

Phonics at John Hampden Primary School





Why is phonics important?

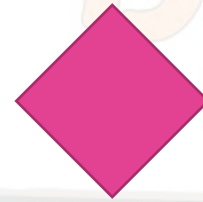
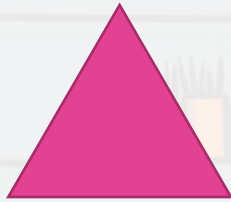
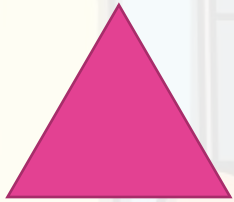
There may be 26 letters in the alphabet, but there are many more sounds in English. Children need to know these sounds in order to read and write words.

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

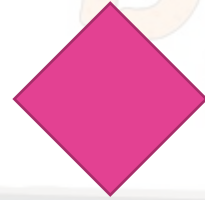
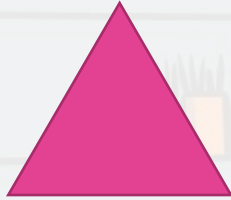
Why is phonics important?

"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.



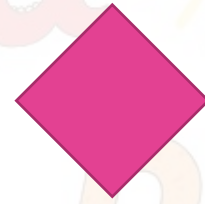
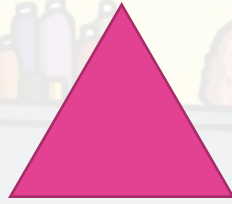
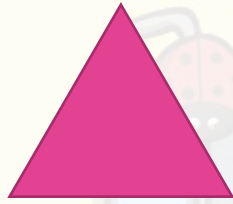
a

p

p

l

e



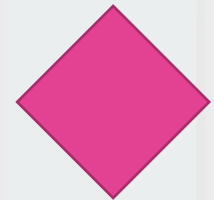
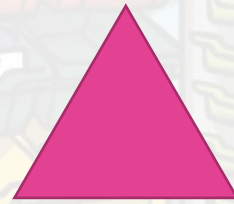
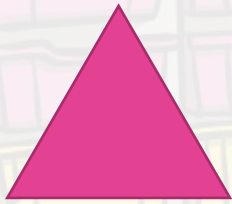
a

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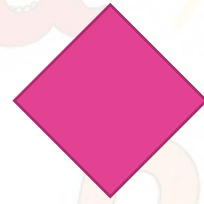
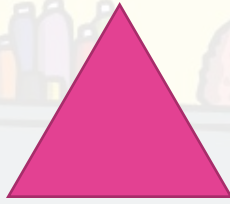
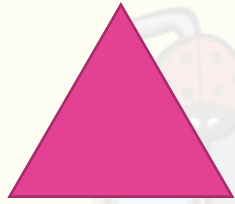
p

l

e



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



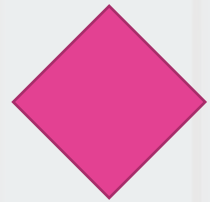
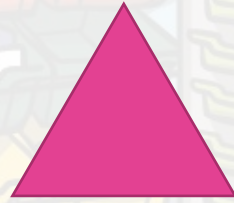
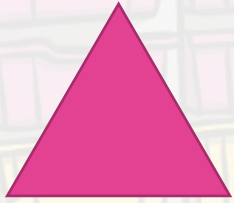
a

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



i

n

p

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

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



How many sounds?

chat

roast

rubbish

pumpkin

hairbrush



How many sounds?

ch at (3)

r oa st (4)

r u bb ish (5)

p u m p k i n (7)

h ai r br u sh (6)

phonics
a t j h s

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 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

Unit 1 Phoneme /s/: Lesson

Sounds Writing

S

abcdefghijklmnopqrstuvwxyz

Unit 8 Phoneme /ch/

Name: _____

1 Put a ring around c and h in the alphabet.
abcdefghijklmnopqrstuvwxyz

2 Put a ring around ch in the words.
chum much chop lunches

3 Write the letters ch and Ch.
ch _____
Ch _____

Hand Chest Watch

Bug Club Phonics



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



The screenshot shows a video player interface. At the top left is the Pearson logo. In the center, there is a green alien-like character with antennae and red sound waves. Below this, the text reads "Bug Club Phonics" in a large, bold, black font, followed by "Actions for Sounds" in a smaller, bold, black font. In the center of the video frame, the text "Phase 3" is displayed. On the left side of the video frame, there is a cartoon bee character with a green hat and wings. On the right side, there is a cartoon grasshopper character with a blue headband and long legs. The video player controls at the bottom include a play button, a progress bar showing "00:00 / 05:21", an "info" button, a volume icon, a "Speed" control with a slider, a settings gear icon, and a share icon.

