



King Ina Church of England Academy



# Supporting your child with Phonics and Reading



# Aims



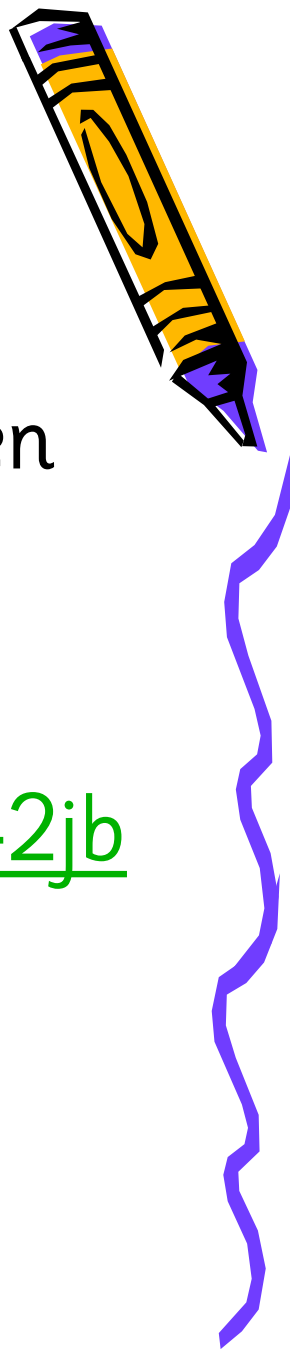
- To share how phonics is taught at King Ina CofE Academy.
- To teach the basics of phonics and some useful terms.
- To develop parents' confidence in helping their child with phonics and reading.



# What is Phonics?

- Phonics is a way of teaching children to read and write.

<https://www.youtube.com/watch?v=42jb6PopZCI&t=6s>



- As a school we follow the **Phonics Bug Club** programme.
- It sets out a suggested programme of teaching children the sounds and the letters of the alphabet in order to segment and blend.
- These are the necessary skills to read and write.
- Children in foundation stage and KS1 have a daily 30 minute phonics lesson. We then build upon this knowledge throughout the day.



