



Introduction to Phonics and Home Reading

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**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)

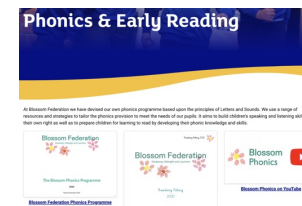
What is phonics?



Builds children's speaking and listening skills to prepare children for learning to read by developing their awareness of sounds.

1. **Phonic Knowledge** = The sounds that letters and combination of letters make
2. **Phonic Skills** = Blending and Segmenting

<https://www.sebright.hackney.sch.uk/curriculum/phonics>



The 4 steps of phonics



1. Sound awareness
2. Learn the sounds - (how to say them, recognise the letter) – memory skills & repetition!
3. Pushing (blending) the sounds together to read words
4. Tricky words

Words we use in phonics



Sound, also known as a **phoneme** – the sound each letter makes



Blend / blending; can be in speech or reading – joining individual sounds to say or read a word

/m/ /a/ /t/ → 'mat'
————→

Digraph – 2 letters that make 1 sound (eg: ck, th, ee)

Trigraph – 3 letters that make 1 sound (eg: 'igh')



How to say each sound

not the letter name! Pure sounds



Phase 2 & 3

Rhymes for letter formation - taken from Read Write Inc.

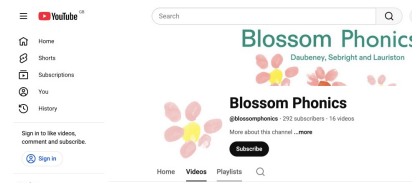
a 	b 	c 	d 	e 	f 
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
g 	h 	i 	j 	k 	l 
Around the girls face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
m 	n 	o 	p 	qu 	r 
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair, and flick.	Down the robots back and curl over his arm.
s 	t 	u 	v 	w 	x 
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y 	z 				
Down a horn, up a horn and under head.	Zig-zag-zig.				

Phase 3 – Digraphs & Trigraphs

qu 	ch 	th 	sh 	ng 
---	---	---	---	---

ai 	ee 	igh 	oa 
snail in the rain	see the tree	fly high	goat in a boat
oo 	oo 	ar 	or 
poo and the zoo	look at a book	start the car	storm in the North
oor 	ur 	ow 	oi 
shut the door	nurse with a purse	brown cow	spoil the boy
ear 	er 	air 	ure 
hear with your ear	better letter	Not fair!	sure, it's pure

<https://www.youtube.com/watch?v=5KnJrDQARe>



Blending



Putting the sounds together to read.

cat

Say each sound ... use your finger, and encourage your child, to point to each sound - c-a-t

After sounding out each letter, underline the word with your finger and blend the sounds together to say it in full (ie: c-a-t – cat)

Blending



Phase three – digraphs and trigraphs

cheep

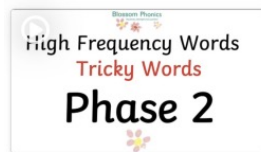
light

Tricky words



- Words you cannot sound out and need to be learnt by sight.

<https://www.youtube.com/@blossomphonics>

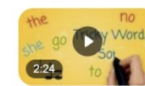


[Blossom Phonics: High Frequency Words and Tricky Words Phase 2 - YouTube](#)

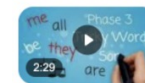


[Blossom Phonics: High Frequency Words and Tricky Words Phase 3 - YouTube](#)

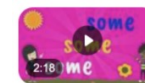
YouTube · Epic Phonics
9.3M+ views · 9 years ago
[Tricky Words and Sight Words Song](#)



YouTube · Epic Phonics
4.3M+ views · 7 years ago
[Phase 3 Tricky Words Song Say Hello To](#)



YouTube · Epic Phonics
2M+ views · 8 years ago
[Phase 4 Tricky Words Song Sight Words Song](#)



<https://www.youtube.com/watch?v=TvMyssfAUx0>

Blossom Phonics

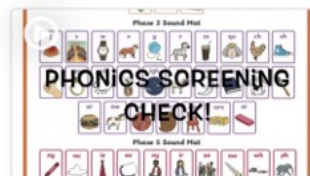


<https://www.sebright.hackney.sch.uk/curriculum/phonics>

<https://www.youtube.com/@blossomphonics>



[Phonics Presentation](#)



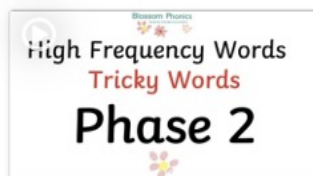
[Phonics Screening Check](#)



[The Sounds of the Alphabet](#)



[Alphabet sounds: Heavy Metal Version!! - YouTube](#)



[Blossom Phonics: High Frequency Words and Tricky Words Phase 2 - YouTube](#)



[Blossom Phonics: High Frequency Words and Tricky Words Phase 3 - YouTube](#)



[Blossom Phonics: Phase 3 Digraphs and Trigraphs - YouTube](#)



[Blossom Phonics: Phase 4 Consonant Clusters - YouTube](#)

READING AT HOME

Welcome to the beginning of the magical reading journey!

Sharing a story every day can help increase your child's vocabulary ... if you read a story every day then that's almost 1500 books!

