

Be Ready | Be Respectful | Be Responsible | Be Safe



West Park Phonics Parent Information



What is Phonics?

Phonics is a way of teaching children to read quickly and skillfully.

They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo';
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' words that they hear or see. This is the first important step in learning to read.

Research shows that when phonics is taught in a structured way it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7.

Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Alphabetic Code

The sound.

The different letters that can make this sound.

s-u-n
d-a-n-ce
c-ir-c-le

Sounds and key pictures	Graphemes and key words			
/s/ 	s sun	-ss dress	ce centipede	ci circle
	-ce dance	-se house	sc scissors	-st- whistle

The Alphabetic Code

Stage 1/ Phase 2 Stage 2/ Phase 3 Stage 3/ Phase 4 Stage 4/ Phase 5 Stage 5/ Phase 6

Sounds and key pictures	Graphemes and key words	Sounds and key pictures	Graphemes and key words	Sounds and key pictures	Graphemes and key words
/s/ 	s sun ss dress ce centipede ci circle cy cycle	/u/ 	u umbrella ur sure ur turn ur burn ur hurt ur stir ur stir ur stir	/ee/ 	ee eel ea sea ee tree ey key ey day ey they ey they
/a/ 	a apple	/ul/ 	ul ull ul ull ul ull ul ull	/igh/ 	igh high y my le leaf l leaf le leaf
/t/ 	t tiger tt better ed bed	/j/ 	j jelly dge edge ge age gi giggle gi giggle	/oa/ 	oa oat ow now o no oe toe ough enough
/p/ 	p pig pp hippo	/v/ 	v van ve vein	/oo/ 	oo oo oul owl u up
/l/ 	l lemon	/w/ 	w wagon wh wheel u up	/oo/ 	oo oo oul owl u up
/n/ 	n nose nn nose kn knee gn gone	/ks/ 	x kiss cks kick ks kiss	/or/ 	or orange aw now our hour au now
/m/ 	m monkey mm monkey mb monkey mn monkey	/gz/ 	x kiss	/or/ 	or orange aw now our hour au now
/d/ 	d dog dd better ed bed	/y/ 	y yogurt	/or/ 	or orange aw now our hour au now
/g/ 	g guitar gg better gu gum gh ghost gue guess	/z/ 	z zebra zz better s see se see ze zebra	/or/ 	or orange aw now our hour au now
/o/ 	o owl oa now qua now ait now	/kw/ 	qu quick	/or/ 	or orange aw now our hour au now
/k/ 	c cat k cat ck cat ch cat qu quick	/ch/ 	ch cat tch cat	/ou/ 	ow now ou now ough enough
/e/ 	e egg ea sea	/chu/ 	ture sure	/oi/ 	oi now oy now
/u/ 	u umbrella er sure o now our hour	/sh/ 	sh ship ch cat tl now cl now	/eer/ 	ear ear eer ear ere ear ier ear
/r/ 	r rabbit rr better wr better rh better	/th/ 	th then /th/ then th then	/air/ 	air air are air ear ear ere ear
/h/ 	h hat	/ng/ 	ng now	/yoo/ 	ue now ew now u up ue now
/b/ 	b bee bb better	/ngk/ 	nk now	/yoor/ 	ure sure
/f/ 	f fish ff better ph better gh better	/al/ 	al now ay now a now ae now ae now	/zh/ 	s now sl now ge now

Phonics at West Park

At West Park Primary School, we follow the West Park Phonics Scheme. We follow a rigorous, systematic synthetic phonics teaching programme. The West Park Phonics programme matches to the Floppy Phonics reading scheme to ensure children's phonic knowledge matches their reading books.

The programme runs through Early Years and Key Stage One. West Park Phonics is started as children enter the Nursery class with the expectation that children will be fluent readers that have secured word recognition skills by the end of Key Stage One.

