



My Letters and Sounds

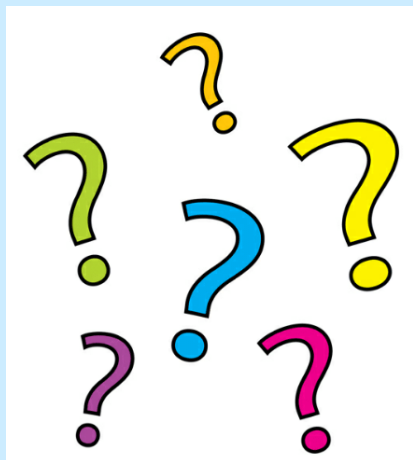
Arunside School

Phonics Meeting



ARUNSIDE
PRIMARY SCHOOL

What is Phonics?



- Knowledge of the alphabet
- The skills of segmenting and blending
- Children have a **daily 15-30 minute phonics session** (Year R, 1 & Year 2 if needed)

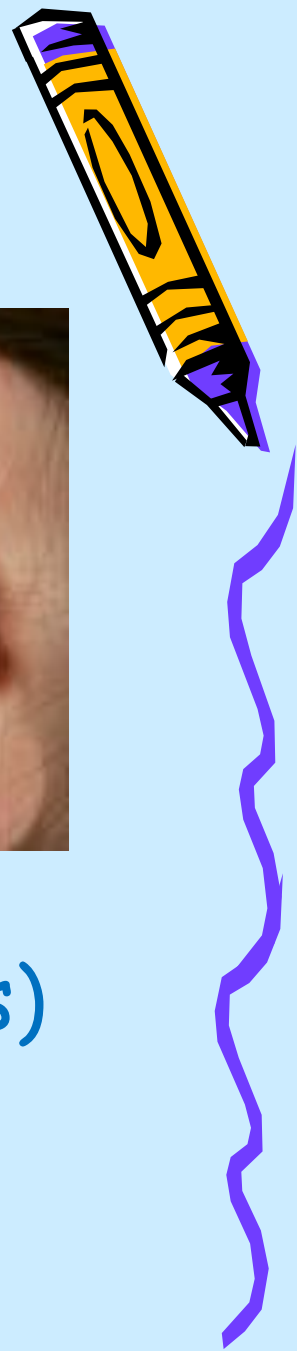
We use the phonics scheme 'My Letters and Sounds'. This is a complete systematic synthetic phonics (SSP) programme.



But first... some definitions

A Phoneme (sound)

This is the smallest unit
of sound in a word.



How many phonemes (sounds)

can you hear in

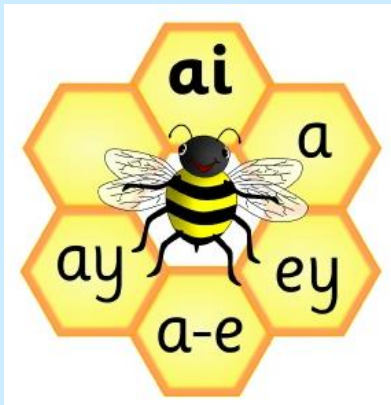
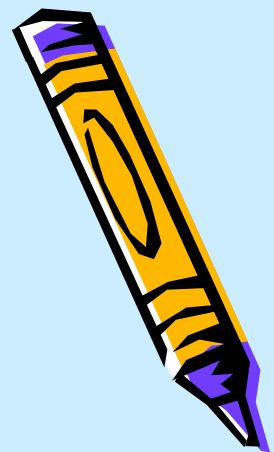
cat?

sand?



A grapheme

These are the letters
that represent the
phoneme/sound.



The grapheme could be 1
letter, 2 letters or more!

eg ay, ai, a-e

Children need to practise recognising the
grapheme and saying the phoneme/sound
that it represents.

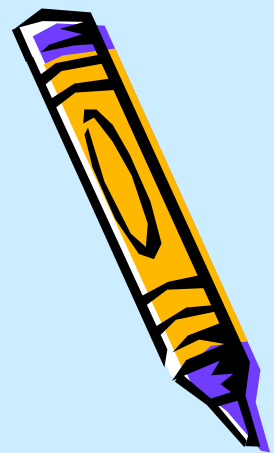


- Digraphs - 2 letters that make 1 sound

ll ss zz oa ai

- Trigraphs - 3 letters that make 1 sound

igh air



Phase Three Sound Mat

qu	sh	ch	th	ng	oo
ai	ee	igh	oa	oo	
oo	ar	or	ur		
ow	oi	ear	air	er	

Blending

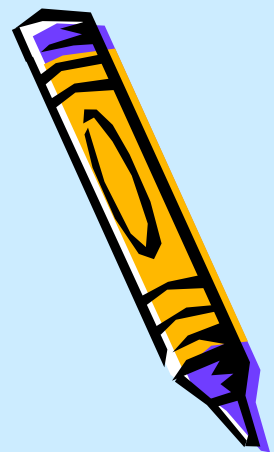
- Recognising the letter sounds in a written word, for example

c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'



This takes time!



Segmenting

- 'Chopping Up' the word to spell it out
- The opposite of blending
- Use your 'sound buttons' e.g.

-Children can touch the sound buttons as they say the sounds and then blend them to read the words.

