



Phonics at Upton Heath Church of England Primary School



What is phonics?

From a very early stage, children develop an awareness of different sounds in spoken language.

They develop an understanding that spoken words are made up of different sounds (phonemes) and they learn to match these phonemes to letters (graphemes).

Phonics is about children knowing how letters link to sounds (graphemes to phonemes), e.g. c as in 'cat', ll as in 'fell', ee as in 'sheep'. Children use this phonics knowledge when they are reading and writing.

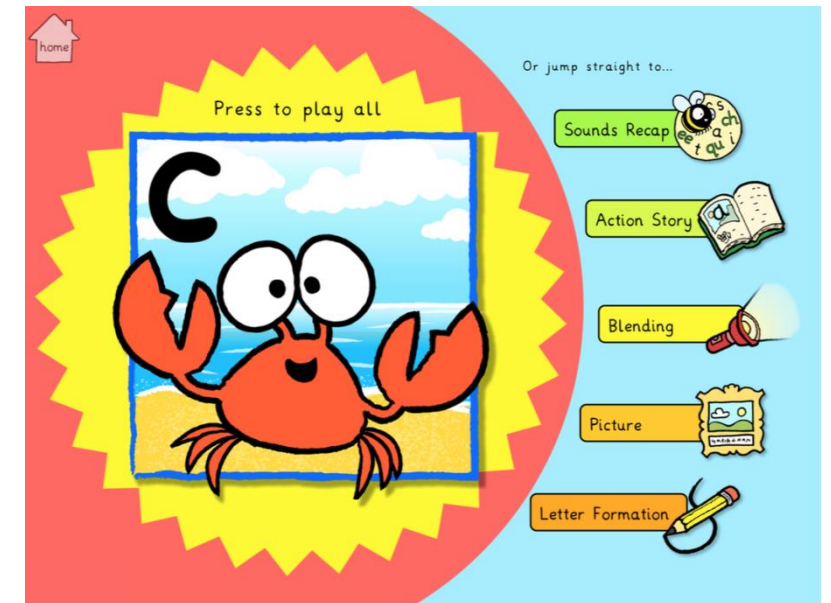
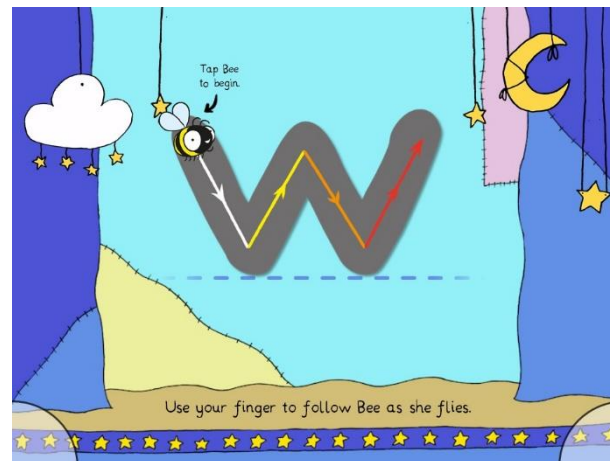
This system has been shown to be a quicker and more efficient way for children to learn to read the words on a page fluently and accurately. This also helps them greatly with their spelling.

“If a child memorises ten words,
the child can only read ten words,
but if the child learns the sounds
of ten letters, the child will be able
to read 350 three sound words,
4320 four sound words and
21650 five sound words”

How do we teach phonics at Upton Heath?

At Upton Heath Church of England Primary School all children in Reception, Year 1 and 2 take part in high quality, daily phonics sessions. These are fun sessions involving lots of speaking, listening and games where the emphasis is on children's participation. They learn to use their phonic knowledge for reading, writing and independent play.

We use Anima Phonics to enhance our phonics teaching.



Anima Phonics

Anima Phonics is a fun and interactive online programme of lessons.



Each sound is introduced with an animal character, poem / story, action and some have songs.

This multi sensory approach supports them in remembering the phoneme and its corresponding grapheme.



Use your fingers to pop bubbles in the air.

