



St Francis
Catholic Primary School

Phonics

ST FRANCIS CATHOLIC PRIMARY SCHOOL

What is Phonics?

Phonics is recommended as the first strategy that children should be taught in helping them learn to read.

Words are made up from small units of sound called phonemes (44 different phonemes in English language). Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read words and to spell words.

The smallest unit of sound in a word

Sounding out

Phoneme

Decoding

Grapheme

A written representation of a phoneme
Eg, a, ai, igh

Commonly occurring words which are tricky to decode

Tricky words

Phonics

Sound Button

Imaginary 'button' under phonemes

Two letters making one sound

digraph

Split digraph - the two letters making the sound are separated by a consonant

Blending

Running sounds together to make a word eg c- a- t

Segmenting

Splitting words up to work out which phonemes are in them

make, eve, pine, hope, tune,

General Phonics Glossary/Terminology

Phoneme: A single sound that can be made by one or more letters - e.g. s, k, z, of, ph, igh.

Grapheme: Written letters or a group of letters which represent one single sound (phoneme). In simple terms, it is what the sound looks like e.g. a, l, sh, air, ck

Digraph: Two letters which together make one sound e.g. ee, oa, ea, ch, ay

Trigraph: Three letters which together make one sound e.g. igh, ear, air, ure,

Blending: Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word - used when reading. c-a-t cat sh - ee-p sheep

Segment: This is the opposite of blending (see above). Splitting a word up into individual sounds - used when spelling and writing.

Pure sound: Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end e.g. 'f' not 'fuh.'

Scheme - Little Wandle Letters and Sounds

This academic year all schools have been asked to purchase a (SSP) Systematic, Synthetic, Phonics scheme.

We have subscribed to Little Wandle Letter and Sounds.

The reason for the change is to provide schools with planning, assessments and resources to support the teaching of Phonics.

To assess phonic knowledge we use the Little Wandle Letters and Sounds assessments.

At the end of Year 1 children sit a phonics screening test where they are assessed on their recognition of the 44+ phonemes, their ability to segment and blend sounds together and also read pseudo words (nonsense/alien words). If they do not pass the test in Year 1 they are reassessed at the end of Year 2.

Structure of a lesson

Review



Teach



Practice



Apply

Strategies

- *Sound talk*
- *Sound buttons*
- *Blend in your head*

Letter names and sounds

When children read we want them to use the letter sounds but when a child is spelling after Phase 3 we want them to use the letter names.

cat
●●●

CAT

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For parents








The resources on this page will help you support your child with saying their sounds and writing their letters. There are also some useful videos so you can see how they are taught at school and feel confident about supporting their reading at home. Find our full Reception and Year 1 teaching programme overview [here](#) to see what your child will learn and when.

Note: Member schools wanting to share content with parents should share the link to this page. While some of the same content appears in the Engaging parents section in the logged in area of the website, the content on the Engaging parents page can only be viewed by members.

Resources







Phase 2 grapheme information sheet

Autumn 1

| Grapheme and mnemonic | Picture card | Pronunciation phrase | Formation phrase |
|-----------------------|---|---|---|
| s s |  snake | Show your teeth and let the s hiss out ssssss ssssss | Under the snake's chin, slide down and round its tail. |
| a a |  astronaut | Open your mouth wide and make the 'a' sound at the back of your mouth a a a | Around the astronaut's helmet, and down into space. |
| t t |  tiger | Open your lips, put the tip of your tongue behind your teeth and press t t t | From the tiger's nose to its tail, then follow the stripe across the tiger. |
| p p |  penguin | Bring your lips together and push them open and say p p p | Down the penguin's back, up and round its head. |
| i i |  iguana | pull your lips back and make the 'i' sound at the back of your mouth i i i | Down the iguana's body, then draw a dot (on the leaf) at the top. |
| n n |  nail | Open your lips a bit put your tongue behind your teeth and make the nnnnnn sound nnnnnn | Down the stick, up and over the nail. |
| m m |  mouse | Put your lips together and make the mmmmmmm sound mmmmmmm | Down, up and over the mouse's ears, then add a flick on the nose. |