-These are particularly helpful when children encounter digraphs and trigraphs, as it helps to consolidate the idea that two or three letters can represent a single sound.

dog
● ● ●

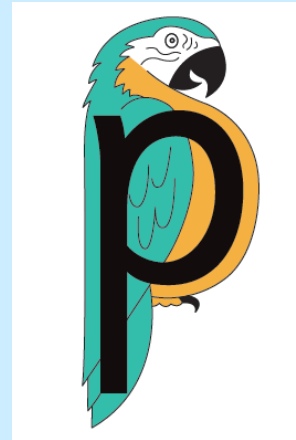
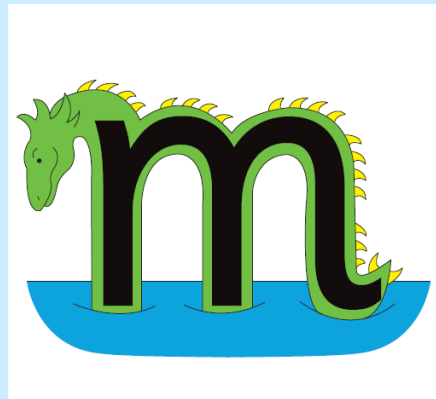
play
● ● —

neck
● ● —



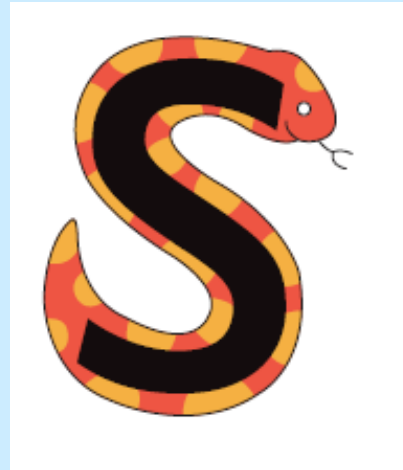
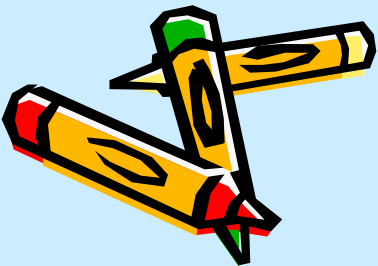
Mnemonics

- Some children (but not all) find mnemonics (memory aids) a really useful tool in helping them remember the phoneme and its corresponding grapheme.
- In **My Letters and Sounds**, there are mnemonics for all the GPCs introduced in Reception.

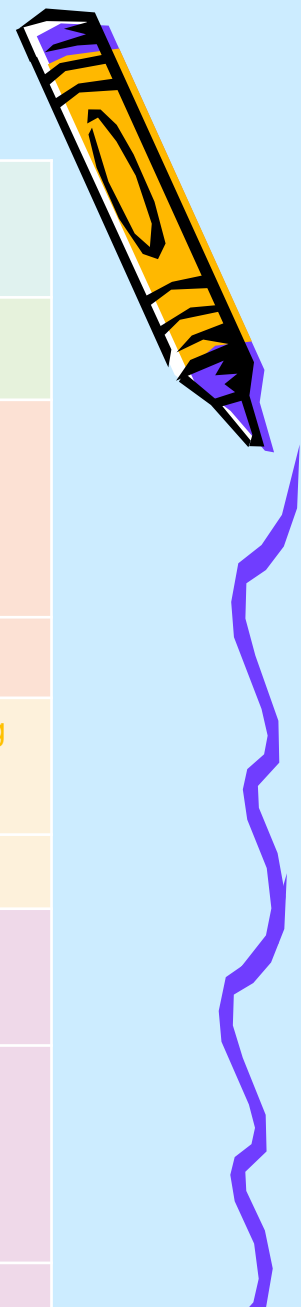


Alliterative Sentences

- In addition to the mnemonics, alliterative sentences provide further opportunities to help children remember GPCs.



Phase structure of My Letters and Sounds



Reception	Term 1	Phase One	1-2 weeks	Developing strong listening skills and practising recognising different types of sounds, including the separate sounds in words.
		Phase Two	9 weeks	Learning the first 19 letters and their sounds and starting to blend and segment simple words.
	Term 2	Phase Three	10 weeks	Learning the remaining 7 letters and graphemes of two and three letters to represent other main phonemes; blending and segmenting words with these GPCs, including some two-syllable words.
			1-2 weeks	Revision of Phase Three content.
	Term 3	Phase Four	8 weeks	Revising all graphemes and their sounds learnt so far and blending and segmenting words with adjacent consonants, including longer words.
	4 weeks		Revision Unit	
Year 1	Term 1	Phase Five	7 weeks	Learning new graphemes for phonemes (at a rate of 3 per week), tricky words and consolidation of previously learnt GPCs
	Term 2		10 weeks	Learning three new graphemes per week (alternative pronunciations), tricky words and consolidation By the end of this term, all but one of the graphemes that appear in the Phonics Screening Check will have been covered.
	Term 3		12 weeks	Learning three new graphemes per week, tricky words and consolidation. An optional pre-decoding check unit to be done alongside the usual phonics lessons a week before the decoding check.

Phase One: the foundations of phonics learning

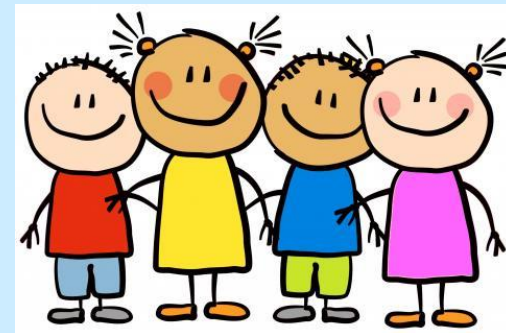


Developing language and speaking and listening skills;
making and recognising different types of sound,
including speech sound; developing phonological
awareness; oral blending and segmenting of words.



Why is Phase One so important?

