



Shardlow Primary School



Phonics

Parent Handbook



At Shardlow, Phonics is at the heart of learning to read, spell and write.

We have worked extremely hard on developing our very own Phonics scheme at Shardlow. By having our own scheme, we can ensure the children are being taught at the correct level and there is continuity throughout Reception and Year 1.

This booklet is designed to help you understand phonics, how it is taught at Shardlow and how you can help your child with their reading, spelling and writing!

First things first...*what is Phonics?*

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

The alphabet contains only 26 letters. Spoken English uses about 44 sounds (phonemes). These phonemes are represented by letters (graphemes). In other words, a sound can be represented by a letter (e.g. 'e' or 'p') or a group of letters (e.g. 'sh' or 'air').

Key Terminology:

Segmenting (we call it Fred Talk!) – breaking down words into each sound, e.g. cat c/a/t or ship sh/i/p

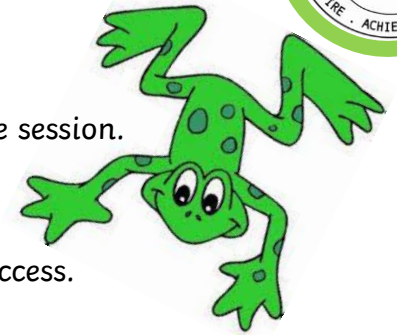
Blending – putting the sounds together to make a word.

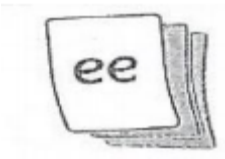


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How do we teach Phonics?

- 30 minute session each day 9-9.30am.
- Fred the Frog helps us read, he watches what we do and spots who is doing great in the session.
 - Children are put into a groups, according to which sounds they need to learn.
 - We follow the same structure in each lesson. We find that repetition is the key to success.
 - Lots of repetition of sounds so children have access to the sounds regularly.



	ear “ear, ear, hear with your ear”		at mad sad dad quoop  goap 	 ear hear tear spear year	 I can hear with my ear.	ear I you said
Speedy flashcard recap	Sound(s) of the day & ditty	Oral practise of segmenting and blending	Reading green words and alien words	Writing words	Hold the sentence – writing sentence(s)	Speedy recap Red words practise



Phonics Sounds

Phonics sounds are split into 3 'sets'. Children in Reception focus on Set 1 and Set 2 and as they move into Year 1 they will recap Set 2 and learn Set 3.

We use rhymes (ditties) to help us learn each sound...some make us chuckle!

Set 1 - Reception		
Sound	Ditty (or handwriting rhyme)	Jolly Phonics Action
m	Down Maisie, mountain mountain	Rub tummy as if seeing tasty food and say 'mmmmmm'
a	Around the apple and down the leaf	Wiggle fingers above elbow as if ants are crawling on you
s	Slither down the snake	Weave hand in an s shape, like a snake
d	Around the dinosaurs bottom, up his tall neck and down to his feet	Beat hands up and down as if playing a drum
t	Down the tower, across the tower	Turn head from side to side as if watching tennis
i	Down the insects body, dot for the head.	Pretend to be a mouse by wriggling fingers at end of noise and squeak
n	Down Nobby and over the net	Hold arms out at side, as if a plane
p	Down the plait, up and over the pirates face	Pretend to puff out candles with your finger
g	Round the girls face, down her hair and give her a curl	Spiral hand round and down, as if water going down the drain
o	All around the orange	Pretend to turn light switch on and off
c	Curl around the caterpillar	Raise hands and snap fingers as if playing castanets
k	Down the kangaroo's body, tail and leg	Fly a kite in the air
ck	Tick tock clock	Move head left and right
u	Down and under the umbrella, up to the top and down to the puddle	Pretend to be putting up an umbrella
b	Down the laces, over the toe and touch the heel.	Pretend to hit a ball with a bat
f	Down the stem and draw the leaves.	Let hands gently come together as if toy fish deflating
e	Lift off the top and scoop out the egg	Pretend to tap an egg on the side of a pan and crack it into the pan



l	Down the long leg	Pretend to lick a lollipop
h	Down the horse's head to the hooves and over his back	Hold hand in front of mouth panting h, h, h as if you are out of breath
r	Down the robots back and over his arm	Pretend to be a puppy holding a rag, shaking head from side to side
j	Down his body, curl and dot	Wiggle and wobble your body!
v	Down the wing, up the wing	Pretend to drive a van
y	Down, up and under his head	Pretend to be eating a yoghurt with a spoon
w	Down up, down up	Blow on to open hand, as if you are the wind, and say w, w, w
z	Zig, zag, zig	Put arms out at sides and pretend to be a bee
x	Cross, cross	Make an 'x' with your arms
sh	She's asleep!	Place index finger over lips
ch	Choo choo!	Move arms at sides as if you are a train
th	This and that	Stick your tongue out
qu	Quiz the queen	Pretend to put a crown on your head
ng	A thing on a string	Wave an imaginary thing on a string
nk	I think I stink!	Pinch your nose

