

Phonics Information

Children are taught to read, write and spell using phonics. At Verwood First School and Nursery, we teach the Read, Write Inc scheme which has proved to be very successful. As you are aware, schools have been shut to many pupils for several weeks now, and we are mindful that they are not getting the school education that they should be receiving. Many of you have been doing lots at home, and I have put together this document to assist you over the next few weeks with more phonic ideas before all children return in September.

This document has a range of ways you can support your child.

Activities

Remember these activities are just some ideas that you could use to support home learning.

- **Flashcards** - These can have the sounds that your child has learnt or they are currently learning. Hold up the flashcard and ask your child to read the sound out loud. Then, think about words that the sound is in. This activity can be done little and often to support their learning.

For example:

ai ai as in rain (r / ai / n)

- **Magnetic Letters** - children can practise using these to make words and this does not have to be done on a magnetic surface (a table will work just as well).
For example: What words can you create with these letters? m a s t d t i n
sat (s / a / t) mad (m / a / d) nit (n / i / t) sit (s / i / t)
- **Letter Cards** - children can use the letter cards to make different words (similar to the magnetic letter activity). These cards can include phonemes (smallest unit of sound) children have already learnt.
- **Yes/No** - show the children different sounds and read a specific sound out loud. You can then ask the child to choose the correct sound (they could run to it; point to it; or hold up the correct sound).
For example: Run to the card which shows the correct initial (first) sound for stop (s / t / o / p)?

s	t
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Phonics Scavenger Hunt - show the children a specific sound and ask them to find an object which begins with that phoneme. **For example:**

Phoneme (smallest unit of sound)	Example of an object:
p	pot
	pan
	pasta
	pin

Extension - ask the children to sound out the name of the object they have found and try to write it out. Discuss the phonemes which make up the word.

Pan = p / a / n

The word pan is made up from 3 phonemes.

Pot = p / o / t

The word pot is made up from 3 phonemes.

Please challenge with harder sounds from set 2 or set 3.

- **Sound Buttons** - this is when a word is broken into its phonemes a button is placed underneath each phoneme. Then, when the button is touched (pressed), the sound that grapheme (the letters used to represent the sound) makes is made out loud. You can do this at home by placing buttons (physical objects or dots) underneath the phonemes in a word. When the button is touched (pressed), the child must make the phoneme.

For example:

The word sip is made up from 3 phonemes and these are s / i / p.

Therefore, a sound button is put underneath each of these.



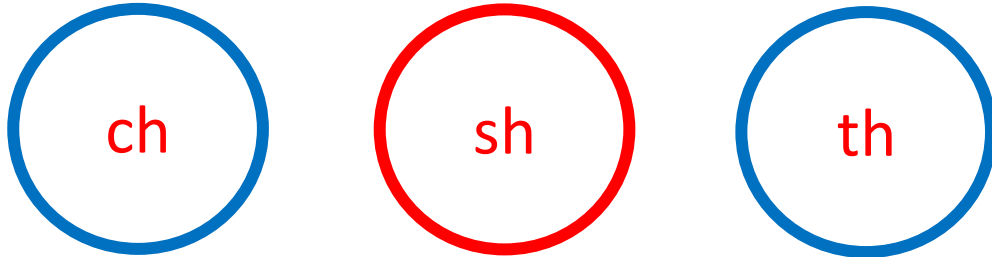
The word rocker is made up from 4 phonemes and these are r / o / ck / er.

Therefore, a sound button is put under each of these. Discuss with the children that the word letter is made up from two digraphs (two letters joined together to create one sound) and these are ck and er.



Phoneme Hoops - place hoops on the floor with specific phonemes inside them. As the children bounce through the hoop, they shout out the phoneme that is in the hoop.

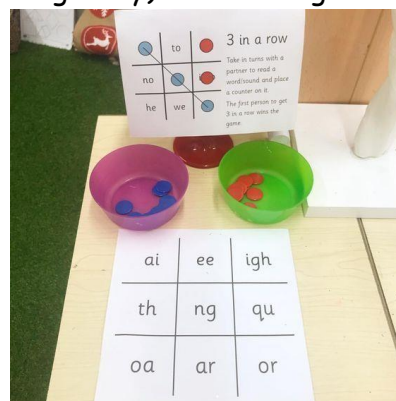
For example:



- **Phonic Towers** - on a range of building blocks stick on different phonemes (either phonemes your child has learnt or ones they are currently learning). Ask your child to sound out the phonemes and build words using the towers (these could be words starting with a specific phoneme or words of their own choice). **For example:**

