

# Phonics Jargon

You might have heard about different phonics schemes and different methods of teaching reading. At Kilmorie we use an inclusive literacy programme called **Letters and Sounds**.

This is what is referred to as a 'synthetic phonics scheme'. It simply means that we teach the sounds first and then begin to blend them together them to make whole words.

Below is a glossary of words that teachers use when planning and describing phonics. Children also enjoy learning the technical words for the different sounds and letter groups.

Phoneme	<i>Smallest unit of sound such as 'p' in 'pig' or 'sh' in shark</i>
Grapheme	<i>Letter sound correspondence such as the 'a' for the sound 'a' or 'sh' for the sound 'sh'</i>
Digraph	<i>Two letters but one sound such as 'ch' as in the 'chop' or the 'ai' in 'rain'</i>
Trigraph	<i>Three letters but one sound such as 'igh' in 'light'</i>
Blending	<i>The skill needed to read: saying individual sounds in the word then running them together to say the word.</i>
Segmenting	<i>The skill needed to write: splitting up a word into the individual sounds that make it</i>
Tricky word	<i>Words that cannot be sounded out, such as 'to', 'the', 'go', 'are'. Because they are hard to sound out they just need to be</i>

# Ideas for home

**First Sounds** Encourage your child to listen for the first sound in a word, e.g. the /sh/ sound in 'ship' or 'shark' or the /d/ sound at the start of 'dog'. Help children to spot words starting with the same sound as their name. They may also recognise the first letter of their name. Get them to listen out for the sound and play 'I spy' games to identify initial sounds.

**Rhyming games** Help children listen out for middle and end sounds in words by asking them to spot and create rhymes. Best, guest, west, vest, etc. can be part of a game where you take turns to say a rhyming word.

**Sounding out to read and write** Help your child to sound out simple words. Words like 'and', 'bed' and 'shop' are best read by sounding each phoneme: /sh/ - /o/ - /p/. This really helps children to read and write words like 'in', 'an', 'run', 'pig', 'went' and 'shell', in which all the sounds in the word are easy to hear and identify.

Encourage your child to practise reading and memorising high frequency words such as 'on', 'but' and 'can' and tricky words like 'the', 'come', 'was', 'because'. The more that children can recognise these words, the sooner their sight reading develops and then their fluency and comprehension.

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# EYFS Phonics



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## What is Phonics?

Phonics is a way of teaching children to read by breaking up words into small chunks of sound. For example we can break a simple word like 'cat' into the three sounds c-a-t.

To become successful readers children will learn the individual sounds for each letter or group of letters. Some sounds in English are made up of more than one letter like the sound 'ea' in tea or team. Once children know the sounds they will be able 'decode' unfamiliar words by breaking the word into sounds then read the word by blending back together.

## Why do we teach phonics?

Research shows that when phonics is taught in a structured way - starting with the easiest sounds, progressing through to the most complex - it's the most effective way of teaching young children to read. It's particularly helpful for children aged 5-7.

Almost all children who have good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment. Children who have been taught phonics also tend to read more accurately than when taught other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia.

## How do we teach phonics?

Phonics is most successful when taught using a consistent approach and resources across the school. We use the government designed literacy programme called **Letters and Sounds**.

In Nursery, children concentrate on their speaking and listening skills which lay the foundations for phonics. The emphasis is to get children attuned to the sounds around them and able to discriminate between sounds.

In Reception, phonics is taught daily with each lesson lasting 15-20 minutes. All phonics lessons include revision of previous learning, teaching new sounds or tricky words and the application of new skills. They are active, multi-sensory sessions and use Jolly Phonics actions are used to help the children remember the sounds. Children learn a new sound everyday, starting with the easiest sounds progressing to the more complex. The list below shows the order of the sounds the children will learn as they progress through Reception. Children will learn the key skills of blending for reading and segmenting for writing. Outside the phonics lessons, children will practice their phonics skills when reading with an adult, writing their weekend news and in their child-initiated play.

### Reception Graphemes List

**Phase 2:** s, a, t p, i, n, m, d, g, o, c, ck, e, u, r, h, b, f, ff, l, ll, ss

**Phase 3:** j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (as in moon), oo (as in book), ar, or, ur, ow, oi, ear, air, er

## Some tips for teaching the sounds

- It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child is learning these first at school. Obviously you should use a capital letter when required, such as at the beginning of the child's name, eg. Paul.
- When you talk about letters to your child, remember to use the letter sounds: a buh cuh duh e ... rather than the alphabet names of the letters: ay bee see dee ee. The reason for this is that sounding out words is practically impossible if you use the alphabet names. eg. cat, would sound like: see ay tee. Each week you will receive the sounds and actions we are learning for each sound. Letter names will be learned later in the year once they are secure in the single sounds.
- When saying the sounds of b, d, g, j and w you will notice the 'uh' sound that follows each, for example buh, duh... You cannot say the sound without it; however, try to emphasise the main letter sound.

*See overleaf for some fun ideas to try at home!*