



# Phonics Information Pack



## What is Phonics?

Phonics is the process of teaching children to read, by recognising different sounds in words. There are 44 main sounds in the English language. Each sound is represented by a grapheme.

## Read Write Inc.

We use Read Write Inc Phonics to teach early reading. Read Write Inc is a systematic, synthetic phonics programme that teaches children a variety of skills needed for both reading and writing.

## Structure of RWI and Phonics at Heacham Infant School and Snettisham Primary

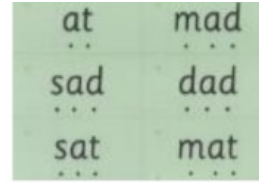
Set 1 sounds Word times-  
Blending Ditty books  
Green books Purple  
books Set 2 sounds Pink  
books Orange books Set  
3 sounds Yellow books  
Blue books Grey books



## Speed sounds- Set 1, 2 and 3

We teach the children the sounds needed for reading in sets. It is important that all sounds are pure!  
No adding er/ur.

Set 1- single sound phonemes and a few digraphs. Set 2 - vowel digraphs and trigraphs Set 3- alternative graphemes for sounds, digraphs and trigraphs



## Blending- Word Time lessons

When children first start Phonics they have Word Time lessons. These lessons allow the children to use their new knowledge of sounds to blend them into words. This is a tricky concept and can take time. Patience, perseverance and praise are key!

### Set 1 sounds

<b>m</b> (mountain)	<b>a</b> (apple)	<b>s</b> (snake)	<b>d</b> (dinosaur)	<b>t</b> (tower)
<b>i</b> (insect)	<b>n</b> (net)	<b>p</b> (pirate)	<b>g</b> (girl)	<b>o</b> (orange)
<b>c</b> (caterpillar)	<b>k</b> (kangaroo)	<b>u</b> (umbrella)	<b>b</b> (boot)	<b>f</b> (flower)
<b>e</b> (egg)	<b>l</b> (leg)	<b>h</b> (horse)	<b>sh</b> (shop)	<b>r</b> (robot)
<b>j</b> (jump)	<b>y</b> (yellow)	<b>v</b> (vulture)	<b>w</b> (wing)	<b>th</b> (thin)
<b>z</b> (zip)	<b>ch</b> (chair)	<b>qu</b> (Queen)	<b>x</b> (exercise)	<b>ng</b> (sing)
<b>nk</b> (think)				

### Set 2 sounds

<b>ay</b> (play)	<b>ee</b> (green)	<b>igh</b> (night)	<b>ow</b> (snow)	<b>oo</b> (spoon)
<b>oo</b> (look)	<b>ar</b> (car)	<b>ou</b> (shout)	<b>air</b> (chair)	<b>oy</b> (toy)
<b>ir</b> (twirl)				

Set 3 sounds

ea (clean)	a-e (cake)	i-e (kite)	u-e (June)	o-e (note)
oi (coin)	er (letter)	ire (fire)	ure (pure)	ur (nurse)
ai (rain)	ow (cow)	ear (dear)	oa (boat)	aw (yawn)
are (share)	ew (chew)		cious (delicious)	
tious (scrumptious)		tion (celebration)		

## Sound chart

This chart shows the different ways in which to write the same sound.

For example: There are 4 ways to write the sound for 'ee'

'ee' as in green

'ea' as in clean

'y' as in happy

e as in he

m	a	s	d	t	i	n	o	p	g	c
mm		ss	dd	tt		nn		pp	gg	k
mb		se				kn				ck
		c								ch
		ce								
u	b	f	e	l	h	sh	r	j	y	v
	bb	ff	ea	ll		ti	rr	g		ve
		ph		le		ci	wr	ge		
								dge		

## Read Write Inc- Letter formation

w wh	th (thin) th (the)	z zz s se x	ch tch	qu	x	ng	nk	ay a-e ai	ee ea y e	igh i-e ie i y
ow o-e oa o	oo (spoon) u-e ew ue	oo (look)	ar	ou ow	air are	oy oi	ir er ur	or aw oor ore au	ire	ear

This table shows the rhymes used for each new sound taught in Set 1 of Read Write Inc. **For example:** 'm'- We teach the children to remember how to write it by saying 'Maisy, mountain mountain'.

