

The information in this booklet will explain the phonics teaching that your child will receive at school during their time in EYFS, Years 1 and 2.

It also provides information on how you can help support your child's phonics development at home.

If you need clarification or would like to know more about our phonics teaching, please make an appointment to speak to your child's class teacher.

At Denbigh we stream for phonics in Reception, Years 1, 2 and 3. This means that your child is being taught phonics in a group where all the children are working at the same level and learning the same letter sounds. In Key stage 1 these groups may be made up of children from Years 1, 2 and 3. As we know children learn at different rates, therefore we tailor our phonics teaching to the needs of the children to ensure they are secure with letter sounds before moving them on. This makes sure that the children have a solid foundation of phonic knowledge which they then build upon, making them fluent and able readers and writers.

Children are assessed each half term and groups reassigned to ensure the children are working at the correct stage.

Phonics sessions in KSI are taught 4 days a week with the remaining day having a spelling focus which is taught by your child's class teacher.

Once your child is secure with all their letter sounds they

will progress on to learning different spelling patterns and grammar based activities as well as being able to answer questions about a piece of text that they have read.

Where to start?

Before your child can start to read, they need to learn to:

- say the sound that is represented by each letter or groups of letters e.g. a, b, c, ow, ay, ee
- sound out the word, e.g. c-a-t, s-h-o-p, s-t-r-ee-t

What are speed sounds?

In Read Write Inc phonics the individual sounds are called 'speed sounds' because we want your child to read them effortlessly.

What are speed sounds Set 1, Set 2 and Set 3?

Set 1:

In Nursery and Reception your child learns the sounds below by sight and they also learn how to blend them together to read simple words e.g. c-a-t → cat.

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, qu, x, ng, nk

Some Reception children will have progressed onto Set 2 and 3 sounds and reading longer words, while others will still be learning Set 1 sounds in Year 1.

Set 2:

There are 12 Set 2 speed sounds that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee and in tree and igh as in high. It is important that your child does not pronounce these as 2 or 3

separate sounds. When your child sees the speed sound letters together in a word, they must say just one sound for these letters.

When your child learns their Set 2 sounds in school they will learn:

- the letters that represent a speed sound e.g. ay
- a simple picture prompt linked to the speed sound and a short phrase to say e.g. toy for a boy



Every speed sound has a list of green words linked to it so your child can sound out and sound blend words containing the new speed sound they have just learnt, for example j-o-y → joy

Set 2 speed sounds:

| | |
|----------------------|----------------------|
| ay: may I play | ar: start the car |
| ee: what can you see | or: shut the door |
| igh: fly high | air: that's not fair |
| ow: blow the snow | ir: whirl and twirl |
| oo: poo at the zoo | ou: shout it out |
| oo: look at a book | oy: toy for a boy |

Set 3:

Up to this point your child will have learnt one way in which each long vowel sound is written (Set 2 sounds). When learning their Set 3 speed sounds they will be taught that there are more ways in which the same sounds are written e.g. *ee* as in *tree* and *ea* as in *tea*.

There are 20 Set 3 speed sounds that are made up of two or three letters which represent just one sound, e.g. *ea* as in *tea*, *ow* as in *cow* and *are* as in *care*. As before, it is important that your child does not pronounce these as 2 or 3 separate sounds. When your child sees the speed sound letter together in a word, they must say just one sound for these letters.

When your child learns their Set 3 sounds in school they will learn:

- the letters that represent a speed sound e.g. *ea*
- a simple picture prompt linked to the speed sound and a short phrase to say e.g. cup of tea

Every speed sound has a list of green words linked to it so your child can sound out and sound blend words containing the new speed sound they have just learnt, for example *s-p-o-i-l* → *spoil*

It is important that the speed sounds are practised in the correct order. The table below shows you the order of the sounds.

| |
|------------------------------------|
| ea: cup of tea |
| oi: spoil the boy |
| a-e: make a cake |
| i-e: nice smile |
| o-e: phone home |
| u-e: huge brute |
| aw: yawn at dawn |
| are: share and care |
| ur: purse for a nurse |
| er: a better letter |
| ow: brown cow |
| ai: snail in the rain |
| oa: goat in a boat |
| ew: chew the stew |
| ire: fire fire! |
| ear: hear with your ear |
| ure: sure it's pure? |
| tion: celebration |
| tious/cious: scrumptious/delicious |
| e: he me we she be |

What are green words?

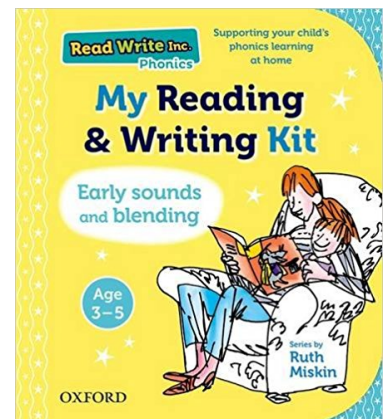
Green words are words which your child will be able to go ahead and read as they are made up of the speed sounds that they will have learnt.