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

Bug Club in Class ...

Phase 2

Unit	Sessions
1	<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'
2	<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
3	<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
4	<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
5	<ul style="list-style-type: none"> Phoneme /h/ written as 'h' Phoneme /b/ written as 'b'

Phase 3

Unit	Sessions
6	<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
7	<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
8	<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
12	<ul style="list-style-type: none"> Adjacent consonants (cvcc) Language session 1 Adjacent consonants (ccvc) Language session 2 Adjacent consonants (ccvcc/ccvc/ccvcc) Language session 3



Bug Club in Class ...

We always start with the alphabet song



Bug Club in Class ...

Followed by a recap of sounds we already know

Bug Club Phonics

Unit 2 Phoneme /n/: Revision

Guide

Letters Sounds Reading Writing Spelling

Navigation icons: arrow, home, aa, aaa, envelope, speaker, Aa, document, music, color wheel, pencil, trash

Phoneme: a

Character: Ant

Keyboard: 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 ...

Some reading practise

Bug Club Phonics Unit 2 Phoneme /n/: Revision [Guide](#)

Letters Sounds Reading **Writing Spelling**

Navigation icons: cursor, phone, aa, aaa, envelope, speaker, Aa, envelope, music, rainbow, pencil, eraser, trash

Control bar: left arrow, input field, right arrow, eye icon, [Show](#), [Answer](#)

sit



abcdefghijklmnopqrstuvwxyz

Bug Club in Class ...

An introduction to a new sound

The screenshot shows the Bug Club Phonics software interface. At the top, it says 'Bug Club Phonics' and 'Unit 2 Phoneme /n/: Lesson'. There is a 'Guide' button with a close icon. Below the title bar are tabs for 'Sounds', 'Reading', 'Spelling', 'Writing', and 'Follow-up'. The main content area features a video of a woman with her hands out, a picture of a nest with the letter 'n', and a progress bar. On the left side, there is a sidebar with icons for music, volume, and navigation. At the bottom, there is a colorful alphabet bar.

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 ...

