



Linthwaite Clough
JI&EY School

Phonics & Early Reading Information for Parents/Carers

SLCF Vision: To be a community of confident, creative learners thriving together in a rich, inclusive environment that raises the aspirations of each unique child

Phonics Information for Parents and Carers

What is phonics?

Phonics is:

Knowledge of the alphabetic code

(26 letters, 44 common phonemes (sounds))

Understanding of the skills of segmenting and blending

Phonics is a way to teach children to read and write.

It involves teaching sounds which are put together to make words.

In daily phonics lessons they are learning these 44 sounds and how they match to letters written on a page.

They are taught in a specific order - 3 to 4 new phonemes a week

The 44 sounds are then used as a code to read and spell unknown words



Terminology

Phoneme – a single sound that can be made using 1 or more letters

Grapheme – the written letters that represent that sound

Example: the /c/ phoneme is represented by the grapheme 'c'

The /ch/ phoneme is represented by the graphemes 'c' and 'h'

Digraph – 2 letters together that make 1 sound

Example: 'c' and 'h' make the sound /ch/

Trigraph – 3 letters together that make 1 sound

Example: i g h make the sound /igh/

Split digraph – A digraph where another letter (sometimes more) come between it.

Examples

a_e in grape e_e in athlete i_e in bike o_e in nose u_e in flute and cube

(You may remember them as 'magic e' words!)

Adjacent consonants – 2 or more consonants next to each other that have separate phonemes – bl, tr, spr

Key skills - segmenting and blending

In Bug Club Phonics **blending for reading** and **segmenting for spelling** are given equal prominence, though blending is always taught first in a session.

Segmenting - the act of splitting a word up into the individual sounds (phonemes) represented by graphemes

Example: **night** can be segmented into 3 phonemes **n- igh-t (use phoneme fingers)**

Blending: putting the separate phonemes back to together to form a word

Practical Ways to help your child with reading and phonics whilst learning at home

- Find a quiet, comfortable space to read so that you can both see the book or screen
- Ensure reading becomes part of your daily routine and read with your child every day for 10 mins
- Read the same book twice, 3 times – **repeated reading is brilliant practice**
- If on occasions your child seems tired or reluctant to read, take a page or line each but remember to re-read it back to them fluently to help them with the comprehension
- If they don't feel like reading one day, play a phonics game.
- ALL READING COUNTS
- Remember to celebrate success and praise effort
- **RETURN YOUR CHILD'S READING BOOK EACH WEEK**

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
7 Aspects <ul style="list-style-type: none"> Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting 	<ul style="list-style-type: none"> 19 letters taught and the sound for each one and the 4 digraphs, ck, ff, ll, ss Blending and segmenting to begin Tricky words introduced and high frequency words 	<ul style="list-style-type: none"> 25 more graphemes taught including seven letters, j, v, w, x, y, z, qu Letter names introduced Blending and segmenting CVC words Reading and spelling simple 2 syllable words/captions 	<ul style="list-style-type: none"> No new grapheme-phoneme correspondences Blending and segmenting words with adjacent consonants Further tricky words and high frequency words introduced 	<ul style="list-style-type: none"> Introduces more graphemes for the ones previously taught in Phases 2 and 3 Introduces alternative ways of pronouncing graphemes taught in phases 2 and 3 Blending and segmenting Further tricky words and high frequency words introduced 	<ul style="list-style-type: none"> Increasing fluency and accuracy in blending and sounding out Teaching spellings – past tense, adding suffixes, spelling long words, doubling letter and so on Learning and practising a range of spellings Application of a range of spellings

Handwriting

The teaching of letter formation accompanies the introduction of every grapheme and the talking-through element of such teaching also supports the children's cognitive processes. (see appendix)

Phase 1

This phase is intended to develop children's listening, vocabulary and speaking skills.

The ways in which adults interact and talk with children are critical to developing children's speaking and listening. This needs to be kept in mind throughout all phase one activities.

In Phase 1 phonics, children learn about:

- **Environmental sounds** – sounds we hear all around us every day.
- **Instrumental sounds** – musical instrument sounds
- **Voice sounds** – sounds made using the voice
- **Body percussion** – sounds made using the body e.g. clapping and stamping
- **Rhythm and rhyme** – repetitive phrases in stories, rhyming pairs (cat/hat) and rhyming strings

Example: dog/log/bog/fog/hog)

- **Alliteration** – Sounds which all begin with same sound –bus/book/bat/begin/banana

(I spy is a great game to support this)

- **Oral segmenting and blending** - Hearing a series of spoken sounds and merging them together to make a spoken word – **no text is used**

For example, when you call out 'b-u-s', the children say "bus"

This skill is usually taught before blending and reading printed words

Activities to help with Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy.