Phonics sessions take place every day for 10 – 15 minutes in our nursery class and then 20 minutes in Reception and Year one, children complete 20 minutes of Phonics followed by a 20-minute reading, where children practice and apply their phonic skills. Children are taught in small groups and progress through each level.

- In Nursery, children follow the phase One programme.
- In Reception, children follow the phase two and three programme.
- In Year 1, children follow the phase four and five programme.

Children are assessed half termly to ensure all children are progressing through the programme and intervention can be given to those that need additional support.

Phase 2

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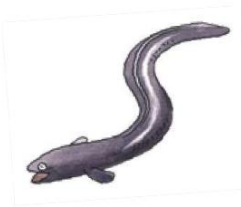


Phase 3b

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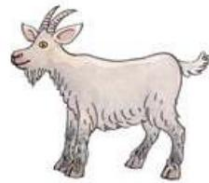
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Phase 4

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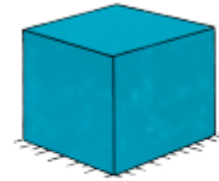
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Phase 5

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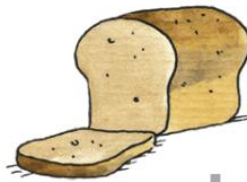
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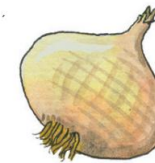
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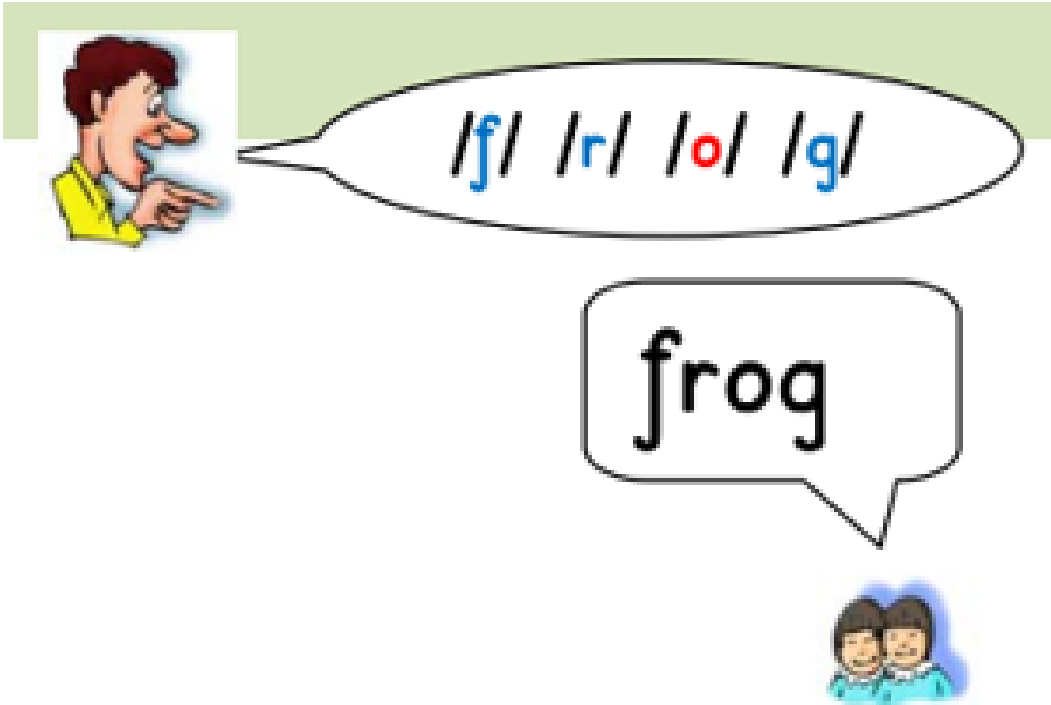


Blending (Reading)

Phase One

In Nursery, children will begin oral blending.
This is without words.

Children hear the separate sounds to blend the whole word.



Phase Two - Six

In Reception children will begin blending by looking at the sounds in words.