- Phase One develops children's speaking and listening skills.
- Phase One is the foundation for future learning – higher up the school, it becomes apparent which children have missed this vital stage.
- Children with really good Phase One skills are more than ready to tackle reading and writing in Reception.
- Although Phase One is mainly aimed at the Nursery stage, it is included in **My Letters and Sounds** as a useful resource to use in the first couple of weeks of Reception, as children are settling in.
- Phase One activities can continue to be used after this, in addition to the main phonics lessons, for those children who need continued support to develop basic phonological awareness.

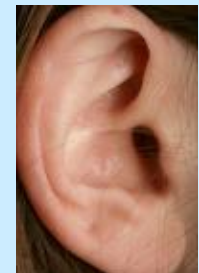
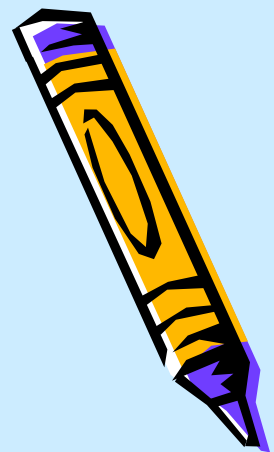


Phase One activity: Rhyming hat

*I have a rhyming hat,
In my hat goes this and that,
What shall I put in my rhyming hat?
In goes a...*



S My Letters
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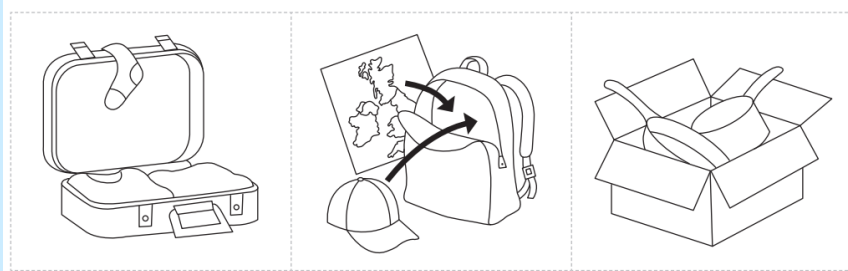


Phase Two



Learning 19 single-letter graphemes and their associated sounds; blending to read simple VC and CVC words; segmenting to spell VC and CVC words; learning the correct letter formation for each single-letter grapheme; applying learning to read simple captions and short sentences; learning five high-frequency tricky words.

Captions and matching pictures for ck continued



Captions and matching pictures for ck

Pack a sock
and a top.

kid



kit



Kim



Ken

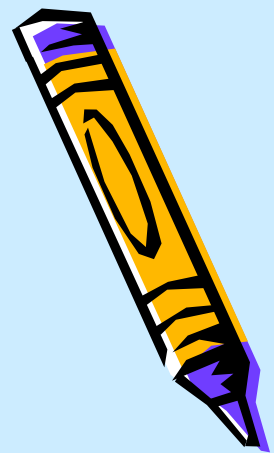
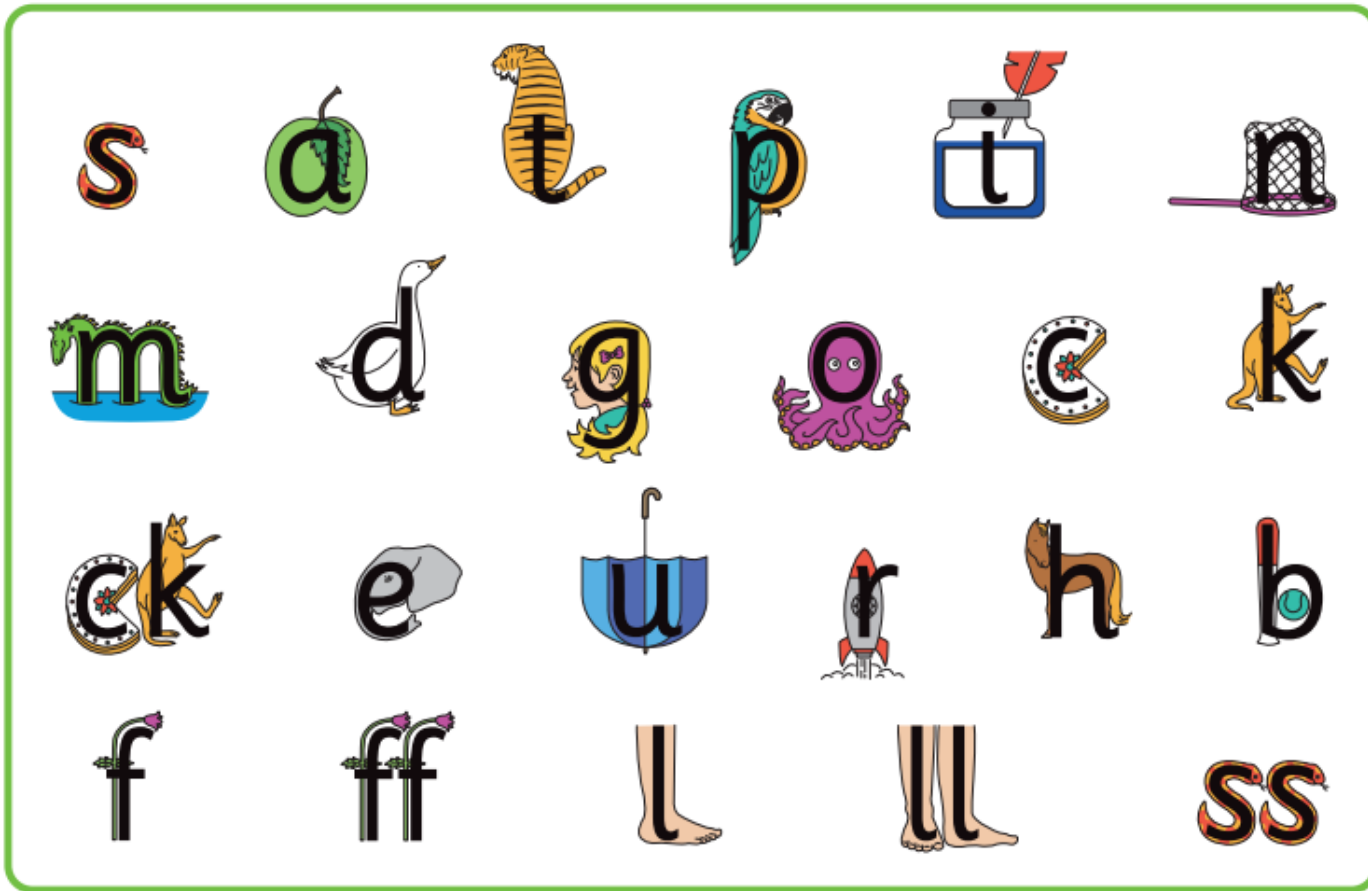