Phase 2 – Taught from Reception


In Phase 2, children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all.

In Phase 2, children focus on learning the 19 most common single letter sounds. These are broken down into smaller sets of about six sounds to make them more achievable for children to learn.

They also learn to read **tricky words...** the, to, go, no, I into, her

They begin to learn the names of the letters by singing the Alphabet Song.

Focus and example word				
Unit 1	s sat	a at	t tap	p pat
Unit 2	i pip	n nan	m map	d did
Unit 3	g get	o on	c cat	k kid
Unit 4	ck sock	e ten	u nut	r rat
Unit 5	h hat	b big	f fin	ff puff
			l leg	ll bell
				ss mess



Phase 3

Introduces children to the remaining, more difficult and/or less commonly used letter sounds.

They are then taught the digraphs and trigraphs.

Alongside this, children are taught to read more **tricky words ...**

he, she, we, me, be, they, was, my, by, you, her, all, are, give, live

They also learn to **write phase 2 tricky words.**

They consolidate understanding of the names of the letters by singing the Alphabet Song.

Focus and example word						
Unit 6	j jog	v van	w web	x box		
Unit 7	y yes	z zip	zz fizz	qu quiz		
Unit 8	ch chop	sh ship	th cloth	th them	ng hang	
Unit 9	ai rain	ee peel	igh night	oa coat	oo book	oo moon
Unit 10	ar jar	or born	ur surf	ow cow	oi soil	
Unit 11	ear hear	air pair	ure cure	er sister		

Phase 4

In Phase 4 phonics, children will, among other things:

- Practise reading and spelling CVCC/CCVC words ('bump', 'nest', 'belt', 'milk', etc)
- Practise reading and spelling high frequency words
- Practise reading and writing sentences to develop fluency – lots of opportunities are given to practise and build confidence.

They will learn to read more tricky words...

said, so, do, have, like, some, come, were, there, little, one, when, out, what

They will also learn to **write phase 3 tricky words.**

Phase 5

Children will learn about split digraphs such as a_e in 'grape'.

Alternative spellings and alternative pronunciations' for phonemes and graphemes they already know are also taught in this phase. When spelling words, they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

They will learn to read more tricky words...

our, their, people, Mr, Mrs, Ms, looked, called, asked, water, where, who, again, thought, through, worked, laughed, because, Thursday, Saturday, thirteen, thirty, different, any, many, eyes, friends, two, once, great, clothes, It's, I'm, I'll, I've, don't can't, didn't, first, second, third.

They will also learn to **write phase 4 tricky words.**

Focus and example word					
Unit 13	wh whip	ph dolphin			
Unit 14	ay spray	a-e plate	eigh weigh	ey they	ei reins
Unit 15	ea seat	e-e these	ie brief	ey hockey	y very
Unit 16	ie pie	i-e slide	y fly	i wild	
Unit 17	ow snow	o-e phone	o both	oe toe	
Unit 18	ew screw	ue glue	u-e cute	u push	oul should
Unit 19	aw claw	au launch	al small		
Unit 20	ir girl	er perk	ear search		
Unit 21	ou cloud	oy boy			

Focus and example word					
Unit 22	ere here	eer deer	are share	ear bear	
Unit 23	ch school				
Unit 24	c circus	sc science	st(l) castle	se horse	
Unit 25	ge gems	gi magic	gy energy	dge dodge	
Unit 26	le purple	mb thumb	kn kneel	gn gnome	wr wrist
Unit 27	tch match	ea bread	s treasure	wa wash	o come

Phase 6

Bug Club Phonics supports learning in Phase 6 by introducing more complex, multi-syllabic words and morphemes such as prefixes and suffixes. This teaching occurs in the Phoneme and Language Sessions and in guided independent work, with the children also covering less-common grapheme-phoneme correspondences and phonic irregularities, and applying their phonic skills in a wide range of reading and spelling settings.

The children will become increasingly fluent in sounding and blending unfamiliar words, and will develop more automatic recognition of familiar ones based on a sound foundation of phonic skills, so you will be able to devote more and more time to developing their reading comprehension.

Although formal phonics teaching is usually complete by the end of Year 2, children continue to use their knowledge as they move up the school.