Children scan the printed word from left to right to 'recognise' any sounds.

Children use the index finger to point directly under each grapheme whilst saying the sounds

Say the whole word whilst running the index finger left to right beneath the whole printed word.



Blending (Reading)

fox

Blending (Reading)

sack

• • —

Blending (Reading)

fun fair

• • • • —

Segmenting (Spelling)

Phase One

In Nursery, children will begin oral segmenting.

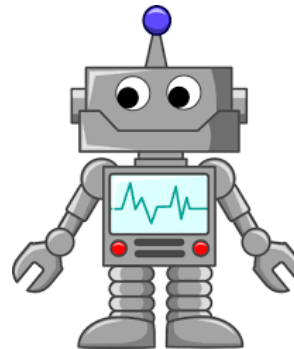
- An adult will say the whole word very slowly to emphasis the sounds e.g. soap.
- The child will then say the separate sounds.

s – oa – p

Phase Two - Six

In Reception children will begin segmenting words.

- An adult will say a word to the children. e.g. duck.
- Children will listen to the sounds in the word.
- Children will then segment the words by robot talking the word. E.g. d-u-ck.
- Children will then count the sounds in the word.
- Children will then write or build the word using magnetic letters.
- Children will add sound buttons to their word to identify the sounds.



duck

Segmenting (Spelling)



Segmenting (Spelling)



Segmenting (Spelling)



Termly Expectations

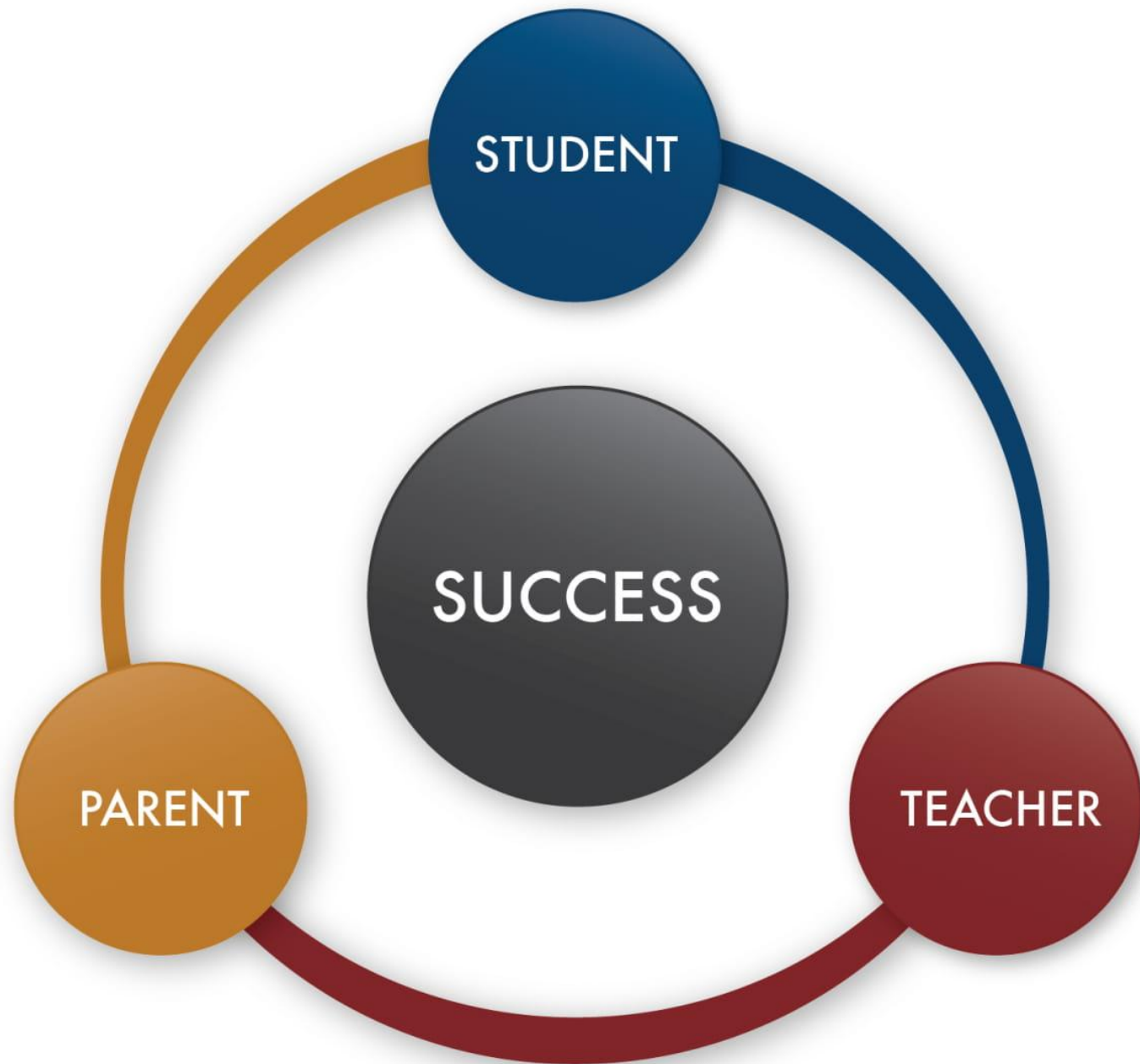
	Term one (December)	Term 2 (March)	Term 3 (July)
Reception	Phase 2 Set 6	Phase 3 Set 10	Phase 3 Set 18
Year 1	Phase 4 Set 20	Phase 5 Set 24	Phase 5 Set 31

