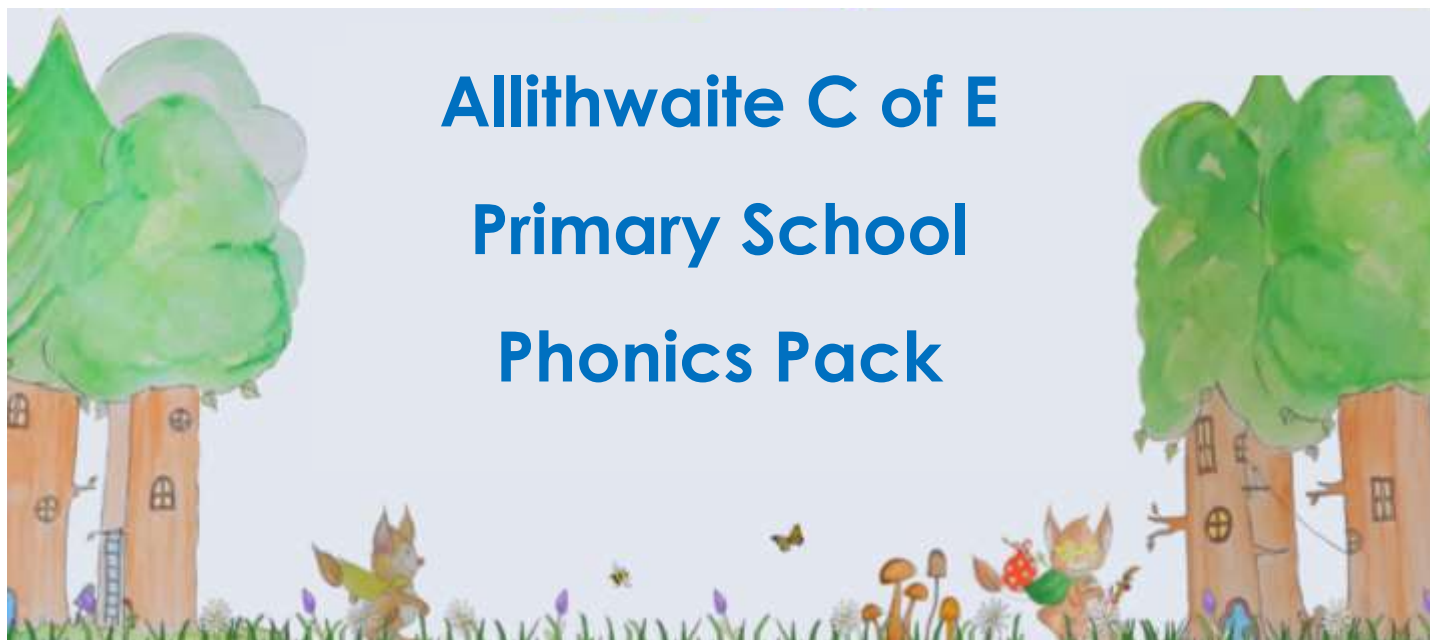


Allithwaite C of E Primary School Phonics Pack



Phonics Leads – Beckie Tebay and Lucy Stanway

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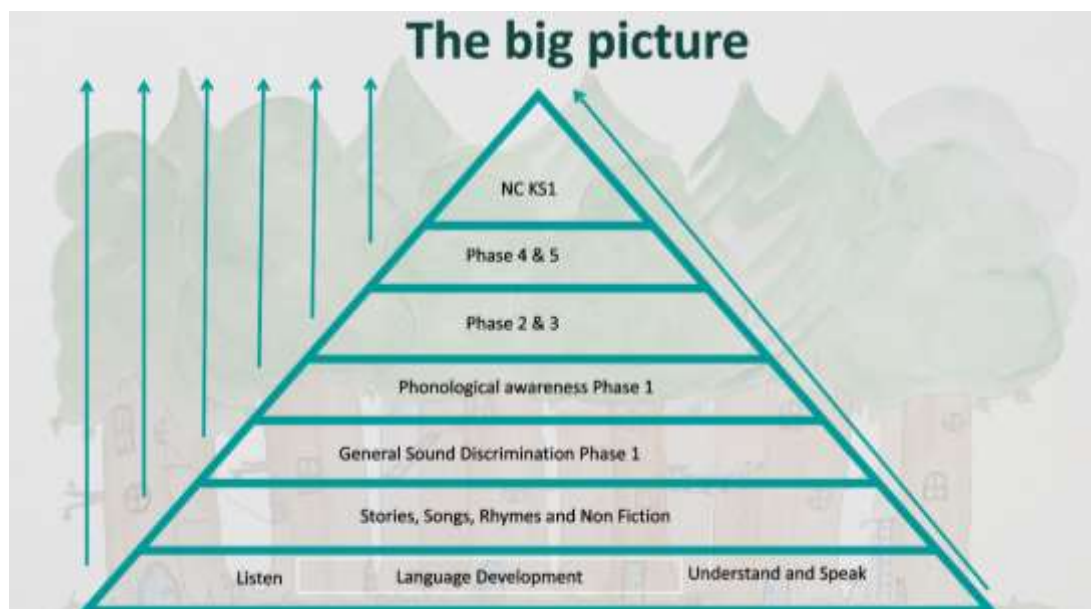
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Introduction

Phonics provides a solid foundation that enables children to become successful readers and writers. We have decided to produce a phonics pack for parents as we feel this will be a really beneficial way to offer you ideas and guidance in ways to help your child with their phonic development at home, to support what we do in school. This pack will talk you through the learning that takes place from Nursery, right through to Year 2 – please keep referring to it as your essential guide.

