

Dawpool C.E. Primary School

An Introduction to Phonics for Parents

“Reading has an enduring power to shape and develop minds, both in the classroom and, ultimately, outside of it.”

Of the subjects taught in school, reading is the first among equals – the most singular in importance because all others rely on it.

Excellence in almost any academic subject requires strong reading.”

Doug Lemov, Reading Reconsidered (2016)

An introduction to Phonics at Dawpool CE Primary School

Early Years Foundation Stage

Mrs Heron - Foundation 1

Mrs Poston - Foundation 2

Key Stage 1

Mrs Young - Year 2

English Subject Leader

Mrs McCann



Phonics supports children to hear, identify and link the sounds that letters make (phonemes) to what the letters look like when written down (graphemes). This helps children to recognise and read words, using knowledge of the sounds to read new or unfamiliar words.

Phase 1 Phonics

- Phase 1 phonics focuses on developing children's speaking and listening skills.
- The emphasis of phase 1 is to make children aware of sounds around them and ready to begin developing oral blending and segmenting skills.



The 7 Aspects of Phase One Phonics

Aspect 1 – General sound discrimination – environment sounds

- The aim is to raise children's awareness of the sounds all around them and to develop their listening skills.

Activities

- Listening walks
- Using different objects we find outside to make sounds with
- Games involves sounds – E.g. bingo

Aspect 2 – General sound discrimination – instrumental sounds

- The aim is to raise children's awareness of sounds made by different instruments and noise makers.

Activities

- Comparing and matching sound makers
- Exploring musical instruments through stories and songs
- Making loud, quiet, fast slow sounds

The 7 Aspects of Phase One Phonics.

Aspect 3 – General sound discrimination – body percussion

- The aim is to raise children's awareness of sounds and rhythms.

Activities

- Songs with actions
- Listening to music – clapping/drumming to the beat

Aspect 4 – Rhyme and rhythm

- The aim is to develop children's awareness of rhythm and rhyme in speech.

Activities

- Rhyming stories
- Rhyming bingo
- Clapping out syllables in words
- Out one out games

The 7 Aspects of Phase One Phonics.

Aspect 5 – Alliteration

The aim is to develop children's awareness of the first sounds in words.

Activities

- Eye-spy
- Sorting objects that begin with the same sound
- Saying words that have the same sound

Aspect 6 – Voice sounds

- The aim is to help children distinguish between different vocal sounds and to begin oral blending and segmenting.

Activities

- Sounding out words and finding the correct picture/object to match
- Exploring mouth movements when different sounds are made
- Robot talking – P-i-g

The 7 Aspects of Phase One Phonics.

Aspect 7 – oral blending and segmenting

- The aim is to help children develop oral blending and segmenting skills in preparation for reading and writing

Activities

- Looking at a word/object and separating the sounds. E.g. looking at tap and saying t-a-p = tap
- What's in the bag? Adult selects an object and says the sounds p-e-g. Children to put the sounds back together and say the word – p-e-g = peg



What is Systematic Synthetic Phonics (SSP)?

Systematic Synthetic Phonics is a way of teaching children to read, write and spell. The sounds that children learn are taught in a specific, systematic order (not alphabetically) so that children can begin to build words from these sounds as early as possible.

Phonics supports children to hear, identify and link the sounds that letters make (phonemes) to what the letters look like when written down (graphemes). This helps children to recognise and read words, using knowledge of the sounds to read new or unfamiliar words.

- Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or 'phonemes'.
- Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme.
- Sounds are then joined or 'blended' together into words for reading or, conversely, whole words are broken down or 'segmented' into their sounds for writing.
- It is the UK's most preferred method of teaching phonics.
- Sounds are taught in a prescribed order starting with s, a, t, i, p, n, as this allows for the most words to be made from the start, such as 'sat,' 'tap' and 'pin'.

What is Reading Planet Rocket Phonics?