You can see which set your child is on by looking at their weekly sounds sheet.

Class teachers will inform you if your child is falling behind.

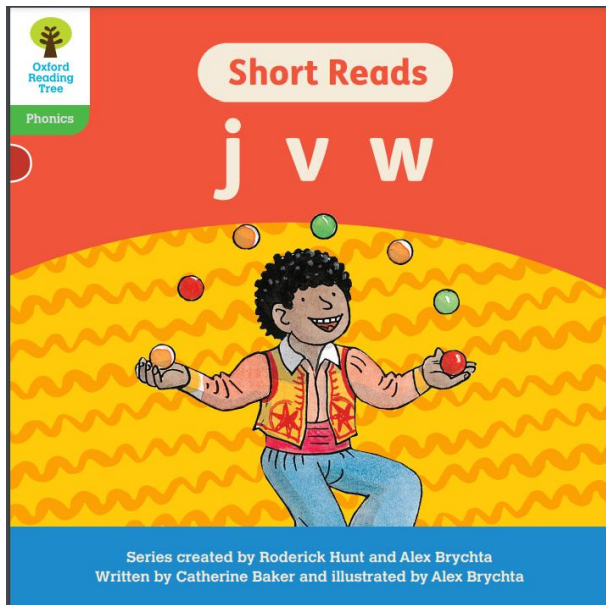
West Park Phonics Homework		
Set 16		
Sounds		
ow	oi	ear

