

Phonics at John Hampden Primary School





Why is phonics important?

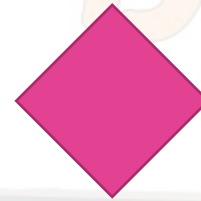
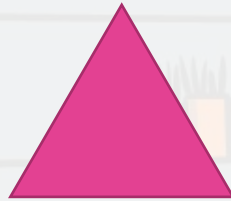
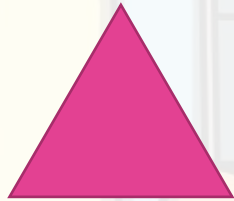
There may be 26 letters in the alphabet, but there are many more sounds in English. Children need to know these sounds in order to read and write words.

They will learn 'whole' words too (tricky words) – some words in English can't be sounded out.

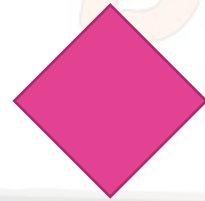
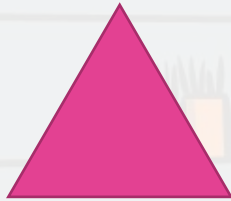
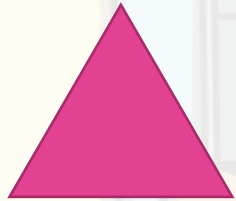
Why is phonics important?

"If a child memorises ten words, the child can read only ten words, but if a child learns the sounds of ten letters, the child will be able to read 350 three sound words, 4,320 four sound words and 21,650 five sound words"

Martin Kozloff, 2002



Letters are just symbols which represent sounds.
Think how it feels to learn to read when you have no idea
what each symbol means.



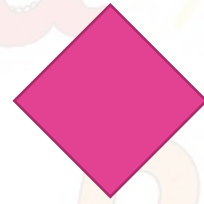
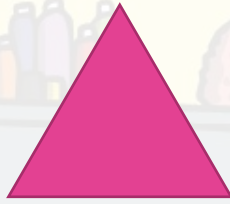
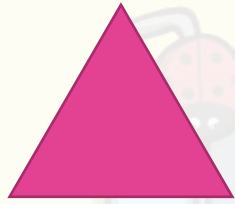
a

p

p

l

e



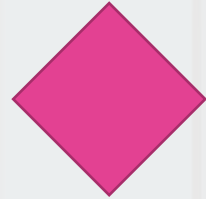
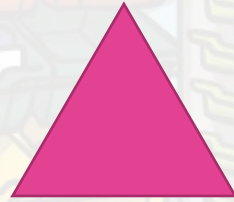
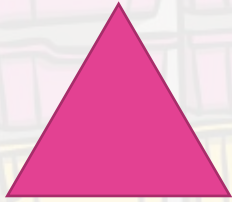
a

p

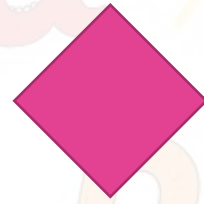
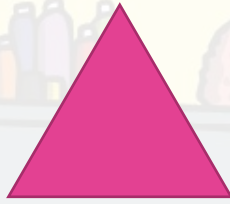
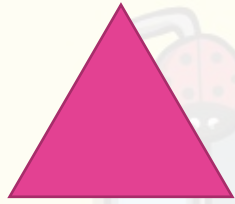
p

l

e



If we know the top row says 'apple', then we can have a good go at working out the bottom row



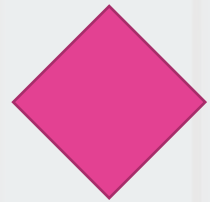
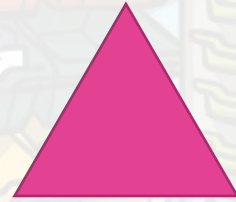
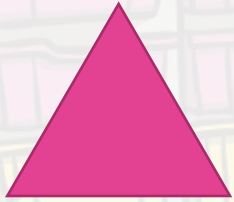
a

p

p

l

e



p

e

o

p

l

e

Phonics Glossary

We use these words with the children too!

Phoneme - The smallest unit of sound.

Grapheme - A way of writing down a phoneme.

Digraph - Two letters that makes just one sound.

Trigraph - Three letters that makes just one sound.

Polysyllabic - A word with more than one syllable.