Children are taught as a whole class.



Week	New GPCs, including letter formation	Reading high-frequency and tricky words	Blending and segmenting	Reading and spelling captions and sentences
Week 1	s a t p		Oral blending and oral segmenting	Writing letters s, a, t, p
Week 2	i n m d		Blending to read VC and CVC words	
Week 3	g o c k	Blending 'and'	Segmenting to spell words	Demonstrating reading captions
Week 4	ck e u r	to the	Practising blending to read and segmenting to spell words	Demonstrating spelling captions
Week 5	h b f ff l ll	I no go		Supporting children in reading captions
Week 6	ss Revision of GPCs requiring reinforcement		Reading two-syllable words	
Week 7 (consolidation)	Revision of GPCs requiring reinforcement	into put	Practising blending to read words	
Week 8 (consolidation)	Recognising capital letters	of off		Reading words, captions and sentences
Week 9 (consolidation)	Writing letters		Practising segmenting to spell words	

Phase Two Sound Mat



Phase Two Sound Mat



Phase Three



Learning the remaining seven single-letter graphemes and their associated sounds; learning the most common consonant digraphs and vowel digraphs and trigraphs; blending to read and segmenting to spell words with single-letter graphemes, digraphs and trigraphs, including two-syllable words; applying learning to read and write sentences; learning to read 12 high-frequency tricky words and spell five tricky words.

Word cards for or

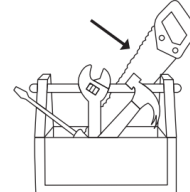
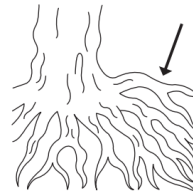
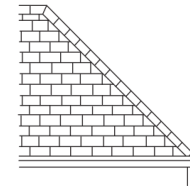
cord



fork



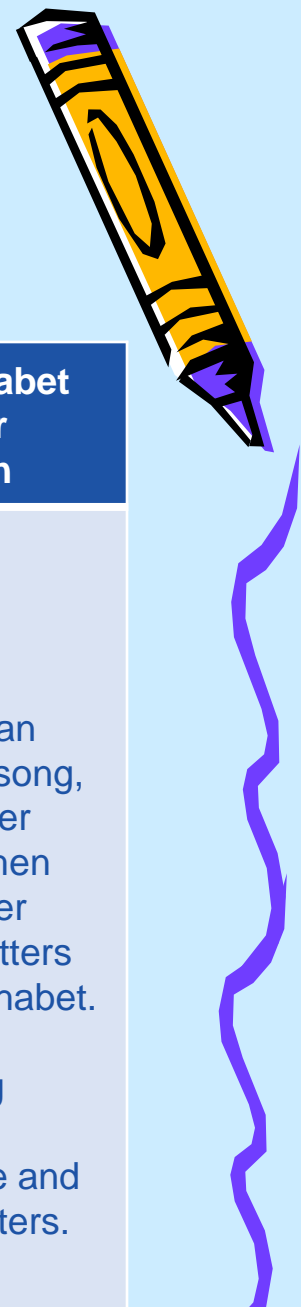
Matching pictures for oo (long)



oo









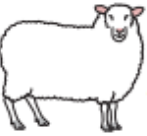



















By the end of Phase Three, children can make plausible spellings for most words as they know a grapheme for all but a couple of the sounds in the English language by this point.

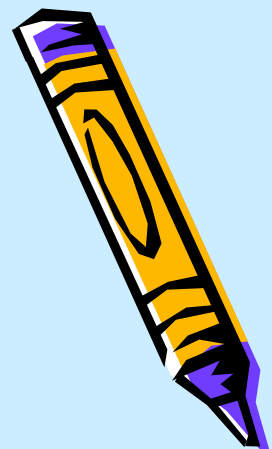


Week	New GPCs	Reading tricky words	Spelling tricky words	Two-syllable words	The alphabet and letter formation
Week 1	j v w x				<p>Learning an alphabet song, giving letter names when the teacher points to letters of the alphabet.</p> <p>Practising writing lowercase and capital letters.</p>
Week 2	y z zz qu	he she	to the		
Week 3	sh ch th ng	we me be		Reading two-syllable words	
Week 4	ai ee igh oa	was	no go		
Week 5	oo (long) oo (short) ar or	my		Spelling two-syllable words	
Week 6	ur ow oi	you			
Week 7	ear air er	they			
Week 8		her			
Week 9	Revision of all GPCs	all			
Week 10		are			