RESOURCES FOR HOME USE

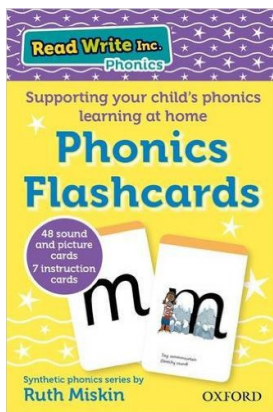
We do not normally recommend buying flashcards or phonic packs for home use. However, we make an exception for these. They are great resources linked to the phonics scheme we do in school and are perfect for practising sounds at home.

Read Write Inc My Reading and Writing Kit

This retails at £8.42 on Amazon.



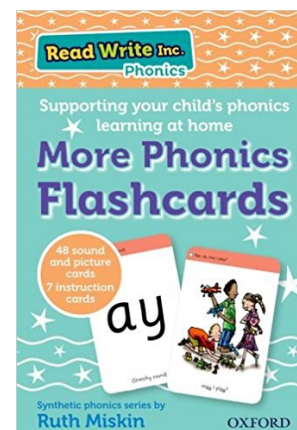
Read Write Inc Phonics Flashcards



These retail at £4.66 on Amazon.

Read Write Inc More Phonics Flashcards

These retail at £6.40 on Amazon.



A HELPFUL GUIDE TO UNDERSTAND PHONICS AND HOW WE LEARN AT DENBIGH

Words are made up from small units of sound called phonemes. Phonics teaches your child to be able to listen carefully and identify the phonemes that make up each word. This helps your child to learn to read words and to spell words.

Blending

Your child is taught to be able to blend. This is when your child says the sounds that make up a word and are able to merge the sounds together until they hear what the word is. This skill is vital in learning to read.

Segmenting

Your child is also taught to segment. This is the opposite of blending. Your child is able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.

What makes phonics tricky?

In some languages learning phonics is easy because each phoneme (sound) has just one grapheme (way of writing a sound) to represent it. The English language is a bit more complicated than this. English only has around 44 phonemes (sounds) but there are around 120 graphemes or ways of writing those 44 sounds. Obviously we only have 26 letters in the alphabet so some graphemes (way of writing a sound) are made up from more than one letter.

ch th oo ay - these are all digraphs, graphemes with two letters.

There are other graphemes that are trigraphs like igh (made up of three letters and even a few made up of four letters like aigh).

Another slightly sticky problem is that some graphemes can represent more than one phoneme. For example ch makes very different sounds in these three words: chip, school, chef.

ACTIVITIES TO DO AT HOME WITH YOUR CHILD

Set 1:

Play I-spy.

Alliterative sentences - the curly caterpillar crunches crisps.

Blending games - say three sounds for your child to blend together e.g. m-a-t → mat.

Segmenting games - hold up an object and say one of the sounds incorrectly. E.g hold up a cup, say I have a c-a-p. Can they correct it?

Set2:

You will need a pack of Set 2 and 3 Speed Sound cards.

How to practise Set 2 speed sounds

When you practise your child's Set 2 speed sounds you either have to stretch or bounce it.

Example of how to practise the stretchy speed sound ay
(as in play)

- look at the picture side - stretch aaaaay
- stretch the sound and say the phrase aaaaay, may I play?
- repeat the phrase ay, may I play?
- look at the letter side - say ay
- green words - encourage your child to sound out and sound blend the words containing the speed sound they have just practised e.g. t-r-ay → tray

Example of how to practise the bouncy speed sound oo
(as in book)

- look at the picture side - bounce the sound and say oo-oo-oo
- bounce the sound and say the phrase oo-oo-oo, look at a book
- repeat the phrase oo, look at a book
- look at the letter side - say oo
- green words - encourage your child to sound out and sound blend the words containing the speed sound they have just practised e.g. t-oo-k → took

Using the green word lists:

- point to the sound as you sound out each word e.g. p-l-a-y or b-l-ow. Be sure you don't add an intrusive 'uh' to the end of consonant sounds. Say p not puh, s not suh, etc.
- repeat, getting faster each time
- in the end your child will be able to read them without sounding or blending.

GREEN WORDS TO PRACTISE AT HOME

Please do not practise all of these words. Concentrate on one or two sounds at a time and when they know them, move on.

12 words a night is ample. Encourage your child to highlight them when they can read them without sounding.