Blending - Hearing or looking at phonemes/graphemes (sounds) and being able to merge them together to make/read a word.

Segmenting - Hearing a whole word and then splitting it up into the phonemes (sounds) that make it. We start by segmenting orally, before asking children to write the graphemes (sounds) later in the year.
























CVC/CVCC/CCVC words - C stands for consonant sound, v stands for vowel sound, so a CVC example is cat, a CVCC example is lamp and a CCVC example is frog.

Phase 2 Phonemes

Phase 2

Sound Mat



s 	ss 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 	
h 	b 	f 	ff 	l 	ll 			

Sun, Dress, Apple, Tap, Pan, Insect, Nest, Mat, Dog,
Goat, Octopus, Cat, Key, Sack, Elephant, Umbrella, Rat,
Hat, Bag, Fan, Muffin, Leg, Doll

s a t p i n challenge

s

a

t



p

i

n

s a t p i n challenge

at



it

s a t p i n challenge – you have 1
minute starting



















Moving to digraphs and trigraphs

Phase 3

Phase 3

Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 	ch 
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	oo 
ar 	or 	ur 	er 	ow 	oi 	ear 	air 	ure 



CVC words

(consonant sound, vowel sound, consonant sound)



dog



sheep






































CVC words

(consonant, vowel, consonant)



Making longer words and using adjacent consonants

Phase 4

st  starfish	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  tusk	lt  belt
lp  help	lf  shelf	lk  milk	pt  script	xt  text	tr  tree	dr  drawing	gr  grandpa
cr  crab	br  brush	fr  frog	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown
sl  sleep	sp  spade	tw  twins	sm  small	pr  printer	sc  scarf	sk  skunk	sn  sniff
nch  bench	scr  screw	shr  shrew	thr  thread	str  string			



How many sounds?

chat

roast

rubbish

pumpkin

hairbrush



How many sounds?

chat (3)

roast (4)

rubbish (5)

pumpkin (7)

hairbrush (6)

phonics
at jhs

Pre-sound knowledge – Phase 1

Nursery and Reception

Aspect 1 – Environmental sounds

Aspect 2 - Instrumental sounds

Aspect 3 - Body percussion

Aspect 4 - Rhythm and rhyme

Aspect 5 - Alliteration

Aspect 6 - Voice sounds

Aspect 7 - Oral blending and segmenting



Phase 1 in the EYFS ...



↑ Listening to the rustling leaves



Creating sounds with resources in the garden!



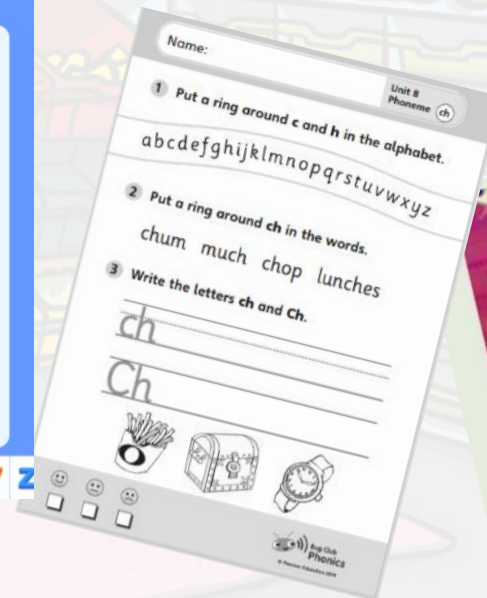
Exploring different sounds using instruments





Phase 2 onwards Bug Club Phonics

We use Bug Club Phonics to support our teaching – it appeals to a range of learners, with animations and whiteboard activities as well as actions and games and corresponding worksheets and e-books

























Our first sounds - Phase 2

Phase 2

Sound Mat



s 	ss 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 	
h 	b 	f 	ff 	l 	ll 			



Sun, Dress, Apple, Tap, Pan, Insect, Nest, Mat, Dog,
Goat, Octopus, Cat, Key, Sack, Elephant, Umbrella, Rat,
Hat, Bag, Fan, Muffin, Leg, Doll

Phase 2 sounds and actions ...



<https://mediaplayer.pearsoncmg.com/assets/bcpafsp2>

Phase 3 sounds and actions



<https://mediaplayer.pearsoncmg.com/assets/bcpafsp3>

Bug Club in Class ...