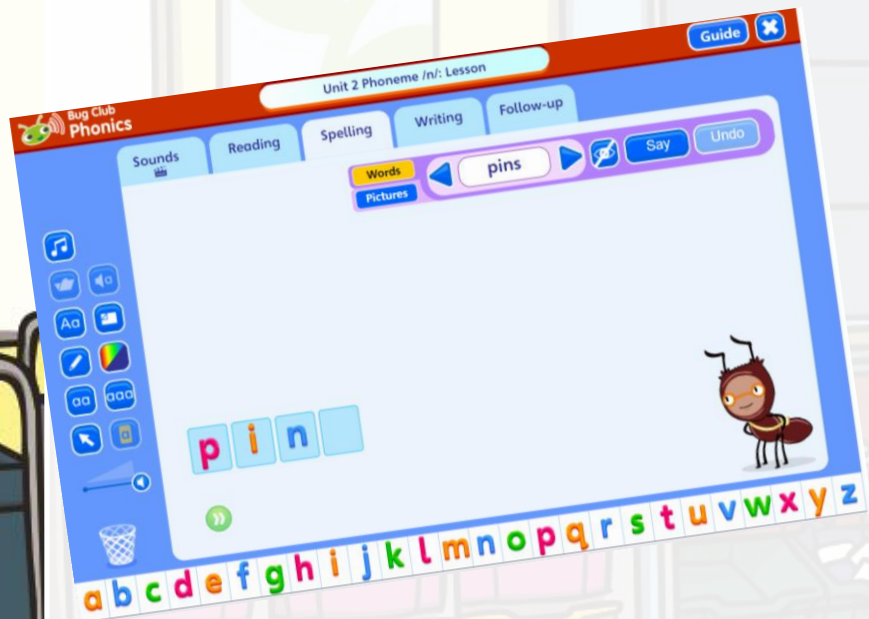
Reading words containing our new sound

The screenshot shows the Bug Club Phonics software interface. At the top, the title bar reads "Bug Club Phonics" and "Unit 2 Phoneme /n/: Lesson". There is a "Guide" button with a close icon. Below the title bar are five tabs: "Sounds", "Reading", "Spelling", "Writing", and "Follow-up". The "Reading" tab is active. The central workspace contains the word "pan" and its phonetic breakdown "p a n". A green double arrow button is positioned below the breakdown. To the right of the workspace is a cartoon ant character. Above the workspace are navigation controls: a left arrow, a text input field, a right arrow, an eye icon, a "Blend" button, and an "Undo" button. On the left side of the workspace is a vertical toolbar with various icons for editing and playback. At the bottom of the interface is a keyboard with letters a-z in individual colored boxes.

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 pigtails and red glasses is reading a blue book. She is positioned in front of a white background featuring a large, colorful arch of the alphabet (A-Z). The letters are in various colors and are arranged in a semi-circle above her. The girl is wearing a light blue jacket. The overall scene is bright and educational.

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

S



a

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!

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

The image features a central white rounded rectangle containing a collage of the word 'writing' in various styles and musical notes. At the top, the word is written in a cursive script, flanked by two large black musical notes. Below this, the word is written in a simple, outlined font. In the center, the word 'WRITING' is written in large, bold, black block letters. Below that, the word is written in a decorative, patterned font. At the bottom, the word is written in a simple, outlined font, flanked by two large black musical notes. A large black musical note is also positioned at the bottom left, and a large black musical note is positioned at the bottom right. A large black musical note is also positioned at the bottom center.

writing
writing
WRITING
writing
writing
writing
writing

Dough Disco



Recipe for Cooked Playdough

Ingredients

2 cups of water
2 cups of plain flour
1 cup of salt
2 tbsp cream of tartar
2 tbsp of cooking oil
Food colouring

Method

1. Place all the ingredients into a pan.
2. Heat slowly until the mixture thickens and comes away from the side of the pan.
3. Keep in an air tight container.

Recipe for Basic Playdough

Ingredients

$\frac{1}{2}$ cup of salt
1 $\frac{1}{2}$ cups of plain flour
Water
Food colouring
Essence (optional)

Method

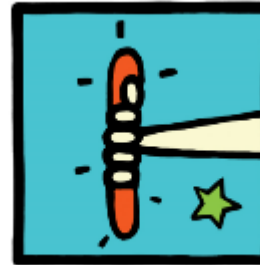
1. Mix all ingredients together in a mixing bowl until it forms a ball and combines.
2. Keep in an air tight container.



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

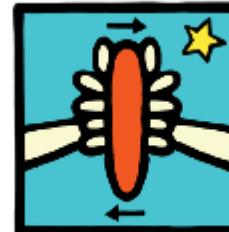
Move 4



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!



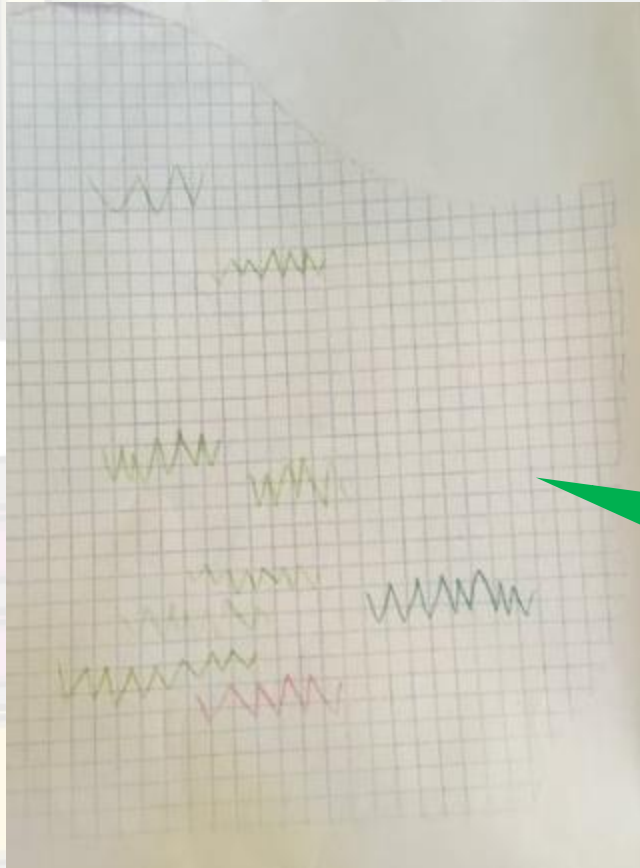
Pia pia, piano! Let your fingers go!