Piggy's Popping Bubbles

Pig is in the bath
And he's adding lots of bubbles.
Penguin told him, "Not too much,
Or you will get in trouble."

Bubbles, bubbles, bubbles
Floating all around.
Can you hear the
p-p-p-p-popping sound?

p p p p p p p p

Too many bubbles now!
We need to make it stop!
Can you help Pig pop the bubbles?
Pop, pop, pop, pop, pop!

p p p p p p p p



<https://phonicsresources.net/Online/Resources/SoundBoard1/>

In EYFS:



WEEK 1



WEEK 2



WEEK 3



WEEK 4



WEEK 5



WEEK 6



WEEK 7



WEEK 8



WEEK 9



WEEK 10



WEEK 11

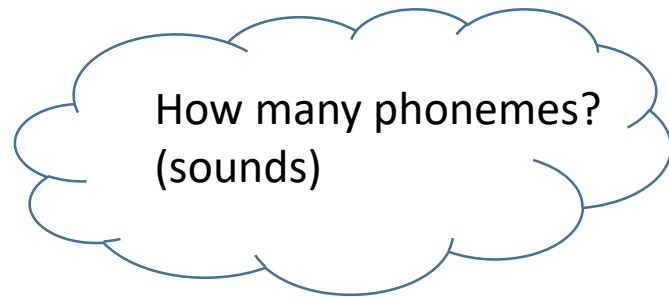
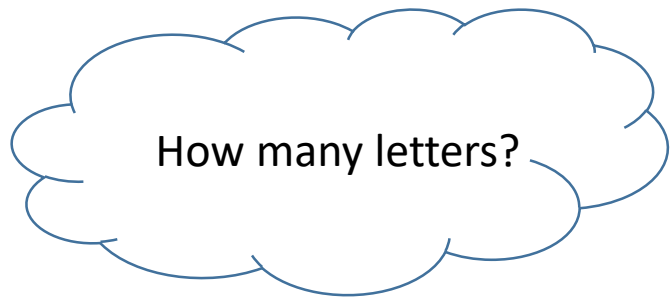
We begin by learning to say the 44 sounds and how to recognise them and write them down.

Some of these sounds are called digraphs (where 2 letters make 1 sound – ch, ee, ar)

We learn that these letters are a unit and work together to make 1 sound.

We begin to blend (say them quickly) the sounds together to read simple words

We also learn to segment them (split them up) to help us to spell simple words.



pig

3

3

chat

4

3

park

4

3

sheep

5

3

c a t → cat

sh ee p → sheep

We also begin to learn to read and spell Rainbow Words and are introduced to 'silly sounds'

These are words that are spelt differently to how they sound



The silly sounds are shown in yellow to help the children spot that they don't make the usual sound.

The children can refer to the picture cues underneath to support them as we work on developing speedy recognition and fluency.

These words are very common and will regularly appear in children's reading and spelling so it's very important that they practise these.

Once the children are confident with the 44 sounds in Unit 1 we will work on reading and spelling longer words



We will learn to spot adjacent consonants (or sticky letters) at the beginning or end of words and to blend them quickly to read longer words

brick lamp splash

We will use sound buttons and phoneme frames to help us!

We continue to build up our bank of Rainbow Words.

We will also learn to karate chop 2 syllable words such as
sunset sun / set
lunchbox lunch / box



Once we are confident to read and spell longer words we will learn alternative graphemes for some of the sounds we already know! (at the end of EYFS/beginning of Y1)



We will refer to them as naughty digraphs and we will learn how 'The Naughtifier' turns these digraphs red.



Each alternative digraph has the same character and action which helps children to understand that they make the same sound but are written in different ways.