Phase 2

Unit	Sessions
<u>1</u>	<ul style="list-style-type: none"> Phoneme /s/ written as 's' Phoneme /a/ written as 'a' Phoneme /t/ written as 't' Phoneme /p/ written as 'p' Phonemes /s/, /a/, /t/, /p/ written as 's', 'a', 't', 'p'
<u>2</u>	<ul style="list-style-type: none"> Phoneme /i/ written as 'i' Phoneme /n/ written as 'n' Phoneme /m/ written as 'm' Phoneme /d/ written as 'd' Language session
<u>3</u>	<ul style="list-style-type: none"> Phoneme /g/ written as 'g' Phoneme /o/ written as 'o' Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Language session
<u>4</u>	<ul style="list-style-type: none"> Phoneme /c/ written as 'ck' Phoneme /e/ written as 'e' Phoneme /u/ written as 'u' Phoneme /r/ written as 'r' Language session
<u>5</u>	<ul style="list-style-type: none"> Phoneme /h/ written as 'h' Phoneme /b/ written as 'b'

Phase 3

Unit	Sessions
<u>6</u>	<ul style="list-style-type: none"> Phoneme /j/ written as 'j' Phoneme /v/ written as 'v' Phoneme /w/ written as 'w' Phoneme /x/ written as 'x' Language session
<u>7</u>	<ul style="list-style-type: none"> Phoneme /y/ written as 'y' Phoneme /z/ written as 'z' and 'zz' Phoneme /qu/ written as 'qu' Language session
<u>8</u>	<ul style="list-style-type: none"> Phoneme /ch/ written as 'ch' Phoneme /sh/ written as 'sh' Phoneme /th/ written as 'th' Phoneme /ng/ written as 'ng'

Phase 4

Unit	Sessions
<u>12</u>	<ul style="list-style-type: none"> Adjacent consonants (cvcc) Language session 1 Adjacent consonants (ccvc) Language session 2 Adjacent consonants (ccvcc/ccvc/cccvcc) Language session 3



Bug Club

Bug Club in Class ...

We always start with the alphabet song



Bug Club in Class ...

Followed by a recap of sounds we already know

The screenshot shows the Bug Club Phonics software interface. At the top, there is a red header bar with the 'Bug Club Phonics' logo on the left and 'Unit 2 Phoneme /n/: Revision' in the center. A 'Guide' button is on the right. Below the header, there are three tabs: 'Letters Sounds' (selected), 'Reading', and 'Writing Spelling'. The main content area is light blue and contains the phoneme 'a' in the center. To the right of 'a' is a cartoon ant character wearing orange-rimmed glasses. Above the main area is a control bar with a left arrow, a text input field, a right arrow, an eye icon, and 'Say' and 'Show' buttons. On the left side of the main area is a vertical toolbar with icons for selection, copy, paste, undo, redo, eraser, and a trash can. At the bottom of the interface is a colorful alphabet bar with letters 'a' through 'z'.

Bug Club in Class ...

Some reading practise

Bug Club Phonics Unit 2 Phoneme /n/: Revision

Letters Sounds Reading Writing Spelling

sit

show Answer

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

Bug Club in Class ...

An introduction to a new sound



Each new sound has videos of the sound, a picture and an action for the children to learn

Bug Club in Class ...

Identifying the new sound in words



nest



naps



pins



nut



in

Listening for the sounds – does it come at the beginning, middle or end of a word?

Bug Club in Class ...

Reading words containing our new sound

The screenshot shows the Bug Club Phonics software interface. At the top, there's a red header bar with the 'Bug Club Phonics' logo on the left, 'Unit 2 Phoneme /n/: Lesson' in the center, and a 'Guide' button with a close icon on the right. Below the header is a blue navigation bar with tabs for 'Sounds', 'Reading', 'Spelling', 'Writing', and 'Follow-up'. The 'Sounds' tab is selected. On the left side of the main workspace, there's a vertical toolbar with icons for music, folder, speaker, text case (Aa), envelope, drawing tools (pencil, eraser, highlighter), text input (aa, aaa), cursor, and a trash can. The main workspace is a large light blue area. At the top right of this area is a control bar with a left arrow, a text input field, a right arrow, an eye icon, and 'Blend' and 'Undo' buttons. In the center of the workspace, the word 'pan' is displayed in a large font. Below it, the individual phonemes 'p', 'a', and 'n' are shown with small gaps between them. At the bottom left of the workspace is a green double arrow button. At the bottom right is a cartoon illustration of a brown ant wearing orange goggles and a yellow backpack. At the very bottom of the interface is a colorful alphabet bar with letters 'a' through 'z' in various colors.