We hope that you find this pack useful, and enjoy completing the activities with your child, but if you have any further questions or queries, or would like additional support, please speak to your child's class teacher.

Thank you for your continued support.



Ways you can support your child at home

There are many different ways to help to support your child at home with their phonics. This pack includes all the different letters and sounds (phonemes/graphemes) that children learn at school in each Basics, and an outline of the expectations for each year group.

There are also suggestions of games to play, activities, websites and apps that you can use to support your child with recognition of different graphemes, reading and spelling.

After each group has been taught, we will send home a parent newsletter in your child's phonics book to help both support parents and your child. All of these newsletters can also be downloaded from the school website.

If you have any questions, please do ask a member of staff at the time rather than waiting until parents evening/receiving your child's report - we will be more than happy to help.

How to say the sounds

It is vital that when you are supporting your children with their phonics at home that the children are saying all the sounds correctly. This is important for their phonic development and supports each child in their reading and writing. The link below shows you how each sound should be said, and by reinforcing this at home, this will help to support their phonic development.

<http://www.youtube.com/watch?v=BqhXUW v-1s>

About the 'Supersonic Phonic Friends' (SSPF) scheme

'SSPF is divided into basics, with each basic building on the skills and knowledge of previous learning. There are no big leaps in the learning. Children have time to practise, revise, recall and rapidly expand their ability to read and spell words.

As a guide, these are the expectations for the phases that each year group will be working on. More detail on each phase is contained in this pack – please refer to the contents page.

Firm Foundations in Phonics 1 – Nursery and Reception

Basics 2 – Nursery and Reception

Basics 3 – Reception. The expectation is that the children will be secure with this phase by the end of Reception.

Basics 4 – Reception.

Basics 5 – Year 1. The expectation is that the children will be secure with this phase by the end of Year 1. Children in Year 2 will continue to work on this phase if they need it.

How we teach phonics at Allithwaite using the SSPF scheme

Children in the EYFS and Key Stage 1 follow the synthetic phonics approach, using the 'Supersonic Phonic Friends' scheme (SSPF).

Each session has lots of fast-paced activities to ensure the sessions are engaging and fun. The layout of each session is:

1. Re-cap of previously taught sounds.
2. Listen with Len – look at the pictures and listen to each word being read out loud
3. Segment with Seb and blend with Ben – segment the two pictures on the screen and blend them together.
4. See it with Sam – my turn to say the sound, our turn to say the sound followed by your turn to say the sound.
5. Learn the action and alliteration to go with the letter.
6. Segment with Seb and blend with Ben
7. Read with Rex
8. Write with Ron
9. Tricky Tess – Tess introduces the tricky words for that session
10. Nonsense Nan – Nan introduces the children to nonsense/alien words that relate to the letters they have learnt. This is good practice for the Year One Phonics Screening Test.
11. Sneaky Sid – Sid gives us a clue as to what letter we will learn in the next session.

It is an approach to teaching phonics in which sounds, (phonemes) made by individual letters or a combination of letters (graphemes), are blended and segmented to form words. Children in the EYFS also use actions to support their learning of the different sounds, for example:



Our daily phonics sessions across EYFS and Key Stage 1 are fun, involving lots of speaking, listening and games. The emphasis is on children's active participation and interactive teaching. They learn to use their phonic knowledge for reading and writing activities and in their independent play.

The full list of the actions are below:

Basics 2 Alliteration actions		
Letter	Alliteration Phase	Action
s	s s s squishy strawberry	squashing a strawberry between thumb and forefinger
a	a a a amazing apple	holding an apple and if going to bite it
t	t t t terrific tiger	hands up pretending to growl like a tiger
p	p p p perfect panda	high 5 hands, right, left, right, then both hands
i	i i i in the igloo	both hands point to the middle
n	n n n naughty nose	tap your nose
m	m m m marvellous mouse	hands like a mouse, mouse creeping up arm
d	d d d dangerous digger	pretend to drive a digger

g	g g g groovy glasses	hold onto glasses
o	o o o orange	draw an o
c	c c c crazy cake	crazy fingers hold the cake
k	k k k kind king	put a crown on your head
ck	ck ck ck pick up a sock	pretend to pick up a sock
e	e e e excellent egg	crack an egg
u	u u u under the umbrella	hold umbrella up
r	r r r rapid rocket	two hands, whoosh up
h	h h h happy hedgehog	swmiley face, drawing a smile
b	b b b bouncy bed	two fingers bouncing up and down
f	f f f feckled frog	wiggly fingers near face
l	l l l long log	pinchy fingers stretching out
ll	ll ll ll call the bell	ring the bell with one hand
ff	ff ff ff huff and puff	huff and puff
ss	ss ss ss a mess and a fuss	absolute nonsense