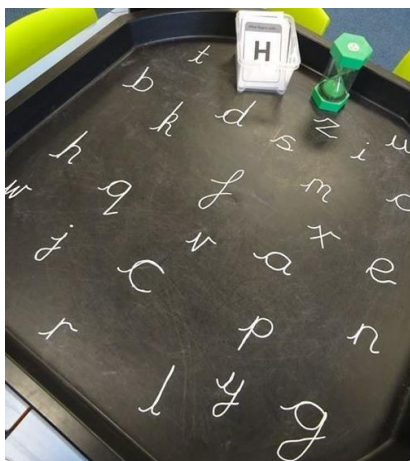


- **Phonic 3 in a row** - create a 3 x 3 grid with 9 phonemes on it and provide 2 sets of counters. Each player takes it in turn to place a counter on a phoneme in the grid and say the phoneme out loud. The aim is to get 3 counters in a row (horizontally, vertically or diagonally) to win the game! **For example:**

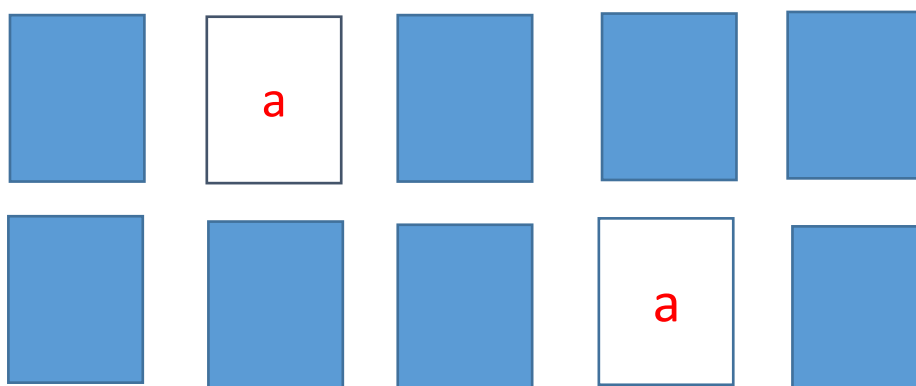


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Letter Matching - place a range of phonemes down in one area (this could be: cards on a table; letters in chalk on the floor; cards on the floor; etc). Then, have a separate pack of phonemes ready. Challenge your child to match as many of the cards as they can in 3 minutes. Remind them they must say the phoneme out loud before they match the card. **For example:**



- **Memory Tiles** - for this activity you will need two sets of phoneme cards (e.g 2 a, 2 s, 2 f ...). Place the cards face down on the floor and ask your child to turn over two phoneme cards at a time (remind them to read them both out loud). If they match, they can keep the pair of phoneme cards. However, if they are not the same they must turn them back over and try again until all the tiles have been put into pairs. **For example:**



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Sensory Writing Tray - for this activity, you will need a tray and something to fill it with (e.g. beads, sand, playdough ...). Provide your child with a set of phonemes and ask them to pull out a phoneme card. They must then write the phoneme card in the tray. They can do this using their finger to write in the mixture or create the phoneme using counters (or any other resource). **For example:**



- **Phonics Washing** - write out the phonemes your child has been learning in chalk on a washable surface. Your child must read the phoneme aloud and then rub it off using water (a sponge may be useful for this activity!). **For example:**



- **Phonics Washing Line** - create different words on separate bits of paper and attach them to a washing line (or a piece of string across a room) with clothes pegs. Then, label different baskets (or boxes, trays, etc) with those phonemes. Ask your child to read the word using their phonic knowledge and then place it in the correct basket. You could ask them to match the initial sound (e.g. **t** / r / ai / n would go in the 't' basket.) or you could ask them to match the digraph/trigraph in the word (e.g. t / r / **ai** / n would go in the 'ai' basket.) **For example:**



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Phoneme Hunt - around your home (or garden) hide different phonemes. Ask your child to go and find all the phonemes and bring them back to you. Once they have done this, ask them to read through each of them and think of words which use them.

For example:



- **Alphabet Sound Jump** - in an outside area, write down the phonemes your child has been learning on the floor. As your child bounces through the phonemes, they need to shout them out. To extend this further, ask your child to sound out and spell different words as they jump through the phonemes. **For example:**



- **Playdough Writing** - for this activity, you will need some play dough. Provide your child with a set of phonemes and ask them to pull out a phoneme card. Once they have done this, they must make the phoneme using the play dough. **For example:**



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Sensory Tray – fill a tray so it almost reaches the top (you could use: sand, flour, strips of paper, beads, ...). Hide a set of phonemes in the tray (these could be: cards, magnetic letters, foam letters, etc) and ask them to search for the cards. They must read the phoneme card as they bring it out of the tray. **For example:**



- **Phonics sorting** – create 3 areas in a room and label the areas with 3 different phonemes. Then, in the middle of the room place different objects which begin with that phoneme. Ask your child to sort them out and put them in the correct area of the room. Every time they put an object with the correct phoneme, they must sound out the phoneme. This activity can also be done using baskets, bowls or hoops.

For example:



Online Learning support

<https://www.phonicsplay.co.uk/>

https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIq9GdxtQ

Please don't feel under any pressure to implement any of these activities, as many of you may not have the resources. These are just some ideas to inspire you on days when you have nothing planned or when it's rainy!