Words			
cow	oil	hear	now
owl	coin	fear	down
brown	spoil	heard	they



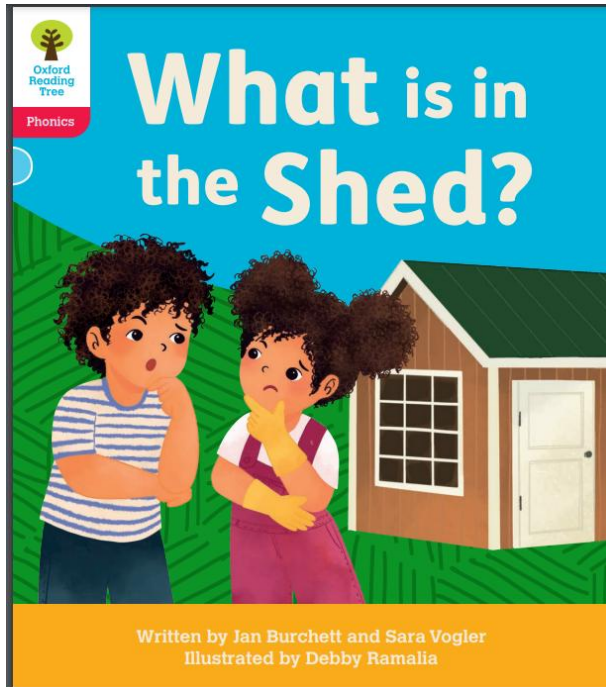
Practice at Home

Phonics is a skill, which must be practiced regularly. This includes at home. 10 – 15 minutes is plenty. This will help children develop the skills and retain the phonic knowledge they need to be successful readers. We provide children with everything that they need to be successful.



Reading Books

On a Monday, children will bring home their new reading book. This needs to be read everyday. The first day will be tricky and will take some time. Children may need support to blend words. By Friday, children should read this book independently at a confident pace. Teachers will take the book back in on a Friday.



Inside each book are the sounds and words that your child learnt the previous week to practice before reading.

Children should practice their reading books everyday. This should take 15 minutes.

Say the sounds.

/ur/	ir as in bird
/or/	aw as in yawn
/eer/	eer as in deer
/air/	-are as in scarecrow

Blend the sounds to read the words.

corner	pair	cheer	turn
chirp	dare	claws	fear

Reading Packs

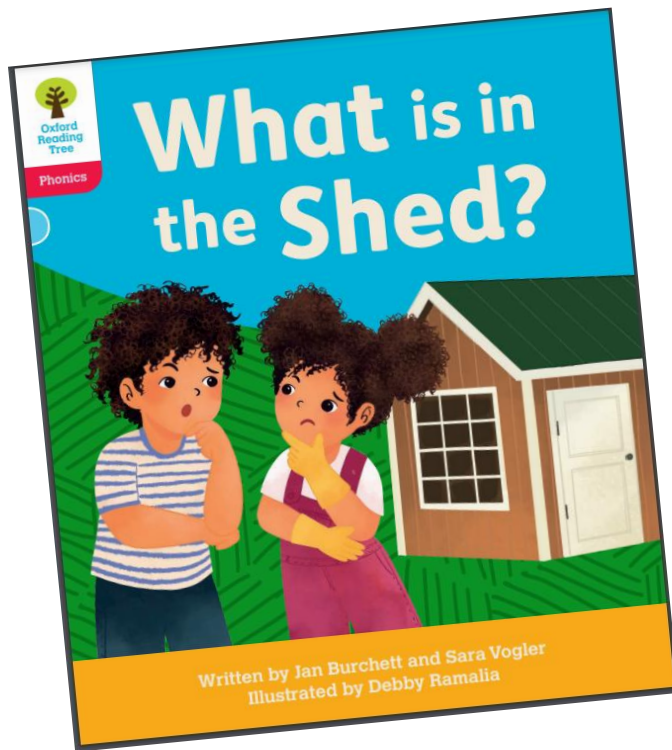
Must Include:

Reading book from previous set of sounds.

Bookmark with sounds and words

Reading diary

Alphabetic code printed on card.



Sounds	Blend the Sounds	Common Exception Words
ck	will	he
j	back	
w	wet	
y	job	
z	yes	was
zz	buzz	
	zip	



Reading Diary

Sign your child's reading diary to let the teacher know how your child is getting on. Children are rewarded for reading at home.