<b>m</b> (mountain) Maisy, mountain, mountain	<b>a</b> (apple) Round the apple and down the leaf	<b>s</b> (snake) Slither down the snake	<b>d</b> (dinosaur) Round the dinosaurs bottom, up his tall neck and down to its feet	<b>t</b> (tower) Down the tower and across the tower
<b>i</b> (insect) Down the insects body and dot for its head	<b>n</b> (net) Down Ned and over his net	<b>p</b> (pirate) Round the pirates face and down his hair	<b>g</b> (girl) Round the girls face, down her hair and give her a curl	<b>o</b> (orange) All the way round the orange
<b>c</b> (caterpillar) Curl around the caterpillar	<b>k</b> (kangaroo) Down the kangaroo's body, up his leg and down his tail	<b>u</b> (umbrella) Down and under, up to the top and draw the puddle	<b>b</b> (boot) Down the laces to the heel and round the toe	<b>f</b> (flower) Down the stem and draw the leaves
<b>e</b> (egg) Along the middle, lift off the top and scoop out the egg	<b>l</b> (leg) Down the long leg	<b>h</b> (horse) Down the head to the hooves and over his back	<b>sh</b> (shop) Slither down the snake and Down the head to the hooves and over his back	<b>r</b> (robot) Down his back then curl over his arm
<b>j</b> (Jack in the box) Down his body, curl and dot for the head	<b>y</b> (yak) Down a horn, up a horn and under his head	<b>v</b> (vulture) Down a wing, up a wing	<b>w</b> (worm) Down, up, down, up	<b>th</b> (thin) Down the tower and across the tower then Down the head to the hooves and over his back
<b>z</b> (zip) Zig-zag-zig	<b>ch</b> (chair) Curl around the caterpillar and Down the head to the hooves and over his back	<b>qu</b> (Queen) Round her head, up past her earrings and down her hair	<b>x</b> (exercise) Down the arm and leg and repeat the other side	

## Glossary

**Phoneme:** the smallest unit of sound in a word. For example: a/b/c/d/e. In the word 'cat' there are 3 phonemes- c/a/t.

**Digraph:** two letters making one sound. For example: /sh/ in 'shop'.

**Trigraph:** three letters making one sound. For example: /igh/ in 'night'.

**Grapheme- Phoneme correspondence:** the written representation of each sound.

**Split digraph:** two letters split, such as, a-e in 'cake' .

**Blend/Blending:** used for reading. To say the individual sounds in a word and put them together to **read the whole word**. For example, c/a/t, blended together you get 'cat'.

**Segment:** used for writing. Segmenting is to split a word into individual phonemes when writing it. For example, to write the word 'cat' it would be c/a/t.

**Point and sweep:** we say this to the children when they are learning to blend words for reading.

**Fred Talk:** we use Fred talk to break a word down in to individual phonemes before blending them together to **read the whole word**.

**Fred Fingers:** we use this to aid the children with writing a word. We segment the sounds in the word, find out how many sounds it has and place that many fingers in the air with each finger representing a sound.



**Hold a Sentence:** to repeat a sentence over and over in order to write it.

**Ideas for phonics at home:**

- Make phonic flashcards- review 3 or 4 sounds a day
- Write the sounds in various places and ways- sand, paint, chalk playdough etc.
- Magnetic letters on fridge
- Write/paint the sounds on pebbles- use indoors and outdoors
- Make phonic baskets- choose a sound- find objects that start with that sound
- Provide clipboards, notepads to encourage writing
- Read signs and labels- indoors and outdoors
- Make a writing 'toolbox' with your child containing exciting items for them to write with and on. Fun pencils and pens are great for this
- Writing sounds and HFW words on to bottle lids- hide them in a tray/box. Adult to say a sound/word- child to find the correct lid.

You can buy the Read Write Inc flashcards from Amazon.

[https://www.amazon.co.uk/Read-Write-Inc-Home-Flashcards/dp/B00HK2YWUA/ref=sr\\_1\\_62?ie=UTF8&qid=1476176117&sr=8-62&keywords=read+write+inc](https://www.amazon.co.uk/Read-Write-Inc-Home-Flashcards/dp/B00HK2YWUA/ref=sr_1_62?ie=UTF8&qid=1476176117&sr=8-62&keywords=read+write+inc)

## Ideas for at home.

