



Welcoming - Kind - Polite - Successful

# Phonics in EYFS and KS1 at West Kirby Primary School

Tuesday 10<sup>th</sup> October

# Aims of the Meeting ...

- To explain what phonics is
- To explain how phonics is taught at West Kirby Primary School
- To help you support your child at home



# Did You Know the English language has ...

26 letters



44 sounds

Over 100 ways to spell  
those sounds.



It is one of the most complex languages to learn to read  
and spell.

# Why Teach Phonics?

- Phonics, taught in a systematic synthetic way, is key to teach children become fluent readers.
- Children learn to hear and recognise sounds in words and spell them correctly.
- This assists with their confidence, accuracy and fluency.



# Phonics vocabulary ...

Your child will learn to use the term ...

**phoneme**

Phonemes are sounds that can be heard in words

E.g. c-a-t



# Phonics vocabulary ...

Your child will learn to use the term ...

**grapheme**

This is how a phoneme is written down  
(what you can see)



# Phonics vocabulary ...

Your child will learn to use the term ...

**blending**

Children need to **hear** the separate sounds then blends them together to make the whole word

E.g. c-a-t = cat



# Phonics vocabulary ...

Your child will learn to use the term ...

**segmenting**

Children need to **hear** every sound that is in the whole word

E.g. dog = d-o-g





# Tricky words (also called common exception words) ...

These are words that cannot be blended or segmented because they are irregular.

For example ...

the was you said come

Tricky  
words

How is Phonics  
taught at West  
Kirby Primary  
School?





Last September, we implemented  
our Phonics scheme  
*Reading Planet Rocket Phonics.*

Phonics is  
taught from F1.

In F1, the children  
will explore ...

- environmental
- instrumental
- body percussion
- rhythm and rhyme
- alliteration
- oral blending and segmenting

In F2, the children  
will learn ...

Letter-sounds taught
s a t i p 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
ar or ur ow oi ear air ure er

In Year 1, the  
children will learn ...

Letter-sounds taught
wh ph ay a-e a /ai/ e-e ie ea y ey /ee/ i i-e ie y /igh/ o-e ow oe o /oa/
u u-e ue ew /y+oo/ u ou oul short /oo/ u-e ue ew oa ou long /oo/  er ir ear or /ur/ ou /oa/ oy /oi/ a al /ar/ eer ere /eer/ are ear ere /air/ au aw al our ore oor augh /or/
c se ce sc st /s/ g dge ge /j/ ea /e/ ch /k/ ch /sh/ o /uh/ -ed /t/ and /d/ le /ul/ mb /m/ kn gn /n/ wr /r/ tch /ch/ s, si, ge /zh/ ture /ch+u/ y /i/ (w)a /o/ ti ci ssi /sh/

In Year 2, the  
children will learn ...

/ai/ ai, ay, a-e, a, eigh, ei, ea, ey  
/ee/ ee, e-e, ie, ea, y, ey, e  
/igh/ igh, i, i-e, ie, y  
/oa/ oa, o-e, ow, oe, o  
homophones and near-homophones  
suffixes

/w/ w, wh /f/ f, ff, ph  
long /oo/ oo, u-e, ou, ue, ew  
/y+oo/ u, u-e, ue, ew  
short /oo/ oo, u, oul /ar/ ar, a, al  
possessive apostrophes  
suffixes

/or/ or, au, aw, al, ar, a  
/or/ our, ore, oor, augh  
/ur/ ur, er, ir, ear, or  
/ou/ ou, ow /oi/ oi, oy  
contractions  
suffixes

/eer/ ear, eer, ere  
/air/ air, are, ear, ere  
/s/ s, ss, c, se, ce, sc, st  
/i/ i, g, dge, ge  
homophones and near-homophones  
suffixes

/t/ t, tt, ed /d/ d, dd, ed  
/n/ n, nn, kn, gn /m/ m, mm, mb  
/k/ c, k, ck, ch /r/ r, rr, wr  
/l/ l, ll /ul/ le, il, al, el  
possessive apostrophes  
suffixes

/i/ i, y /o/ o, (w)a (qu)a  
/e/ e, ea /zh/ s, si, ge  
/ch/ ch, tch /ch+u/ ture  
/sh/ sh, ch, ti, ci, ssi  
contractions  
suffixes

- In the daily Phonics lessons, your child will ...
- Learn to recognise, identify, say and read all of the 44 sounds of the English language along with writing and spelling them.
- They will revisit sounds they have learned, learn new sounds, take part in stimulating activities to practise and apply their reading, writing and spelling skills.
- Contribute to comprehension quizzes to check for understanding.





