

Phonics

Parents - We know this is a lot of information to take in and you are not phonics teachers. Please do not feel under pressure! We have tried to keep it simple, but if you are new to phonics, the following resources can help. It is your choice whether you do any of these activities. Do not worry if you choose not to.

- Phonics Phase 3 Sounds for Pronunciation Colette McGinley on Youtube will show you how to make the sounds.
- Phonics Phase 4 Blends and Clusters Pronunciation Colette McGinley on Youtube will show you how to make the sounds.
- Phonics Phase 5 Sounds Pronunciation on Youtube will show you how to make the sounds.
- AlphaBlocks on Cbeebies (available on iplayer) will show you how to segment (sound out) words and blend them together again.

A phonics session should take 20 minutes, at most. If it is taking longer, feel free to have a break and try to finish another time. We want you and your child to enjoy home learning!

1) Recapping sounds

You could do this by asking your child to say the sounds on the sound mat included, or making your own flash cards (1 sound to each card, mix them up and then show them to your child).

2) Blending and segmenting simple words

First the adult **fingers the word** (this means saying each sound, touching 1 finger for each sound) and the children **blend the sounds together** (they put the sounds together to say the word). E.g. adult: c-a-t child: cat

Then the adult says a full word and the child robots (waves arms up or down for each sound in the word) or fingers it. E.g adult: pin child p-i-n

3) Reading

We read simple words. You could do this by writing the word on paper or typing it on a screen. Your child should try to read the word by themselves. You can remind them to **look at the letters, make the sounds and blend the sounds together**. We have put the sounds in brackets (p-i-n) so that you know the sounds your child should be making.

4) Writing

We write simple words and then a sentence, making sure the letters are formed correctly and facing the right direction. You say the word out loud and your child will **say the word, robot the word, write the word** or **say the word, finger the word, write the word**. Your child can robot or finger the word, whichever they prefer. We have included a harder word (underlined) in each write session if your child needs a challenge!

Remember, many words **do not** have to be spelled correctly. However, we do want your child to apply the sounds they have learned. High Frequency Words or Sight Words (see mat below) should always be spelled correctly.

Phonics Play

There is a fun website called Phonics Play (<https://new.phonicsplay.co.uk/>). They are currently allowing access for **free** with the username **march20** and password **home**

Across the top of the screen are tabs. There is a **PARENTS** tab with general information. There is also a **RESOURCES** tab where you can find various phonics games. There is a further menu of **PHASE 1- PHASE 6**. Your child has learned phase 1, phase 2, phase 3 and phase 4 so you can choose these games options. We had almost finished phase 5 when the schools closed, so you can choose these games as well, but your child may need more support. All of the sounds your child has been taught are on the sound mats included.

WEEK 3
























| | Recapping | Parent robots, child blends | Parent says the word, child robots | Read these words | Write these words | Write this sentence |
|-----------------|---------------------------------|--|------------------------------------|--|---------------------------------------|--|
| Monday ay | Say each sound on the sound mat | d-ay w-ay c-l-ay p-r-a-y | hay tray slay stay | sway (s-w-ay) spray (s-p-r-ay) stray (s-t-r-ay) | day clay tray <u>spray</u> | Spray the tray. Added challenge: use an adjective. |
| Tuesday ou | Say each sound on the sound mat | s-p-ou-t c-l-ou-d f-ou-n-d f-ou-l | mouth out sound round | ouch (ou-ch) mound (m-ou-n-d) loud (l-ou-d) flour (f-l-ou-r) | out loud cloud <u>about</u> | I found a round cloud. Added challenge: use the word and |
| Wednesday ie | Say each sound on the sound mat | p-ie l-ie t-ie s-p-ie-d | lied flies die fried | dried (d-r-ie-d) untied (u-n-t-ie-d) fried (f-r-ie-d) pies (p-ie-s) | tie lied fried <u>untied</u> | He lied about the pie. Added challenge: use the word because |
| Thursday ea | Say each sound on the sound mat | b-ea-d r-ea-d l-ea-f b-ea-ch | eat treat seat bean | speak (s-p-ea-k) clean (c-l-ea-n) meat (m-ea-t) seal (s-ea-l) | eat read clean <u>speaks</u> | The bug can eat the leaf. Added challenge: use an adjective. |
| Friday oy | Say each sound on the sound mat | j-oy t-oy oy-s-t-er | boy loyal soy destroy | destroy (d-e-s-t-r-oy) loyal (l-oy-a-l) boy (b-oy) | soy toys loyal <u>oyster</u> | The boy had a toy. Added challenge: use the word but |

