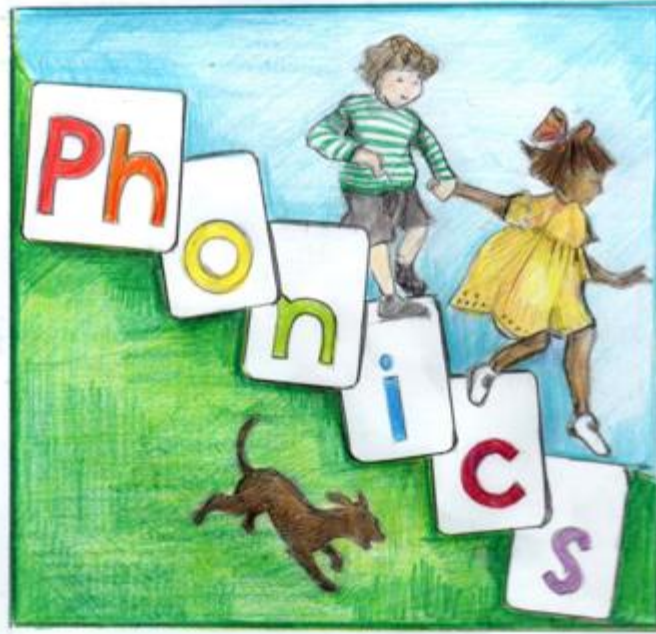




St Erth

Letters and  
Sounds: Phonics  
and Reading



# What is synthetic phonics?

- Synthetic phonics is a method of teaching where words are broken up into the smallest units of sound (phonemes). Children learn to make connections between the letters of written texts (graphemes, or letter symbols) and the sounds of spoken language. Synthetic phonics also teaches children how to identify all the phonemes in a word and match them to a letter in order to be able to spell correctly.
- Children are taught how to break up words, or decode them, into individual sounds, and then blend all the way through the word

# What is a phoneme?

The smallest unit of sound in a word.

New sounds are not introduced in alphabetical order, and they are introduced quickly. Synthetic phonics means that children are able to read a range of easily decodable words sooner.

s a t p i n

How to say each sound...

Phonemes should be articulated clearly and precisely.

|    |   |   |   |   |   |   |    |   |    |    |   |
|----|---|---|---|---|---|---|----|---|----|----|---|
| 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 | qu | ch | sh | th | ng  |
| ai  | ee  | igh | oa | oo | oo | ar | or | ur | ow | oi | ear |
| air | ure | er  |    |    |    |    |    |    |    |    |     |

**Never use the 'shwah'**

|    |   |   |   |   |   |   |    |   |    |    |   |
|----|---|---|---|---|---|---|----|---|----|----|---|
| 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 | qu | ch | sh | th | ng  |
| ai  | ee  | igh | oa | oo | oo | ar | or | ur | ow | oi | ear |
| air | ure | er  |    |    |    |    |    |    |    |    |     |

|     |     |    |    |    |    |    |    |    |    |     |     |
|-----|-----|----|----|----|----|----|----|----|----|-----|-----|
| st  | ft  | pt | xt | nd | nt | nk | lt | lp | lf | lk  | mp  |
| sk  | nch | tr | dr | gr | cr | br | fr | bl | fl | gl  | pl  |
| cl  | sl  | sp | st | sc | sk | sn | tw | sm | pr | shr | thr |
| scr | str |    |    |    |    |    |    |    |    |     |     |

### Stuck with a word?

- Say the word—say it again.
- Sound it out—use your fingers for each sound—sound it out again.
- Write down each separate sound.
- Read what you have written, have you got each sound?

|    |    |    |    |     |     |     |     |     |     |    |    |
|----|----|----|----|-----|-----|-----|-----|-----|-----|----|----|
| ay | ou | ie | ea | oy  | ir  | ue  | ue  | aw  | wh  | ph | ew |
| ow | oe | au | ey | a-e | e-e | i-e | o-e | u-e | u-e | zh |    |

happy hippo



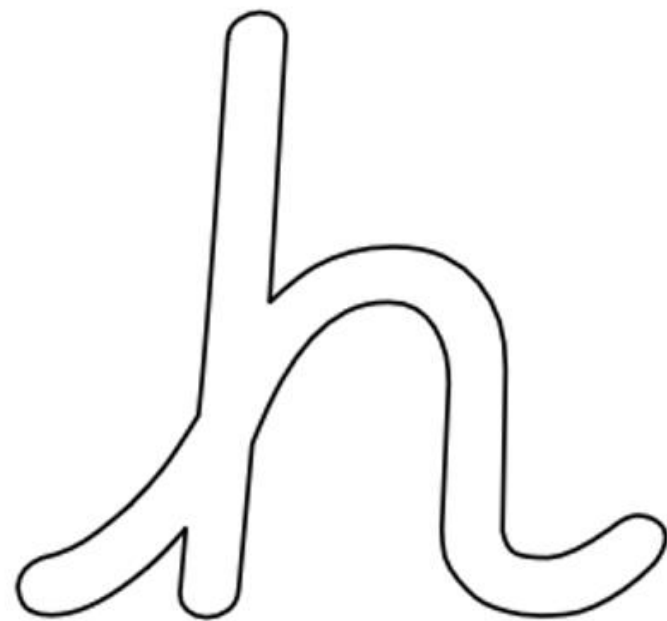
h

happy hippo



*Rocket whoosh!  
Down to his feet and  
back over his tummy.*

happy hippo



*Rocket whoosh!  
Down to his feet and  
back over his tummy.*

Wavy-whoosh  
letters:

c a o q g d s

Diagonal-  
whoosh letters:

e f

Rocket-whoosh  
letters:

r m n h b k p  
l i j t u y

Little-whoosh  
letters:

v w x z



## Technical phrases

Phoneme – a unit of sound

Grapheme – the written sound

Digraph – two letters that make a sound

Trigraph – three letters that make a sound

Segmenting – c-a-t

Oral blending – saying the sounds together aloud

Blending – putting sounds together

Dots and dashes – identifies the phonemes in a word

The same phoneme can be represented in more than one way:  
(Phase 5)

burn

first

term

heard

work

The children will only use the phonemes they have been taught and this is ok:

lighun (lion)

wun (one)

hapee (happy)

Burthdai (birthday)

## High Frequency Words

- The majority of high frequency words are phonetically regular.

## Common Exception Words

- Some exceptions – for example *the* and *was* – directly taught.

Phase 2, set 1

Sounds that you know:

|   |   |   |   |
|---|---|---|---|
| s | a | t | p |
|---|---|---|---|

Read these sounds in order:

|   |   |   |   |
|---|---|---|---|
| a | s | t | p |
| t | p | a | s |
| s | t | p | a |
| p | a | s | t |

What sound do these begin with?



Sound out and blend these words:

|     |      |      |
|-----|------|------|
| a   | at   | tap  |
| pat | sap  | tat  |
| sat | taps | spat |

Phase 2, set 5

Sounds that you know:

|    |   |   |   |   |   |   |    |   |    |    |   |
|----|---|---|---|---|---|---|----|---|----|----|---|
| s  | a | t | p | i | n | m | d  | g | o  | c  | k |
| ck | e | u | r | h | b | f | ff | l | ll | ss |   |

Read these sounds in order:

|    |   |   |    |    |    |    |    |
|----|---|---|----|----|----|----|----|
| b  | s | l | m  | t  | f  | n  | h  |
| p  | f | o | ll | c  | ss | a  | g  |
| e  | r | h | k  | ff | b  | u  | l  |
| ff | u | i | d  | r  | ck | ll | ss |

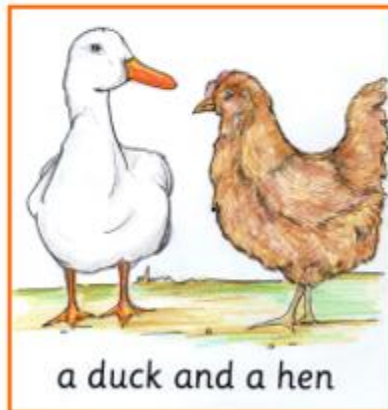
What sound do these begin with?



Sound out and blend these words:

|      |      |      |   |    |    |     |
|------|------|------|---|----|----|-----|
| hat  | lit  | kiss |   |    |    |     |
| fob  | hill | lap  |   |    |    |     |
| fuss | mess | back |   |    |    |     |
| no   | the  | go   | I | to | of | put |

Read these captions:



Read this story:

“Huff and puff!”

Tom went up the big hill to the top!

Tom put his hat on top of the rock.



Phase 2

|    |   |     |
|----|---|-----|
| go | I | the |
|----|---|-----|

|    |   |     |
|----|---|-----|
| go | I | the |
|----|---|-----|

|     |    |   |
|-----|----|---|
| the | go | I |
|-----|----|---|

|     |    |   |
|-----|----|---|
| the | go | I |
|-----|----|---|

|   |     |    |
|---|-----|----|
| I | the | go |
|---|-----|----|

|   |     |    |
|---|-----|----|
| I | the | go |
|---|-----|----|

Phase 2 –

|   |   |    |   |    |   |    |
|---|---|----|---|----|---|----|
| d | g | ck | f | ff | l | ll |
|---|---|----|---|----|---|----|

|     |     |
|-----|-----|
| put | the |
|-----|-----|

|   |   |    |   |    |   |    |
|---|---|----|---|----|---|----|
| d | g | ck | f | ff | l | ll |
|---|---|----|---|----|---|----|

|     |     |
|-----|-----|
| put | the |
|-----|-----|

|   |    |   |    |   |   |    |
|---|----|---|----|---|---|----|
| l | ff | g | ll | f | d | ck |
|---|----|---|----|---|---|----|

|     |     |
|-----|-----|
| the | put |
|-----|-----|

Phase 2 –

|   |      |    |
|---|------|----|
| g | into | go |
|---|------|----|

|   |      |    |
|---|------|----|
| g | into | go |
|---|------|----|

|     |     |     |
|-----|-----|-----|
| tin | cat | dog |
|-----|-----|-----|

|     |     |     |
|-----|-----|-----|
| pip | mug | red |
|-----|-----|-----|

|     |     |     |
|-----|-----|-----|
| sit | nip | hot |
|-----|-----|-----|

|     |     |     |
|-----|-----|-----|
| bed | lob | fan |
|-----|-----|-----|

# Reading at Home

- Flashcard of each new phoneme: please practise these daily.
- Reading sheets with phonemes, simple words and short stories.
- When ready, the children will begin to bring home books to read to an adult. Please support with segmenting and blending. They will also bring a class library book to share.
- Nursery Rhymes - BBC