Now the other hand

Dough Disco
Song

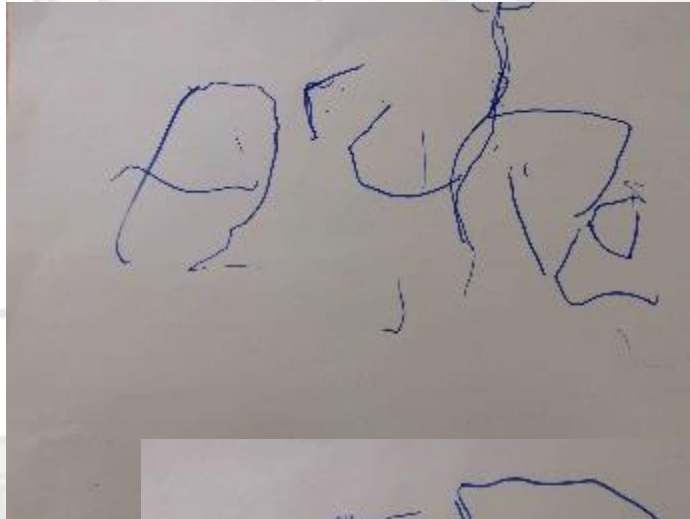
Writing Progression

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



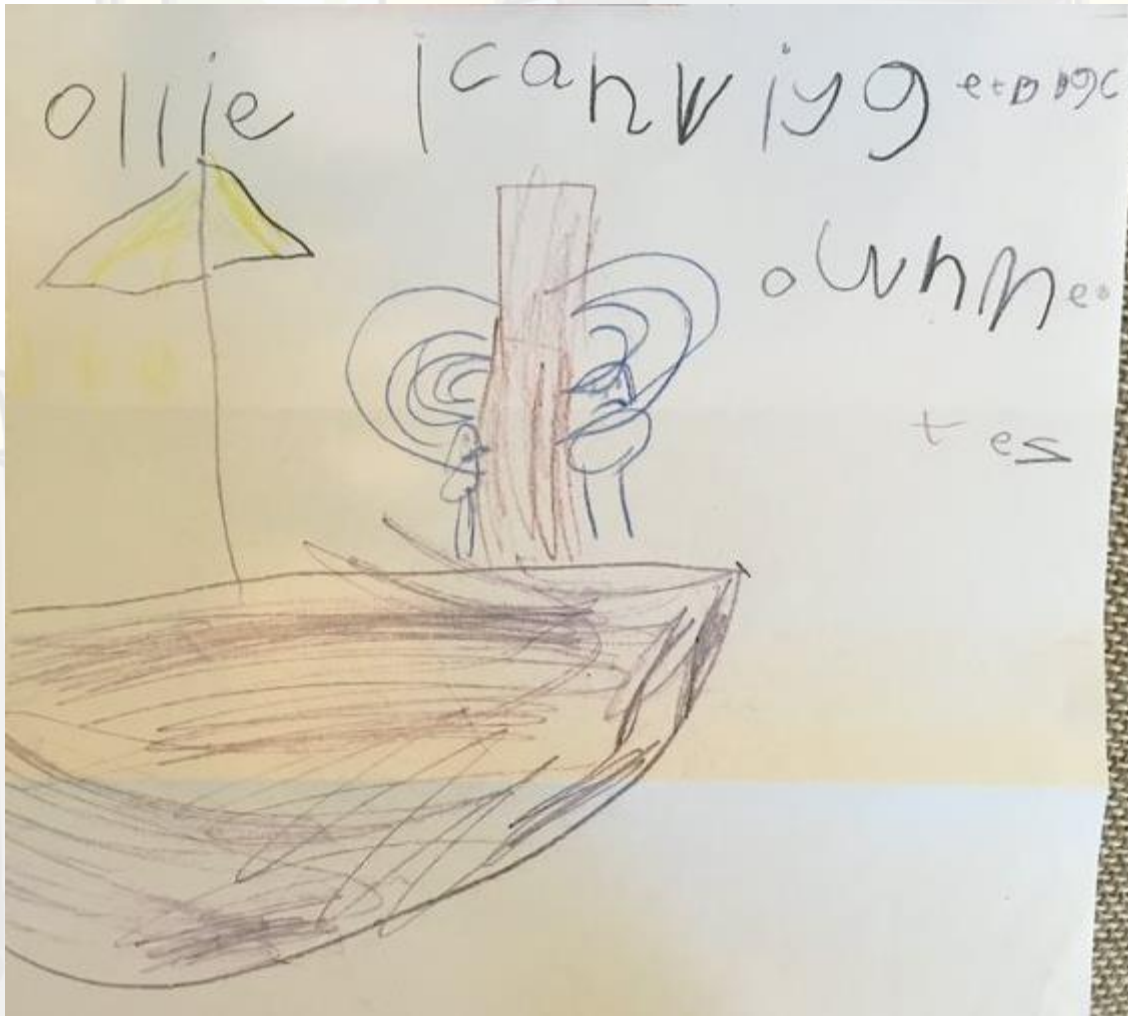
**Nursery &
Reception**

Writing Progression

BLCY	YMY	MTE
SHO	ALEA	MOU
FLS	ANECA	CEOP
MO	OLEEA	PECA
FWR	TAVU	AVSTO
UNO	LE	TNE
CEO	UETO	ENPO
ESL	LVUW	BLEA
NOR	LAL	PEL
BOC	DEL	MOLK
HOS	RO	NRE