- Read to/listen to your child read at home – every day for 10 mins
- **Home Readers:** Changed once a week, on an allocated day below:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Yellow team	Red team	Blue team	Green team

- Reading Record
- Book for pleasure
- Letter or phonics book

Reading Records – please write any comments as we love to hear how your child is doing at home!

EXAMPLE OF COMMENTS

'John loved listening to the story and joined in with repeated phrases.'

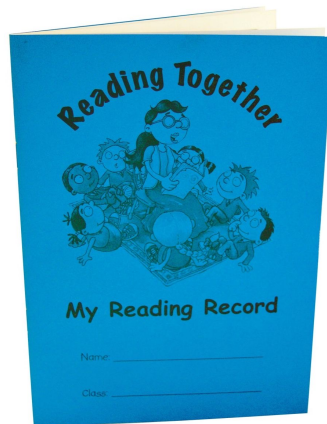
'Zoe didn't show interest in this story but did comment on how it made her feel.'

'Amy is familiar with this story and has used language from it in role play.'

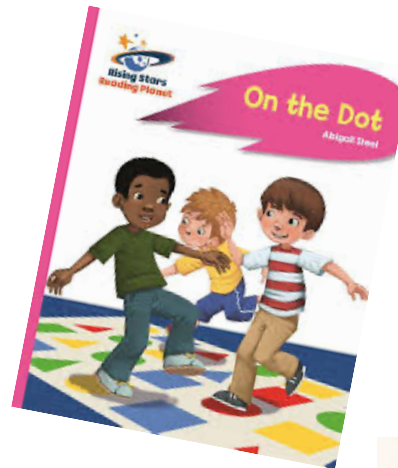
Are you a member of Hackney Library yet?

*We welcome book donations too!

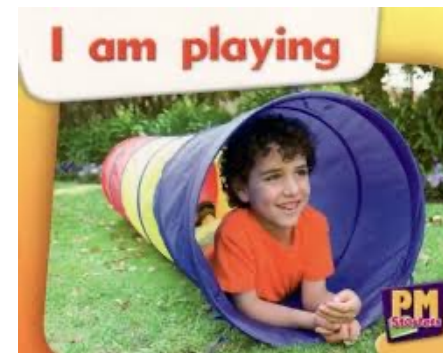
Books we send home and the Reading Record



Reading Record; please feed back with information about your child's engagement at home, if there is too much/little challenge or to ask any Q's.



Phonics book; in line with sounds your child is learning in class.



Early reading book;
There will be more unphonetic/unfamiliar words

Ms Burrow's Top Tips



- 5 mins a day – 5 days a week
- Huge amounts of praise ... and patience!
- The right amount of correction (allowing time for thinking) – enough, but not too much!
- Build stamina
- If children are really tired or find it hard, spend 5 mins talking about the book/title/pictures – extend to finding key words to match, spotting tricky words or you read a page, they read a page.
- Try not to rush – if your child is enjoying talking about the book and it's a nice story snuggle, go with it – this enjoyment is such a key component of learning to love reading
- Get family involved ... ask a sibling join and offer praise too (reading buddy approach)

Practical Tips



- In Reception, we focus on lower case letters in phonics - we introduce capital letters with each sound and children are becoming used to seeing them in books and their writing, but be patient as **some capital letters will be confusing** so might need support.
- **b/d & i/j** are hugely confusing for children – take time to point them out and patience whilst they get it!
- Get familiar with the **tricky words** ... it helps focus on memory use so you might need to remind children to use that skill.
- Use the inside front cover to **warm up** with some sounds and tricky words relevant to the book
- Decoding is the goal, but being able to use the pictures for support and make guesses is also celebrated as it's a great **inference skill**.

Phonics games



- Invest in a whiteboard and pen



- Sound/word bingo

Create a grid of words & cross out words you find in stories



- Reading slam!

Post-it's/word cards and fastest person to find the word.



- Speedy readies; children love being timed!!

How many words can they read in a minute?



- Splat the sound/word

- Hunt the sound/word

- Phonics scavenger hunt ... find something beginning with?

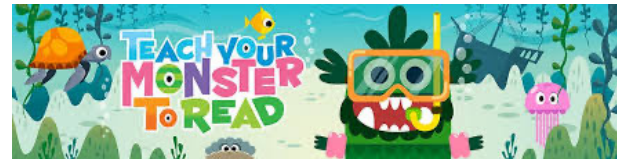
Phonics apps



Parents have told us that the following apps are great for children who use screens

*(*we do not use these in class)*

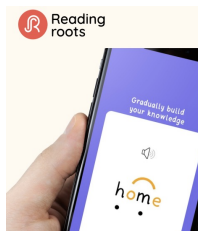
Teach Your Monster to Read



Phonics Play



Reading Eggs



Reading Roots



Hairy Letters

Follow phonics



- <https://www.instagram.com/readingroots.uk/#>
- https://www.instagram.com/phunphonics_and_magic_maths/#
- <https://www.instagram.com/phonicsfamily/#>
- https://www.instagram.com/little_learners_phonics_uk/#

We need you!



- Are you able to read with us?
- Drop off on Tues, Wed, Thurs & Fri: 8.45-9.20

- What to expect:

Ms Burrow will show you what to do

Read with a group of 6 children (might not be your own child, at least at first)

Keep children on track, reminding them to use their phonics skills

Give lots of praise!

You will have a lovely time!