Some of the resources  
used to support the  
teaching of Phonics ...

# Interactive big books ...

Story text for the teacher to read aloud, or play the audio version (with sound effects)

Decodable words containing the focus letter-sound appear in blue lozenges that can be clicked to hear the pronunciation

Target letter-sounds appear in yellow lozenges that can be clicked to play the pronunciation

A few years passed until one day, Mr and Mrs Sprout were picking ripe apples in the sunshine when a messenger arrived from the royal palace.

Toot! Toot! He blew his golden trumpet, then announced: "The King and Queen invite their people to enter a grand pie-making contest!"

sunshine

ripe

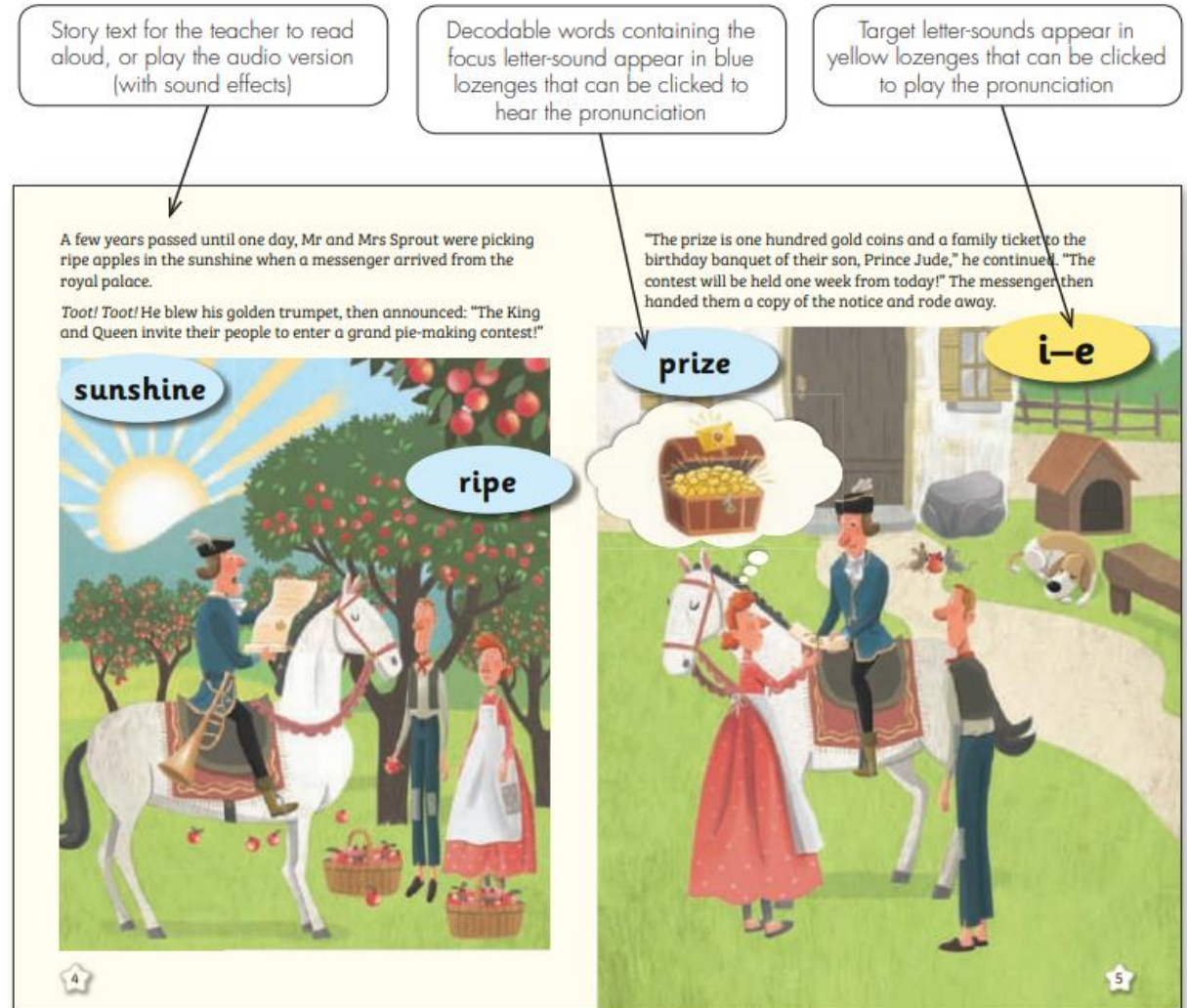
prize

i-e

"The prize is one hundred gold coins and a family ticket to the birthday banquet of their son, Prince Jude," he continued. "The contest will be held one week from today!" The messenger then handed them a copy of the notice and rode away.