Basics 3 Alliteration Actions		
Letter	Alliteration Phase	Action
j	j j j juicy jam	spreading jam on toast (hand)
v	v v v vanishing van	two hands driving with large steering wheel
w	w w w wonderful web	spider climbing to top of head
x	x x x mix up six	mix with hand and then show 6 fingers

y	y y y yell, yes, yes	hands to mouth, nodding and shout, 'yes'
z	z z z zig and zag	zap with a wand in a zig zag action
zz	zz zz zz fuzzy buzz	finger and thumb together buzzing in sky
qu	qu qu qu quack quack	hand to open and shut like a duck quacking whilst waddling
ch	ch ch ch cheeky chick	bent arms opening and shutting like wings flapping
sh	sh sh sh shell on a ship	making wave action for ship floating on sea
th	th th th a moth in a bath	make a moth action with hands and thumbs
ng	ng ng ng sing with a king	crown action on head and say, 'sing a song'
ai	ai ai ai train in the rain	hold finger and thumb out to make a train shape and then rain down
ee	ee ee ee eat the sweet	opening sweet wrapper and put in mouth
igh	igh igh igh, light in the night	lightbulb moment near head – open hands near head
oa	oa oa oa toad on a boat	row a boat
oo	oo oo oo poo on the moon	waft nose with hand and say oo
oo	oo oo oo a cook book	hands out like a book and head move like reading a book

ar	ar ar ar go far in the car	small steering wheel driving car and pointing far
or	or or or corn corn corn	pretend to eat the corn
ur	ur ur ur slurp and burp	hand to mouth like burping
ow	ow ow ow a cow in town	hands making cow ears on head
oi	oi oi oi coin in the toilet	hand turning like the water in toilet going down
er	er er er answer a letter	writing a letter on hand
air	air air air hair on the chair	pointing to hair then the chair
ear	ear ear ear len's ear can hear	listening len ears
ure	ure ure ure a sure cure	injection into arm

The Characters

Each character has a different role with several of the characters featuring in every lesson. The children learn the different character names and what their role is to help support their learning.






Every character also has helpful phrases to support the children in their learning:







Turn, talk and tell.



We can hear the sounds in our words really well, we use our mats to see and spell.




Write with both/all spellings. Let's have a good look and see...which one looks the right spelling for me?




Scissor segment and a brilliant blend.


(when cutting up a word)




Give yourself a tick or fix it quick.




Let's read with speed.



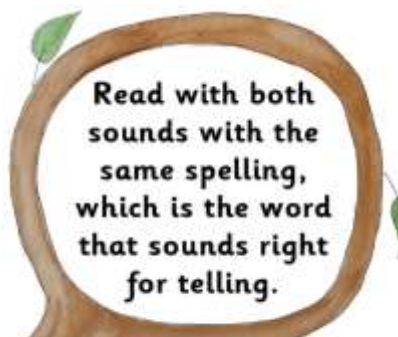
Looks the same, sounds different.



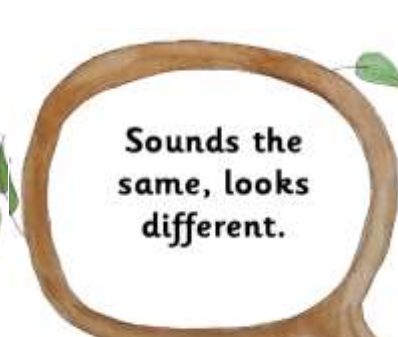
Switch it spell sounds.




It can sound like an ..., or it can sound like an



Read with both sounds with the same spelling, which is the word that sounds right for telling.



Sounds the same, looks different.



Choose to use.



SSPF Spelling mats

SSPF have created spelling mats to help support the children in their writing, not only for writing in phonics but for all subjects.

Firm Foundations: Introduction to Alliteration Sound Mats





Sam's Super Spelling Mat with Pictures: Basics 2 and 3





If you would like a copy of these mats to support your child's writing, please let a member of staff know.

Tess' tricky words

One of the characters, Tess, teaches the tricky words the children need to know for each Basics section.







If you would like a copy of these mats to support your child's writing, please let a member of staff know.

Introduction to SSPF Firm Foundations in Phonics One

Firm Foundations in Phonics One of SSPF concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Basics 2. The emphasis during Firm Foundations in Phonics One is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Firm Foundations in Phonics One is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

Aspect 1 - General sound discrimination – environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by

various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 – Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 - Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

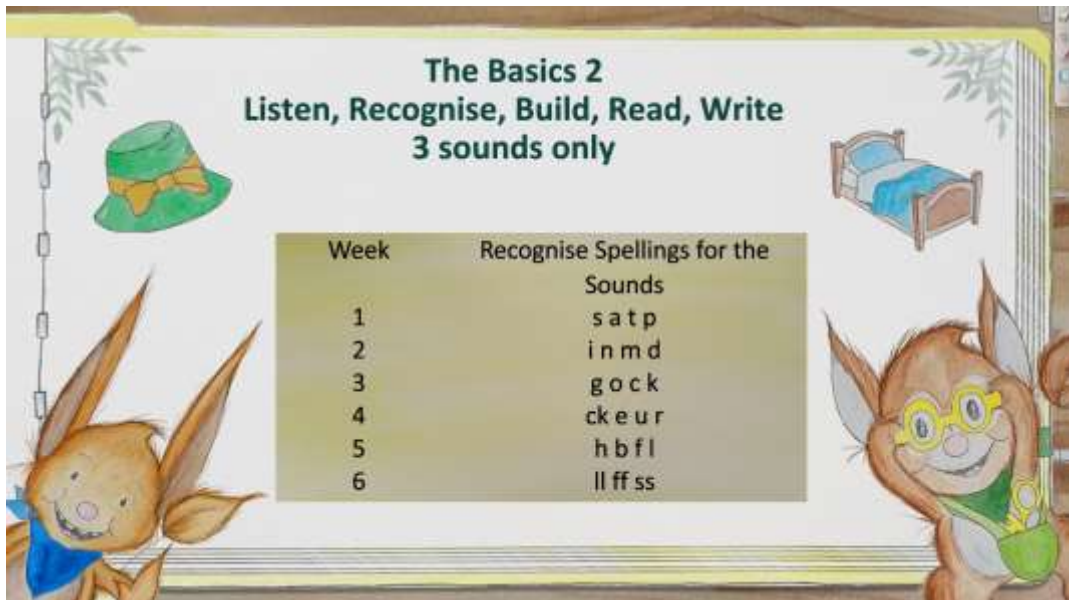
To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