Phase Three Sound Mat

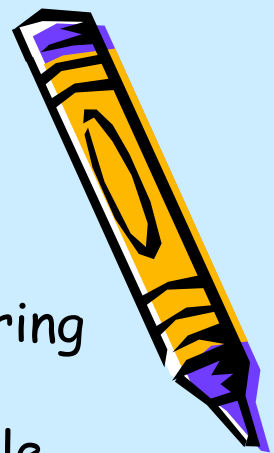
 j	 v	 w	 x	 y	 z	 zz
 qu	 sh	 ch	 th	 ng		
 ai	 ee	 igh	 oa	 oo		
 oo	 ar	 or	 ur			
 ow	 oi	 ear	 air	 er		

Phase Three sound mat. For use with My Letters and Sounds © Scholastic & Sons, 2022.



Phase Three Sound Mat

Phase Four



Revising all GPCs learnt so far (no new GPCs are taught during this phase); blending and segmenting words with known graphemes and adjacent consonants, including two-syllable words; learning to read 14 tricky words and spell 12 tricky words.

Tricky word sentences for **Week 6** continued

When do you see
sunlight?

The children scoop out
bits of the pumpkin.

CCVCC word cards continued

grunt

slept

stamp

plump



Phase Four is all about creating greater independence in reading and spelling and becoming less reliant on the mnemonics and pictures.



Week	New GPCs	Reading tricky words	Spelling tricky words	Words with adjacent consonants	
Week 1	Revision of all GPCs taught so far	said so	he she we me be	Reading and spelling CVCC words	
Week 2		like some come	was	Reading and spelling CCVC words	
Week 3		have	you	Reading and spelling CVCC/CCVC words	
Week 4		were there little one	the are	Reading and spelling words with adjacent consonants and Phase Three vowel digraphs	
Week 5			all		
Week 6		out do when what	my her		
Week 7 (consolidation)			Revision of reading Phase Four tricky words		Reading words and sentences with adjacent consonants and Phase Two and Three graphemes
Week 8 (consolidation)				Revision of spelling Phase Four tricky words	Spelling words and sentences with adjacent consonants and Phase Two and Three graphemes

Phase Five



Phase Five Sound Mat

 ay  ou  ie  ea

 oy  ir  aw  ue  ew

 oe  au  i-e  a-e  o-e

 u-e  e-e wh   ph

Phase Five Sound Mat



Content of Phase Five

- In Phases Two to Four, children learn one grapheme to represent each of the 40+ phonemes in English.
- In Phase Five, children learn that more graphemes can represent the sounds they already know and that some of these graphemes make different sounds in different words.
- This allows them to blend and read many more words and segment and spell more words correctly.

List of 100 high-frequency words

1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. mum	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. an



oo moon

ew screw

ue glue

u-e tube

/loo/ and /yoo/

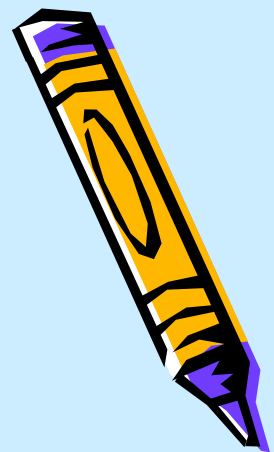
u unicorn

ou soup

ui fruit

Phoneme families

- The term 'phoneme family' is used in **My Letters and Sounds** to refer to a number of different graphemes that represent the same sound.
- For example, ai, ay and a-e can all represent the /ai/ sound.
- Children's knowledge of alternative spellings of phonemes is built up cumulatively throughout the year using the concept of phoneme families.



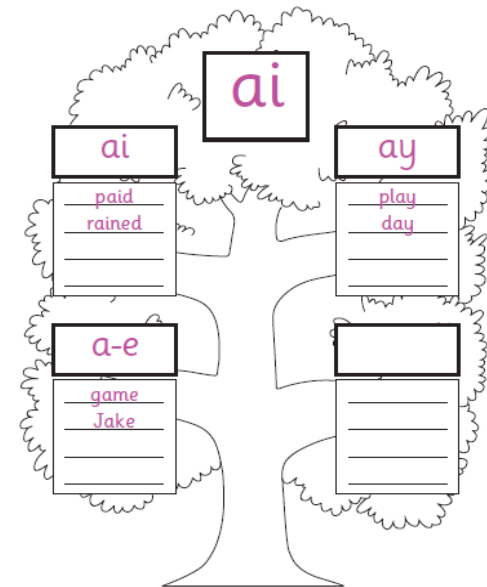
<p>ai</p> <p>rain</p>	<p>ay</p> <p>tray</p>	<p>a-e</p> <p>cake</p>	<p>a</p> <p>paper</p>
/ai/			
<p>ey</p> <p>hey presto</p>	<p>eigh</p> <p>eight</p>	<p>aigh</p> <p>straight</p>	<p>ea</p> <p>break</p>

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Example of a phonic family tree

Write the sound in the box at the top of the tree. Then write the different spellings of the sound in the boxes on the branches of the tree. Write words that use each spelling underneath.



Example Phase Five activity



Phoneme spotter sentences

Phoneme spotter sentence for /ai/ for **Term 1, Week 11**

Jake paid for a game of tennis but he could not play as it rained all day.

Phoneme spotter sentence for /ee/ for **Term 1, Week 11**

I need to sweep these seeds under the seat to keep them out of reach.