Phase 2 grapheme information sheet

Autumn 2

| Grapheme and mnemonic | Picture card | Pronunciation phrase | Formation phrase |
|-----------------------|---|--|---|
| j j |  jellyfish | Pucker your lips and show your teeth and your tongue as you say j j j | All the way down the jellyfish. Dot on its head. |
| v v |  volcano | Put your teeth against your bottom lip and make a buzzing vvvv vvvv | Down to the bottom of the volcano, and back up to the top. |
| w w |  wave | Pucker your lips and keep them small as you say w w w | From the top of the wave to the bottom, up the wave, down the wave, then up again. |
| x x |  box | Mouth open then push the ex sound through as you close your mouth xx xx xx (x x x) | Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box. |
| y y |  yo-yo | Smile, tongue to the top of your mouth, say y without opening your mouth | Down and round the yo-yo, then follow the string round. |
| z z |  zebra | Show me your teeth and buzz the z sound zzzzzz zzzzzz | Zip across, zig down and across the zebra. |

Phase 3 grapheme information sheet

Spring 1

| Catchphrase | Grapheme | Catchphrase | Grapheme |
|--|----------|--|----------|
|  tail in the rain | ai |  sheep in a jeep | ee |
|  a light in the night | igh |  toop that goat | oa |
|  zoom to the moon | oo |  hook a book | oo |
|  march in the dark | ar |  horn with a horn | or |
|  cut the fur | ur |  wire net | ow |
|  toing noing | oi |  get near to hear | ear |
|  chair in the air | air |  a bigger digger | er |

Letter formation: Capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

| Letter | Capital letter formation phrase |
|--------|--|
| A | From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across. |
| B | From the top, down, back to the top. Round to the middle, round to the bottom. |
| C | From the top, curl around to the left to sit on the line. |
| D | From the top, down, back to the top. Curve right, down to the bottom. |
| E | From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle. |
| F | From the top, down, back to the top. Across, back. Lift up and across the middle. |
| G | From the top, curl around to the line, carry on up, then straight down. Lift up and across. |
| H | From the top and down. Space. From the top and down. Lift up and join the lines across the middle. |
| I | From the top to the bottom and stop. |
| J | From the top, all the way down, then short curl to the left. |
| K | From the top, down, up to the middle. Diagonally up, back and diagonally down to the line. |
| L | From the top, down and across the line. |
| M | From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line. |
| N | From the top, down, back to the top. Diagonally down, then straight up to the top. |
| O | From the top – all around the o. |
| P | From the top, down then back up. Curve right to halfway down. |
| Q | From the top – all around the o. Lift off. Short line diagonally down. |
| R | From the top, down, then back up. Curve right to halfway down. Diagonally down to the line. |
| S | From the top, under the snake's chin, slide down and round its tail. |
| T | From the top, down and stop. Lift up and from the left, make a line across the top. |
| U | From the top, down and curve right, then straight up to the top. |
| V | From the top diagonally right to the bottom, then diagonally up to the top. |
| W | From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again. |
| X | From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom. |
| Y | From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom. |
| Z | From the top go across, diagonally down to the left and across the bottom. |

Grapheme charts



Collins
BIG CAT



Grow the code grapheme chart

Phase 2, 3 and 5

| | | | | | | | | | | | | | | |
|---|---------------------------------|---------------------------|----------------------------------|-----------------------------------|-------------------|-----------------------------------|--------------------------|---|----------------------|---------------|---------------|---------------------|--------------------------|----------------|
| s ss c sc | t tt | p pp | n nn kn gn | m mm mb | d dd | g gg | c k ck cc ch | r r wr | h | b bb | f ff ph | l ll le al | j j g dge ge | v vv ve |
| w wh | x | y | z zz s se ze | qu | ch tch ture | sh ch ti ssi st ci | th ng | nk nk | a | e ee ea | i i y | o o a | u u o-e ou | |
| ai ay a a-e igh nigh ey ea | ee ea e e-e y eg | igh ie i ie y | oa o o-e ou oe ow | oo ue u-e ew ou ui | yoo | oo u oul | ar a al | or ow au aur oor al a oar ore | ur er ir or | ow ou | oi oy | ear ere eer | air are ere ear | zh su si |

Grapheme Chart for Year 1:
Phase 5

A0 (841 x 1189mm), rolled