Firm Foundations in Phonics 1		
General Sound Discrimination		The Strands <ul style="list-style-type: none">• Tuning into sounds (auditory discrimination)• Listening and Remembering sounds (auditory memory and sequencing)• Talking about sounds (developing vocabulary and language comprehension)
Aspect 1	Environment Sounds	
Aspect 2	Instrumental Sounds	
Aspect 3	Body Percussion	
Phonological Awareness		
Aspect 4	Rhythm and Rhyme	
Aspect 5	Alliteration	
Aspect 6	Voice Sounds	
Aspect 7	Oral Blending & Segmenting	

Basics 2

In Basics 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:



Week	Recognise Spellings for the Sounds
1	s a t p
2	i n m d
3	g o c k
4	c k e u r
5	h b f l
6	l l f f s s

The Basics two teaches children at least one spelling for the 18 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 to start to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will learn the early concepts of Choose to Use with Suze for a handful of multiple spellings for sounds. At the end of this Phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple CVC words with the 18 spellings for sounds. They will be able to read decodable texts with The Basics 2 spellings and make phonetically plausible attempts in their emerging stages of spelling in their writing journey.

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap**

from a small selection of magnetic letters.

Basics 2 Group 1

s	asp, sat, tap, pat
a	
t	
p	
Tess' tricky words	l, is

Basics 2 Group 2

i	pin, pip, sit, tip
n	pan, nap, nip, nit, net
m	map, man, mad, mat, Sam
d	dad, sad, dip, Sid
Tess' tricky words	l, is

Basics 2 Group 3

g	tag, gas, gap, pig, dig, sag, gag
o	pot, top, dog, dogs, pop
c	cap, can, cat, cod, cot, cats
k	kid, kit
Tess' tricky words	The, to

Basics 2 Group 4

ck	sack, sick, dock, pack, duck, sock
e	pen, peg, pet, egg, net, ten
u	mud, luck, sunset, sun, nut, cup
r	rat, rim, rip, ram, rug, rot
Tess' tricky words	No, go

Basics 2 Group 5

h	hop, hot, hack, hug, hum
b	bag, bat, bed, bell, bud
f	fat, fan, fig, fin, fog
l	leg, lap, lit, Len, log
Tess' tricky words	Has, his, as

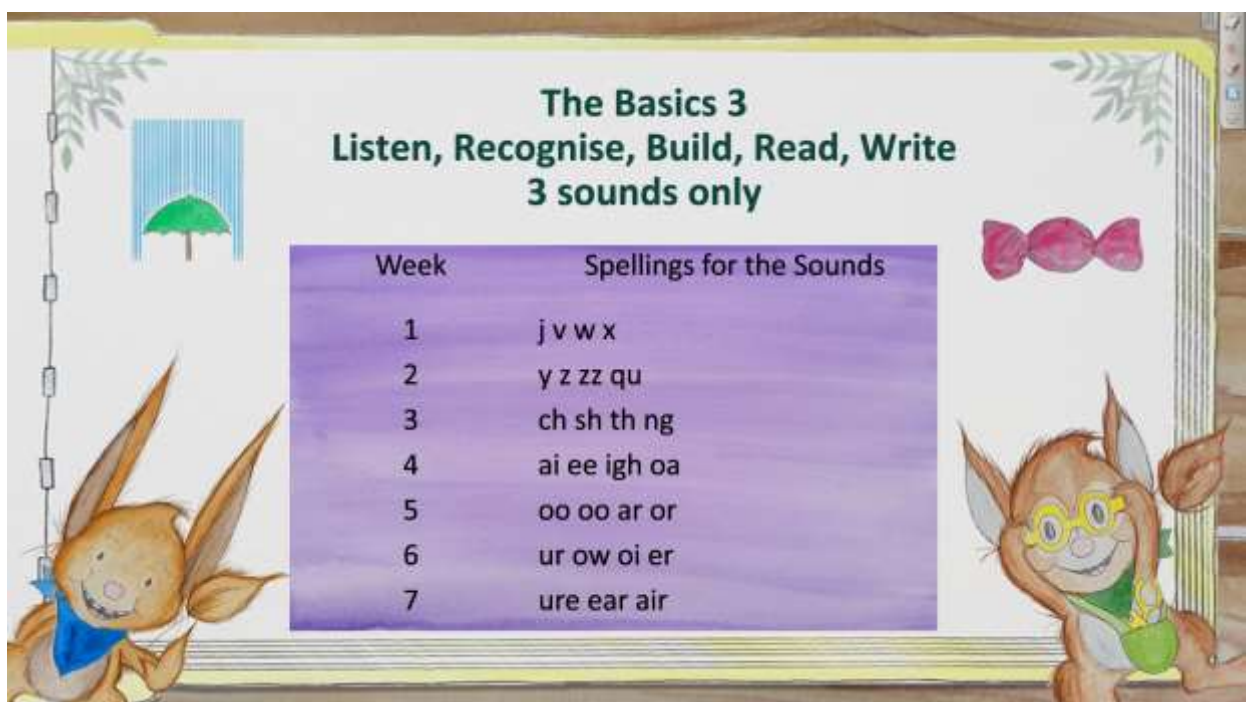
Basics 2 Group 6

ll	doll, dull, bill, bell, fill
ff	huff, puff, cuff, off
ss	kiss, mess, mass
Tess' tricky words	of, into