Unit 28	ing shopping	ed jogged
Unit 29	s stars	es foxes
Unit 30	re reset	un unfair

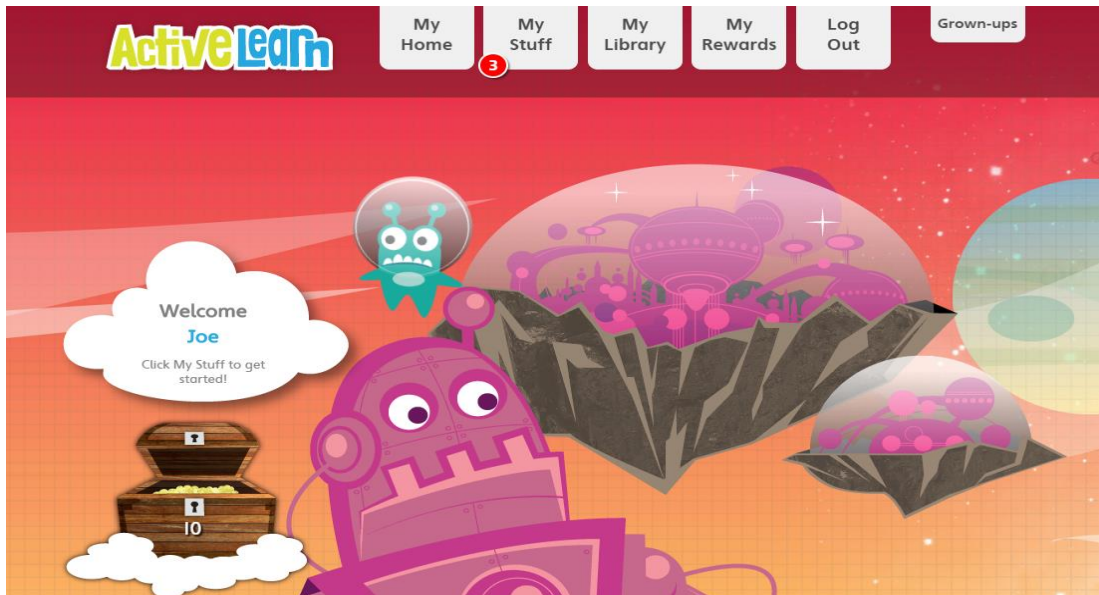
Bug Club Phonics walk-through for parents

Step 1: Firstly, go to www.activelearnprimary.co.uk

Click on the yellow Log in button and use your child's username, password and school code that the teacher provided (llms)



Once logged in you will be taken to the Pupil World homepage. This is where you can access all of the books and games that have been allocated to your child.



You will see there are several tabs at the top of the page: My Home, My Stuff, My Library, My Rewards, Log Out and Grown-Ups.

'My Stuff' is where any new homework gets sent to. The number displayed indicates how many pieces of unopened homework have been allocated to your child.

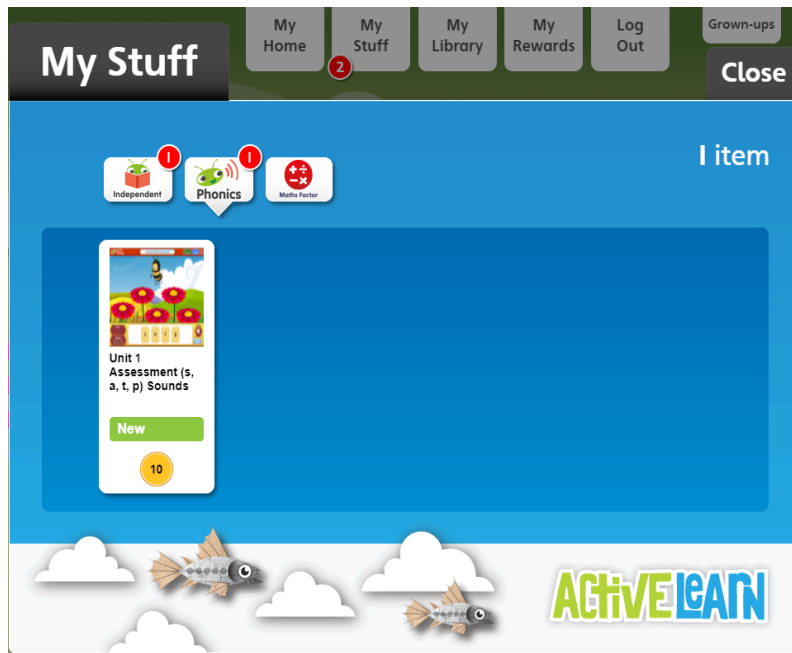
Step 2: Open My Stuff to see what's been allocated



The eBooks homework will come under the Independent tab, click on this to bring up the homework. In this case three books have been allocated.

At the bottom of each book icon you can see a gold coin and a number. This number indicates how many coins the child will get for attempting every quiz activity and reading to the end of the book.

Step 5: How to find games that have been allocated



The teacher may also allocate Bug Club Phonics games. These can be found in the Phonics tab.

As with the eBooks, the gold coin represents how many coins the child will get as a reward for completing the game.