Blending words – saying the individual sounds to read the whole word

Bug Club in Class ...

Making words with our new sound



Segmenting words – finding the sounds to make a given word



Bug Club Phonics

Alphabet songs

In Bug Club we sing alphabet songs regularly. These are a great way to reinforce the letter **names** for the children.

There are different versions of the alphabet song and we use a variety to help children hear the sounds clearly.

It is important to make sure each sound is heard clearly and we avoid the American 'Zee'!

l-m-n-o-p confusion

A young girl with brown hair in pigtails and red-rimmed glasses is holding a blue book open, reading. She is wearing a light blue jacket. The book is held up to her face, obscuring her mouth. Above her head, the letters of the alphabet are arranged in a rainbow arch. The letters are: A (blue), B (yellow), C (green), D (red), E (blue), F (yellow), G (green), H (red), I (blue), J (yellow), K (green), L (red), M (blue), N (yellow), O (green), P (red), Q (blue), R (yellow), S (green), T (red), U (blue), V (yellow), W (green), X (red), Y (blue), Z (yellow).

**Reading
in
Reception**

Reading at JHS

- Your child has a sound box with activities specific to their learning. Each child has something different, different sounds and activities suited to their learning
- Staff read with children once a week in Reception. You will see a stamp and adult's initials in their reading record to say when this has happened
- In phonics sessions, we read with children and work on their blending and segmenting skills every day
- We start with sound boxes, so children can work on individual sounds. Instructions and ideas will be included in your child's box. Please keep objects safe and return them so that we can use them again
- When your child is confident recognising and hearing most of the single alphabet sounds, we will provide other activities and games to play ...

Sound boxes - Reception

Sound Boxes

You should receive two (sometimes more) sounds with a variety of objects. You can use these to:

1. Ask your child to tell you the sound
2. Ask your child to find something beginning with one of the sounds
3. Ask your child which sound a particular object begins with
4. Hunt around the house for other objects containing the sounds
5. Look in books, magazines or when out and about for the sounds your child is learning

Once your child knows a-z they will no longer have sounds and objects in their box – although some parents do like to make their own for the trickier digraphs and we think this is an excellent idea!



S



a



Reading books - Reception

Initially we send home picture books (with no words) for children to look at and make up their own stories. Encourage children to talk about the pictures using full sentences and story language such as 'Once Upon a Time'.

When children are confident with blending and segmenting words, we will include reading books with words alongside their sound box.



Reading books are there to be read more than once! You can engage in book chat, ask the children to retell the story in their own words, make up another story with the same characters, change the ending – the opportunities are endless!

Reading shouldn't be restricted to the books we give. Use opportunities in the environment too - shop names, food labels, etc.

Reading involves understanding what they have read too – ask lots of questions to determine your child's comprehension.

Tricky Words - Reception

In addition to reading books, each time your child moves up a stage, you will also receive a sticker in their reading record with some 'tricky words' to learn. They are called tricky because they are tricky to read, tricky to write and therefore can be tricky to learn!

Level 1+ Pink Phonics Phase 2 Units 1-5	Level 2 Red Phonics Phase 3 Unit 6 - 11	Level 3 Yellow Phonics Phase 4 Unit 12
to	me	said
the	be	have
no	he	like
go	my	so
I	By	do
into	she	some
her	they	come
	we	were
	are	there
	you	little
	all	one
	was	when
	give	out
	live	what
		

Our best advice is to display these around the house and practice them regularly!

We introduce them in phonics lessons too.

What can you do to help?

- Little and often –JHS homework policy currently recommends 5 minutes a day
- Fill in the reading record – good communication between home and school
- Send in books, Reading Records and sound boxes on the correct days
- Lots of praise!

By the end of Reception Year the Government expectation is that children can read and write simple sentences with meaning using their phonic knowledge.

Some children will find this trickier than others – but we are aiming high!

Book Bags

Each child should come to school with a book bag.

Book bags are for books and paperwork only.

Please don't encourage your child to carry their water bottles to and from school in their book bag as we often get soggy books. Ruined books will need to be replaced.