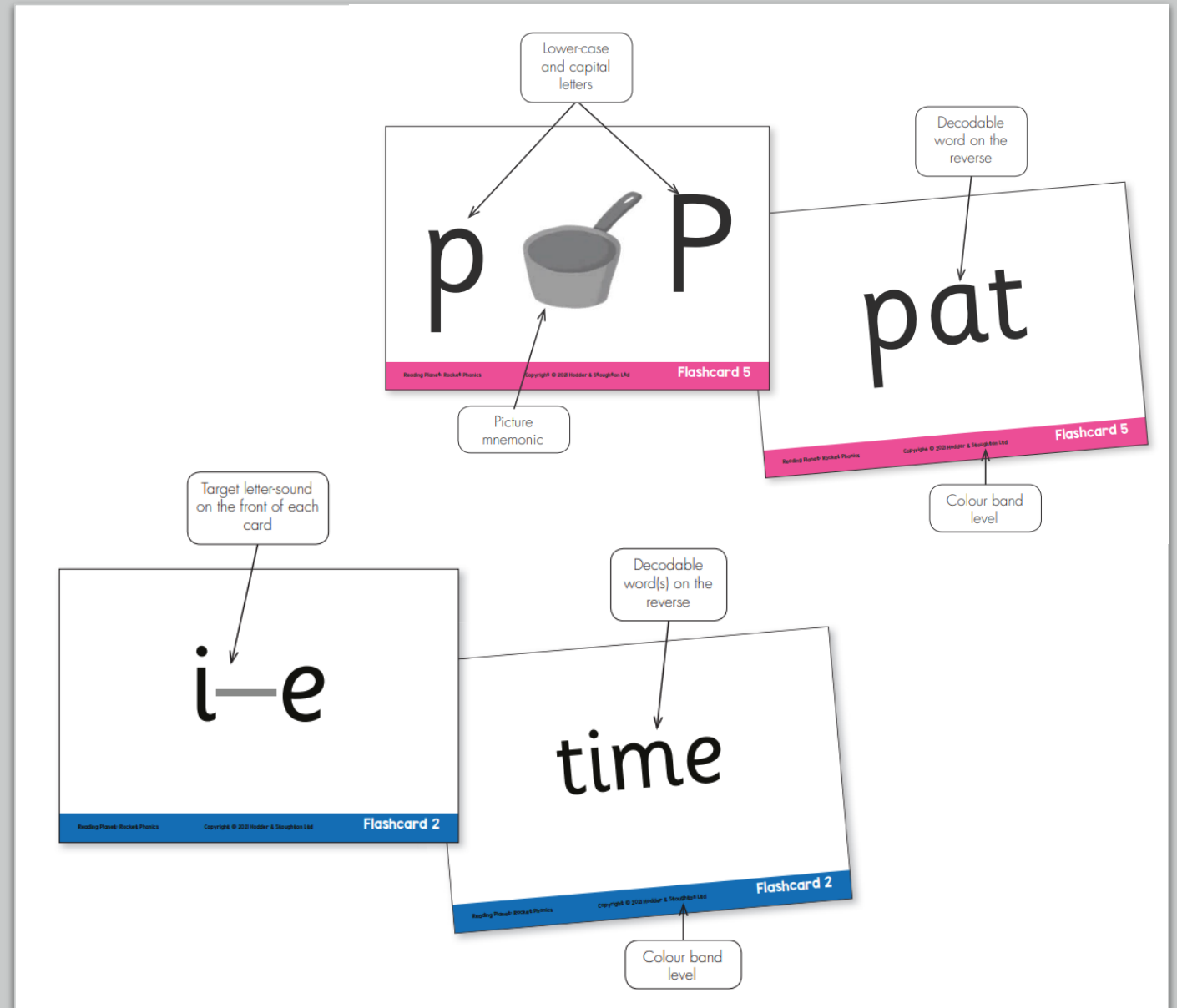
4

5



Some of the resources  
used to support the  
teaching of Phonics ...



## Flashcards ...



Some of the resources  
used to support the  
teaching of Phonics ...




# Pupil practice booklets ...


Left-hand  
pages focus  
on blending  
skills for  
reading

 **p P** 


1. Revisit and review: Say and tick each sound.  
i t I a p P S T

2. Grapheme search: Find and circle all the p letters.  
Pip has a pink pen.  
How many did you spot?

3. Blending practice: Decode and match the words to the pictures.  
sip   
tip   
tap 



4. Apply: Tick the sentence that matches the picture.  
It is a pit.   
It is a pip.

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 **p P**

1. Revisit and review: Listen to the sounds and point to the letters.  
t s a i p I P A

2. Grapheme write: Copy the letters and say the sound as you write.  
P p P p P p



3. Segmenting practice: Look and write the words.  
 p t a  
 i p p

4. Apply: Let's write a sentence.  
\_\_\_\_\_  
\_\_\_\_\_

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Right-hand pages  
focus on segmenting  
skills for spelling and  
writing

