

## Jolly Phonics: The Actions

Here is a copy of the actions that your child will be doing to go with the sounds that they are learning in phonics.

|    |  |
|----|--|
| s  | Weave hand in an s shape, like a snake, and say <i>ssssss</i>  |
| a  | Wiggle fingers above elbow as if ants crawling on you and say <i>a, a, a.</i>                        |
| t  | Turn head from side to side as if watching tennis and say <i>t, t, t.</i>                            |
| i  | Pretend to be a mouse by wriggling fingers at end of nose and squeak <i>i, i, i.</i>                 |
| p  | Pretend to puff out candles and say <i>p, p, p.</i>  |
| n  | Make a noise, as if you are a plane - hold arms out and say <i>nnnnnn.</i>                           |
| ck | Raise hands and snap fingers as if playing castanets and say <i>ck, ck, ck.</i>                      |
| e  | Pretend to tap an egg on the side of a pan and crack it into the pan, saying <i>eh, eh, eh.</i>      |
| h  | Hold hand in front of mouth panting as if you are out of breath and say <i>h, h, h.</i>              |
| r  | Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say <i>rrrrrr.</i> |
| m  | Rub tummy as if seeing tasty food and say <i>mmmmm.</i>  |
| d  | Beat hands up and down as if playing a drum and say <i>d, d, d.</i>                                  |
| g  | Spiral hand down, as if water going down the drain, and say <i>g, g, g.</i>                          |
| o  | Pretend to turn light switch on and off and say <i>o, o; o, o</i>                                    |
| u  | Pretend to be putting up an umbrella and say <i>u, u, u.</i>   |
| l  | Pretend to lick a lollipop and say <i>llllll.</i>  |
| f  | Let hands gently come together as if toy fish deflating, and say <i>fffff.</i>                       |
| b  | Pretend to hit a ball with a bat and say <i>b, b, b.</i>   |

*If you find yourself, as we often do, unsure of the correct way to say the sound, practice saying words that have that particular sound as the initial sound. Listen carefully and notice how your tongue is placed in your mouth. This will then help you to correct your child when listening to them say the sound.*

### What is phonics?

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

**Phoneme** = sound

**Grapheme** = letter formation

**Diagraph** = when two letters are put together to make one sound i.e. ch

**Trigraph** = when three letters are put together to make one sound i.e. igh, ear,

### **Blending**

Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is.

This skill is vital in learning to read.

### **Segmenting**

Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.

### What makes phonics tricky?

In some languages learning phonics is easy because each phoneme has just one grapheme to represent it. The English language is a bit more complicated than this. This is largely because England has been invaded so many times throughout its history. Each set of invaders brought new words and new sounds with them. As a result, English only has around 44 phonemes but there are around 120 graphemes or ways of writing down those 44 phonemes. Obviously we only have 26 letters in the alphabet so some graphemes are made up from more than one letter.

**ch th oo ay** (these are all digraphs - graphemes with two letters)

There are other graphemes (letter) that are trigraphs (made up of 3 letters) and even a few made from 4 letters.

Another slightly sticky problem is that some graphemes can represent more than one phoneme. For example **ch** makes very different sounds in these three words: **chip, school, chef.**

### So why bother learning phonics?

In the past people argued that because the English language is so tricky, there was no point teaching children phonics. Now, most people agree that these tricky bits mean that it is even more important that we teach phonics and children learn it clearly and systematically. A written language is basically a kind of a code. Teaching phonics is just teaching children to crack that code. Children learn the simple bits first and then easily progress to get the hang of the trickier bits.

### **How is phonics taught?**

Some people worry that phonics is taught to children when they are too young. However, those people might be surprised if they stepped into a phonics lesson. Phonics sessions are entirely made up from games, songs and actions and these sessions only last for 15-20 minutes per day. In my experience, (when phonics is taught well) children generally enjoy phonics so much that they beg their teachers to play phonics games with them at other times of the day.

(Taken from [phonicsplay.co.uk](http://phonicsplay.co.uk))

Phonics is just one part of the Communication language and literacy curriculum but it has such a big impact on the others.

**The children's learning develops at its fullest in a rich learning environment, here are just some of the things we promote:**

### **Effective learning involves:**

- ☺ *Children having time to explore and experiment with ideas, materials and activities.*
- ☺ *Children feeling secure to try new experiences.*
- ☺ *Children learning through using all of their senses.*
- ☺ *Adults who give children opportunities to develop their own ideas.*
- ☺ *Adults who interact with and support children in developing confidence, and independence*
- ☺ *Adults who talk to children about their work, introducing appropriate vocabulary.*

## Curriculum Coverage for Literacy

|                | Reading  | Writing  |
|----------------|--|--|
| 22- 36 months  | <ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</li> </ul>   | <ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make.</li> </ul>   |
| 30 - 50 months | <ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Suggests how the story might end.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Recognises familiar words and signs such as own name and advertising logos.</li> <li>• Looks at books independently.</li> <li>• Handles books carefully.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Holds books the correct way up and turns pages.</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul> | <ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>  |
| 40 -60 months  | <ul style="list-style-type: none"> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Begins to read words and simple sentences.</li> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Knows that information can be retrieved from books and computers.</li> </ul> <p><b>Early Learning Goal</b><br/> <b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p>   | <ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>Early Learning Goal</b><br/> <b>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</b></p> |



# Letters and Sounds

## EYFS Parent Phonics Newsletter

### Apps and Website Recommendations



Dear Parents / Carers,

Your child will be learning phonics in class from Nursery through to Year 2. Below are just a few apps and websites that we use in school and recommend for use at home to.

You will receive an in depth newsletter around each phase and what the children will be learning each week. Please ask staff for further details.