Set 2 Sounds

| | | | | | |
|-------|-------|-------|--------|--------|-------|
| day | must | may | way | vest | spray |
| see | stop | been | green | sleep | box |
| high | night | shop | fright | rock | might |
| snow | dress | slow | show | crisps | flow |
| too | jump | mood | fool | fish | spoon |
| took | top | book | shook | foot | sit |
| car | think | star | ship | start | sharp |
| sport | sort | thin | worn | black | horse |
| fair | stair | bath | air | chair | has |
| girl | bird | swing | whirl | chip | dirt |
| out | mouth | swim | dog | round | found |
| toy | boy | sad | this | enjoy | got |

How to practise Set 3 speed sounds

Remember, *only* practise Set 3 speed sounds once your child's knowledge of the Set 2 speed sounds is secure. Your child should know all the Set 2 sounds and the letters that represent them without having to rely on the picture prompt.

Example of how to practise Set 3 speed sounds

- Review the similar sound from the Set 2 cards
e.g. show the ee, what can you see speed card
say - ee sound
- Hold up the letter side of the new speed sound
e.g. show the ea letter card
say - ea
ask your child to repeat the sound ea
- Hold up the picture side of the speed sound card
e.g. say the phrase ea, cup of tea. Repeat.

- Show your child both sides of the card
your child must say either *ea* or *ea*, cup of tea
depending on which side you show

Some cards have three different spellings e.g. *ir* in *bird*,
ur in *burn*, *er* in *fern*. It is important you do not
introduce all the sound together for the first time. For the
ir speed sound, practise *ir* and *ur* first and then practise
er.

Practise the Set & speed sounds in these groups. Those in
bold are from Set 3, those not in bold, your child will
have learnt in Set 2.

oy and *oi*

ay and *a-e* (as in *make*)

igh and *i-e* (as in *smile*)

ow and *o-e* (as in *home*)

oo and *u-e* (as in *huge*)

or and *aw*

air and *are*

ir and *ur*

ay and *a-e* and *ai*

ow and *o-e* and *oa*

oo and *u-e* and *ew*

ire

ure

tion

cious/tious

Set 3 Sounds

Please do not practice all these words until your child knows all their Set 2 sounds. Concentrate on one sound at a time and when they know it, move on. 6 words a night is ample. Encourage your child to highlight them when they can read them without sounding.

| | | | | | |
|--------------|-------|----------------|---------|-------------|-----------|
| eat | tea | need | dream | seat | sleep |
| join | toy | voice | choice | noise | enjoy |
| make | shake | play | name | brave | tray |
| shine | white | light | smile | like | night |
| home | know | rose | spoke | stole | glow |
| rude | mood | brute | moon | excuse | huge |
| saw | short | straw | dawn | horse | claw |
| care | share | stair | flare | square | software |
| turn | slurp | third | hurl | purse | whirl |
| over | turn | better | weather | bird | corner |
| howl | shout | down | brown | crowd | found |
| paid | snail | wake | drain | play | stain |
| toad | oak | home | cloak | toast | glow |
| new | knew | fool | tune | drew | grew |
| fire | hire | wire | bonfire | inspire | conspire |
| ear | hear | dear | fear | near | year |
| sure | pure | cure | picture | creature | adventure |
| tradition | | congratulation | | attention | |
| conversation | | celebration | | exploration | |
| precious | | delicious | | suspicious | |
| scrumptious | | ferocious | | vicious | |
| he | we | | me | she | be |

THE YEAR 1 PHONIC SCREENING CHECK

The phonics screening check will be taken individually by all children in Year 1 in the month of June. It is designed to give teachers and parents information on how your child is progressing in phonics.

What is the phonic screening check

There are two sections in this 40 word check which assess phonics skills and knowledge learnt through Reception and Year 1. Some of the words are 'real' words and some are nonsense words.

What will it check?

It will check that your child can:

- Sound out and blend sounds in order to read simple words.
- Read phonically decodable one syllable and two syllable words, e.g. cat, sand, windmill
- Read a selection of nonsense words which are referred to as pseudo words.

What are nonsense or pseudo words and why are they included?

These are words that are phonically decodable but are not actual words with an associated meaning e.g. brip, snorb. Pseudo words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory.

The pseudo words will be shown to your child with a picture of a monster and they will be asked to tell their teacher what sort of monster it is by reading the word.

This not only makes the check a bit more fun, but provides the children with a context for the nonsense word which is independent from any existing vocabulary they may have. Crucially it does not provide any clues, so your child just has to be able to decode it.

Is there a pass mark?

The check is not about passing or failing but checking appropriate progress is being made. Children progress at different speeds so not reaching the threshold score which the government sets does not necessarily mean there is a serious problem. If your child doesn't reach the threshold score they will re-sit the check in Year 2.

What happens to the results?

The school will report your child's results to you by the end of the summer term as well as to the Local Authority. If you have any concerns, do talk to your teacher about this in a parents' meeting or after school.

A good online resource to support your child can be found at www.oxfordowl.co.uk

There are many apps available to use on tablets and iPads but approach these with caution. American based apps will read sounds in a different way to how we pronounce them, and some apps may use the letter name rather than the letter sound. We advise you to check these before using with your child.

Thank you for your continued support.