Left-hand  
pages focus  
on blending  
skills for  
reading

 **i-e** 


1. Revisit and review: Say and tick each sound.  
ar oo oa igh ee ai ng th

2. Blending practice: Decode and tick each word.  
time pine mine  
like ripe slide

3. Grapheme search: Find and circle all the /igh/ or i-e graphemes.  
Inside the shed was a lime green bike. It was a gift for Mike. Mike and his dad went for a bike ride. They stopped for a short time and Mike spotted a pike swimming in the river.  
How many did you find?

4. Apply: Reread the passage above and answer the question.  
What did Mike's bike look like?  
\_\_\_\_\_

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 **i-e**

1. Revisit and review: Listen to the sounds and point to the graphemes.  
sh ch qu zz y x w v

2. Segmenting practice: Listen and write the words.  
\_\_\_\_\_  
\_\_\_\_\_

3. Find and write the /igh/ or i-e words from the text on page 4.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

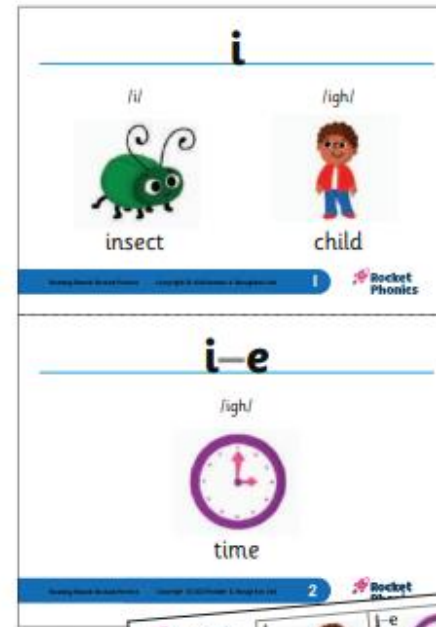
4. Apply: Let's write.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Right-hand pages  
focus on segmenting  
skills for spelling and  
writing

