

Dear Parents,

Your child has brought home a tub of phonics and a plastic wallet of rainbow words for you to share with your child.

The rainbow words are also known as 'tricky words', these are words which cannot be sounded out or spelt correctly by listening for the sounds in them and so need to be learnt off by heart.

We have also attached several information sheets which you may find useful, one describes the order of phonic teaching at school and the second explains some of the terms that teachers use when talking about and teaching phonics.

Up to now the children have been working within Phase 1 of the Letters and Sounds programme, taking part in activities and games which support the development of children's speaking and listening skills, these also help to lay the foundations for phonic work which your child is now starting with Phase 2.

Your child will really benefit from daily practice with these phonemes (sounds) and here are some games you could play at home:

- Place all cards face down and take it in turn to reveal a phoneme and say it's sound
- Use the cards to make and spell simple 3 letter words (cvc words) e.g. pin, sat, pat, pit
- Say one of the phonemes and see if your child can find the correct card

Take care to say the phonemes carefully so that it doesn't include an 'uh' so you would say ssss rather than 'suh'. If the sound isn't pure it can make it much harder for your child to blend and segment words when reading and spelling.

Due to current Covid requirements these tubs and plastic wallets are to be kept at home for daily practise rather than being brought into school daily as we have done in previous years. New phonemes will be sent home on a regular basis.

Daily practise need only be short and most of all it is meant to be fun!

Please feel free to ask any questions.

Class 1 Team

Here is the order in which the letters are taught, and the phases:-

Phase 1

- 1) tuning in to sounds
- 2) listening and remembering sounds
- 3) talking about sounds
(so basically being aware that words are made of graphemes and phonemes).
- 4) orally sounding out words to identify and spell them.
- 5) Hearing words that start and end with the same sounds.

Phase 2

Learning which letter makes which sound (one set taught per week):

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

Phase 3

Set 6: j v w x

Set 7: y z, zz qu

ch, sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er

Phase 4

No new graphemes

Practising all the graphemes and blending them together to make words.

This phase includes learning to read and spell longer words.

Phase 5

New graphemes:

ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw)

wh (when) ph (photo) ew (new) oe (toe) au (Paul)

Split digraphs (where the sound is split by another letter)

a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)

New pronunciations for known letters:

i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread), er (farmer, her),

a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you).

EYFS/KS1 Phonics Glossary

Introduction to Phonics

The way children are taught to read, write and spell in schools today is called phonics or sometimes 'letters and sounds.' This guide tells you about some of the terms you may hear teachers use when talking about phonics or how your child is making progress in Literacy. There are also some top tips to help your child with phonics at home.

Word	What Does It Mean?
blend	Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.
consonant	Most letters of the alphabet (excluding the vowels: a,e,i,o,u).
CVC words	<p>Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).</p> <p>Other similar abbreviations include:</p> <ul style="list-style-type: none"> • VC words e.g. on, is, it. • CCVC words e.g. trap and black. • CVCC words e.g. milk and fast.
digraph	<p>Two letters which together make one sound e.g. ee, oa, ea, ch, ay.</p> <p>There are different types of digraph:</p> <ul style="list-style-type: none"> • Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; boat or day. • Consonant digraph: two consonants which can go together, for example shop or thin. • Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.
grapheme	Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.

Word

What Does It Mean?

letters and sounds

A Government document detailing the teaching of phonics. There are 6 phases described:

- **Phase 1:** This is split into 7 aspects, which focus on hearing and talking about environmental sounds and letter sounds.
- **Phase 2:** Learning 19 letters of the alphabet, along with the first 5 'tricky words and using them to read and spell simple words and captions'.
- **Phase 3:** Learning the remaining letters of the alphabet, some 2 and 3 letter digraphs, along with the next set of 'tricky words'. Reading and writing captions and sentences.
- **Phase 4:** Learning to blend and segment longer words, including words with adjacent consonants and more than one syllable. Reading and writing using these and the next 'tricky words', within sentences.
- **Phase 5:** Learning alternative spellings and pronunciations for phonemes, including their common usage within words. Reading and writing using these and the next 'tricky words', within sentences.
- **Phase 6:** Learning longer words and spelling rules. Children may work from another document from this point, called 'Support for Spelling'.

phoneme

A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.

Top Tip!

When starting phonics, avoid using the letter names (see, ay, tee etc) and use the sounds instead (c, a, t)! This will help your child with spelling and recognising letter sounds when reading. Letter names can be introduced more gradually.

phonics

Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.

pure sound

Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'

Top Tip!

It is tricky to say some sounds without the 'uh' sound at the end – like b, d, v and g! Try to emphasise the main letter sound when talking about these letter sounds. Some are easier to say by dragging the sound out e.g. fffff rather than 'fuh' or mmmmm rather than 'muh.'

Word	What Does It Mean?
segment	<p>This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.</p> <p>Top Tip! Play word games with your child that encourage them to build words and recognise individual sounds in words e.g. word jigsaw puzzles, Hangman style games, I-Spy and making collections of objects that contain the same letter sounds at either the beginning, middle or end.</p>
tricky words	<p>Words that are difficult to sound out e.g. said, the, because.</p> <p>Top Tip! Have some tricky word flashcards around and use them to practise reading and word recognition.</p>
trigraph	<p>Three letters which go together make one sound e.g. ear, air, igh, dge, tch.</p>
vowel	<p>The letters a, e, i, o, u.</p>