

Phonics Information

Early Phonics – At the Beginning of Reception

We teach children to read using a systematic phonics approach. We start by teaching children to identify individual letter sounds, for example, we teach children to say ssss when they see the letter s. These letter sounds are split into seven groups, which we have associated with a colour to allow for easier identification. Once children have learnt the red letter sounds, we begin to teach children to read and write simple words. Initially, children learn to read cvc words (consonant, vowel, consonant words) such as sip, tap and mat.

Flashcards

Once a child knows the first few letter sounds, we begin sending home a set of phonic flashcards. These will either contain single letter sounds or simple cvc words. We ask for parents or carers to practise these each night after school with their child. These flashcards help to reinforce what children have learnt in school during their phonics lessons.

We give each child the opportunity to practise the sounds on their flashcards each day at school. If a child knows the sound or word on their flashcard, we give them a tick. Once a child has three ticks on their flashcard we give them a new flashcard to work on. Please do not tick your child’s flashcards, this is only for school staff.

If a child is working on red level their flashcards will be on red coloured card. We do this for orange, yellow, green and blue flashcards. Children will also have one white flashcard. White flashcards will have a tricky word printed on it. Tricky words are words that a child may not be able to sound out at their current stage of phonics progress. We teach children to read these words as a whole word. Children are taught that words on coloured card can be sounded out and words on white card are read as a whole.

<u>Phonics Levels and Associated Sounds</u>	
<u>Red</u> s a t p i n m d	
<u>Orange</u> g o c k e u r h b f l ck ff ll ss	
<u>Yellow</u> j v w x y z zz ch sh th ng qu	
<u>Green</u> ai ee igh oa oo oo or ar oor ow ow	
<u>Blue</u> Words with adjacent consonants, two or more digraphs, polysyllabic words and compound words	
<u>Indigo</u> ur er ir au aw (or) - plus awareness of al ou (ow) oi oy air ure ear - plus awareness of ere eer	
<u>Violet</u> ea e-e ey (ee) - plus awareness of ie, y, i, e ph wh ay a-e (ai) - plus awareness of eigh, ey, ei, y, a i-e (igh) – plus awareness of i ew ue u-e (oo) o-e o oe (oa, ow) u-e – plus awareness of u	
<u>Silver</u> Building fluency, expression and comprehension	
<u>Gold</u> Building fluency, expression and comprehension	

Colour Level	Tricky words associated with each level
<u>Red</u> s a t p i n m d	No tricky words at this level
<u>Orange</u> g o c k e u r h b f l ck ff ll ss	the to I no go into
<u>Yellow</u> j v w x y z zz ch sh th ng qu	he she we me be is his has you they all are my by was
<u>Green</u> ai ee igh oa oo oo or ar oor ow ow	were there little one of put when out what it's children said have come said
<u>Blue</u> Words with adjacent consonants, two or more digraphs, polysyllabic words and compound words	like so her called do four looked out people some says your push pull full

<u>Indigo</u> ur er ir au aw (or) - plus awareness of al ou (ow) oi oy air ure ear - plus awareness of ere eer	could anyone Mr Mrs who does ask asked want call other where love give live old small school through here
<u>Violet</u> ea e-e ey (ee) - plus awareness of ie, y, i, e ph wh ay a-e (ai) - plus awareness of eigh, ey, ei, y, a i-e (igh) - plus awareness of i ew ue u-e (oo) o-e o oe (oa, ow) u-e - plus awareness of u	water work laughed because any many eyes friend once I'm I'll I've don't can't didn't their two son why tall our son

We start to give children a reading book once they are able to read cvc words containing red sounds. See reading FAQs for additional information.

Pronunciation of Letter Sounds

When teaching children to read, we are very careful to say each sound correctly. We aim to keep sounds as short as possible and to avoid adding additional voice sounds to a letter sounds. For example, when saying the sound that the letter s makes we say ssssssss. We are very careful to avoid saying suh. See the following video for additional information about pronunciation of individual sounds [Phonics: How to pronounce pure sounds | Oxford Owl - YouTube](#) or speak to a member of staff for additional information.