I hope you and your families have a wonderful and safe summer, and we look forward to welcoming you all back in September.

Best regards

Mrs Rebecca Boyle *Phonics Lead*

Set 1 sounds

m a s d t i n p g o c k u b f
e l h sh r j v y w th z ch q x
ng nk

Set 2 sounds

ay ee igh ow oo oo ar or air ir ou
oy

Set 3 sounds

a-e ea i-e o-e u-e aw are ur er ow
oi ai oa ew ire ear ure tious tion



Glossary

With Phonics, there are lots of terms used to discuss different things. This is a glossary to support your child's home learning with phonics. Also, it contains a range of terms you may come across and examples of these in practise.

Term	Definition
Blend / Blending	<p>Blending is when the individual sounds which make up a word are said and merged together to say the word. Blending is a term used in reading.</p> <p>For example: The phonemes in train are t / r / ai / n and they blend together to say the word train.</p>
Consonant	<p>Consonants are most of the alphabet - excluding the vowels. A consonant is a sound which is made by blocking the way the air flows out of the mouth using: the mouth; the teeth; the tongue; the lips; or the palate.</p>
Consonant Blend	<p>A consonant blend is when two or three consonants are next to each other in a word (they are not separated by a vowel). They make a consonant sound when said aloud. These are <u>different</u> to digraphs because you can still hear each individual phoneme.</p> <p>For example:</p> <p>t + r = tr train d + r = dr drip s + t - st stop t + h + r = thr thread</p>

<p>CVC Words</p>	<p>CVC word is a shortened way of talking about words which are made up using consonant/vowel/consonant.</p> <p>For example: cat (c / a / t) dog (d / o / g) pen (p / e / n) pin (p / i / n)</p> <p>This abbreviation system is also used for: VC Words - vowel/consonant</p>
	<p>For example: on (o / n) at (a / t) is (i / s)</p> <p>CCVC Words - consonant/consonant/vowel/consonant</p> <p>For example: Trap (t / r / a / p) scan (s / c / a / n)</p> <p>CVCC Words - consonant/vowel/consonant/consonant</p> <p>For example: Milk (m / i / l / k) fast (f / a / s / t)</p>
<p>Decode/Decoding</p>	<p>Decoding is when the words in a text can be read and spoken out loud. The term decoding is only describing the reading of the word and not whether it has been understood (that is comprehension).</p>
<p>Digraph</p>	<p>A digraph is when two letters join together to make one sound. For example: ai rain (r / <u>ai</u> / n) oo book (b / <u>oo</u> / k) ch chop (<u>ch</u> / o / p) ay day (d / <u>ay</u>)</p> <p>See also - split digraph</p>

<p>Grapheme</p>	<p>A grapheme is the name for the written letters or group of letters which are used to represent a single sound (phoneme).</p> <p>For example:</p> <p>a p <u>sh</u> <u>air</u> <u>ck</u></p> <p>The word lair is made up from 2 phonemes and these are l / <u>air</u>.</p> <p>The word drink is made up from 5 phonemes and these are d / r / i / n / k.</p>
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<p>Phoneme</p>	<p>A phoneme is the smallest unit of sound within a word. There are approximately 44 phonemes in the English Language (the exact number depends on the accent and region).</p> <p>Examples of phonemes:</p> <p>Dog - This word is made up of 3 phonemes: d / o / g.</p> <p>Tree - This word is made up of 3 phonemes: t / r / <u>ee</u>.</p> <p>Light - This word is made up of 3 phonemes: l / <u>igh</u> / t.</p>
<p>Segment / Segmenting</p>	<p>Segmenting is where you split the word into its individual sound and this is used in spelling and writing.</p>

<p>Split Digraph</p>	<p>A split digraph is where two letters are used to make one sound but they are separated within the word.</p>
	<p>For example:</p> <p>cake a-e pine i-e hope o-e</p> <p>The split digraphs are an alternative way to make a long vowel sound.</p> <p>a-e e- e, i-e o-e u-e</p> <p>This is why a split digraph used to be known as the 'magic e'.</p> <p>For example: When you add an e to the word tap, it creates a split digraph and the word becomes tape.</p>
<p>Tricky Words</p>	<p>These are words which you cannot use phonics to sound out as they do not follow phoneme/grapheme correspondence. In each phase, the children will be introduced to different sets of tricky words.</p> <p>For example: said the because</p>
<p>Trigraph</p>	<p>A trigraph is made up from 3 letters which create one individual sound.</p> <p>For example: <u>ear</u> <u>hear</u> = h / <u>ear</u> <u>air</u> hair = h / <u>air</u> <u>igh</u> night = n / <u>igh</u> / t</p>
<p>Vowel</p>	<p>Vowels are the letters a, e, i, o and u. These sounds are made without the mouth closing or being covered in any way.</p>