

Autumn Term

Phonics Guide for EYFS Parents

Our aim this term is to quickly and supportively launch your child's reading journey.

Before your child can start to read s/he needs to learn to:

- Say the sound that is represented by each letter or groups of letters
- Know how to blend the sounds together in a word to read it
e.g. c-a-t → cat

These two crucial elements are the focus of our Autumn Term phonics provision.

Terminology

Phoneme: the smallest unit of **sound** in a word e.g. hat has 3 phonemes 'h' 'a' and 't'

Grapheme: the written representation of a sound

Recognising letters and saying the sounds

Letter-sound pictures are used to help your child learn the phonemes quickly. For example, when teaching the phoneme 't' your child will link this to an image of a tower.



t-t-t- tower is morphed into 't'

We use pure sounds so that your child will be able to blend more easily.

A pure sound means we avoid saying 'uh' after each sound e.g. /mm/ not muh /ss/not suh

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

s, a, t, p, i, n, m, d,

g, o, c, k, ck,, e, u, r,

h, b, f, ff, l, ll, ss,

j, v, w, x y, z, zz, q

[Phase 2 Pure Sounds Video](#)

Learning to blend

When learning to blend we 'sound talk' words. This means we pronounce each sound in the word one at a time. So 'tap' in sound talk is t-a-p

Oral blending:

Before your child can blend sounds to read a word they need to be able to orally blend.

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 b-u-s. The child will hear these sounds, repeat them, and then blend them to say the word 'bus.' [Oral Blending Video](#)

Blending for reading:

Once your child can orally blend and recognise a few letter sounds they can begin to blend sounds together in a word to read it.

To begin with children will need support to do this but with practise will quickly become independent:

- Using magnetic letters or sound cards model selecting each letter in turn, saying the sound and moving the letters into the correct order. Then point to each letter and sound talk the word s-a-t . Ask your child to then sound talk the word (s-a-t-).
- Next, sweep your finger under the word and say 'sat' in an exaggerated manner. Ask your child to say the word as you sweep your finger under the word once more

Progress onto moving the sound cards/ magnetic letters silently (no adult sound talk). Point and sweep your finger under the word as your child says the sounds and reads the word. We often put 'sound buttons' under each individual sound so the child can 'press' each button as they say the sound and then blend.

[Blending Video](#)

dig sat



Tricky words

These are words your child will learn to read by sight because they are words which cannot be blended using their current phonic knowledge.

In the Autumn Term your child will learn to read the tricky words: ***I, the, go, no, to, into***

Learning to segment

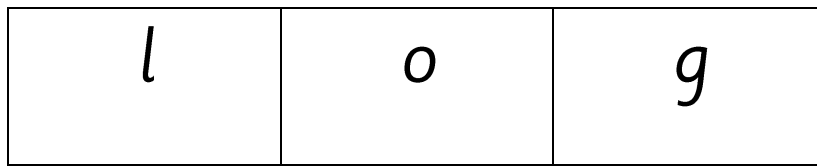
As well as learning to read your child will also be using their phonics to learn to spell.

Oral segmenting:

Before children learn to write words, they need to orally segment. Segmenting is simply the skill of separating words up into their component sounds. For example, 'pig' becomes 'p-i-g'. It does not matter how the word is written. [Oral Segmenting Video](#)

Segmenting for spelling:

Once your child can orally segment and recognise a few letter sounds they can begin to segment and write words. When spelling a word we orally segment it and then write it in a phoneme frame. If a child cannot yet write the letters use magnetic letters instead.



Reading at home

As soon as your child is blending confidently and recognising a few graphemes they will bring a reading book home to share with you each day. The books your child will read will be finely linked to the phonemes they have learnt, enabling them to blend and read all the words.

In order to develop their confidence, fluency and understanding children are expected to reread books, usually three times. Please watch the videos on the school website of a child reading a book for the first time and then rereading for the third time, demonstrating the success of this approach.

[First Read Video](#)

[Third Read Video](#)



Hints for 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

Recognition of phonemes:

- Have a few sound cards spread out. Adult to say a sound and child to splat the correct letter with their finger. Swop roles so child has to pronounce sound.
- Deliberately drop a pile some sound cards – child has to say the sound for any letter facing upwards
- Using sound cards, time how quickly your child can say each sound. Can they beat their time?

Blending:

- Speak in sound talk to your child to help their oral blending. For example, 'please put on your h-a-t' or 'can you see the s-u-n?'
- Matching game – child to blend and read simple words and match to a picture

Tricky words:

- Play a game of snap using the tricky words
- Hide some tricky words around a room. Can your child find and read the words?

Rhyming games

- Sing nursery rhymes
- Say 'into the pot goes' while pretending to place objects that rhyme into a pot (for example, a *bat*, a *hat*, a *cat*, a *mat*). Do this with your child and then see if they can do it independently. You can turn this into a game by throwing in words that *don't* rhyme, and asking your child to catch these ones out. For example, a *cat*, a *hat*, a *bird* – this last word shouldn't go in the pot!

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