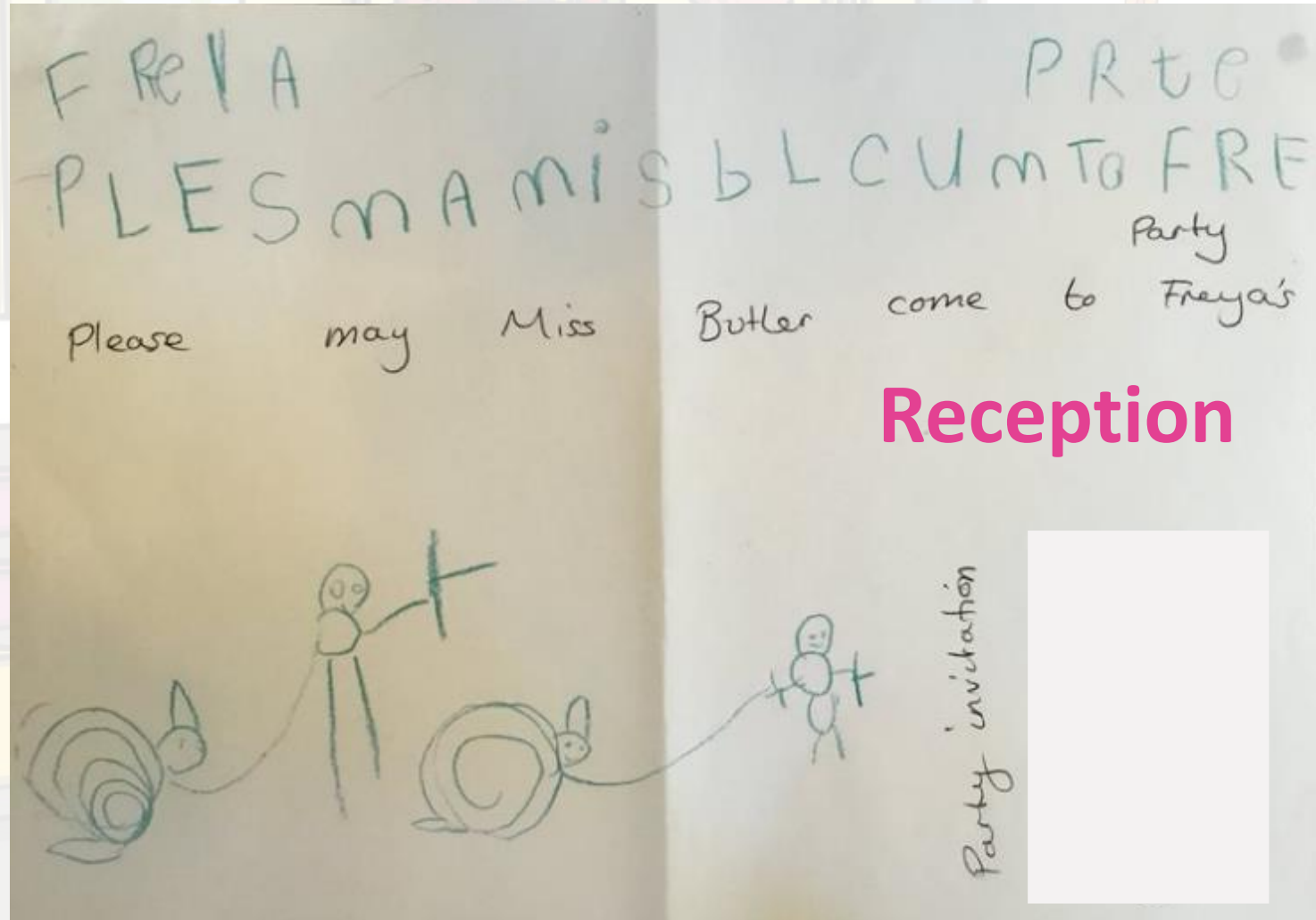
Reception

Writing Progression



Reception







Writing Progression



Reception

Writing Progression

Porridge

-  1. Get the ingred^{ts}.
-  2. Porridge
porridge oats
In
-  3. Give it a mix.
-  4. Porridge is in the
microwave
-  5. Add sugar
give it a mix.
-  6. Take a big
Spoonful
Yum! Yum!

End of Reception

Writing Progression

Year 1

Josh

L.O: I can write a sentence about the story 'Stephen and Matilda'.


Matilda ^d ~~see~~ ^e ~~order~~ ✓ Matilda fled to Oxford Castle.

Matilda ^{hid} ~~she~~ ✓ ^{hid} ~~her~~ ^{food} ~~out~~ ✓ ~~out~~ ~~out~~

~~she~~ ~~hid~~ ~~her~~ ~~food~~ ~~high~~ ~~ly~~ ~~the~~ ✓ ~~so~~ ~~w~~.

Matilda ran out of food. She escaped in the snow.

SNOW DAY



Date: _____

Name: _____ Date: Some Ph 3.

Good phonetic knowledge, and neat handwriting.
Well done for using full stops.
Ined hard to use finger spaces.

A1/CI @/S PSED PD C&L M UW EAD CoE

Writing Progression

Deadly Fire Uncovered!

At about 10
the morning
he saw a fire