Basics 3

Recognise, build, read and write

The Basics 3 teaches children the spellings for the further 26 of the 44 sounds of the English language. Children will use their auditory processing and memory skills from Firm Foundations in Phonics 1 and The Basics 2 skills to continue to recognise the spellings for the sound with Sam, segment and build with Seb and Bill, read and blend with Rex and Ben and write with Ron. They will continue to learn the early concepts of Choose to Use with Suze for some further multiple spellings for sounds and an introduction to Switch it with Mitch for alternative pronunciations of spellings for sounds. Children will learn their tricky words with Tess and read nonsense words with Nan. At the end of this phase children will be able to hear up to 3 sounds in words, recognise spellings and read and write simple and complex CVC words with the 44 spellings for sounds. They will be able to read decodable texts with The Basics 2 and 3 spellings and make phonetically plausible attempts in their early stages of spelling in their writing journey.



Week	Spellings for the Sounds
1	j v w x
2	y z zz qu
3	ch sh th ng
4	ai ee igh oa
5	oo oo ar or
6	ur ow oi er
7	ure ear air

Basics 3 Group 1

j	jam, jazz, jet, jog, jacket
v	van, velvet, vet, visit, vixen
w	wag, wax, web, wicked, wig, win
x	box, exit, mix, six
Tess' tricky words	her, was, you

Basics 3 Group 2

y	yap, yell, yes, yum -yum
z and zz	zap, zip, zig-zag buzz, fizz, jazz
qu	quick, quack, quiff, quiz
Tess' tricky words	he she we me be

Basics 3 Group 3

ch	chop, chin, chess, chip, chick, rich
sh	ship, shell, shed, fish, dish, shop
th	maths, moth, thin, thick, path, bath
ng	sing, ping, pong, king, ring, gang
Tess' tricky words	they, my, by

Basics 3 Group 4

ai	rain, nail, sail, mail, jail, hail
-----------	------------------------------------

ee	sheep, bee, queen, feet
igh	fight, light, right, sign, sight, tight
oa	boat, coat, goat, soap, road, toad
Tess' tricky words	are, all

Basics 3 Group 5

oo	moon, boo, food, zoo
oo	cook, crook, book, hook
ar	farm, jar, park, card
or	torch, fort, porch, horn
Tess' tricky words	Some, come

Basics 3 Group 6

ur	surf, turn, burst, curl, turnip, burp
ow	frown, cow, owl, howl, clown, town
oi	foil, join, soil, toilet, coin
er	ladder, farmer, boxer, hammer, letter, waiter
Tess' tricky words	so, do

Basics 3 Group 7

ure	manure, pure, sure, cure
ear	beard, year, tear, hear, ear, fear
air	fair, airport, hair, chair, pair, repair
Tess' tricky words	little, out

Basics 4

Recognise, Build, Read and Write

Moving from 3 sounds (CVC) to four plus (CVCC, CCVC, CCVCC, CCCVCC) The Basics 4 teaches children to be able to hear more than 3 sounds in a word. They will continue to embed their mastery of The Basics 2 and 3 spellings for sounds in words and progress to 4, 5 and 6 sounds in a word. They will be supported by Magic Mack and Jazzy Jack who will help them hear the tricky adjacent consonants that are challenging to hear in words of more than 3 sounds. Children will learn their tricky words with Tess and read nonsense words with Nan.

At the end of the this phase, children will be able to hear more than 3 sounds in words, recognise spellings and read and write CVC, CVCC, CCVC, CCVCC, CCCVC words with the 44 spellings for sounds of the English Language. They will be able to read decodable texts with The Basics 2 and 3 spellings with adjacent consonants and make phonetically plausible attempts in their evolving stages of spelling in their writing journey.

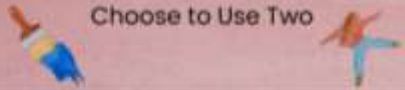
In Basics 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge:

The Basics 4
Listen, Recognise, Build, Read, Write
4 and more sounds only
No new spellings to remember

Week	Listening to more than 3 sounds in a word
1	CVCC tent camp
2	CCVC stop flag
3	CVCC roast paint
4	CCVC float brain
5	CCVCC splash
6	CCCVCC sprint

The Higher Levels of Basics 5 c and b

The Higher Levels of Phonics 5 c & b - Recognise, Build, Read and Write Choose to Use and Switch it The Higher Levels of Phonics teaches children the concept that there are more than one spelling for a sound that they can hear in a word. With the help of Choose to Use Suze, they will find out all about 'sounds the same but looks different' and cool and not so cool choose to use spelling rules for the 44 sounds of the English Language. With the help of Switch it Mitch, they will also find out all about looks the same, sounds different' and switch it spelling sounds where one spelling can make up to 2 different sounds in words. Children will learn their tricky words with Tess and read nonsense words with Nan. At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read decodable texts with The Basics to The Higher Levels spellings including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.

