

Spring Term

Phonics Guide for EYFS Parents

This term we continue to follow our phonics programme to develop your child's reading skills.

The primary aims this term are to:

- ✓ introduce new phonemes (sounds) and graphemes.
- ✓ read and spell words containing these new phonemes
- ✓ read and spell polysyllabic words
- ✓ read and spell more tricky words
- ✓ know the name of each letter

Terminology

Digraph: a combination of two letters that make one sound e.g. sh, ee, ai

Trigraph: a combination of three letters that make one sound e.g. igh, air

Polysyllabic: a word that has more than one syllable.

Recognising digraphs and trigraphs and saying the sounds

We continue to emphasise accurate articulation of the sounds so that your child will be able to blend more easily.

In the Spring Term the phonemes are taught in the following order:

ch, sh, th, ng ai, ee, igh, oa

oo/oo, ar, or, ur ow, oi, , air, ear, ure, er

A demonstration of how each digraph and trigraph is pronounced can be viewed here [Phase 3 phonemes](#)

Children are taught catchphrase to help them learn their phonemes e.g. snail in the rain(ai). Please see list of catchphrases sent home. e.g. What do you see? (ee)



What do you see?

Reading

Oral blending:

Oral blending is still important.

In oral blending a child hears the spoken sounds and blends them together in sequence to say a word. No written letters are involved. For example, an adult might say 'c-oa-t' 'The child will hear these sounds, repeat them, and then blend them to say the word 'coat'. The important thing is to remember to say the sounds(digraphs/trigraphs) and not the individual letter sounds i.e. it is 'oa' not 'o' and 'a'

Blending for reading:

When reading words containing digraphs and trigraphs your child needs to be able to spot that they are there, otherwise they may sound out each letter individually and the word will not blend correctly.

Your child will begin reading these words with the support of 'sound buttons'. As last term, there will be a 'sound button' under each individual sound but a line, rather than a dot is used for digraphs and trigraphs to show that it is one sound made from more than one letter



Each sound button is pressed as your child says the sound aloud. Then as you sweep your finger under the word they blend and say it. A demonstration can be viewed here: [Blending Phase 3](#)

Reading polysyllabic words:

To read a polysyllabic word, the word needs to be chunked (split up) into syllables (e.g. sand/pit). The part of the word not being read can be covered while the child blends to read the first syllable. They should say the sounds then blend them together (s-a-n-d, sand). They then need to do this for the other parts of the word (p-i-t, pit) before putting them all together (sandpit). A demonstration of this can be viewed here: [Blending polysyllabic words](#)

Spelling

Segmenting for spelling:

Segmenting is simply the skill of separating words up into their component sounds. For example, 'park' becomes 'p-ar- k'

As last term, when spelling a word we orally segment it before writing it. When practising our spelling we use a phoneme frame. Each box is for a different sound, therefore the digraph/trigraph fit into one box.

c	oi	n	p	ar	k
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Spelling polysyllabic words:

To spell a polysyllabic word, the word needs to be chunked (split up) into syllables (e.g. sand/pit), and each syllable segmented and written in turn, before putting them all together (sandpit). A demonstration of this can be viewed here: [Spelling polysyllabic words](#)

Tricky words

In Spring 1 your child will learn to **read** the tricky words:

he, she, we, me, be, you, all, are, her was, they, my

They will also learn to **spell** the tricky words:

I, the, no, go, to, into

We use the names of the letters when spelling tricky words

Partnered Reading

This term your child will take part in whole class partnered reading **three times a week**. This comprises of three weekly sessions in which the children will focus on decoding, fluency and comprehension. As with the home reading books, these books will be finely linked to the phonemes and tricky words they have learnt.

A sticker, telling you which book your child has read will be stuck in your child's reading diary so they can read the book to you at home on www.activelearnprimary.co.uk. Please **tick or initial the sticker** so we know the children have read the book to you

Reading at home:

Your child will continue to bring a reading book home to share with you each day. In order to develop their confidence, fluency and understanding children are expected to reread books, usually three times. When reading at home:

- ✓ Try to have a daily routine for reading and ensure there are no distractions.
- ✓ If your child gets stuck on a word, remind them to say the letter sounds individually and then blend them together quickly to hear the word. If your child still can't work out the word, then tell them what it is and move on.
- ✓ Once your child has blended all the individual words in a sentence ask them to read the sentence again as this will aid their comprehension
- ✓ Encourage your child to track the words they are reading with their finger.
- ✓ Be sure to be patient and don't forget to be impressed at your child's effort!

Learning to read can be hard work for many children, so it's important to keep enjoying books together. Your child will benefit hugely from listening to books and stories that they can't read themselves yet. A bedtime story is a lovely way to end a busy day!

Ideas for practising these skills at home

Listen to your child **read** their school reading book **every day**

Recognition of phonemes:

- Play 'GOTCHA' – make a set of flashcards and choose one that your child is struggling with e.g. sh. Hide it in the pack and flick through the cards. When they see their chosen card they can shout GOTCHA and the sound e.g. GOTCHA sh!
- Give your child a selection of word cards and ask them to sort them. e.g. Can you find all the words containing the digraph 'ar

Blending:

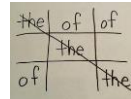
- Write a word or a sentence for your child to read e.g. I can see a ship. Ask them to draw a picture to show their understanding
- Play bingo! Each player needs a different list of words. The caller says a word and the player must read their words and cross it off if they have it. When all words are crossed off, shout BINGO!

Segmenting:

- Say a word and ask your child to segment it and use their finger to write it in salt, flour or glitter.

Tricky words:

- Tricky word race – how many tricky words can your child read in 30 seconds?
- Play noughts and crosses: instead of using O and X, both players need to choose a tricky word to practise spelling



This guidance is supplemented by a power point presentation which can be found on our school website www.katherinesemar.co.uk