Date, book and page number	Comments Colour in or tick the stars to show how much you enjoyed your reading.
27/3/21 Tim's Tap	Read well and enjoyed talking about the story ☆☆☆☆☆
	☆☆☆☆☆
1/4/21 Oliver Moon	We read pages 16-25 today. Some help needed to sound out happily. ☆☆☆☆☆
	☆☆☆☆☆
12/4/21 The Gruffalo	We enjoyed reading the story together at bed time, especially the rhyming words ☆☆☆☆☆

Date, book and page number	Comments Colour in or tick the stars to show how much you enjoyed your reading.
16/2/21 Mr. Majeka	_____ read a chapter to me tonight. They are enjoying the story. ☆☆☆☆☆
	☆☆☆☆☆
28/2/21 Zip Zap	We read together today. ☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆



West Park Reading Reward Chart

Read at home with a parent and get them to sign your diary.

10 reads	Sticker	60 reads	Chocolate Bar
20 reads	Pencil	70 reads	Wear your own clothes to school for the day.
30 reads	Bookmark	80 reads	Bonus playtime for you and two friends.
50 reads	Colouring Pencil	100 reads	Ice Cream or Hot Chocolate



Word Tin



Children will bring home a word tin. This will contain the high frequency words that children will be exposed to during Reception. These are common words that children need but may not be exposed to the sounds to decode these words yet. E.g. *play, the* and *we*.

Children should practice these words regularly. They will practice in class during the week also.

Children will start with 5. They should know all 100 words by the end of Reception. Children will have new words added once they are secure.

100 High Frequency Words



the	was	that	what	not
and	you	with	there	then
a	they	all	out	were
to	on	we	this	go
said	she	can	have	little
in	is	are	went	as
he	for	up	be	no
I	at	had	like	mum
of	his	my	some	one
it	but	her	so	them

Phase 4

a-e



e-e



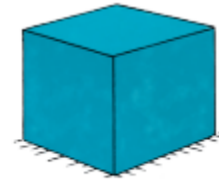
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Phase 5

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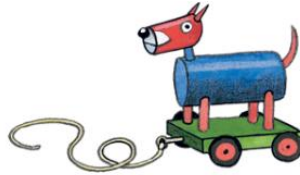
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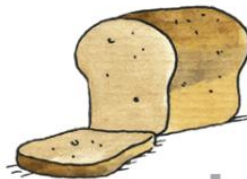
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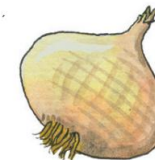
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Weekly Review

sounds →

West Park Phonics Homework		
Set 16		
Sounds		
ow	oi	ear

Words to
practice
blending →

Words			
cow	oil	hear	now
owl	coin	fear	down
brown	spoil	beard	they

← Common
Exception Words
in red.

Every Friday, children will bring home their weekly review sheet. This will include:

- the sounds that your child has learnt that week.
- Words to practice blending
- Words that are red are common exceptions words. These words sometime contain words sounds that your child has not learnt yet. These words should be practiced by sight reading.

Homework Example

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
New Reading book	Reading Book	Reading book	Reading Book	Sound mat	Weekly review sheet	Weekly review sheet
Sound Mat	Word tin	Sound Mat	Word tin	Word tin		
Sign the diary	Sign the diary	Sign the diary	Sign the diary			

Reading at Home

Why is reading so important?

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, there's evidence to suggest that reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

Building vocabulary and understanding

Learning to read is about listening and understanding as well as working out print. Through hearing stories, children are exposed to a rich and wide vocabulary. This helps them build their own vocabulary and improve their understanding when they listen, which is vital as they start to read.

It's important for them to understand how stories work as well. Even if your child doesn't understand every word, they'll hear new sounds, words and phrases which they can then try out, copying what they have heard.

As children start to learn to read at school, you can play an important role in helping to keep them interested in books, finding out what interests them and helping them to find books that will be engaging and fun for them. Give time to helping them practice reading the books they will bring home from school.

Reading at Home

Enjoying a book with your child is a fantastic way to share adventures and experiences together, and it's the best way to get them reading for life.

Sharing a book is a real bonding experience for young children, cuddling up with a parent to read can be a special time.

As you turn the pages, you can ask questions, talk about characters, ideas and events, and decide what you think together.