began to
London. The
maid saw
red, orange
yellow and
white flames
coming out
of a house
in London a
fire started
in the heart
of the city.
The fire started
in a kitchen

the man
forgot to
shut the
kitchen oven
properly. The
people lost
their savings
and their
houses and
some their
or cattle
with horses
and got
them on a
horse cart

While this
the wind
and the
deluge they
made the
blue edges
and edges



Year 2

Handwriting and formation

Letter Formation Practice Sheet

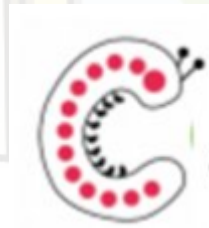
a b c d e f g h i

j k l m n o p q r

s t u v w x y z

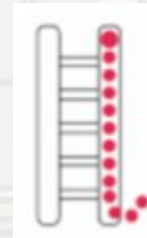
Handwriting and formation

Letter formation families



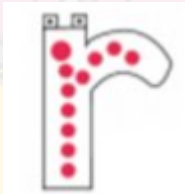
Curly Caterpillar

a c d e f g o q s



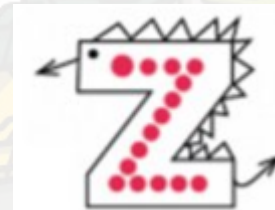
Long Ladder

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 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:



PhonicsPlay

Log In

Phase 2 Interactive Resources



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.