Step 6: Playing the games

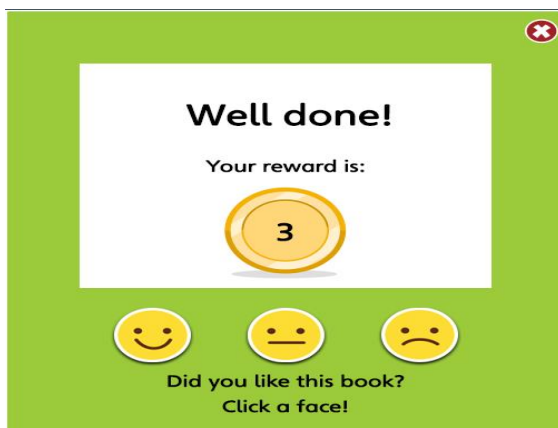
Whenever you open a game the first step is to click the play button and the narrator will provide the instructions for the game. You can also click the Guide button at the top right of the screen for written instructions.

In every game your child will have three chances to answer each question. If they get all three wrong, the narrator will provide the correct answer.

You can see how you did in the score counter. A green hexagon is shown for each question answered correctly and a red hexagon is shown for each answered incorrectly.

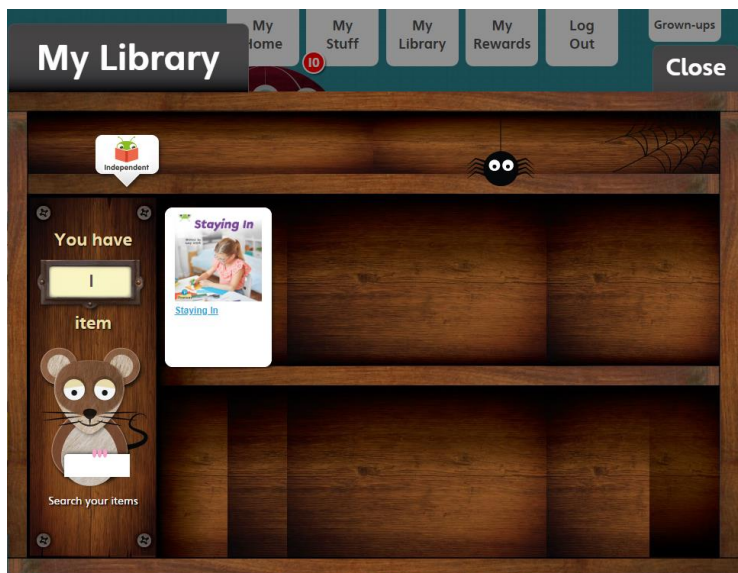


Rewards for finishing the book or game



For eBooks, once you read to the end and attempt all of the activities, your child will be given a reward and the opportunity to say whether they liked the book. For games, your child will be given a reward after attempting every activity and clicking finish at the end of the game.

My library



Once you finish a book it will drop out of My Stuff and move into 'My Library'. Your child can read this any time they wish, but they won't be able to earn additional coins.

Step 7: Spending the coins



Over time, your child will accumulate more and more coins as they read more and more Bug Club Phonics books. You can see just how many coins they have on the homepage.

Now for their favourite part (after reading the eBooks of course), spending those coins.

Click on 'My Rewards' to spend the coins. In the Pit Stop area children can play a racing game; in the Sticker Factory area they can buy digital stickers; finally, in The Tree House, they can decorate their tree house.

Grown-ups' area

Active Learn

ActiveLearn > Grown-ups

Grown-ups' Area

Welcome to our Grown-ups' Area. This is a new area we're developing to give you everything you need to support your child's learning.

Reading

Have a look through the links below to find out more around how Bug Club can help your child to learn to read.

- > [Getting the most out of Bug Club](#)
- > [How children learn to read](#)
- > [Reading at home](#)

In this area there are some top tips on how you can help your child read from home.

Need help? You can also use the Help guide link to go over any functionality or technical support question. Please note: we strongly recommend using Google Chrome or Mozilla Firefox web browsers with ActiveLearn. If you prefer to use Internet Explorer, please check you have at least IEG in order for everything to work as it should. eBooks have been optimised for tablets.

Common Exception words

Year 1 and 2 Common Exception Words

Year 1

the they one
a be once
do he ask
to me friend
today she school
of we put
said no push
says go pull
are so full
were by house
was my our
is here
his there
has where
I love
you come
your some

Year 2

door gold plant clothes
floor hold path busy
poor told bath people
because every hour water
find great move again
kind break prove half
mind steak improve money
behind pretty sure Mr
child beautiful sugar Mrs
children after eye parents
wild fast could Christmas
climb last should everybody
most past would even
only father who
both class whole
old grass any
cold pass many



Letter formation

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