



HUTTON RUDBY PRIMARY SCHOOL



At Home Phonics Support

j	v	w	x	y	z	zz	qu
A red jelly dessert.	A volcano erupting with lava flowing down its sides.	A gold wristwatch with a black leather strap.	A fox sitting on the ground.	A skein of yellow yarn on a wooden needle.	A zebra standing next to a bush.	A tall glass of brown smoothie with a straw.	A Queen wearing a crown and a white dress.
ch	sh	th	ng	ai	ee	igh	oa
A brown hen.	A red and white lace-up shoe.	A hand giving a thumbs up.	A gold ring with a blue stone.	A grey cloud with rain falling from it.	A green leafy cabbage.	A window with a blue frame and a night sky outside.	A grey goat with a white beard.
oo	oo	ar	or	ur	ow	oi	ear
A crescent moon.	An open book showing two pages.	Four playing cards showing the suits of hearts, diamonds, clubs, and spades.	A wooden-handled fork.	A cheeseburger with lettuce, tomato, and cheese.	A brown and white cow.	A single green olive.	A brown, textured ear of corn.
air	ure	er					
A simple wooden chair with a red seat.	A yellow bar chart with the words '100%' written above it.	A blue and white eraser.					

Phase 3

A Guide to Phonics for Parents

Introduction

Starting in the Early Years, children are taught phonics: the journey of learning to read, write and spell. These vital skills are the beginning of a lifelong literacy journey. You may have heard phonics referred to as 'Letters and Sounds'. Letters and Sounds is a systematic phonics programme devised by the Department for Education (DfE) and is Hutton Rudby's chosen programme for teaching the progression of phonics. It is divided into six phases; during the programme, new skills are taught, continually building on previous learning.

The process of learning to read and write begins from an early age, where children can learn and practise many skills. This can be done in a range of ways and settings, including home. Exposing your child to conversation and books is an essential part of this journey.

Spoken Language

Listening and talking to your child is essential. As part of everyday activities, talk to your child, explaining what you are doing, speaking and listening are the building blocks for reading and writing. The more language your children are exposed to, the more they will understand and use for themselves.

Introducing our new At Home Support Packs for phonics

In order to best support you in helping your child at home with their phonics and decoding, we have devised new At Home Phonics Support packs for each phase in the Letters and Sounds programme. These packs are designed to give you clear and useful information about the phase your child is working on in school.

In addition to your At Home Phonic Support packs, your child will be sent home with a phonics book* matched to the sounds they have been working on in school. It is vital that these books are used as a learning tool at home alongside other resources and games. We strongly encourage re-reading of these books to embed and consolidate learning. The books sent home to support your child's phonic knowledge and decoding will be changed at the discretion of the class teacher and in-line with their learning in class.

We hope these packs provide you with plenty of ideas to support your child's learning of phonics and decoding. We are very fortunate to have a well-trained and experienced staff in Key Stage 1 delivering this programme and if you have any questions regarding how you can support your child at home, please just ask.

How do I know where my child is in their learning?

Your child's class teacher will communicate to you what your child is working on for that week in their phonics via your child's homework diary.

Mrs E. Hopkin

Deputy Head/English Lead

*These books are separate from the reading Learning to Read books sent home to further develop and extend reading

A Guide to Phonics: Phase 3

The purpose of this phase is to:

- Teach more graphemes; the remaining letters of the alphabet and some sounds of which are made up of two or three letters, known as diagraph and trigraphs. e.g. /ee/ as in bee
- Practise blending and segmenting a wider range of CVC words.
- Read more tricky words and begin to spell them.
- To read familiar words on sight, rather than decoding them.

The following sounds are taught:

Set 6	Set 7	Graphemes (Diagraphs & Trigraphs)							
j n m x*	y z, zz q,u*	sh th ng	ai ee igh	oa oo oo	ar or ur	ow oi ear	air er er	ue ue ure	

CVC Words Containing Diagraphs and Trigraphs

Below are some examples of the words your child will be reading in this phase.

ship cook fork high beard chair

Frequent practise allows your child to become more fluent.