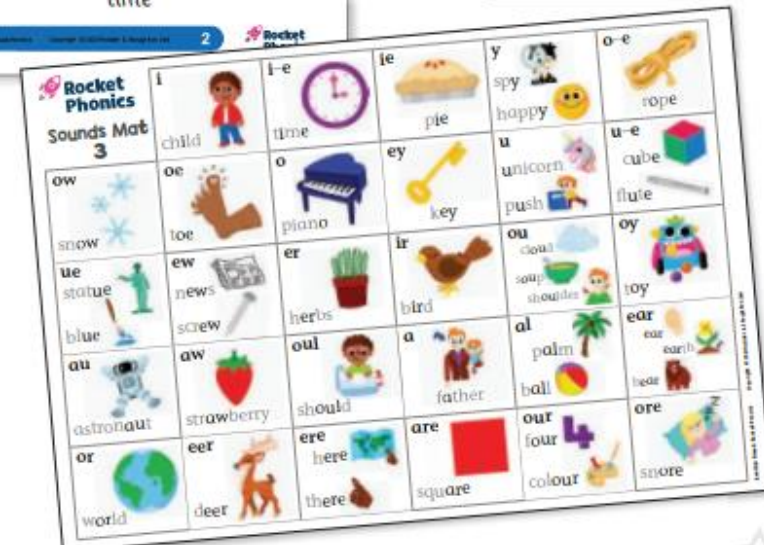
Some of the resources  
used to support the  
teaching of Phonics ...

Frieze and  
sound mats ...



The Frieze is provided  
in sections that can be  
displayed on the wall

The Sounds Mats can be  
printed out and laminated for  
reference on classroom tables



The Rising Stars reading books used to support the scheme are all fully decodable. This helps to develop confidence and fluency, as well as consolidating what the children have learnt in their phonics lessons.



## Reading Books ...

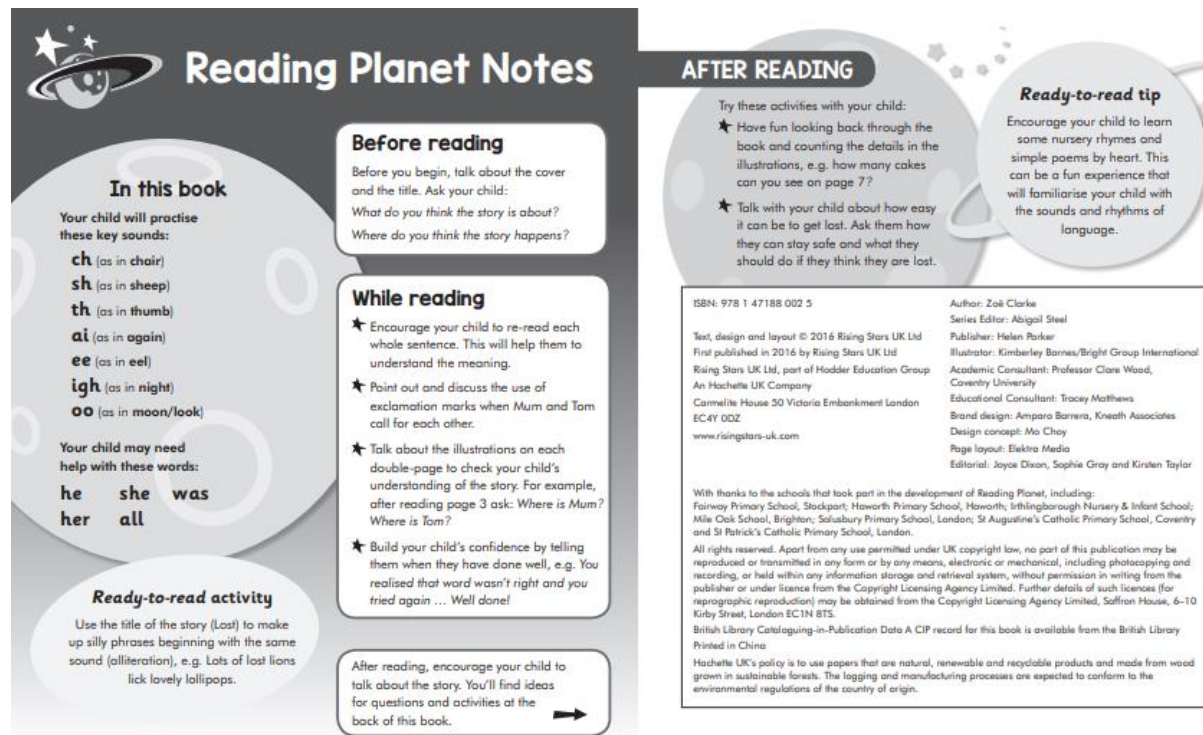
Each week, the children will be given a reading book from our scheme Rising Stars. This reading book will be fully decodable so will only have words that the children should be able to read.