My Letters
and Sounds

Reading

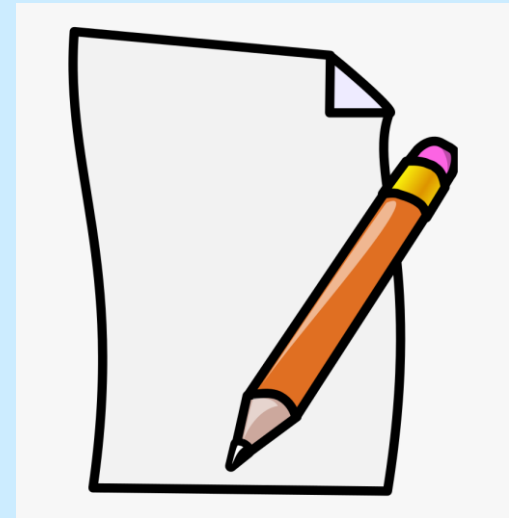


Activity

- Use your 'sound buttons' to count the phonemes in each word.



- mat
- sip
- chop
- shut
- dress
- string



Did you get it right?

- mat = m a t = 3 phonemes/sounds

- sip = s i p = 3 phonemes/sounds

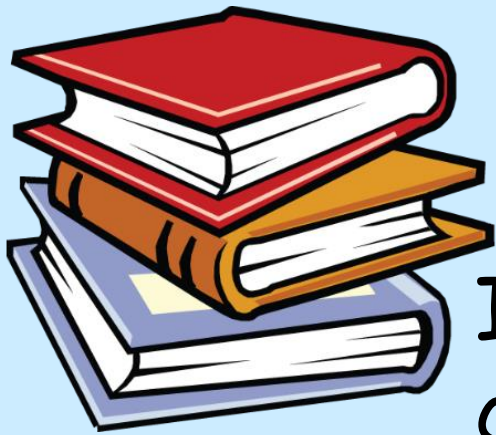
- chop = ch o p = 3 phonemes/sounds

- shut = sh u t = 3 phonemes/sounds

- dress = d r e ss = 4 phonemes/sounds

- string = s t r i ng = 5 phonemes/sounds





Reading in School

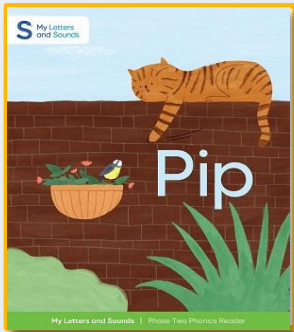


In EYFS we 1:1 read with the children every week.

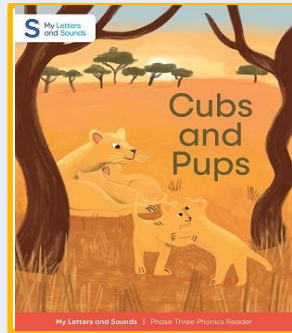
- In Year 1 the children do a mixture of group reading and individual reading.
- We have reading helpers during the week.
- Your 1:1 reading at home is vital. Little and often is the best.



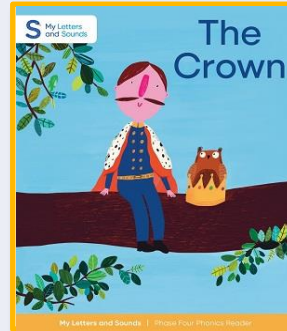
Phonic Reading Books



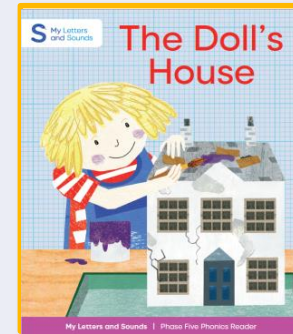
25x Phase Two



30x Phase Three



20x Phase Four



35x Phase Five

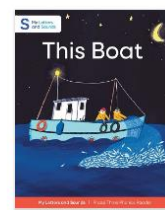
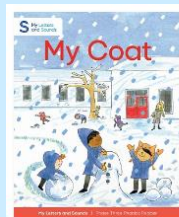
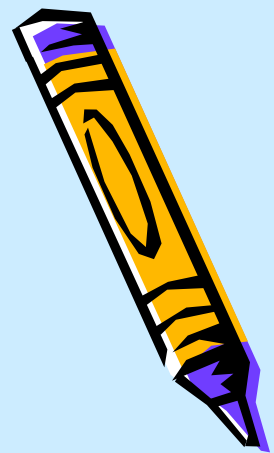
S My Letters
and Sounds



- Adults will change the books and track reading.
- Other book schemes have been incorporated with the new books.

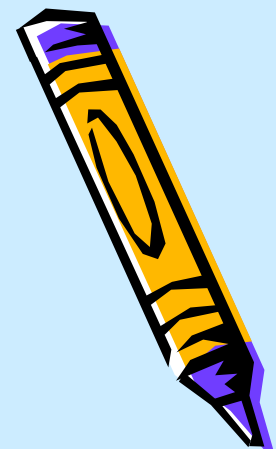
Reading at Home

- Read regularly at home.
- Ask questions about what they have read.
- Identify phonemes and graphemes when reading.
- Practise reading tricky words and high frequency words.
- Read for pleasure together!