It is helpful for your child to have ONE unique key ring on their bookbag handle to help them identify it quickly.



Bug Club e-books



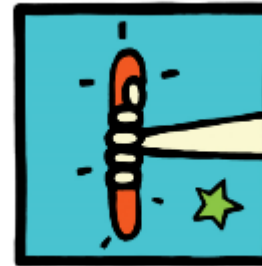
Class teachers allocate books at your child's level. They can earn coins and buy things for their virtual reading worlds



Dough Disco

- Great for fine motor development
- Shoulders, arms, wrists fingers
- Pencil control

Move 1



Squeeze and Squeeze

Now the other hand

Move 2



Ball it and ball it

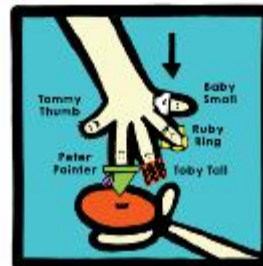
Move 3



Smack it! Smack it!

Now the other hand

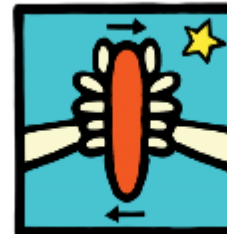
Move 4



Take each finger on the dance floor

Now the other hand

Move 5



Let's make a Sausage!

Move 6



Our fingers are going diving! One at a time!

Whoa! Whee!

Now the other hand

Move 7



Two fingers on the dance floor for a dance off! Which two will it be?

Now the other hand

Move 8
Turn your Sausage into a piano!

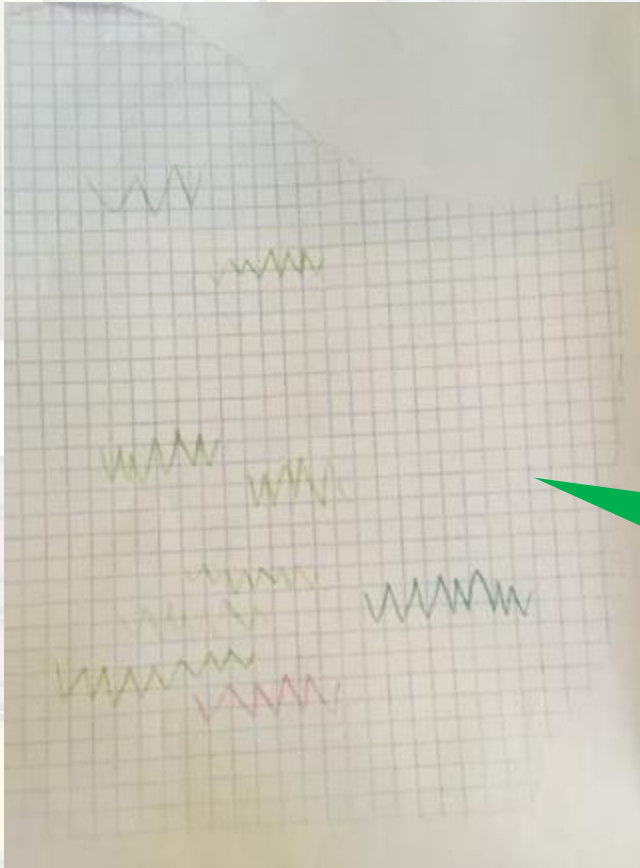


Pia pia, piano! Let your fingers go!

Now the other hand

Dough Disco
Song

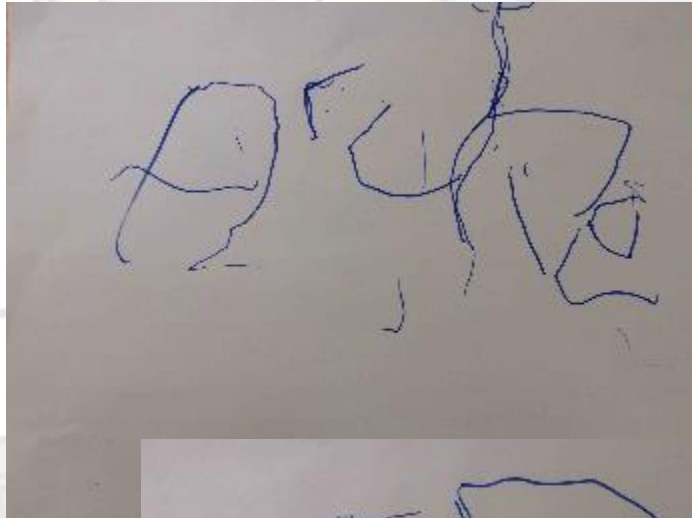
Writing Progression



Nursery & Reception

When asked, this child said, "I've written you a letter, it says 'Mrs Begley, do you wear any lip gloss?'"