The Higher Levels Choose to Use Spellings		Tricky Words
Group 1 Choose to Use Two 	ai and ay	their people Mr Mrs
	ee and ea	
	igh and ie	
	oa and oe	
	oo and ue	
Group 2 Choose to Use – Split digraph 	ai ay and a_e	Oh these friend asked
	ee ea and e_e	
	igh ie and i_e	
	oa oe and o_e	
	oo and ue and u_e	
Group 3 Choose to Use Two 	ai and oy	where today once
	ur and ir	
	ow and ou	
	or and aw	
	w and wh	

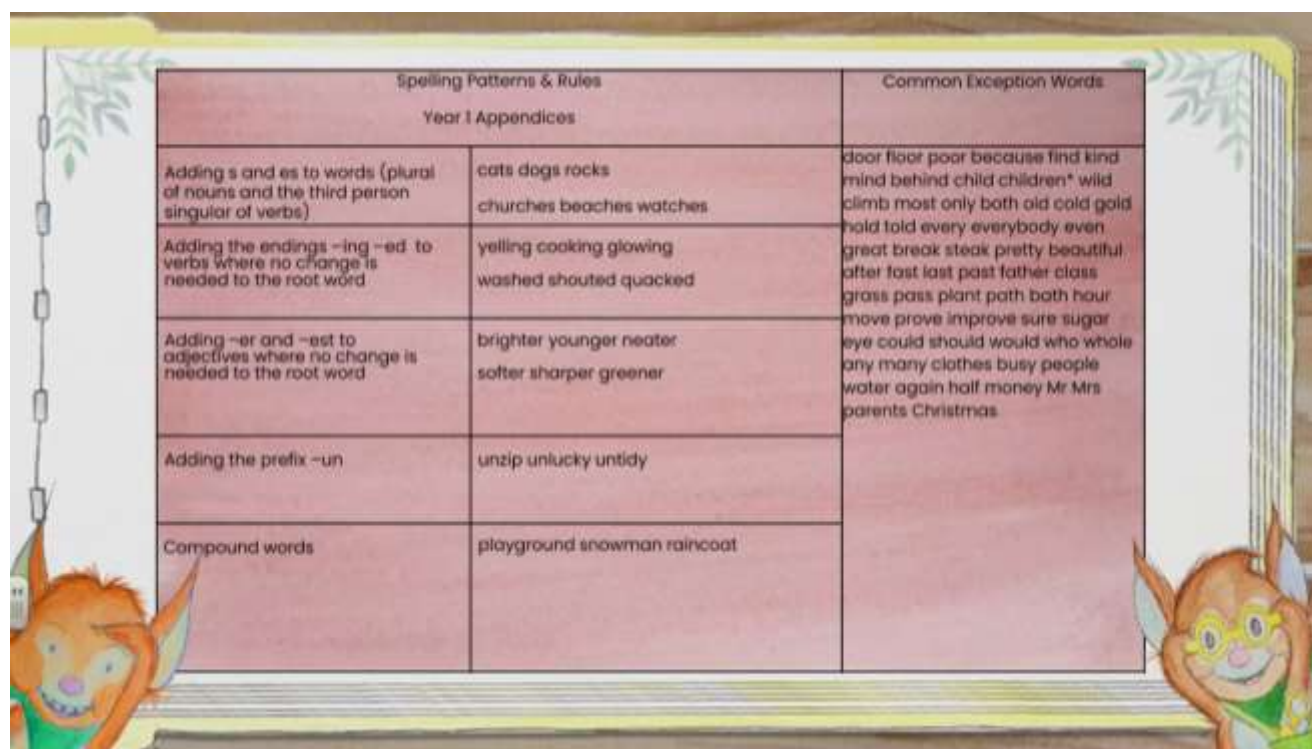
The Higher Levels		Tricky Words
Choose to Use Spellings		
Group 4	air and are	could should would called
Choose to Use Two & Three  	n and kn	
	r and wr	
	f and ff and ph	
	or aw and au	
Group 5	n kn and gn	looked son says want
Choose to Use Three and Four   	or aw au and ore	
	ee ea e_e and ey	
	ee ea e_e ey and y	
	oo ue u_e and ew	
Group 6	air, are and ear	after half only with
Choose to Use   	ur, lr and or	
	ch and tch	
	j and dge	
	ur, lr, or and er	

The Higher Levels		Tricky Words
Switch it Spell Sounds		
Group 1	i	does goes tall call small laughed
Switch It 	o	
	c	
	g	
Group 2	u	why over above live please
Switch It 	ow	
	ie	
	ea	
Group 3	a	water because break work
Switch It 	a	
	ou	
	o	
Group 4	y	who any many move eye
Switch It 	y	
	ch	
	ch	
	ou	

Year Two – Spelling Rules and Appendices

Suze's Spelling Rules & Patterns

Sue's Spelling Rules & Patterns will teach children very specific spelling rules, adding prefixes and suffixes, adding ending to words such as plurals and ing, ed, er, est and compound words. They will also learn some further rarer choose to use spellings for the 44 sounds of the English Language. Children will learn their tricky words with Tess. At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read texts with The Basics to The Higher Levels spellings, spelling patterns and rules including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.