Here are some tips for hearing your child read a **My Letters and Sounds Phonics Reader**:

- ▶ Read the short blurb on the back cover of the book to your child and talk about the illustration on the front cover. You might use words from the title of the book to remind them how to 'say the sounds' and 'blend the word'.
- ▶ Ask your child questions from the 'Talk about the book' section on the inside front cover of the book. These questions will help your child to start thinking about what the book will be about.
- ▶ You could also use the 'Say the sounds' section on the inside front cover to practise the focus sounds your child will come across in the book.
- ▶ In Reception, some of the words in the **Phonics Readers** are coloured blue. These are 'tricky words', meaning that they have a letter or letters that make an unexpected sound. New tricky words are listed on the inside front cover so your child can practise them before reading the book.
- ▶ If your child pauses at a tricky word while reading the book, you should still ask them to sound-talk the word, but remind them to look for the tricky letter that makes an unusual sound (for example, the 'o' in 'do').
- ▶ In Reception, some words in the **Phonics Readers** have two or three letters that are underlined. This is to remind children that those letters go together to make one sound. Some examples of these words are listed on the inside front cover of the book for your child to practise. If your child says the individual letter sounds, remind them that the 'two (or three) letters make one sound'. Ask them to say the sounds again and blend them together (for example, r-oa-s-t roast).
- ▶ When your child is reading the book, always prompt them to use their phonics. Don't ask them to look for a clue in the picture, guess the word, or rely on a picture.
- ▶ If your child pauses at a word, remind them to 'say the sounds' and then 'blend the word'.
- ▶ Your child should recognise some words automatically without saying the sounds.



Reading Tips from My Letters and Sounds

Please pick up
this letter

This is a good thing as it is a sign of reading fluency. They do not need to go back and sound-talk these words.

- ▶ If your child is struggling with a word, help to sound-talk it. For example, point to the letters, say the sounds and see if your child can then blend and say the word.
- ▶ After your child has sound-talked and read a word, encourage them to go back and read the complete sentence to check that the word makes sense.
- ▶ When your child finishes reading a page, pause occasionally to discuss the picture and talk about what is happening. This helps to check their understanding of the text.

Encourage your child to reread the book again on a different day. Rereading the **Phonics Readers** a number of times will help your child to develop fluency and confidence in reading.

When your child rereads the book, you can talk more about the book and what happens. There are some questions on the inside back cover of the book that can help you with this.

Please pick up
this letter.

Help your child with reading

I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Create

Use reading to inspire drawings or new stories.

Go Online

Look online & in app stores for appropriate word & spelling games.

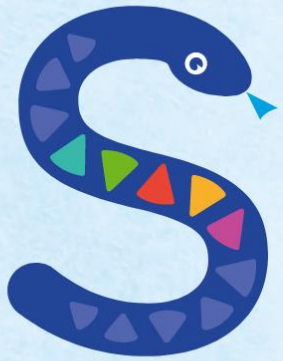
Make Space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...
anything that is close to hand!





My Letters
and Sounds

Writing



Letter formation patters



- There are patters to help children remember the correct letter formation.
- Children start by forming the letters in the air or on the table with their finger, before progressing to writing.

Letter	Mnemonic	Alliterative sentence and action	Letter formation patter	Letter writing suggestions
s	snake	<p>Sid the snake slithers slowly in the sun. Sid the sake says sssss.</p> <p>Make s-shaped movements wit your hand as you make the sssss sound.</p>	<p>Over his head, slide down the snake.</p>	<p>Write 's' in sand, salt or sequins</p>
a	apple	<p>Al the alligator eats an apple. Al the alligator goes a-a-a.</p> <p>Mine biting into the apple, making a-a-a sounds with an open mouth.</p>	<p>Over the top of the apple, all the way round and down the leaf.</p>	<p>Write 'a' on apple shapes</p>

Letter formation

Phase Two letter formation practice

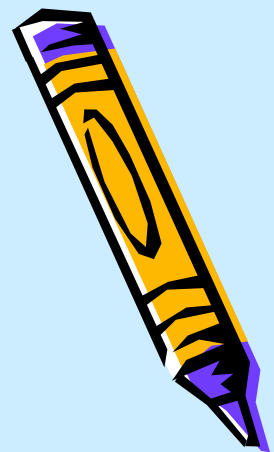


s s s _ _

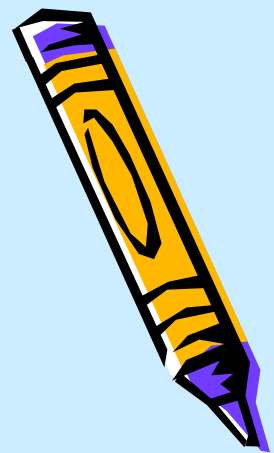
a a a _ _

t t t _ _

p p p _ _



Writing



- In EYFS and Year 1 we aim for phonetically plausible writing.
- For example, **I** luv **my** furee cat.
- It does not need to be correctly spelt! However, we are looking for **tricky words** that we have learnt being correctly spelt and the use of digraphs and trigraphs that we have learnt.



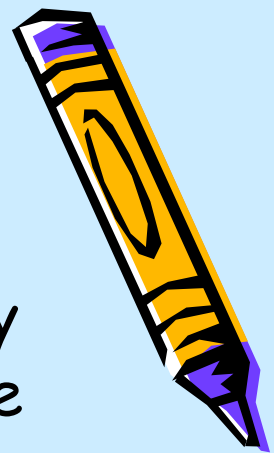
- Children use their sound mats to write sentences independently.



to the no
go I into

Tricky Words

Words that are not phonetically decodable e.g. was, said, no, the



High Frequency Words

Words that are words which occur most frequently in written material e.g. and, the, as, it.

List of 100 high-frequency words

1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. no	67. from	87. day
8. I	28. had	48. mum	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asked
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. an



Children need to read and write them.