Have a look at the information and suggested activities in the front and back of the book.

They are really useful!



The infographic is titled "Reading Planet Notes" and features a space theme with planets and stars. It is divided into several sections: "In this book", "Before reading", "While reading", "After reading", and "Ready-to-read tip". The "In this book" section lists key sounds and words. The "Before reading" section provides prompts for discussion. The "While reading" section offers strategies for comprehension. The "After reading" section suggests activities. The "Ready-to-read tip" section encourages familiarity with the sounds and rhythms of language. The bottom right section contains publication details, including ISBN, author, publisher, and a list of schools that participated in the development of the book.

## Reading Planet Notes

### In this book

Your child will practise these key sounds:

- ch** (as in chair)
- sh** (as in sheep)
- th** (as in thumb)
- ai** (as in again)
- ee** (as in eel)
- igh** (as in night)
- oo** (as in moon/look)

Your child may need help with these words:

**he she was**  
**her all**

### Before reading

Before you begin, talk about the cover and the title. Ask your child:

- What do you think the story is about?
- Where do you think the story happens?

### While reading

- ★ Encourage your child to re-read each whole sentence. This will help them to understand the meaning.
- ★ Point out and discuss the use of exclamation marks when Mum and Tom call for each other.
- ★ Talk about the illustrations on each double-page to check your child's understanding of the story. For example, after reading page 3 ask: Where is Mum? Where is Tom?
- ★ Build your child's confidence by telling them when they have done well, e.g. You realised that word wasn't right and you tried again ... Well done!

### After reading

After reading, encourage your child to talk about the story. You'll find ideas for questions and activities at the back of this book. ➔

### Ready-to-read tip

Encourage your child to learn some nursery rhymes and simple poems by heart. This can be a fun experience that will familiarise your child with the sounds and rhythms of language.

Try these activities with your child:

- ★ Have fun looking back through the book and counting the details in the illustrations, e.g. how many cakes can you see on page 7?
- ★ Talk with your child about how easy it can be to get lost. Ask them how they can stay safe and what they should do if they think they are lost.

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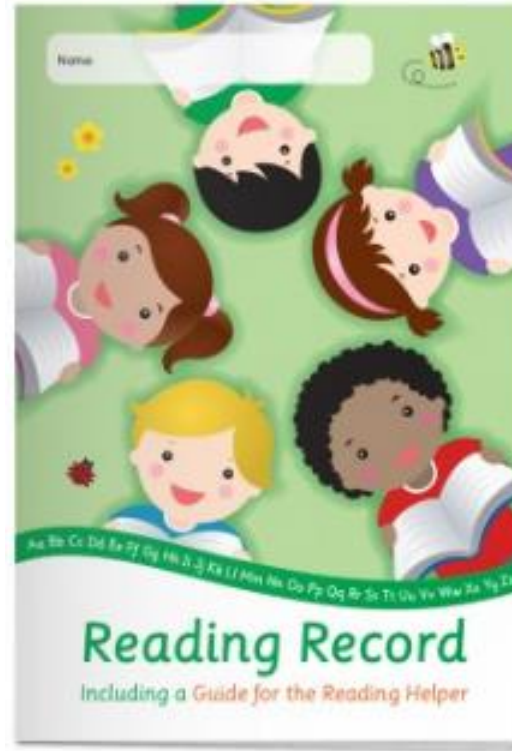
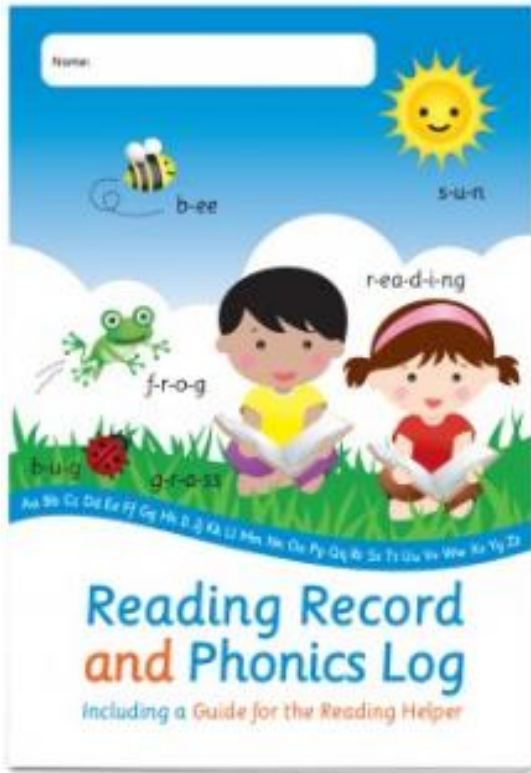
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# Reading in EYFS and Key Stage 1...