Set 2 – Reception and Year 1

Sound	Ditty
ay	May I play?
ee	What can you see?
igh	Fly high!
ow	Blow the snow
oo	Poo at the zoo!
oo (u)	Look at a book
ar	Start the car
or	Shut the door
air	That's not fair!
ir	Whirl and twirl



ou	Shout it out!
oy	Toy for a boy

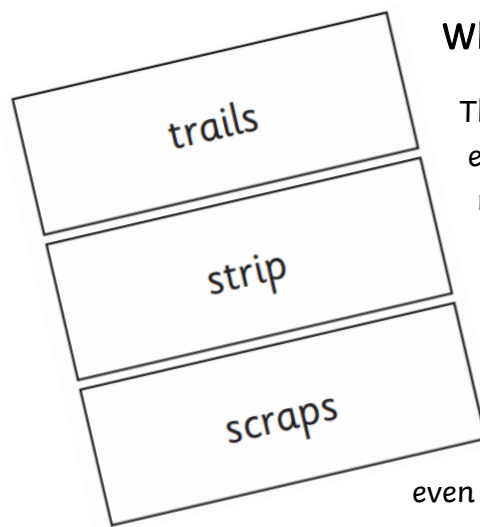
Set 3 – Year 1

Sound	Ditty
ea	Cup of tea
oi	Spoil the boy
a-e	Make a cake
i-e	Nice smile!
o-e	Phone home
u-e	Huge brute
aw	Yawn at dawn
are	Care and share
ur	Nurse with a purse
er	A better letter
ow	Brown cow
ai	Snail in the rain
oa	Goat on a boat
ew	Chew the stew
ire	Fire, fire!
ear	Hear with your ear
ure	Sure it's pure
ue	Come to the rescue!
ie	Terrible tie!
au	Paul the astronaut!
e-e	Go Pete and Steve!
wh	Whisk whisk
ph	Take a photograph



What is the Phonics screening check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before.

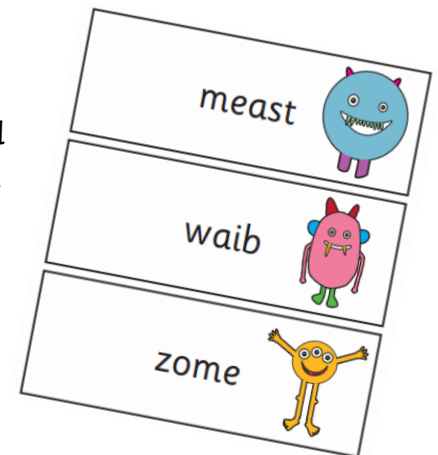


What happens in the screening check?

The test contains 40 words. Each child will sit one to-one and read each word aloud to a teacher. The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (alien nonsense words).

The children aren't aware that they are taking a 'test'. They are taken out of class by the teacher to do some fun reading and may even get a biscuit at the end!

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have. Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.



Mrs Peach will hold a workshop the month before your child takes the screening check to give you more information and advice on how you can help your child with the screening!



Top Tips!

- READ, READ, READ! Reading with your child is vital for their development. Make reading a pleasure, not a chore.
- TALK, TALK, TALK! Listening to and talking to your child is essential. As part of everyday activities, talk to your child, explaining what you are doing or any words they don't understand. Speaking and listening are the building blocks for reading and writing. The more language your child is exposed to, the more they will understand and use for themselves.
- Patience!
- Don't put an 'uh' on the end of sounds – e.g. 'muh' 'suh' 'tuh'. Use pure sounds as much as possible.
- Encourage blending, e.g. "can you put on your s o ck?" "please can you p u t this in the b i n"
- Give your child lots of praise
- Look for alternative sounds – e.g. a-e, ay, ai