**Bug Club**

# Terminology

- A **phoneme** is the smallest unit of sound in a word

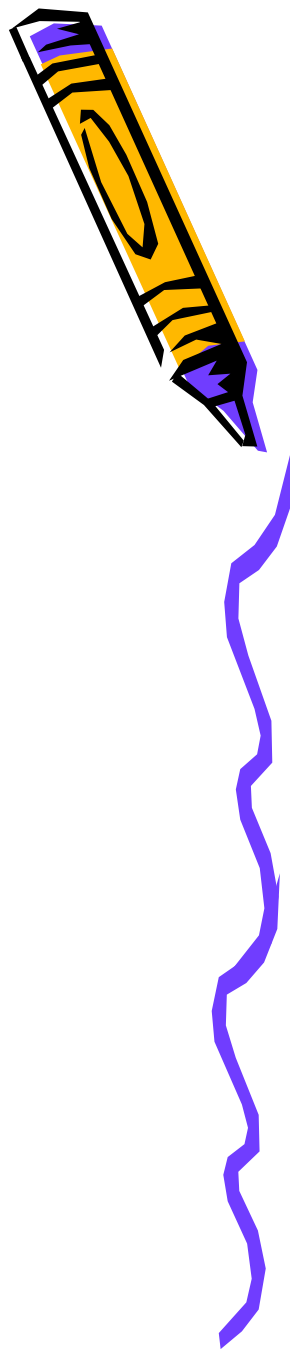
c-a-t d-o-g

- A **grapheme** is the letter, or letters, representing a phoneme

t

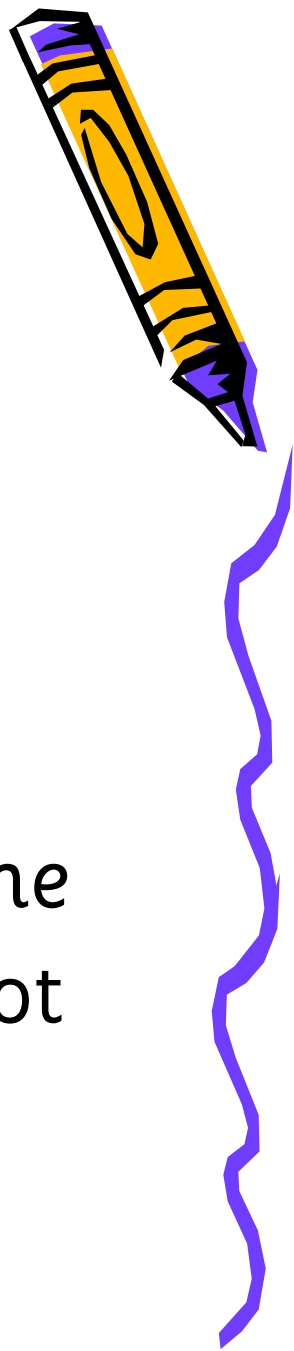
ai

igh



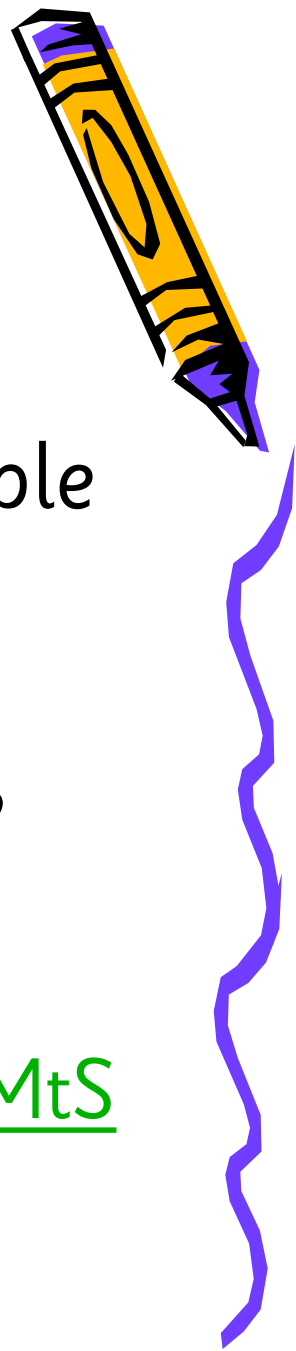
# Terminology

- **Digraph:** Two letters, making one sound e.g. sh
- **Trigraph:** Three letters, making one sound e.g. air
- **Split Digraph:** A digraph in which the two letters making the sound are not adjacent e.g. m**a**ke



# Blending

- **Blending** is recognising the letter sounds in a written word, for example **c-u-p**, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'

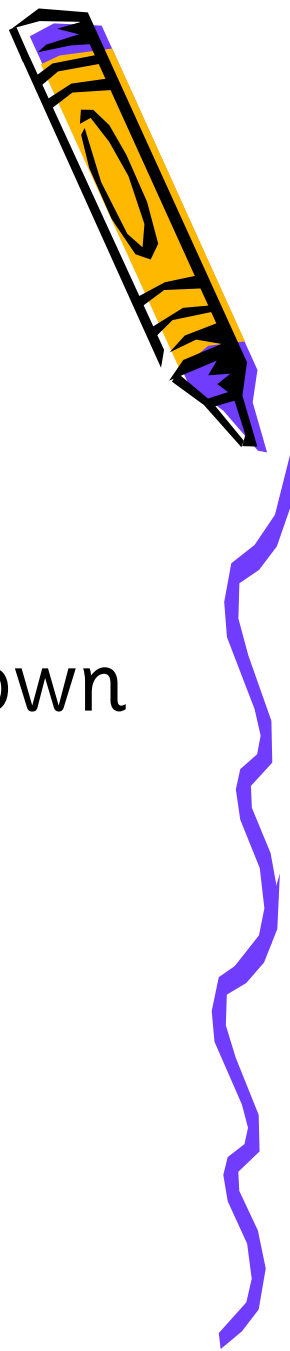


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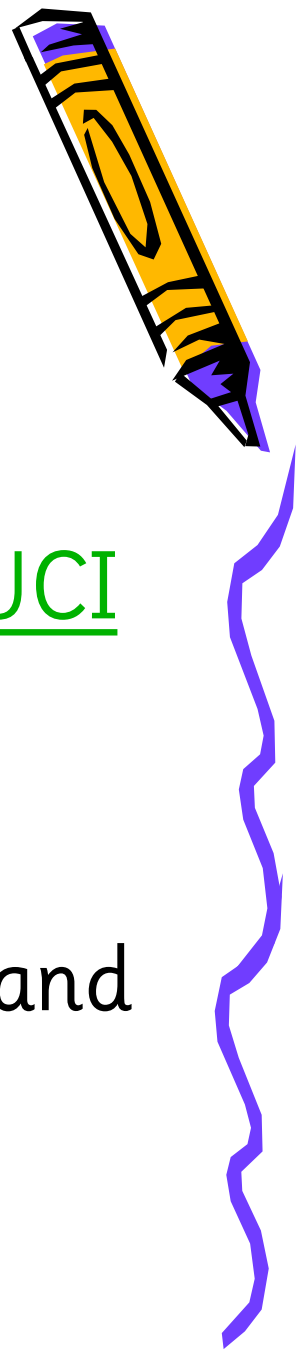
# Segmenting

- **Segmenting** is identifying the individual sounds in a spoken word  
e.g. 'him' = h – i – m and writing down letters for each sound to form the word.





