



## Phonics in the Foundation Stage

We teach phonics first thing on a morning as we find that this is the time when children are most focussed and engage best in their learning. We are passionate about ensuring all children have the opportunity to become confident and enthusiastic readers. We value reading and writing as a life skill, and are dedicated to enabling our pupils to become lifelong readers. Through a consistent and structured approach to phonics, pupils will acquire phonic knowledge and build on previous learning. They will apply this knowledge when reading carefully matched texts.

Most children in Nursery follow Letters and Sounds Phase 1 when they first come to our school, focussing on listening skills including listening for and distinguishing sounds in the environment. Initial letter sounds are introduced. The staff use 'Fred Talk' daily with the children, with the expectation that the children will begin to encode the words. Nursery staff have phonic flashcards to introduce the letter picture, a phonic frieze and a Fred the Frog toy.

In Phase 1 phonics, 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')

Typical activities for teaching Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy. This phase is intended to develop children's listening, vocabulary and speaking skills.

Reception and Nursery children are taught in their registration groups for the first 5 weeks. There is then an assessment just before Autumn half term



and children are then put into phonics groups according to the phonics phase they are working at meaning that we have groups of mixed ages. Miss Law, the EYFS phonics leader, assesses all EYFS children every half term and works closely with Mrs. Butterwood to regroup all EYFS and Key Stage 1 children. Our children move around the EYFS and Key Stage 1 and get to know lots of staff members and children. We believe that this way of working is very beneficial to our children and allows our phonics groups to be smaller and more focussed.

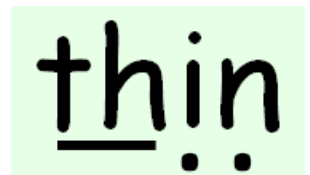
## What does a typical phonics session look like at Shawlands?

Children are taught the sounds in 3 sets. They will learn 1 new sound from that set each day. During a typical phonics session, children read 'green words' with the new sound in and will also have a go at writing these too. To help children sound out green words, we use 'Fred Talk'. We have a Fred the Frog puppet to help us sound out words e.g. m-σ-p, sh-σ-p, ch-air. The following video is an example of blending sounds with



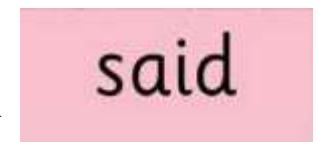
Fred. [https://www.youtube.com/watch?v=dEzfpod5w\\_Q](https://www.youtube.com/watch?v=dEzfpod5w_Q)

On the green word cards that we use in class, a line is placed under a phoneme that has more than one letter for the corresponding grapheme (a digraph, or trigraph). A dot is placed under a phoneme that has only one letter for the corresponding grapheme. Click on the link below to download a copy of all of the green words that your child will learn throughout the RWI programme.



[\(Green word document here\)](#)

As part of our sessions, we also learn red words. These are words that are not easily decodable, so children should be asked to read them without blending. Click on the link below to download a copy of all of the green words that your child will learn throughout the RWI programme.



[\(Red words document here\)](#)

Depending on their stage of learning, some children then read a RWI guided reading book which is closely matched to the sounds they have recently learnt. They will keep this book for a week and will also bring home a RWI reading book which is linked to the book they are reading in phonics sessions. Children will follow the order listed below. The expectation is that all children will leave Year One as confident speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support and your teacher will talk to you about this. Try not to worry if your child is finding reading tricky, they will all get there in their own time!





















Books	Year Group Expectations
Red Ditty 1-10	Reception
Green 1-10	Reception
Purple 1-10	Reception
Pink 1-10	Reception/Year One
Orange 1-12	Year One
Yellow 1-10	Year One
Blue 1-10	Year One
Grey 1-13	Year One

## Set 1

Set 1 Sounds are made up of the initial letters and are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending. This set also introduces 6 digraphs. A digraph is two letters that make one sound. In school, we call these 'special friends'.

Set 1	
Sound	Rhyme
m	Maisie, mountain, mountain.
a	Around the apple, down the leaf.
s	Slither down the snake
d	Round his bottom, up his tall neck and down to his feet.
t	Down the tower, across the tower.
i	Down the insects body, dot for the head.
n	Down Nobby and over his net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl.
o	All around the orange.
c	Curl around the caterpillar.
k	Down the kangaroos body, tail and leg.
u	Down and under the umbrella, up to the top and draw a puddle.
b	Down the laces, to the heel, round the toe.
f	Down the stem and draw the leaves.
e	Lift off the top and scoop out the egg.
l	Down the long leg.
h	Down the horse's head to the hooves and over his back.
sh	Sh says the horse to the hissing snake.
r	Down the robot's back, then curl over his arm.
j	Down his body, curl and dot.
v	Down a wing, up a wing.
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up.
th	The princess in the tower is saved by the horse, thank you!
z	Zig-zag-zig.
ch	The horse sneezes when the caterpillar's hairs get up his nose ch-ch-choo.
qu	Round the queen's head, up to her crown, down her hair and curl
x	Down the arm and leg and repeat the other side.
ng	A thing on a string.
nk	I think I stink.