Writing Progression



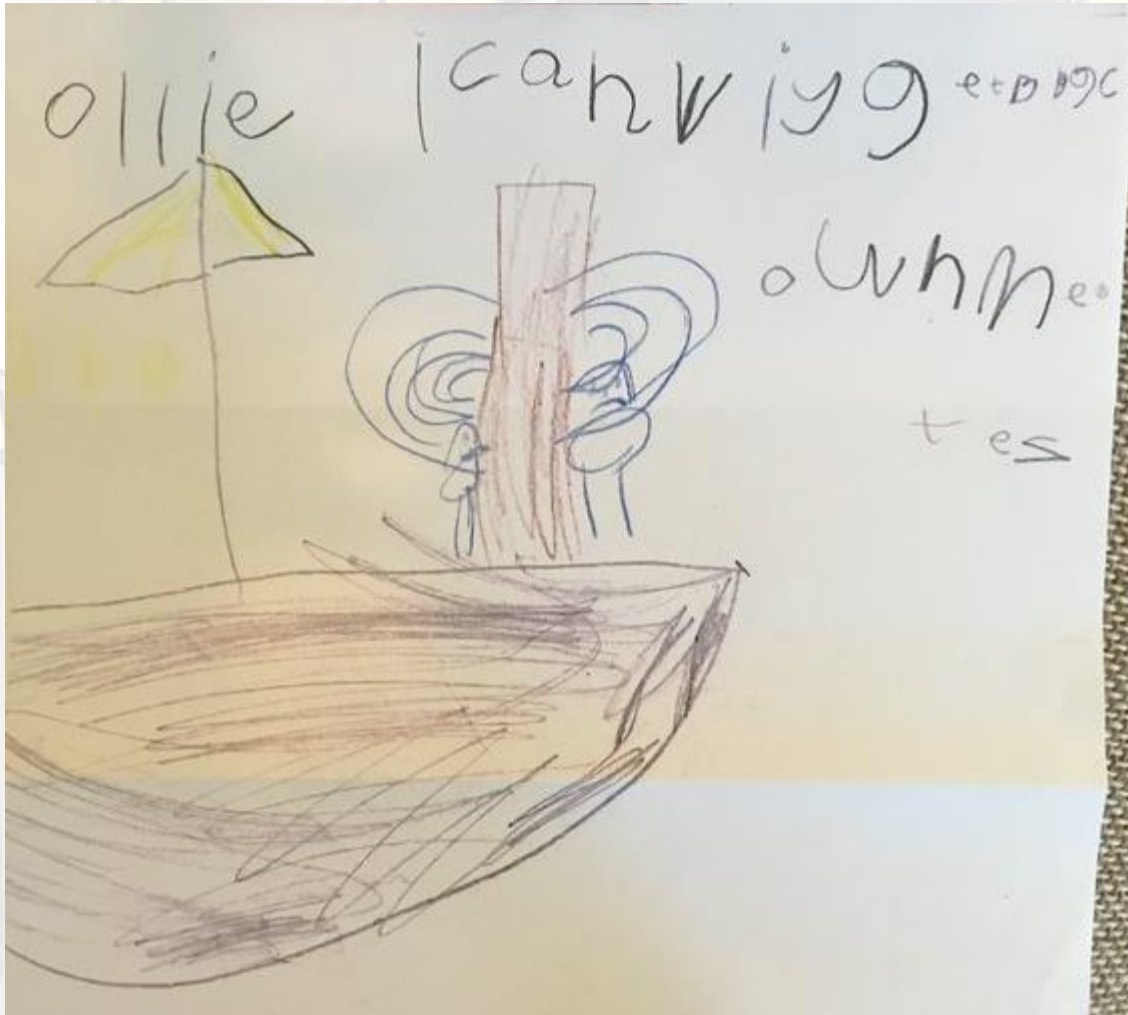
**Nursery &
Reception**

Writing Progression

BLC	YMY	ITE
SH	ALER	MODU
ELS	ANEC	CEOP
CL	OLERA	PECH
FWR	LAUV	AVSTO
UNO	LE	INTE
CEO	USTO	ENFOR
ESL	EVU	BLEA
NOR	LA	TEL
BOC	DEL	MOLK
HOS	LO	NRE