In this phase children will continue practising what they have learned from phase 1, including 'sound-talk' (sounding out the words and then putting them back together for example c - a - t cat. They will also be taught the phonemes (sounds) for a number of letters (grapheme), which phoneme is represented by which grapheme and that a phoneme can be represented by more than one letter, e.g. /ll/ as in b-e-ll. They may be using pictures or hand movements to help them remember these.






















| Phase 1   | Phase 2  | Phase 3  | Phase 4   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>o Environmental sounds</li> <li>o Instrumental sounds</li> <li>o Body Percussion</li> <li>o Rhythm and Rhyme</li> <li>o Alliteration</li> <li>o Voice Sounds</li> <li>o Blending and segmenting</li> </ul> | <p><b>Letter sets</b><br/>s, a, t, p<br/>i, m, n, d<br/>g, o, c, k<br/>h, e, u, r<br/>f, l, b<br/>ss, ll, ff, ck,</p> <p><b>Tricky words</b><br/>The, to, no, l, go, into</p>  | <p><b>Letter sets</b><br/>j, v, w, x, y, z, zz, qu<br/>sh, th, ch, ng, ai, ee.<br/>long oo, short oo,<br/>oa, ar, or, igh - ur, ow, oi, ear,<br/>er, air, ure</p> <p><b>Tricky Words</b><br/>we, me, he, be, she, off, can,<br/>had, back, are, see, was, will,<br/>with, my, for, too, you, this,<br/>that, they, then, them, down,<br/>her, now, all, look</p> | <p>Children will revise, recall and become confident in all Phase 2 and 3 phonemes.<br/>Children will read and write CCVC and CVCC words.</p> <p><b>Tricky words:</b><br/>said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what</p> |
| <b>Phase 5</b>  |  | <b>Phase 6</b>   |   |
| (Throughout Year 1)   |  | (Throughout Year 2 and beyond)   |   |
| Now we move on to the "complex code". Children will learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.  |  | Children will work on spelling, including prefixes and suffixes, doubling and dropping letters etc.  |   |
| <br><b>Internet Games</b><br>   | <p><a href="http://www.primarygames.com/arcade/music/musicmemory/">http://www.primarygames.com/arcade/music/musicmemory/</a><br/> <a href="http://www.primarygames.com/arcade/music/drumbeats/">http://www.primarygames.com/arcade/music/drumbeats/</a><br/> <a href="http://www.letters-and-sounds.com/what-is-letters-and-sounds.html">http://www.letters-and-sounds.com/what-is-letters-and-sounds.html</a><br/> <a href="http://www.phonicsplay.co.uk/ParentsMenu.htm">http://www.phonicsplay.co.uk/ParentsMenu.htm</a><br/> <a href="http://www.iboard.co.uk/activities/path/phonics_phase-2-letters-and-sounds">http://www.iboard.co.uk/activities/path/phonics_phase-2-letters-and-sounds</a><br/> <a href="http://www.ictgames.com/literacy.html">http://www.ictgames.com/literacy.html</a><br/>           eg- <a href="http://www.ictgames.com/cvc_machine.html">http://www.ictgames.com/cvc_machine.html</a><br/> <a href="http://www.ictgames.com/phonix_fighter4.html">http://www.ictgames.com/phonix_fighter4.html</a></p> <p><a href="https://www.mrthornenetwork.com/">https://www.mrthornenetwork.com/</a><br/> <a href="https://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics">https://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics</a></p> <p>Jolly Phonics sounds - <a href="https://www.youtube.com/watch?v=-ksblMiliA8">https://www.youtube.com/watch?v=-ksblMiliA8</a><br/>           Jolly Phonics rhymes a-z <a href="https://www.youtube.com/watch?v=HeSR9gR0z_U">https://www.youtube.com/watch?v=HeSR9gR0z_U</a><br/>           Jolly Phonics rhymes -Phase 3 <a href="https://www.youtube.com/watch?v=DmRqQNZn954">https://www.youtube.com/watch?v=DmRqQNZn954</a></p> |  |   |



## Tablet Apps

















|         |   |  |   |   |
|---------|---|--|---|---|
| Phase 1 | <br>Kidloland Nursery Rhymes | <br>Justins World Animal Sounds | <br>Animal Muddle      | <br>Glow draw            |
|         | <br>Twinkl Phase 1           | <br>Doodle buddy                | <br>Phonics Street     | <br>Tap a Tune           |
|         | <br>Musical Instruments      | <br>Animal Band - Music Time    | <br>Chatterpix Kids    |   |
| Phase 2 | <br>Abc joined up            | <br>Twinkl Phase 2              | <br>Twinkl phoneme pop | <br>Meet the Alphablocks |
|         | <br>Phonics Lilies          | <br>Phonics Island             | <br>Phonics Match     | <br>Phonics Genius      |



There are lots of Phonic book apps such as:

Collins Big Cat: In the garden. Playing Story. Farmers Lunch

|                   |   |   |   |   |
|-------------------|---|---|---|---|
| Phase 3           | <br>Twinkl Phonics         | <br>Twinkl Phonics Suite                     | <br>Teach Your monster to Read | <br>Twinkl Phase 3 |
| Phase 4           | <br>Phonics Screening Test | <br>Mr Thorne Does Phonics: Letters & Sounds | <br>Crazy Cursive Letters      | <br>Twinkl Phase 4 |
| Phase 5 & Phase 6 | <br>Hairy Words            | <br>Forest Phonics                           | <br>Twinkl Spell and Pop       | <br>Twinkl Phase 5 |
|                   | <br>Zat Phonics Test       | <br>Phonics Screening Check UK             |   |   |