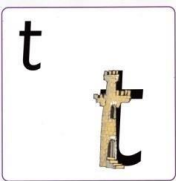
Digraphs and Trigraphs







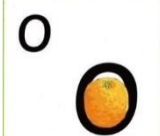
















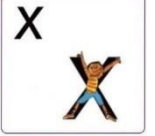





During red and orange levels, children are taught to say the sound associated with each letter, for example, children learn that the letter f makes a fffffff sound.

As children move through orange and yellow they begin to learn about digraphs. A digraph is two letters that make one sound, for example, in the word rain the 'ai' sound is made up of the letters 'a' and 'i', but together they make one sound 'ai'. As children progress through the levels, they start to learn about trigraphs. A trigraph is three letters that make one sound, such as the 'igh' sound in the word 'light'.

Phonic Phrases

We use phrases and images to help children to remember how to write each of the letters. Most of the images and phrases are from the Read Write inc. phonics programme. The later phrases and images help children to remember the sound made by a particular digraph or a trigraph.

	Slither down the snake.		Around the apple and down the leaf		Down the tower and across the tower.
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	<p>Down the pirate's plait and around his face.</p>		<p>Down the body and dot for the head.</p>		<p>Down the boy and over the net.</p>
	<p>Down Maisie, over the mountain, over the mountain</p>		<p>Around the dinosaur's bottom, up his tall neck and down to his toes.</p>		
	<p>Around the girl's face, down her hair and give it a curl.</p>		<p>All around the orange.</p>		<p>Curl around the caterpillar.</p>
	<p>Down the kangaroo's body, tail, and leg.</p>		<p>Lift off the top and scoop out the egg.</p>		<p>Down and under, up to the top and draw the puddle.</p>
	<p>Down the robot's back and curl over his arm.</p>		<p>Down the head, to his hooves and over his back.</p>		<p>Down the laces to the heel and around the toe.</p>
	<p>Down the flower and across the leaf.</p>		<p>Down the long leg and round the foot.</p>		<p>Curl around the caterpillar, then down the kangaroo's body, tail and leg.</p>
	<p>Down the flower and across the leaf.</p>		<p>Down the long leg and round the foot.</p>		<p>Slither down the snake, then down the other snake.</p>
	<p>Down his body, curl and a dot for his head.</p>		<p>Down a wing, up a wing.</p>		<p>Down, up, down, up.</p>
	<p>Down the arm and leg, repeat on the other side.</p>		<p>Down a horn, up a horn and under the head.</p>		<p>Zig-zag-zig.</p>
	<p>Zig-zag-zig zig-zag-zig</p>		<p>Chop, chop, chop</p>		<p>Shiny shells</p>

th



thumbs up

ng



Can I go on the swing

qu



A colourful quilt.

ai



Snail in the rain

ee



What can you see?

igh



Fly high

oa



Goat on a boat.

oo



Poo at the zoo.

oo



Look at a book.

ar



Start the car.

or



Lots of storms.

oor



Shut the door

ow



Brown cow.

ow



Blow the snow.

ur



A nurse with a purse.

er



A better letter.

ir



Whirl and twirl.

aw



Yawn at dawn.

au



Holiday in August.

oi



Spoil the boy.

ou



Shout it out.

air



That's not fair!

ure



Are you sure it's pure?

ear



Hear with your ear.

ea



A cup of tea.

e-e



A block of concrete.

ey



A jar of honey.

ph



Take a photo

wh



The ship's wheel.

ay



May I play?

a-e



Make a cake.

i-e



A nice smile.

ew



Chew the stew.

ue



A splash of blue paint.

u-e



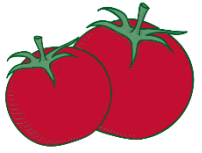
A huge brute.

o-e

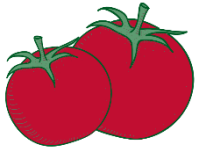


Phone home.

oe



Bright red
tomatoes.

<p>oe</p>  <p>Bright red tomatoes.</p>		
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