In Year 1:

We will continue to consolidate our understanding of alternative graphemes and begin to learn even more silly sounds such as the soft sounds c and g like in

pencil

city

giant

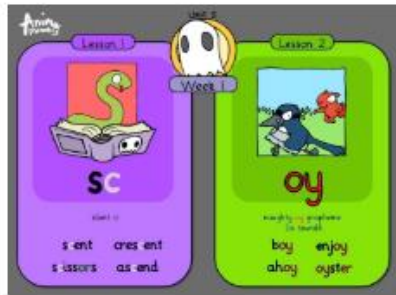
magic



We learn about our vowel sounds
and we are introduced to
Split digraphs (where we say the
letter name not its sound)

cake
spike
home
extreme
flute

Week	Lesson 1	Lesson 2
WEEK 1	recap Unit 5 recap oe al oy (oe sound) (oe sound) (oe sound) ph al (f sound) (oe sound)	recap Unit 5 recap sc wr gn kn wh ch mb mn
WEEK 2	a_e split digraph a_e (ae sound) came make snake race	a magic vowel a (ae sound) acorn bacon angel lady
WEEK 3	i_e split digraph i_e (igh sound) like time shine invite	i magic vowel i (igh sound) find wild blind grind
WEEK 4	o_e split digraph o_e (oe sound) bone home alone explode	o magic vowel o (oe sound) go open focus both
WEEK 5	e_e split digraph e_e (ee sound) these some gene extremis	e magic vowel e (ee sound) me she recent frequent
WEEK 6	u_e split digraph u_e (ue sound) huge flute tube rude	u magic vowel u (ue sound) duty human music unicorn



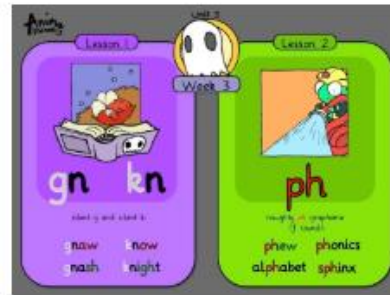
WEEK 1

WEEK 1 - NO AUDIO



WEEK 2

WEEK 2 - NO AUDIO



WEEK 3

WEEK 3 - NO AUDIO



WEEK 4

WEEK 4 - NO AUDIO

We learn about ghost letters
(silent letters)

lamb
wrong
scent

We also learn more alternative
or naughty digraphs!

At the end of Year 1 and into Year 2 we continue to learn even more silly sounds and unusual spellings

Lesson 1

Week 1

Lesson 2


a
silly sound a (for mouth)
was wist
went squish


a
silly sound a (for mouth)
ask after
pass fast

Lesson 1

Week 2

Lesson 2


ch
silly sound ch (ch sound)
chef parachute
chute machine


y
silly sound y (y sound)
gym hym
myth physics

Lesson 1

Week 3

Lesson 2


ea
silly sound ea (ea sound)
hand bread
healthy wealthy


ar
silly sound ar (ar sound)
warm reward
quarter worn

Lesson 1

Week 4

Lesson 2


ie
silly sound ie (ie sound)
thief belief
field chief


ou
silly sound ou (ou sound)
you soup
youth group

Lesson 1

Week 5

Lesson 2


u
silly sound u (short u sound)
full push
pull bush


o
silly sound o (o sound)
mother wonder
other month

WEEK 1

WEEK 2

WEEK 3

WEEK 4

WEEK 5

Lesson 1

Week 1

Lesson 2


tch
ghostly grapheme tch (ch sound)
watch catch
kitchen stretch


ve
ghostly grapheme ve (v sound)
have give
leave believe

Lesson 1

Week 2

Lesson 2


se
ghostly grapheme se (s sound)
house sense
horse nurse


se
ghostly grapheme se (s sound)
cheese please
noise choose

Lesson 1

Week 3

Lesson 2


ey
naughty digraph ey (ee sound)
key money
monkey donkey


er
sluggish sound er (e sound)
other after
over never

Lesson 1

Week 4

Lesson 2


le
ghostly grapheme le (l sound)
little table
possible simple


stle
combined ghostly graphemes stle (s and l sound)
castle whistle
wrestle bristle

Lesson 1

Week 5

Lesson 2


ge dge
ghostly grapheme ge (g sound)
large edge
challenge bridge


age
grapheme cluster age (g sound)
image message
village package

Lesson 1

Week 6

Lesson 2


ci
naughty digraph ci (ch sound)
special social
especially official


ti ssi
naughty graphemes ti and ssi (ch sound)
action mission
station session

Lesson 1

Week 7

Lesson 2


sure
silly sound s (ch sound)
treasure measure
pleasure leisure


sion
digraph s (ch sound)
television division
decision explosion

WEEK 1

WEEK 2

WEEK 3

WEEK 4

WEEK 5

WEEK 6

In Year 2:

We continue to learn unusual spelling patterns and apply new spelling rules

Week 1

Lesson 1
eer
naughty: trigraph eer (ear sound)
deer peer
cheer steer

Lesson 2
ere
naughty: trigraph ere (ear sound)
here sphere
interfere mere

Week 2

Lesson 1
ei
naughty: digraph ey (ai sound)
reins vein
reindeer sheik

Lesson 2
eigh
naughty: grapheme eigh (ai sound)
eight sleigh
weight neigh

Week 3

Lesson 1
ey
naughty: digraph ey (ai sound)
they hey
grey obey

Lesson 2
our
naughty: grapheme our (ur sound)
journal journalist
glamour neighbour

Week 4

Lesson 1
our
naughty: grapheme our (ur sound)
four pour
your court

Lesson 2
augh
naughty: grapheme augh (ur sound)
caught taught
daughter naughty

Week 5

Lesson 1
are
naughty: trigraph are (air sound)
bare care
square share

Lesson 2
que
naughty: trigraph que (ks sound)
plaque cheque
mosque grotesque

Phonics Screening Check

Every Year 1 child in the country will be taking the phonics screening check in the same week in June. Please make sure your child is in school that week!

Week beginning – **Monday 6th June 2022**

The aim of the check is to ensure that all children are able to read by the end of Year 2.

This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in Year 2.

It is a statutory assessment and results are shared with parents at the end of Year 1.

The check is very similar to tasks the children already complete during phonics lessons.

Children will be asked to 'stretch out' a word and blend the sounds together.eg d-o-g - dog



The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up 'nonsense' words.

THIS IS NOT A READING TEST

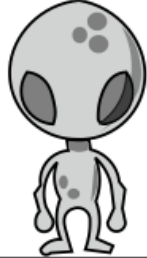


voo 

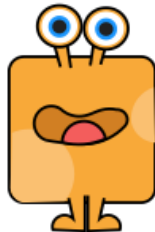
jound 

terg 

fape 

fount 

wape 

pelck 

splune 

The check includes pseudo (nonsense words) to check that children can recognise the sounds and apply their phonics strategies to unknown words.

The check will be carried out in a 1:1 scenario by a familiar adult in a quiet place.

The screening will take 5 – 10 minutes per child.



Shhhhhh!

The children will have carried out similar tasks throughout the year so it will not be seen a stressful 'test' situation.

We will carry out a practice screen throughout the year and inform you of any target sounds.



This year, our current Year 2 children will be asked to complete a past version of the check in the second part of the Autumn term. This will take place in November.

There is no set date for this check and it will be carried out as normal classroom practice within the half term.

Children who are not yet working at the expected standard will then have another go in June 2021.

How can you help?

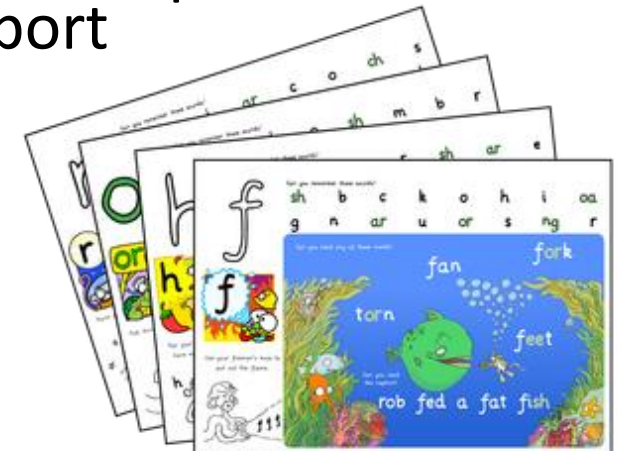


Learn the actions and correct articulation of the sounds (see parents guide or ask your child to teach you!)