Rocket Phonics is a Systematic Synthetic Phonics programme that supports your child to learn all the skills needed to successfully read, write and spell.

Within the programme, there are lots of beautifully created and engaging resources such as flashcards, sound mats, and online, interactive Big Books and quizzes to develop learning further.

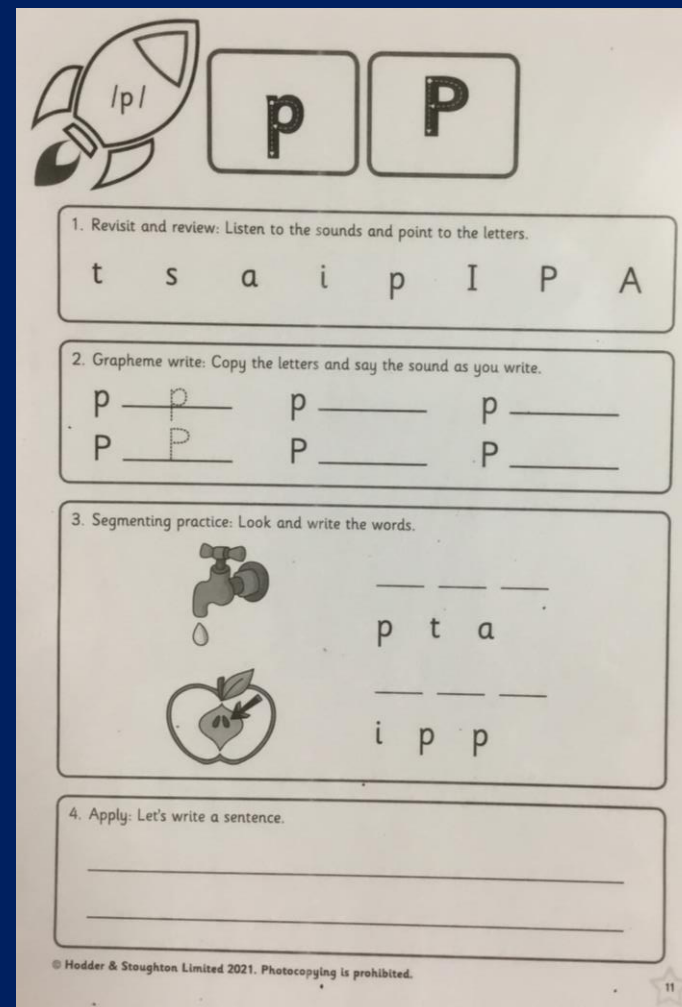
There is also a fully matched series of decodable reading books from a variety of genres, which will be used in class as well as sent home for home reading. These books can also be accessed on the online platform to read as eBooks. School can allocate the eBooks for home reading.



What does this mean for my child?

In their Rocket Phonics lessons, your child will learn to recognise, identify, say and read all of the 44 sounds of the English language along with writing and spelling them.

They will revisit sounds they have learned, learn new sounds, take part in stimulating activities to practise and apply their reading, writing and spelling skills and contribute to comprehension quizzes to check for understanding.



The worksheet is titled 'Rocket Phonics' and features a rocket icon with the sound /p/. It contains four sections of activities:

- 1. Revisit and review:** Listen to the sounds and point to the letters. The letters shown are t, s, a, i, p, I, P, A.
- 2. Grapheme write:** Copy the letters and say the sound as you write. The letters shown are p, P, p, P.
- 3. Segmenting practice:** Look and write the words. The words shown are 'pat' and 'pip'.
- 4. Apply:** Let's write a sentence. There are two blank lines for writing.

© Hodder & Stoughton Limited 2021. Photocopying is prohibited.