## My Sound Mat

								
Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl
								
All around the orange	Curly around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
								
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn, up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side	

At this stage we do not use the letter names and it is important that sounds are pronounced in their pure form ('m' not 'muh', 's' not 'suh', etc.) Use the link below to support your pronunciation of sounds correctly.

<https://www.youtube.com/watch?v=TkXcabDUg7Q>

To help you practise at home, you can print off a copy of the set 1 sounds and their rhymes on flashcards here:

[\(Insert set 1 flashcards document\)](#)

## Set 2

After becoming confident with all of the sounds in set 1, children move on to set 2. In set 2 they are taught the long vowel sounds. They are also introduced to trigraphs (where three letters make one sound)

Each sound has a corresponding phrase that we use to help the children remember the sounds.

Set 2 sound	Set 2 sound phrase
ay	ay: may I play?
ee	ee: what can you see?
igh	igh: fly high
ow	ow: blow the snow
oo	oo: poo at the zoo
oo	oo: look at a book
ar	ar: start the car
or	or: shut the door
air	air: that's not fair
ir	ir: whirl and twirl
ou	ou: shout it out
oy	oy: toy for a boy



ay



May I play?



ee

What can you see?

igh



Fly high



ow

Blow the snow

oo



Poo at the zoo



oo

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 from a boy

To help you practise at home, you can print off a copy of the sounds and their rhymes on flashcards here:

[\(Insert set 2 flashcards document\)](#)

## Set 3

When children are very confident with all of set 1 and 2 they are taught set 3 sounds. This set introduces the children to alternative ways to pronounce sounds they may have previously been taught. It also introduces the children to split digraphs (where one sound splits the vowel and the final e). In school, we call these 'chatty friends'

Set 3 sound	Set 3 sound phrase
ea	ea: cup of tea
oi	oi: spoil the boy
a-e	a-e: make a cake
i-e	i-e: nice smile
o-e	o-e: phone home
u-e	u-e: huge brute
aw	aw: yawn at dawn
are	are: care and share
ur	ur: nurse with a purse
er	er: better letter
ow	ow: brown cow
ai	ai: snail in the rain
oa	oa: goat in a boat
ew	ew: chew the stew
ire	ire: fire, fire!
ear	ear: hear with your ear
ure	ure: sure it's pure
tion	tion: pay attention it's a celebration
tious cious	scrumptious delicious



To help you practise at home, you can print off a copy of the sounds and their rhymes here:

[\(Insert document\)](#)

### Nonsense/alien words

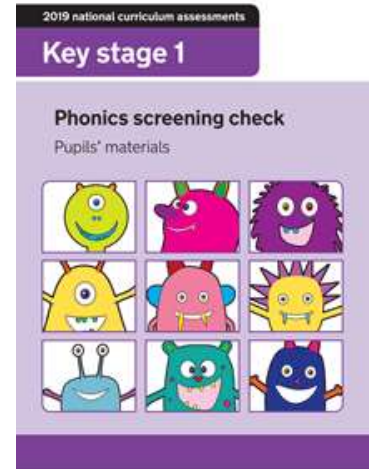
As well as learning to blend real words children will have plenty of opportunities to apply phonic knowledge when reading 'nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term.



## Year 1 Phonics Screening Check

In June, Year 1 children will take the Phonics Screening Check. For the check, they will need to read 40 words (20 real words and 20 nonsense words). For more detailed information about the phonics check, please click the following link

<https://www.youtube.com/watch?v=LbKGLJP6ww>. In the spring term, we also hold a phonics screening check information meeting for parents to give more details about what to expect and how to help prepare your child.



Please follow this link for more information about the Phonics Screening Check, which includes some sample test materials for you to get an idea of what the check involves.

<https://www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video>

### How can I help?

Parents are partners in their children's learning. At Shawlands, we pride ourselves on working closely with parents to support you to help your child with their learning. Regular practise of phonics sounds and home and daily reading will help your child to get the best start possible. Each day your child should come home wearing a sticker, which will tell you which sound they have learnt in phonics that day. Using the resources from this page, you could practise green words and alien words for the sound they have learnt that day as well as reading their phonics reading book.

Also, look out for our phonics workshops, where we will show you how a typical session is taught, share resources to help your child and answer any questions you may have. We also run an information session in the Spring term to tell you all that you need to know about the Year 1 Phonics Screening Check.



## Useful websites for parents and children:

<http://www.ruthmiskin.com/en/parents/>

<http://www.phonicsplay.co.uk/> - many games to play

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/> - fun games for the children to play

<http://www.ictgames.com/literacy.html> - fun games for the children to play

## Key vocabulary

Digraph – two letters that make one sound. In school, we call these ‘special friends’.

Trigraph - three letters that make one sound. In school, we call these ‘special friends’.

Split digraphs - where one sound splits the vowel and the final ‘e’. E.g. cake. We also call these chatty friends.

Phoneme – a unit of sound.

Grapheme – the way we write a phoneme.

Segment – splitting a word up in to separate sounds (phonemes).

Blend – joining together the sounds (phonemes) to make a word.

Oral blending – a child hears the sounds and says the word. E.g. an adult says c-a-t and the child can respond with ‘cat’.