

The very beginning of phonics...

Parent
+
Teacher

Educated
Child

Where to start and what next?!



Set 1 – where it all starts!

Set 1 is the same as phase 1 from the Letters & Sounds document from the DFE. At kingsfield we develop the first 5 aspects before moving onto the last 2.

Set 1 is **ALL** about the speaking and listening skills done with our ears which then provides the children with solid foundations ready for 'reading with our eyes!'

These next slides will take you through step by step of a child's reading journey...



Set 1 (phase 1 - 5 aspects) - get children attuned to the sounds around them and ready to begin developing oral blending & segmenting skills. These 1st 5 aspects are intended to be continually dipped in with a balance of activities.



The first 5 aspects

Environmental Sounds	<ul style="list-style-type: none"> • listen and identify indoor & outdoor sounds • Imitate & guess animal sounds • make noises on different surfaces using hands or drumsticks • explore with loud and quiet sounds
Instrumental Sounds	<ul style="list-style-type: none"> • explore with instruments making loud and quiet sounds • identify different sounds and instruments • match sound and instrument and can identify different instruments. • choose an instrumental sound to represent everyday/animal/outdoor sounds
Body Percussion	<ul style="list-style-type: none"> • sing along to familiar rhyme and add body percussions (action songs) • use body percussions to a musical beat/music • use body percussions o follow a simple rhythm, explore fast and slow percussions • identify and guess body sounds / percussion
Rhythm & Rhyme	<ul style="list-style-type: none"> • learn new songs and rhymes with confidence and join in repeated refrains • sing familiar rhymes and songs from memory • finish off rhyming songs and strings • identify words which sound the same • find the odd object out of a collection of rhyming objects.
Voice Sounds	<ul style="list-style-type: none"> • explore and copy different mouth movements • use voice sounds to imitate everyday & animals' sounds (zoo, farm, at the park, at the car wash) • manipulate voice to make deep/high loud/quiet short/long sounds • use voice to talk in different characters (giant from Jack and Beanstalk)

remaining 2 aspects from set 1 (phase 1)



Alliteration
(hearing
initial sounds)

- Match two items that have the same initial sound
- Select an object for alliterative 'silly soup'
- Suggest a person/object when given an initial sound
- Can verbalise the initial sound of a word



Oral blending
& segmenting

- identify which picture the adult has sounded out (they need to blend and pick picture)
- identify which word the adult has sounded out (same as above but no picture prompt)
- Sound out and clap/robot CVC's (segment)
- lots of physical activities to embed this (SEE SEPARATE BOOKLET)

These 2 areas still involve showing your child **visual letters**.

However, in our nursery we will be exposing letters from the alphabet through the environment and through the set up of 'a sound a week' which starts after Christmas typically. There is no harm in playing games with letters and exposing them to the alphabet alongside all of this

Once they are secure with 'Set 1' they then begin 'Set 2' and so on. Sets 3 – 5 are just sets of different sounds they will learn – no new skills as such. These sets will be shared at the end.



Set 2
(old L&S phase 2 and
some of phase 3)

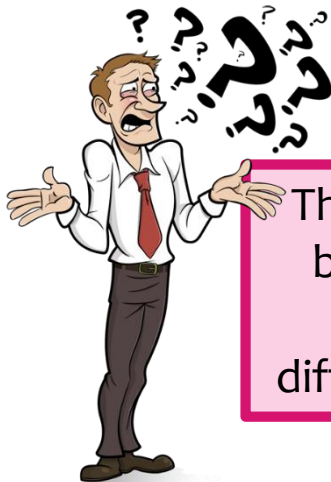
- Teach single sounds
- Build and explore opportunities after a set of letters taught
- Teach ll, ff, ss, zz, ck qu, ng, nk, sh, ch, th

Hearing Initial sounds Blending & Segmenting

Hearing sounds & blending and segmenting become primary skills for reading.

It starts off as ‘**oral** blending and segmenting’ from set 1 and then develops into just ‘blending and segmenting’ from reading and writing.

Blending and segmenting is a skill children will continually use and apply throughout their reading and writing journey!



This is where some parents start to find it a bit of a minefield! Hopefully the next few slides to help you to understand the difference between the two a little bit more!