WEEK 4





















| | Recapping | Parent robots, child blends | Parent says the word, child robots | Read these words | Write these words | Write this sentence |
|-----------------|---------------------------------|---|------------------------------------|---|--|--|
| Monday ir | Say each sound on the sound mat | b-ir-d f-ir-s-t sh-ir-t s-t-ir | girl third firm thirst | twirl (t-w-ir-l) birthday (b-ir-th-d-ay) chirp (ch-ir-p) | girl skirt dirt <u>birthday</u> | The girl had a shirt. Added challenge: use an adjective. |
| Tuesday ue | Say each sound on the sound mat | g-l-ue b-l-ue t-r-ue ar-g-ue | due clue value hue | untrue (u-n-t-r-ue) statue (s-t-a-t-ue) rescue (r-e-s-c-ue) pursue (p-ur-s-ue) | blue due untrue <u>pursue</u> | The statue is blue. Added challenge: use the word and |
| Wednesday aw | Say each sound on the sound mat | c-l-aw d-aw-n j-i-g-s-aw c-r-aw-l | jaw yawn awful straw | crawl (c-r-aw-l) prawn (p-r-aw-n) lawn (l-aw-n) raw (r-aw) | paw yawn draw <u>jigsaw</u> | His lawn is awful. Added challenge: use the word because |
| Thursday wh | Say each sound on the sound mat | wh-ea-t wh-e-n wh-ee-l wh-i-s-p-er | when wham which whiz | whimper (wh-i-m-p-er) wheat (wh-ea-t) whiz (wh-i-z) | when wham wheat <u>whisker</u> | Which wheel is first? Added challenge: use an adjective |
| Friday ph | Say each sound on the sound mat | g-r-a-ph or-ph-a-n ph-o-n-i-c-s | nephew phantom dolphin | elephant (e-l-e-ph-a-n-t) dolphin (d-o-l-ph-i-n) | graph dolphin elephant <u>phantom</u> | I like phonics. Added challenge: use the word because |

These are all of the sounds that your child has been taught at school.



Phase 2 Sound Mat

| | | | | | | | |
|---|--|--|---|--|---|---|--|
| s  | a  | t  | p  | i  | n  | m  | d  |
| g  | o  | c  | k  | ck  | e  | u  | r  |
| h  | b  | f  | ff  | l  | ll  | ss  | |














Phase 3 Sound Mat

| | | | | | | | |
|--|---|---|---|---|---|--|---|
| j  | v  | w  | x  | y  | z  | zz  | qu  |
| ch  | sh  | th  | ng  | ai  | ee  | igh  | oa  |
| oo  | ur  | ar  | or  | | | | |

My Phase 4 Sound Mat























| | | | | | | | |
|---|--|---|---|---|--|--|--|
| st  starfish | nd  hand | mp  lamp | nt  tent | nk  ink | ft  gift | sk  tusk | lt  belt |
| lp  help | lf  shelf | lk  milk | pt  script | xt  text | tr  tree | dr  drawing | gr  grandpa |
| cr  crab | br  brush | fr  frog | bl  blackberry | fl  flag | gl  glasses | pl  plane | cl  clown |