Reading is important, but don't feel that you have to take on a teaching role or put pressure on your child to start to read before they go to school.

It's great to instill a love of books and language from an early age, but most of all, be led by your child, their interests and their pace of development.

Top 10 tips to help children enjoy reading

To help make reading enjoyable and fun, we asked experts and authors what they recommend to help get kids reading.

1. **Make books part of your family life** – Always have books around so that you and your children are ready to read whenever there's a chance.
2. **Join your local library** – Get your child a library card. You'll find the latest videogames, blu-rays and DVDs, plus tons and tons of fantastic books. Allow them to pick their own books, encouraging their own interests.
3. **Match their interests** – Help them find the right book - it doesn't matter if it's fiction, poetry, comic books or non-fiction.
4. **All reading is good** – Don't discount non-fiction, comics, graphic novels, magazines and leaflets. Reading is reading and it is all good.
5. **Get comfortable!** – Snuggle up somewhere warm and cosy with your child, either in bed, on a beanbag or on the sofa, or make sure they have somewhere comfy when reading alone.
6. **Ask questions** – To keep them interested in the story, ask your child questions as you read such as, 'What do you think will happen next?' or 'Where did we get to last night? Can you remember what had happened already?'
7. **Read whenever you get the chance** – Bring along a book or magazine for any time your child has to wait, such as at a doctor's surgery.
8. **Read again and again** – Encourage your child to re-read favourite books and poems. Re-reading helps to build up fluency and confidence.
9. **Bedtime stories** – Regularly read with your child or children at bedtime. It's a great way to end the day and to spend valuable time with your child.
10. **Rhyme and repetition** – Books and poems which include rhyme and repetition are great for encouraging your child or children to join in and remember the words.

Research shows that boys are less likely to enjoy reading than girls. More boys than girls struggle with reading and writing at school and boys are more likely to say they don't spend any time reading outside the classroom.

There are ways you can help:

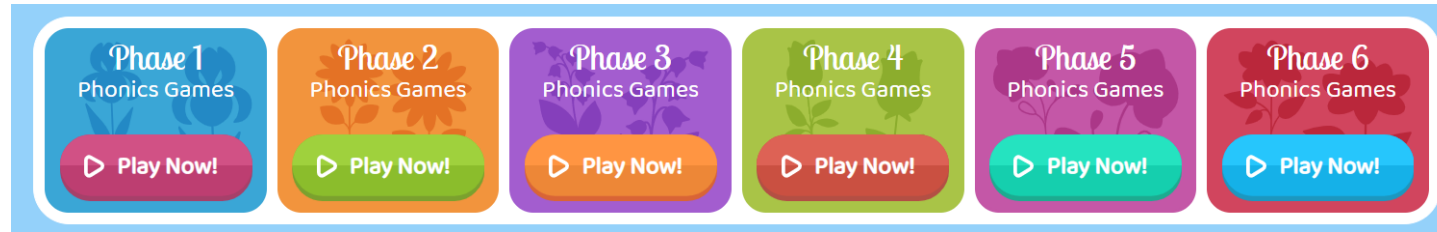
- It's important to make sure that you're reading something with your child which interests them. Many children like non-fiction books, graphic novels or short stories so try visiting the local library or the school library
- Role models are also important. Make sure children see their dads, uncles or granddads reading, even if it's a newspaper, so that it seems familiar, and they can copy their reading behaviour.
- Finally, praise your child when something is read well. Equally, if they read something incorrectly, don't make them feel that this is bad - mistakes are just part of the learning process.