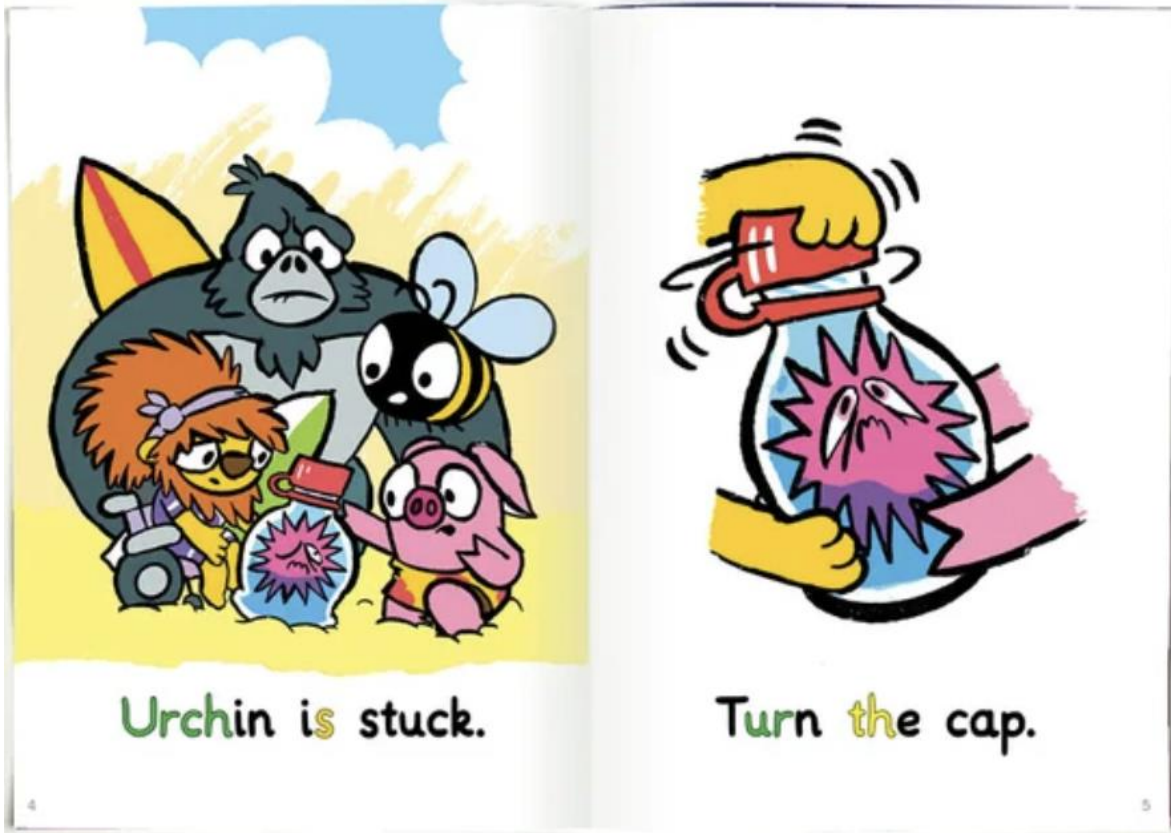
Play games to support practicing the sounds – snap, matching games, www.animaphonics.com , www.phonicsplay.com and other iPad games

Listen to your child read regularly and share books with them – spot sounds that they have learnt in school using the sound mat to support

Support your child in completing any phonics tasks that may be sent home



Top tips to support early reading (hearing your child read phonic based books)



Build reading into your routine – this doesn't have to be books all the time! (not always best at night when everyone is tired)