My Phase 4 Sound Mat

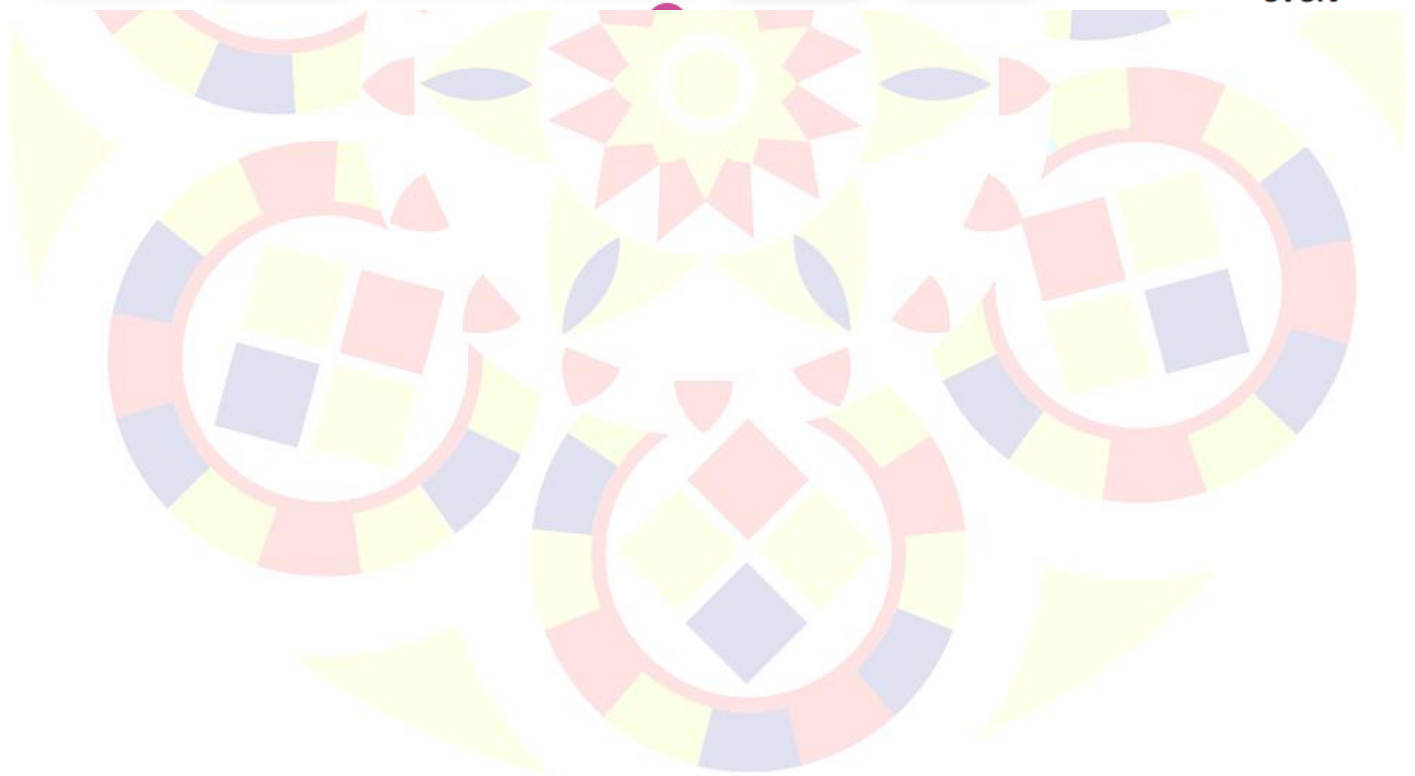
| | | | | | | | |
|---|---|---|--|--|---|--|--|
| sl  sleep | sp  spade | tw  twins | sm  small | pr  printer | sc  scarf | sk  skunk | sn  sniff |
| nch  bench | scr  screw | shr  shrew | thr  thread | str  string | | | |

Phase 4 sounds are called adjacent consonants. They are 2 letters that make 2 sounds or 3 letters that make 3 sounds. For example: s-t-ar.

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  | | |

*even



100 High Frequency Words

a
about
all
an
and
are
as
asked
at
back
be
big
but
by
called
came
can

children
come
could
dad
day
do
don't
down
for
from
get
go
got
had
have
he
help

her
here
him
his
house
I
I'm
if
in
into
is
it
it's
just
like
little

look
looked
made
make
me
Mr
Mrs
mum
my
no
not
now
of
off
oh
old

on
one
out
people
put
saw
said
same
see
she
so
some
that
the
their
them
then

there
they
this
time
to
too
up
very
was
we
went
were
what
when
will
with
you