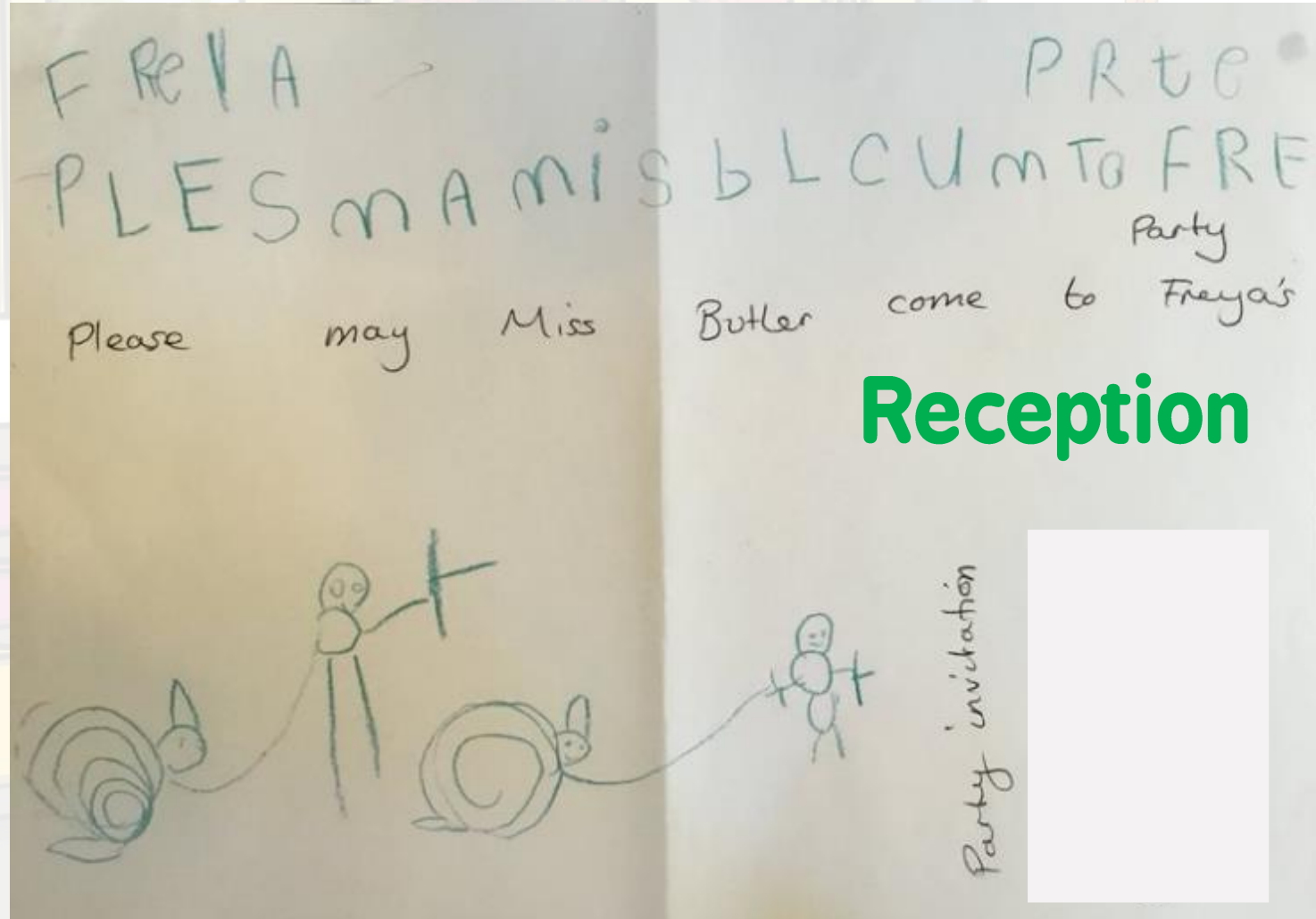
Reception

Writing Progression



Reception







Writing Progression



Reception

Writing Progression

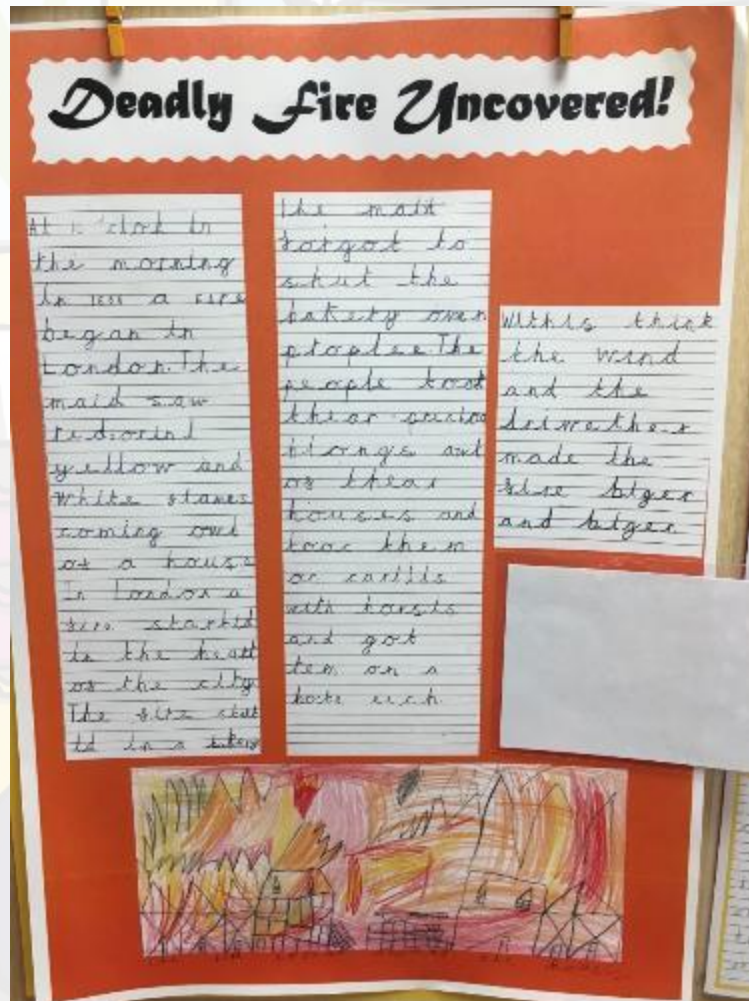
Porridge

-  1. Get the ingred untse.
-  2. Por the poril oats in.
-  3. Giv it a mix.
-  4. por is in the midnive.
-  5. At sun shoogu giv it a mix.
-  6. Faic a big Spoonfoole.
Yum! Yum!

End of
Reception

Year 1

Writing Progression



Year 2

Handwriting and formation

Letter Formation Practice Sheet

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

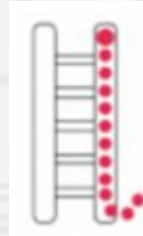
Handwriting and formation

Letter formation families



Curly Caterpillar

a c d e f g o q s



Long Ladder

i j l t u y



One- armed robot

b h k m n p r



Zig Zag

v w x z

Your child's pack ...

- Your child's sound box (paper instructions included)
- A reading record for writing things you have done/noticed at home. Please keep this linked to the work we send home
- s a t p i n letters and instructions
- A set of flashcards with all the Phase 2 sounds we will be working on this term. These are good to cut out and display around the house
- A laminated name writing/letter formation activity. All you will need is a dry wipe pen and your child can start practising
- A copy of the Bug Club letter formation patten to help you when supporting your child with forming their letters correctly
- Information about Bug Club online. Your child's login details are on a sticker inside their reading record so that they can access the e-books and activities allocated



Some other ideas you could try:



Home Resources Teachers Parents FAQs Subscribe

Phase 1 Phase 2 Phase 3 Phase 4 Phase 5 Phase 6

PhonicsPlay Log In

Phase 2 Interactive Resources

Buried Treasure DRAGON'S DEN PICNIC on PLUTO

Some useful Instagram accounts!



phonicsfamily



miniwritersclub



fiveminutemum



*Also 3 really useful books available.

phonicsphonicsallaround





Thank you!

**If you have any questions, please
come and find a member of staff
who will be happy to answer them
for you.**