Key Stage One Reading Experiences

- Daily half hour phonics lessons using the Rocket phonics scheme, to learn about letters and their sounds and to teach them to segment and blend these sounds.
(e.g. sh ar p sharp) reading skills.
- Story reading by the teacher where children hear the rich storybook language.
- Shared reading, Guided reading, Independent reading.
- Decodable books-linked to the Rocket phonics scheme and individual books aligned to your child's phonic knowledge/fluency.
- Personal reading – bring in books from home, class reading corner-reading for enjoyment.

PHONICS EVERYWHERE!



Phase 3

j	v	w	x	y	z	zz	qu	
ch	sh	th	ng	ai	ee	igh	oa	
oo	oo	ar	or	ur	ow	oi	ear	
air	ure	er	My Phase 3 Sound Mat					

twinkl www.twinkl.co.uk

Phase 3 Tricky Words

he	she	we	me
be	you	all	are
her	was	they	my

help



just



tent



belt



hump



band



helpdesk

twinkl.co.uk

sandpit

twinkl.co.uk

windmill

Phase 4 Tricky Words

said

have

like

so

do

some

come

little

one

were

out

what

when

there

Phase 5

My Phase 5 Sound Mat

ay	ou	ie	ea	oy	ir	ue	ue	aw
wh	ph	ew	ew	oe	au	ey	a-e	e-e
		i-e	o-e	u-e	u-e			

Phase 5 Tricky Words

oh	Mrs	people
Mr	called	looked
could	asked	their

Phase 6

Prefixes

Prefix	Meaning	Example
un-	not, reversal of	unlucky, unhappy
bi-	two	bicycle, bivalve
dis-	not, reverse, opposite	disappointed, disagree
mis-	wrong	misunderstand, misspell
pre-	before	prefix, prepay
re-	again	review, remake
sub-	under, below	submarine, substandard
tri-	three	triangle, tricycle
pro-	for	proclaim, proactive

Suffixes

Suffix	Meaning	Example
-ed	in the past/past tense	walked, climbed
-s/-es	more than one	pencils, boxes
-ing	doing something	singing, running
-ly	how something is done	quietly, angrily
-less	without	fearless, hopeless
-ful	full of	colourful, beautiful
-ness	state or condition	happiness, sadness
-ment	in the action of	movement, enjoyment
-er	more	lower, luckier
-est	most	lowest, luckiest

Original Words

Contracted Form

I am	I'm
you are	you're
he is	he's
she is	she's
we are	we're
they are	they're
cannot	can't
will not	won't
is not	isn't
are not	aren't
I have	I've
you have	you've
I would	I'd
you would	you'd
he would	he'd
she would	she'd
we would	we'd

Homophones

be/bee

bear/bare

blew/blue

hear/here

knight/night

one/won

quite/quiet

see/sea


son/sun

to/two/too

there/their/they're

What does the Phonic check look like?

The screening check takes approximately 6-9 minutes to administer per child and is done 1:1 with their teacher in a quiet room. It is very similar to the tasks that the children already complete during their daily phonic lessons. The children will have done practice tests with their teacher so they are familiar with the format. They enjoy doing the test as they love the aliens and reading their odd names!

in	ot 
at	vap 
beg	osk 
sum	ect 

Example text from Rocket Phonics big book.

Through the oval door, the children entered a tunnel which was more cave-like than the secret passageway they had walked through earlier.

There was an eerie blue glow in the air, and a strange smell. There were also lots of cobwebs on the walls.

Jaya blew some of the cobwebs aside.

"Don't do that!" exclaimed Leon.

"Why not?" asked Jaya.


"They belong to the creature who lives here," Leon replied mysteriously. "Can you hear her?"

The children listened carefully. First, they heard a shuffling sound, then a scuttling sound. Then around the corner came ...


an enormous spider!



Example Pages From Year 1 and 2 Rocket Phonics Workbook



ay



1. Revisit and review: Say and tick each sound.


oo j ar v w or x ur


2. Grapheme search: Find and circle all the /ai/ as ay graphemes.

On Sunday I like to play with crayons.

How many did you spot?