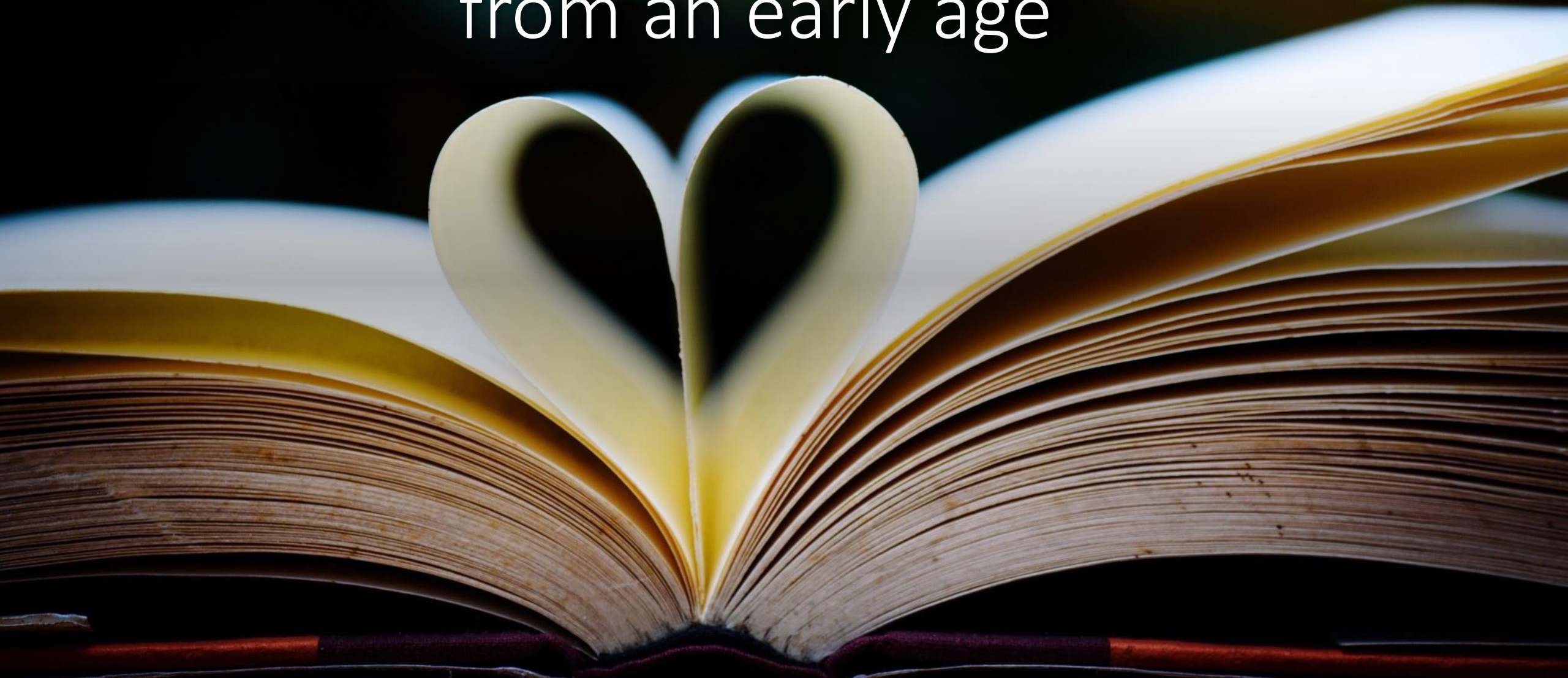
Make it a fun and enjoyable time rather than a chore (for both parties!) - little and often works best

Use the phonic strategies – sound mat, interactive board on Ipad, flashcards, sound buttons

Try not to get frustrated and give them time to think and blend

Talk about the pictures before attempting reading – context helps

Help us to create a love of reading
from an early age



Share stories (what are your favourite stories that you remember from childhood?)

Talk talk talk! Expose them to language, rhyme, patterns and introduce them to different vocabulary. Play with sounds and words

Book snuggles – bedtime stories are proven to help build children's vocabulary and understanding as well as being a bonding time that you will miss when they're older!

Become story tellers – make up your own stories together, act them out, draw it, write it!

Encourage reading words all over the place and in different environments – show the children that reading has a purpose

read me a story,
tuck me in tight,
say a sweet prayer
and kiss me goodnight.



IT'S VERY IMPORTANT TO ALWAYS READ
A BEDTIME STORY...ELSE HOW WOULD YOUR
DREAMS KNOW WHERE TO BEGIN.