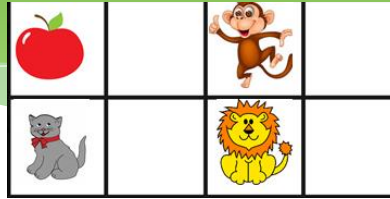


Set 1

hearing initial sounds aspect
and
oral blending and segmenting aspect

Typically done in nursery...

Hearing initial sounds (set 1 aspect)



STAGE 1: Initial sound picture cards. Parents to **model and encourage** children to listen and hear the initial sound. Parents to stretch and bounce out the sounds

- Stretchy (stretchy and bouncy explain in a couple of slides)
- Bouncy
- Want the children to separate the repeated sound from the word
- ***'what can you hear in c-c-c-c-c-cat?'***
- ***Yes can you hear the c in cat?!***

STAGE 2: Still initial sound picture cards. Parents to **just say the word** and children to listen and hear the initial sound.

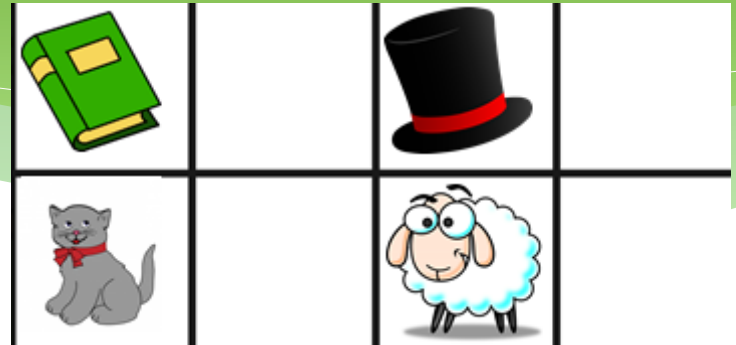
- ***'what can you hear in cat?'***
- Want the children to hear c in cat instead of c-c-c-cat.
- Again model this to begin with but above is your aim!

STAGE 3: Initial sounds but without pictures or objects as prompts

- Games like I spy
- Use a puppet to ask them questions – *what can you hear at the beginning of fish?*

Oral Blending (set 1 aspect)

Blending is the process that is involved in bringing the sounds together to make a word or a syllable and how /c/ /a/ /t/ becomes cat.



Stage 1: Blending with Pictures

- With pictures/objects in front of them
- **'where is the c-a-t'** and you want them to point to the cat. You may have to repeat a couple of times for them to find it.

Stage 2: Blending without pictures

- Hide the pictures/objects from your child.
- **'what picture I am looking at/hiding/thinking of? Listen... c-a-t'**. and you want them to say cat without having to look at the sheet for prompting. Again you may have to repeat a couple of times for them.

Oral Segmenting (set 1 aspect)

Segmenting is a skill used in spelling. In order to spell the word cat, it is necessary to segment the word into the sounds that make it up; c-a-t.

Children will enjoy spelling if it feels like fun and if they feel good about themselves as spellers. We need, therefore, to be playful and positive in our approach – noticing and praising what children can do as well as helping them to correct their mistakes.



- * Hearing the sounds in a word.
- * For example, if the picture is a pig, your child needs to say **p-i-g**.
- * To support them with this, hold 3 fingers up and point/press as you say each sound. You may need to do it with them to start!

Set 2

recognising single sounds
and
blending and segmenting with words

Typically done in reception...

Single letter sounds (set 2)

We teach each letter as a **pure sound** – bouncy and stretchy

Stretchy – fffffff. E.g. ffffffflower (keep teeth on bottom lip and force air out sharply –unvoiced)

Bouncy – b-b-b-b. E.g. b-b-b-b-ball (short, quick sound)

<https://www.youtube.com/watch?v=EYx1CyDMZSc&safe=active>

Simple Speed Sounds

Consonant sounds - stretchy							
f	l	m	n	r	s	v	z

Consonant sounds - bouncy											
b	c	d	g	h	j	p	qu	t	w	x	y
	k										

Vowel sounds - bouncy				
a	e	i	o	u

Rhyme association with each letter taught...

- * At Kingsfield as we teach a letter, we teach a rhyme. This helps letter formation.
- * So when children are writing and can hear an initial sound to begin with they can use the rhyme to help form the letter.
- * Children will use this sound mat as a prompt to help them find and then form each letter sound they hear



a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z	Sound Mat 1	



Blending with words (set 2) – reading with our eyes!