3. Blending practice: Decode and match the words to the pictures.


crayon  tray

play  rays


4. Apply: Tick the sentence that matches the picture.

May set up a display on a crayon.

May set up a display on a tray.



© Hodder & Stoughton Limited 2021. Photocopying is prohibited.



ay

1. Revisit and review: Listen to the sounds and point to the letters.


wh c ph m n er ure ch

2. Grapheme write: Copy the letters and say the sound as you write.

ay ay ay _____ ay _____

ay ay ay _____ ay _____

3. Segmenting practice: Look and write the words.




r ay c n o

ay r t

4. Apply: Let's write a sentence.

© Hodder & Stoughton Limited 2021. Photocopying is prohibited.



homophones


1. Revisit and review. Say and tick each sound.

tch ear ci er dge st i igh

2. Homophone search. Underline all the pairs of homophones.

Gunther felt annoyed. He let out a loud groan when he saw his pear tree. Its branches were completely bare, and it had hardly grown any fruit all year. There were scratch marks on the trunk, so Gunther wondered if a bear had damaged it.

He had heard there was a pair of bears living in the forest. There was also a herd of deer with pointed antlers living in the forest, so perhaps they had damaged his pear tree?



How many did you find?

3. Apply. Re-read the passage above and answer the question.

Why was Gunther annoyed?

© Hodder & Stoughton Ltd 2022. Photocopying is prohibited.

4. Word banks. Find and write homophone pairs into the box.

homophones

5. Sentence dictation. Listen and write the sentences.

6. Apply. Write your own sentences using homophone words.

7. Apply and extend in your notebook.

Write about what Gunther does next. Does he find a way to protect his pear tree? Does the pear tree grow back? Does Gunther find out who caused the damage?

© Hodder & Stoughton Ltd 2022. Photocopying is prohibited.

Developing Fluent Readers

Reading fluency is the ability to read accurately, smoothly and with expression.

Fluent readers recognise words automatically, without struggling over decoding issues.

Fluency is vital because it bridges between word recognition and language comprehension. It allows students time to focus on what the text is saying.

(Sarah Squared)

What do fluent readers do?

Fluent readers:

- Read accurately
- Are focused on their reading
- Know what to do if they need help with a word they do not recognise
- Read the text as it would be spoken, paying attention to:
 - punctuation
 - speed
 - tone
 - the natural breaks or places where the text can be split into chunks
 - the most important words that need emphasis
 - the sound of the text so it seems the writer is talking to us
- Understand and talk about what they have read.

Inference

And then he woke up!

Kasper K. Itty was a cat and a fat one at that! A round, ginger fur ball that lived with his master, Old Rufus Rule, in a dusty cottage on the edge of a spooky wood. Daily, lazy Kasper mooched around the house, ignoring the mischievous mice and eating stale misshapen biscuits. Old Rufus rocked in his chair by the open fire watching a square box on the wall. Kasper was Rufus' only friend and he loved him dearly; unfortunately this love was not reciprocated. He allowed Kasper to wander each room of the house, looking for somewhere soft to sleep, which he did for at least ten hours each day.

What is the square box on the wall?

A cupboard	<input type="checkbox"/>	A fridge	<input type="checkbox"/>	A television	<input type="checkbox"/>	A picture	<input type="checkbox"/>
------------	--------------------------	----------	--------------------------	--------------	--------------------------	-----------	--------------------------

Do Kasper and Rufus like each other?

Yes	No
-----	----

Can you explain your reasons from the text above?

The more that you
READ, the more things
you will **KNOW**.

The more that you
LEARN, the
more places
you'll **GO**.



Dr. Seuss

I Can Read with My Eyes Shut! by Dr. Seuss

™ & © 1960, 1988 Dr. Seuss Enterprises, L.P. EarlyMoments.com



You can find **magic**
wherever you look.
Sit Back & Relax,
all You Need
is A Book.



- **DR. SEUSS**