# How to pronounce the 44 phonics sounds

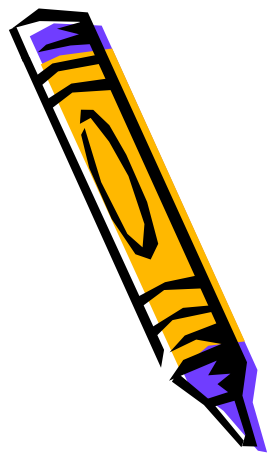


<https://www.youtube.com/watch?v=UCI2mu7URBc>

Sounds should be articulated clearly and  
precisely



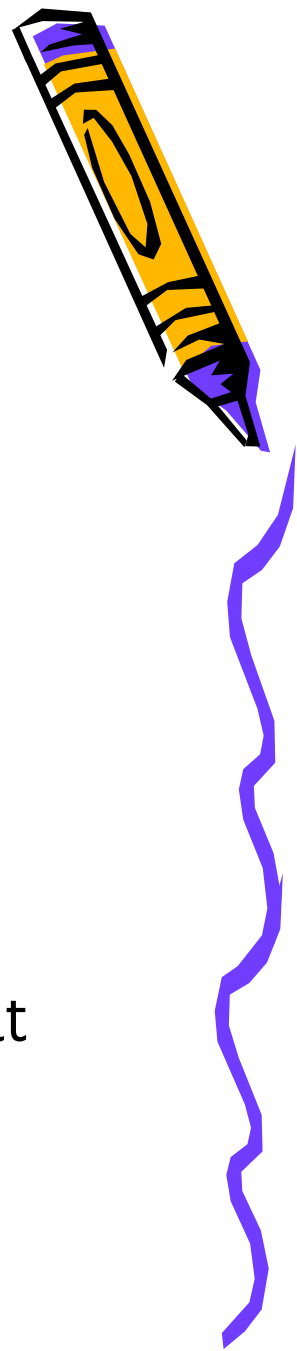
Phonics is taught through  
6 phases.



# Phase 1

Children are taught about:

- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')