- * This is when children know letters so can start to put them together to read a word. We start with CVC words/

What are CVC words?

- * CVC stands for consonant- vowel- consonant, so and word such as map, cat is CVC. In phase 4 we talk about CCVC words such as clip, stop.

sat

Sound buttons to start that will help the learning process

Reading with our eyes & links with home-school reading books

Pink sharing books- initial letter and sound. E.g I am a big dog, I am a fat cat. Point out the first letter of a key word, sound it out and use the pictures to help work out the word. *So the key words for the above would be d for dog and c for cat.*

Pink phonic packs – For when children are at the in between stage – can hear initial sounds, can orally blend and segment but moving onto a reading book is too big of a step. At Kingsfield we have created little packs as a stepping stone. They are word level – CVC words to practice, read and match to pictures. Then caption packs – again small captions to match with pictures!

Pink phonic books – **NOW they are on a reading book!** **CVC books to start-** sounding the word out loud and blending it together. If your child is sounding out every word make sure you re read the sentence to support understanding. Need to encourage children to sound out in your head after so long, (teacher will advise).

Continue through the book banded books



Reading
with our
eyes

Pink Sharing Books

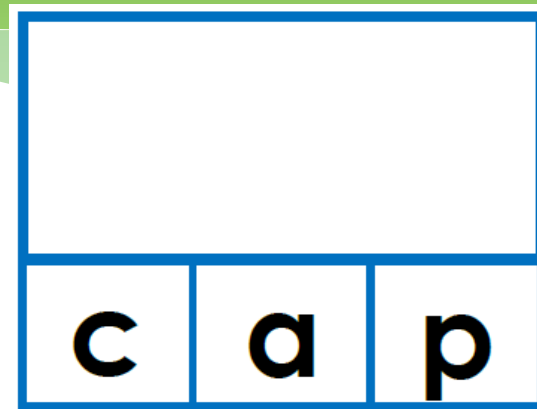


- * initial letter and sound. E.g Look at me, I am a dog. You would read it until the key word. Point out the first letter of a key word, sound it out and use the pictures to help work out the word. Key word - dog



Pink phonic packs

CVC word level packs –
sound out, read the
word and find the
matching picture



CVC caption level packs
– read each word to read
and comprehend the
caption and find the
matching picture



a cat in a
hat

pat a dog

Pink Decodable Books



























- * **CVC books** - sounding the word out loud and blending it together. If your child is sounding out every word make sure you re read the sentence to support understanding. Need to encourage children to sound out in your head after so long, (teacher will advise).



Segmenting for spelling (set 2)

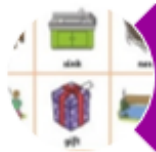
- * This is again when children can recognise and form letters.
- * They will use their oral segmenting skills to sound out a word, find the letters and write them down in order. E.g. cat they would sound out using their fingers c/a/t. Find the 'c' and write 'c', then find the 'a' and write 'a' and finally find the 't' and write 't'
- * Children will continue to use this sound mat to help find and form each letter



a	b	c	d	e	f	g
						
h	i	j	k	l	m	n
						
o	p	q	r	s	t	u
						
v	w	x	y	z	Sound Mat 1	
						

Sets 3 on words...

As mentioned from the beginning these are the remaining sets the children will through into KS1. Your child's home school reading book will always link to what set they are in!



CVCC/CCVC
words

(max of 2 weeks then inc as part for review, will embed more if needed after set 3)

- Orally blend and segment with CVCC/CCVC words
- Read CVCC/CCVC words
- Have a go at spelling these words (apply more via eng work)



Set 3

- Teach a set of phonemes with the common alternative (to enable children to access yellow book band – end of reception expectation)



Set 4 words
(old phase 4)

- Consolidate the children's knowledge and teach them to read and spell words which have adjacent consonants. e.g. string, playground



Set 5

- Teach the remaining alternatives from L&S phase 5 (to enable children to be fully prepared for the Year 1 phonic screening and turquoise book band – end of Year 1 expectation)



all other
alternatives from
complex chart

- Teach all other alternatives rare to the English language but exist.

Just to finish and add to the mix... Common exception words!!!

- * Common exception words – otherwise known as tricky words. We call them red words because they are tricky. They are tricky because they **cannot** be sounded out children have to learn them by sight! E.g. the, was, so....
- * Children in Reception start to learn these words and they will continue to learn new common exception words right through into KS2.