Reading at Home

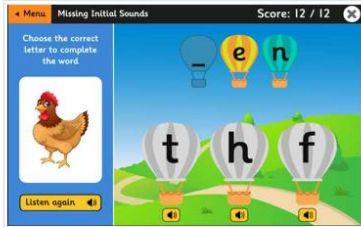
Nursery	Share a book with your child. Let children choose books they like to read. Visit the local library and borrow books. Be prepared to read the same story over and over. Turn off the TV to remove any distractions. Talk about the pictures. You don't just have to read the words on the page. Have fun!
Reception	Continue to read to your child. At bedtime, is a great time to share a book with your child. Turn off the TV to remove distractions. Get into a routine with homework. This will set children up for success as they move through education. Practice their sounds everyday. This should take 5 minutes. Practice their book every day. In Reception this should take no longer than 10 minutes.
Year 1	Continue to read to your child. At bedtime, is a great time to share a book with your child. Turn off the TV to remove distractions. Continue routine with homework. This should not change much from Reception. Practice their sounds everyday. This should take 5 minutes. Practice their book every day. In Year 1, this should take no longer than 15 minutes.
Year 2	Continue to read to your child. At bedtime, is a great time to share a book with your child. Your child will start to read more fluently in Year 2 and may begin to read some of their book at bedtime. Turn off the TV to remove distractions. Practice their sounds everyday. This should take 5 minutes. Practice their book every day. In Year 2, children should be able to read for up to 20 minutes.

Useful Website to Practice Phonic Skills.

Click on the pictures to access free online games.

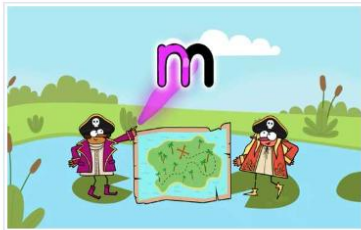


Letters and Sounds



Balloon Phonics

Balloon Phonics is a game which focuses on three letter words (cvc). There are three game modes: Initial sounds, Middle sounds and End sounds. Appropriate for Phase 2 Letters and Sounds.



Phase 2 Phonics

The 16 Learner Guides support children learning Phase 2 of the Letters and Sounds phonics programme. The fun videos help children to see letter sounds in words. It supports correct letter formation too.



Phase 3 Phonics

Twenty-seven short videos to support Phase 3 phonics from the Letters and Sounds programme.

Buried Treasure



This game would work well on an interactive whiteboard and is great for individual play too. In this game you can choose which letters you want to work with so it can be used even in the very early stages of Phase 2. Click to get a new coin then sound out the word. Drag the coin into the treasure chest if it's a real word, and into the bin if it's not. See [teaching ideas for this game](#) from Phonics Play.

Dragons' Den



In this game you have to sort the eggs. Real words belong to the green dragon and made up words go to the red dragon. Get it right and the dragon will breath fire. Get it wrong and he will only be able to puff smoke. See [teaching ideas for this game](#) from Phonics Play.

Interactive Bingo



When you start the game you will be given the option to print off the PDF bingo cards. There are four games to choose from for Phase 2, each with different sets of letters. Once you have got the cards printed, you can play the game with the whole class using an interactive whiteboard, or in small groups. Click the "next word" button and the letters for one of the words will spin into place. From ICT Games.

Assessments

Children complete a West Park Phonics Assessment one to one with a familiar adult half termly. Class teachers will share assessment information with you at parents evening.

West Park Phonics Assessment 2											
Autumn				Spring				Summer			
j	v	w	x	y	z	zz	qu	ch	sh	th	ng

Adults will check children can recall the sounds they have been taught during the phase.

jog	vet	win	yell	zip
fizz	quit	chop	push	thin
ring	wum	yog	quom	jump

Adults will check children can blend words containing the sounds taught during the phase.

Name	Date	Sounds /12	Words /15
Autumn			
Spring			
Summer			

Adults will ask children to read alien words to check they are blending accurately.

Year 1 Phonics Screen

Every child, in year one will take the phonics screening check in June.

The test is made up of **40 words** and children are required to read **32 correctly to achieve the pass mark.**

The focus of the check is to evidence blending skills and to identify any additional support for year 2.

No time limit for the test on average it takes 5-10 minutes to complete. The test is completed one to one with a familiar adult.