Spelling Patterns & Rules Year 1 Appendices		Common Exception Words
Adding s and es to words (plural of nouns and the third person singular of verbs)	cats dogs rocks churches beaches watches	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path both hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
Adding the endings -ing -ed to verbs where no change is needed to the root word	yelling cooking glowing washed shouted quacked	
Adding -er and -est to adjectives where no change is needed to the root word	brighter younger neater softer sharper greener	
Adding the prefix -un	unzip unlucky untidy	
Compound words	playground snowman raincoat	

Spelling Patterns & Rules Year 2 Appendices		Common Exception Words
Adding -es to nouns and verbs ending in -y	ladies babies countries	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class
Adding -ed -ing -er and -est to a root word ending in -y with a consonant before it.	studying drying flying carried hurried married cheekier dirtier sunnier craziest thirstiest angriest	grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
Adding the endings -ing -ed -er -est and -y to words ending in -e with a consonant before it	baked cycled phoned loving joking gluing juicy shiny lazy cuter braver wider largest wisest finest	
Adding -ing -ed -er -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	yapped clapped shopped running wrapping gripping sunny funny snappy sadder dimmer winner swimmer thinnest fittest flattest	
The suffixes -less -ness -ment -ful and -ly	homeless fearless speechless sadness kindness madness payment assessment enjoyment playful joyful helpful kindly bravely brightly	


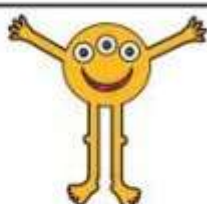
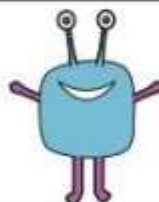

Spelling Patterns & Rules Year 2 Appendices		Common Exception Words Year
The /i/ or /ei/ sound spelt -ie at the end of words	table apple bottle little	door floor poor because find kind mind behind child children* wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas
The /i/ or /ei/ sound spelt -el at the end of words	easel jewel travel tunnel	
The /i/ or /ei/ sound spelt -al at the end of words	pedal medical animal arrival	
Words ending -il	pencil fossil nostril pupil	
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y /dʒe/ge	badge hedge bridge	
The /ɔ:/ sound spelt a before l and ll /a/ as in /or/	talk call ball tall	
The /ɔ:/ sound spelt ar after w /ar/ as in /or/	swarm warm reward award	
The /z/ sound spelt s /s/ as in /th/	treasure television casual	

Spelling Patterns & Rules Year 2 Appendices		Common Exception Words Year
Words ending in -tion	fiction motion national section	door floor poor because find kind mind behind child
Contractions	can't didn't hasn't couldn't it's I	children* wild climb most only both old cold gold hold told
The possessive apostrophe (singular nouns)	Harry's farmer's the man's the table's	every everybody even great break steak pretty beautiful after fast last past father class
Homophones and near-homophones	there/their/they're here/hear quite/quiet see/sea bare/bear one/won sun/son to/too/two, be/bee blue/blew night/knight	grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas

Year 1 Phonics Screening Test (Summer Term)

The National phonics screening check is a statutory assessment that was introduced in 2012 for all Year 1 pupils and is a quick and easy check of your child's phonics knowledge. It comprises of a list of 40 words and is taken in June of each year. **The date is determined by the DFE and the test must be undertaken within the one-week timeframe.** The words in the test are a mixture of words the children will see in their phonics lessons and in their reading books and some words will be 'nonsense' or 'alien words.' These words are made up words where different phonic sounds are put together.

The test assesses the phonic skills of segmenting and blending and the knowledge of sounds learned through EYFS and Year 1. The check is very similar to tasks the children already complete during phonics lessons.

in	ot 
at	vap 
beg	osk 
sum	ect 

Phonics Websites

http://www.familylearning.org.uk/phonics_games.html www.phonicsplay.co.uk

<http://www.bbc.co.uk/bitesize/ks1/literacy/> [http://www.bbc.co.uk/schools/words and pictures/phonics](http://www.bbc.co.uk/schools/words_and_pictures/phonics) <http://www.topmarks.co.uk/interactive.aspx?cat=40>

<http://www.galacticphonics.com> <http://www.communication4all.co.uk/HomePage.htm>

<http://www.crickweb.co.uk/> <http://www.oxfordowl.co.uk/Reading/>

You tube: Articulation of phonemes:

- <http://www.youtube.com/watch?v=4Xv86tGhyPI>

Phonics Apps

Paid Apps

Ladybird I'm ready for phonics Hairy letters

Mr Thorne does phonics

I-spy phonics word wizard

Teach your monster to read (look out for the promotion of a free download!)

Free Apps

Word wonderland primary

Abc phonics rhyming words

train Phonics with letter lilies

Both – Paid/Free

Simplex spelling phonics

Games you can play

Try some of these games with your child either indoors or outdoors, however your child likes to learn. Be inventive –if you find a way that works well for your child, share it with us – it could help someone else's child too. At the back of the pack there are grapheme cards that link to phases 2-5. Please cut them up or photocopy and cut them up – use them to play some of the games suggested, or some of your own games.

I spy – Say the rhyme 'I spy with my little eye something beginning with _____ allow your child plenty of opportunities to guess what you have chosen, for example, 'something beginning with t' could be a tree, toy, tent or train. You can extend this game to something containing an 'oa' sound e.g. soap, coat. Or try sounding out words for them to blend e.g. 'I spy with my little eye, ac...u...p'

Point out print everywhere - Talk about the written words you see in the world around you. Ask your child to find familiar words in their environments and sounds within words. See if they can read simple words on signs or shops on each outing. Give your child a shopping list when you go shopping
– can they find the 'j....a...m'?

Making dough graphemes – use play dough or home made dough to make different letters/graphemes. This is a fun way to help them to recognise different graphemes, whilst also helping to develop the fine motor muscles that are essential for writing. You could add scent, texture or colour to your dough by adding food colouring, ginger, peppermint oil, dried oats or rice.

Children love the 'dough disco' activities – try them yourself at home– just google 'dough disco by Shonette Bason'

Playing with words – Encourage your child to sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip. We sometimes play a game at school called 'Full Circle', where you change one letter in each word until you get back to the word you started with eg **sat**- pat-pan-pin-tin-tan-tap-sap-**sat**.