Writing

She met Gram
God bless to Gram
Wot big tith you Har
all t h be to e t you

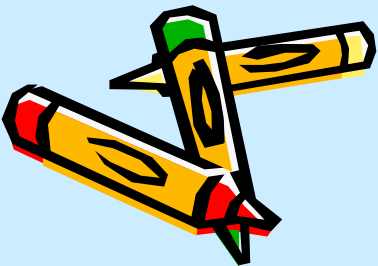
I my you We was
she the me are
he see all be
her have said
foal cool

My dragon is a mountain dragon
and she swoops down to the crystal
blue sea to catch fish. She ^{protects} protects me
from harm by forming an ice wall
around us. She has eyes like a volcano
Volcano erupting and at the end of
the tail there is a ^{amber} amber ^{triangle} triangle.
She ^{lives} lives in the rainforest and ^{her} her
claws are green ^{and} and ^{are} are
^{purple} purple. It's the bravest to go up
the highest mountain.



Writing at home

- Write lists for a purpose (to go to the shops)
- Have special books to write in.
- Use chalk to write outside.
- Write on a whiteboard or chalkboard.
- Hand strengthening activities - Practise using scissors, playdough and threading.
- Any mark making outside and inside.
- Practice writing tricky words and high frequency words.



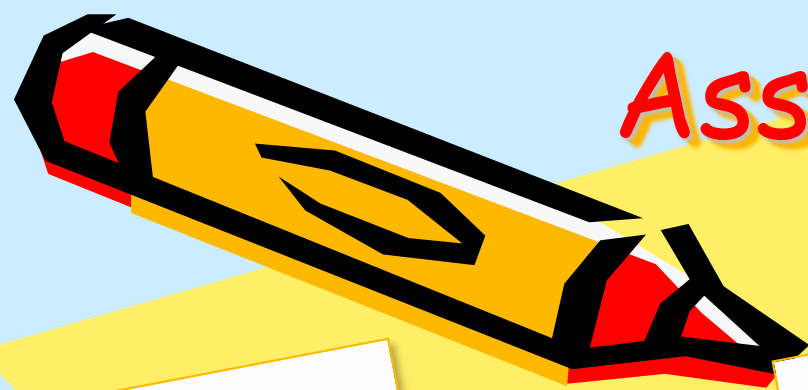


My Letters and Sounds

Assessment



Assessment in Phonics



Letter recognition and recall check

There are two parts to this assessment. Check the child can do the following:

1. Give the letter sound when you point to each letter.
2. Point to the letter when you say each letter sound.

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

Segmenting check

Oral segmenting check
Point to each picture and say the word. Ask the child to say the word in sound order.

Segmenting for spelling check
Ask the child to spell these for words: at, in, m, d.
Ask the child to say the word in sound order and then write it on a keyboard or on paper. Alternatively, you can ask the child to use plastic letters or the letters below to make the words.

s	a	t	p
i	n	c	o

Letter recognition class record sheet

Tick the appropriate box if the child gives the correct sound when you show or point to the letter.

Name	Example	Children
	s	
	a	
	t	
	p	
	i	
	n	
	m	
	d	
	g	
	o	
	c	
	k	
	e	
	u	
	r	
	h	
	b	
	f	
	l	
	e	
	s	

Blending and segmenting checks analysis sheet

Name: _____
For each assessment, tick to show whether the child's response is correct or incorrect. Record any inaccuracies in the comments box.

Oral blending

Word	Correct	Incorrect	Comments	Date
sat				
in				
mat				
pat				
tin				

Blending for reading

Word	Correct	Incorrect	Comments	Date
sat				
in				
mat				
pat				
tin				

Oral segmenting

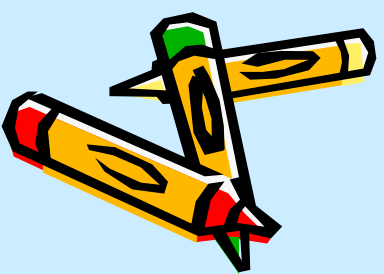
Word	Correct	Incorrect	Comments	Date
sat				
in				
mat				
pat				
tin				

Segmenting for spelling

Word	Correct	Incorrect	Comments	Date
sat				
in				
mat				
pat				
tin				

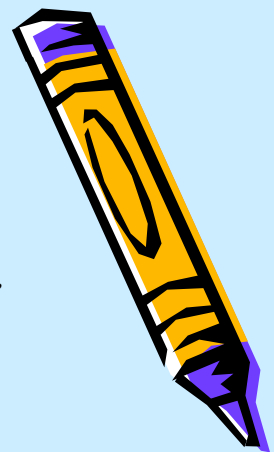
Tricky words check

Word	Correct	Incorrect	Comments	Date
the				
to				
it				
at				
in				



- Regular assessments to check children's understanding.

Year 1 Phonics Screen



- In June every child in Year 1 across the country will take the phonics screening check.
- It is a 1:1 screening check with a familiar adult.
- We do not know the words that will be used until we open the pack on the day.
- **It is a phonics check NOT a reading check!**
- There are 40 words, that the children need to read. The pass mark has been 32 for many years.
- The check is very similar to tasks the children already complete during phonics lessons. There are real words and alien words.
- Children will be asked to 'sound out' a word and blend the sounds together, eg d-o-g - dog.



d o g 
• • •

Examples of Words

in

at

beg

sum

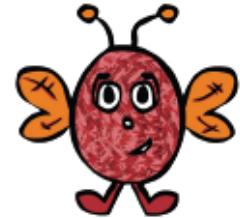
ot



vap



osk



ect





My Letters and Sounds

Thank you for
listening