- We would like children to read for **10 minutes** per day. All children should talk to an adult about what they are reading at least **five times** a week.
- Please encourage your child to read as wide a **variety of books** as possible – they need to develop their reading skills across a wide range of genres and text types.
- Your child will have a school library book. They will change their library book every week.
- All school book bags must be in school **every day**. Please ensure that your child's Reading Record book is filled in each time they read at home.

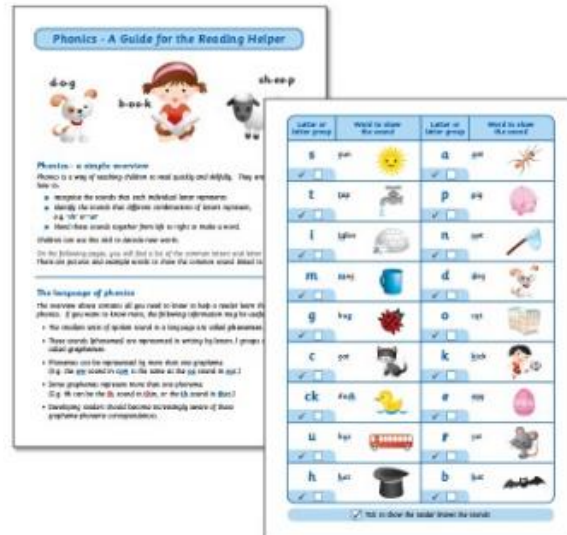






In your child's reading record book, please complete:

- Date
- Book title
- Page read to
- Comment



Our reading record books also include support for children and parents with phonics, spellings and reading.

# Phonics Keyrings ...

- In the next few weeks, Year 1 and some Year 2 children will be given a phonics keyring.
- This will have the different graphemes that the children have been learning.
- On the back of the card it indicates how this grapheme would be applied in words.
- Please work through the keyrings with your child to develop their understanding.



# Further information about Rocket Phonics and the Reading books can be found on our school website.



Welcoming - Kind - Polite - Successful

HOME | KEY INFO ▾ | STATUTORY INFO ▾ | TEACHING & LEARNING ▾ | PARENTS ▾ | DIGITAL AWARENESS ▾ | CALENDAR | CONTACT



Home School Agreement

Letters to Parents ◀

Meetings for Parents ◀

Key Information for Parents ◀

Lunch Menus

Uniform

Marvellous Me

ParentPay

Ofsted

Family Toolbox

PTA

Bad Weather and School Closure P

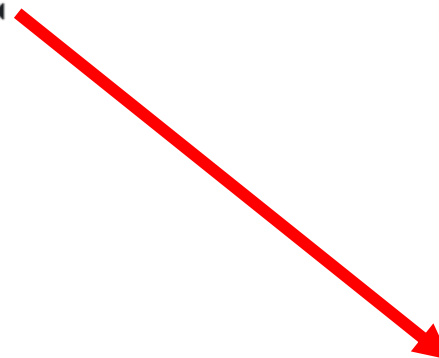
Key Information for Parents ▾

KS1 - including Weekly Spellings

LKS2 - including Weekly Spellings

UKS2 - including Weekly Spellings

Rocket Phonics Guide for Parents ...



# Questions



Thank you for attending  
this meeting and hope  
you found  
it useful.

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If you have any further questions or queries, please email ..

Mrs Catt at [EYFS@westkirbyprimaryschool.co.uk](mailto:EYFS@westkirbyprimaryschool.co.uk)

or

Mrs Hughes at [ks1@westkirbyprimaryschool.co.uk](mailto:ks1@westkirbyprimaryschool.co.uk)