# Phase 2 Sounds

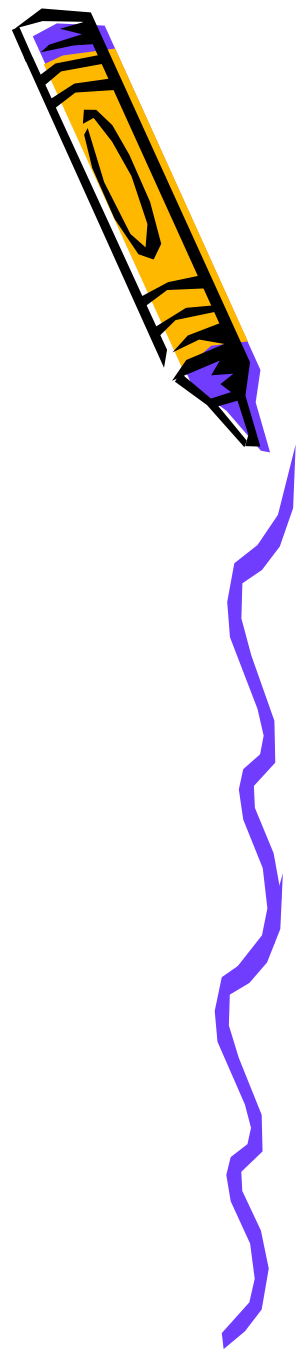
Set 1: s, a, t, p

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 Sounds

Set 6: j, v, w, x

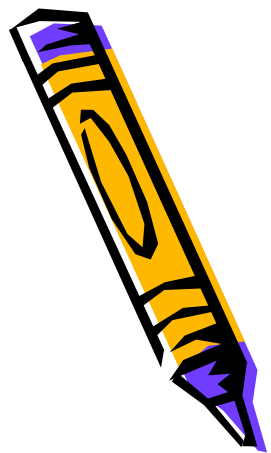
Set 7: y, z, zz, qu

Set 8: ch, sh, th, ng

Set 9: ai, ee, igh, oa, oo, oo

Set 10: ar, or, ur, ow, oi

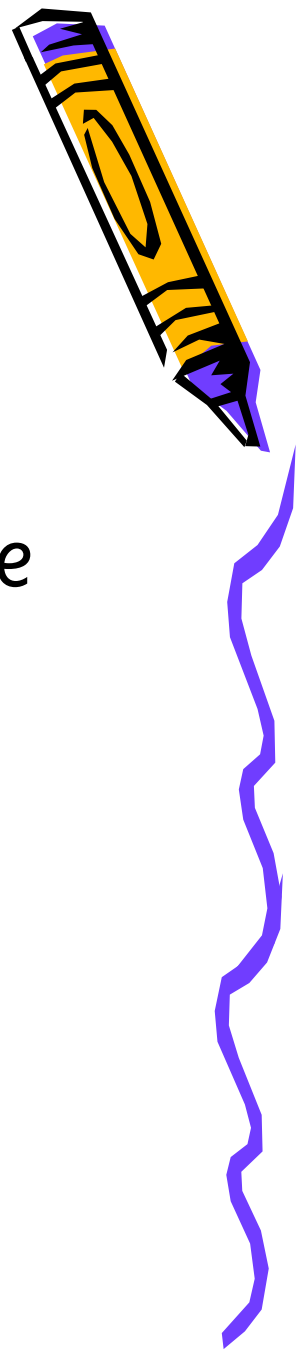
Set 11: ear, air, ure, er



# Phase 4

- No new graphemes are introduced
- The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants

trap, strong, milk, crept



# Phase 5

- Children will learn some new sounds.
- They will also be taught alternative pronunciations for known graphemes
- For example, they have already learned **ai** as in **rain**, but now they will be introduced to **ay** as in **day** and **a-e** as in **make**



# Phase 6

- At this stage children should be able to spell words phonetically although not always correctly.
- In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.
- Working on spelling patterns, including prefixes and suffixes, doubling and dropping letters etc.





# Tricky Words

Words that cannot be sounded out. We learn these words from sight.

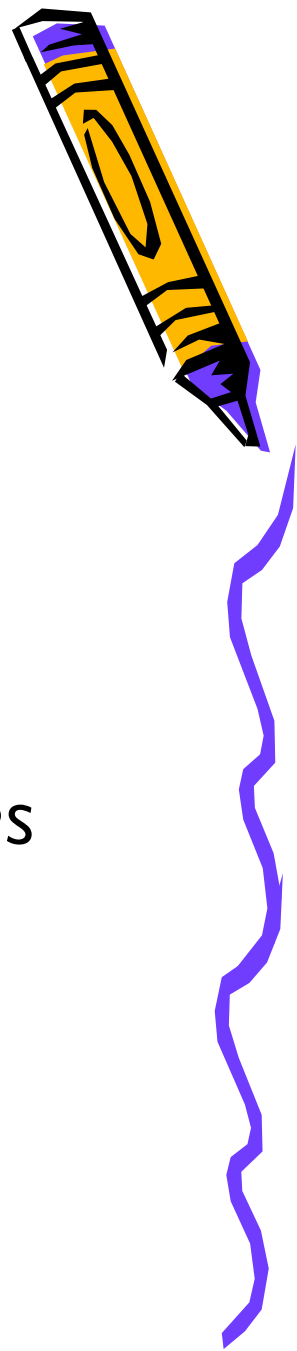
## Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could

# How can I help with Phonics at home?

- Practising sounds at home
- Log in to your child's Bug Club account – your child's class teacher will allocate interactive phonics games matched to your child's ability

<https://www.activelearnprimary.co.uk/login?c=0>



# How can I help with Reading at Home




- Your child will bring home a phonically decodable reading book which is matched to their phonics ability. It is important that your child can read around 90% of this book with ease to develop fluency and comprehension skills.
- Your child's book should be read at least three times.

At the front of your child's book you will find some useful prompts which includes sounds and words to practise before reading the book. It also provides some comprehension questions.



### Before and during reading



**1 Say the sounds**

ai	ee	igh	oa
oo(spoon)		oo(book)	

**2 Blend the sounds**

Nee/la	Craig	hook
scoop	need	boat
wood	might	float
soak/ing	waist	too
reeds	sail	

**3 Read the tricky words**

we	are
----	-----

Point out the tricky bit of the word (i.e. the 'e' in 'we' sounds /ee/) and then blend the rest.

**Story comprehension**

Ask the children to read the title. What do they think the story might be about? Have they ever been fishing? What things do you need to go fishing?

**Vocabulary check**


Check that the children understand the following words: scoop, waist, reeds. What do we mean by the 'bank' when we are beside a pond?

**Reading the story**

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- Point out where there are speech bubbles and check that the children know who is speaking. How might they say these words?
- Stop on page 11 and ask the children to predict what the characters might do next. Ask them to read on and see if they are right.

**Blending words with adjacent consonants?**

s-c → sc-oo-p → scoop, or  
f-l → fl-oo-t → float



# How can I help with Reading at Home



- To help develop a love of reading it is important to read to your child. You might want to explore the local library and read books by different authors.

Whilst reading to your child you could explore different vocabulary and ask questions to develop your child's comprehension skills