Create a book together - Fold pieces of paper in half and staple them to make a book. Ask your child to write words, captions or sentences on each page and add his or her own illustrations.

Oral Blending games:

Robotic talking - Words are made up from sounds and children need to be able to hear these sounds individually. Sometimes when you are playing you can say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (pee-eye-gee). For example, pass that p-i-g to me. Sit d-ow-n. Point to your t-ee-th. Hop like a f-r-o-g. As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves?

Give your child instructions through everyday conversation e.g. 'Please can you put this in the b..i...n?'

We also use 'phonic fingers' when blending and segmenting sounds in words – using one hand, put up one finger at a time as you say each phoneme, e.g. 'c...a...t' and 'ch...ur...ch' would be 3 fingers each, whereas 'f...r...o...g' would be 4 fingers.

Phoneme/Grapheme recognition games

Looking for letters/graphemes – Ask your child to look for letters/graphemes whilst you are out and about. Can they find letters/graphemes from their own name, letters/graphemes they have learnt in school or letters/graphemes in specific words?

Fast letter/grapheme sorting - You will need:

A large piece of paper with three hoops drawn on.

12 small pieces of card with letters/graphemes written on. (4 sets of 3 letters)

Choose 3 sets of letters/graphemes – 2 which the child knows and one new one. Spread the letter/grapheme tiles out on the table making sure they are all the correct way up. Encourage your child to sort the letters into the correct hoop using both hands, saying each letter/grapheme/phoneme as they move it.

Letter/grapheme discrimination - You will need: A 3x3 grid.

Write the letter/grapheme you are learning with your child onto half of the spaces (for example c). Fill the rest with other letters/graphemes. Ask your child to cover all the 'c's with a counter as quick as they can, or all the 'oa's.

Ladder letters

You will need: a ladder drawn out.

Make a pile of letter/grapheme/ word tiles (use a mixture of known and new letters/graphemes/words). Place a counter at the bottom of the ladder and move up a rung for every letter/grapheme/word they can read correctly. This game can be changed to covering spots on a ladybird, petals on a flower – go with your child's interests if possible.

Letter/grapheme bingo. You will need: A 3x3 grid for each player and counters or coins.

Write some of the letters/graphemes into the spaces on each card, making each card slightly different. The 'bingo caller' says each letter/grapheme in turn and the players cover the letter/grapheme up. The winner is first to fill their board. To make this game easier for new readers, show them the letter/grapheme for them to match.

You could also play this game to practise learning words; You will need: A board for each player and counters or coins, the list of words your child is currently learning, for example their spelling list. Write some of the words into the spaces on each card, making each card slightly different. The 'bingo caller' says each word in turn and the players cover the words up. The winner is first to fill their board. To make this game easier for new readers, show them the word for them to match.

Matching pairs – You will need: Small pieces of card or paper with the words or graphemes your child is currently learning written on each. Each word or grapheme will need to be written twice so you can search for a matching pair. Turn all the cards face down on the table. And take turns to turn over two. When a matching pair is found that player can keep them. The winner is the person with the most pairs at the end of the game.

Snap - Make a set of cards with the words or graphemes your child is learning written on. Ensure that each word or grapheme is written on two separate cards. Shuffle up the cards and share them out. Each player takes turns to turn over their card, put it down and read the word/say the grapheme. If it matches the previous card played, the first person to notice shouts 'snap!' and wins the pile. This game is best used to practise words or graphemes your child knows fairly well, rather than new ones, as it's quite fast-paced.

Once your child knows a word or grapheme reliably, you can take it out of the current pack of cards and bring in a new word or grapheme. Every so often, play a game with the 'old' cards, so that your child doesn't forget them.

Word/grapheme hunts – place cards with graphemes/words around the house or in the garden. Ask your child to find the card with 'the' on or the grapheme 'sh'. To simplify this you could show them a word card or grapheme and ask them to find the one that matches.

Phoneme frames and sound buttons - can also help children to identify the phonemes/graphemes in words and support blending to read and segmenting to spell.

A phoneme frame looks like this;



Sound buttons work in a similar way – a button is put under each grapheme in a word and as you touch the button, you say the phoneme – this then helps you to blend through all the sounds and read the word. For example,



What do the Phonics terms mean?

Phoneme: The smallest unit of sound in a word, e.g. c/a/t, sh/o/p, t/ea/ch/er.

Grapheme: A letter or group of letters representing one sound, e.g. s, t, p, ch, ee, ai, igh, ear

Digraph: Two letters which together make one sound, e.g. sh, ch, ee, ph, oa.

Split digraph: Two letters, which work as a pair, split, to represent one sound, e.g. a-e as in cake, or i-e as in kite.

Trigraph: three letters which together make one sound but cannot be separated into smaller phonemes, e.g. 'igh' as in light, 'ear' as in heard, 'tch' as in watch.

Segmenting: means hearing the individual phonemes within a word – for instance the word 'crash' consists of four phonemes: 'c – r – a – sh'. In order to spell this word, a child must segment it into its component phonemes and choose a grapheme to represent each phoneme.

Blending: means merging the individual phonemes together to pronounce a word. In order to read an unfamiliar word, a child must recognise ('sound out') each grapheme, not each letter (e.g. 'th-i-n' not 't-h-i-n'), and then merge the phonemes together to make the word.

Adjacent consonants: two or three letters with discrete sounds, which are blended together e.g. str, cr, tr, gr. (previously consonant clusters).