TOP TIP

It is important children quickly learn to recognise diagraphs and trigraphs as one sound, rather than as separate letters e.g. rain should be read as r-ai-n not r-a-i-n

Tricky Words

During this phase, your child will also be exposed to tricky words; words that cannot be sounded out.

he she we me be was my you her they all

*The sounds traditionally taught for the letters x and q,u (/ks/ and /kw/) are both two phonemes, but children do not need to be taught this, at this stage as it does not affect how the letters are used.

Ways You Can Support Your Child At Home

We have provided some specific Phase 3 resources in this pack. In addition to the resources in this pack, this page outlines some fun games you can do with your child at home to make the learning and re-reading of phonics and decodable words fun. You could use pictures, objects and toys to enhance some of these games. Remember to use pure sounds when sounding words out (not pronouncing the ‘uh’ as in ‘fuh’; say ‘ffff’).

Flashcards

Use flashcards to regularly expose your child to the sounds they have learnt.

Magnetic Letters

Using magnetic letters on the fridge or any type of magnetic surface, your child can practise making words.

Make Words

You can build words with your child using letter cards or magnetic letters. Ask your child to blend the sounds together to make the words.

CV and CVC words

Ask your child to spell out CV and CVC words both orally, on paper or on the whiteboard provided.

Pebble Game

The adult begins with a rhyming string. Pass a pebble between you and your child (others can join in too). For example, start with *chair*, pass the pebble so your child could say *hair*, *fair*, etc.

Tray Game

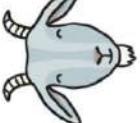
Have some pictures or objects on a tray, child closes their eyes while the adult takes one away. Child has to guess which picture or object was taken and then identify the sounds within that word.

Hopscotch with words

Pictures or objects can be placed on the hopscotch. Child sounds out the word they land on.

My Phase 3 Sound Mat

qu 

oa 

ear 

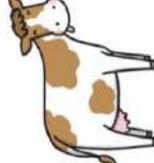
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igh 

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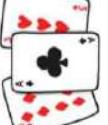
x 

ng 

or 

w 

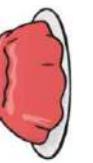
th 

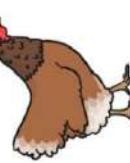
ar 

v 

sh 

oo 

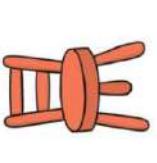
j 

ch 

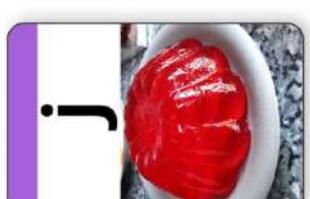
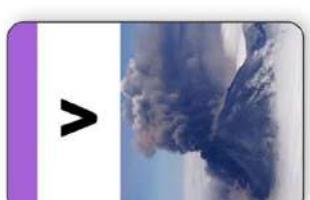
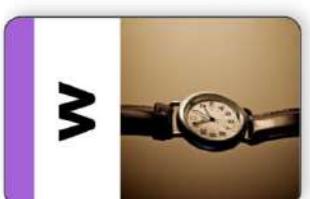
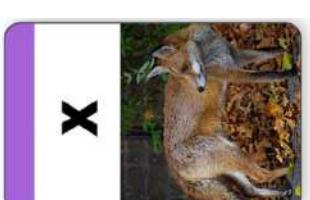
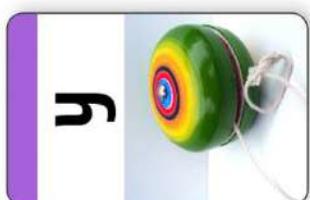
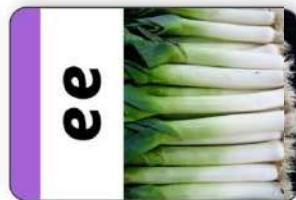
oo 

er 

ure 

air 

My Phase 3 Photo Sound Mat



Phase 3 Tricky Words Mat

your

we

was

my

he

are

all

me

they

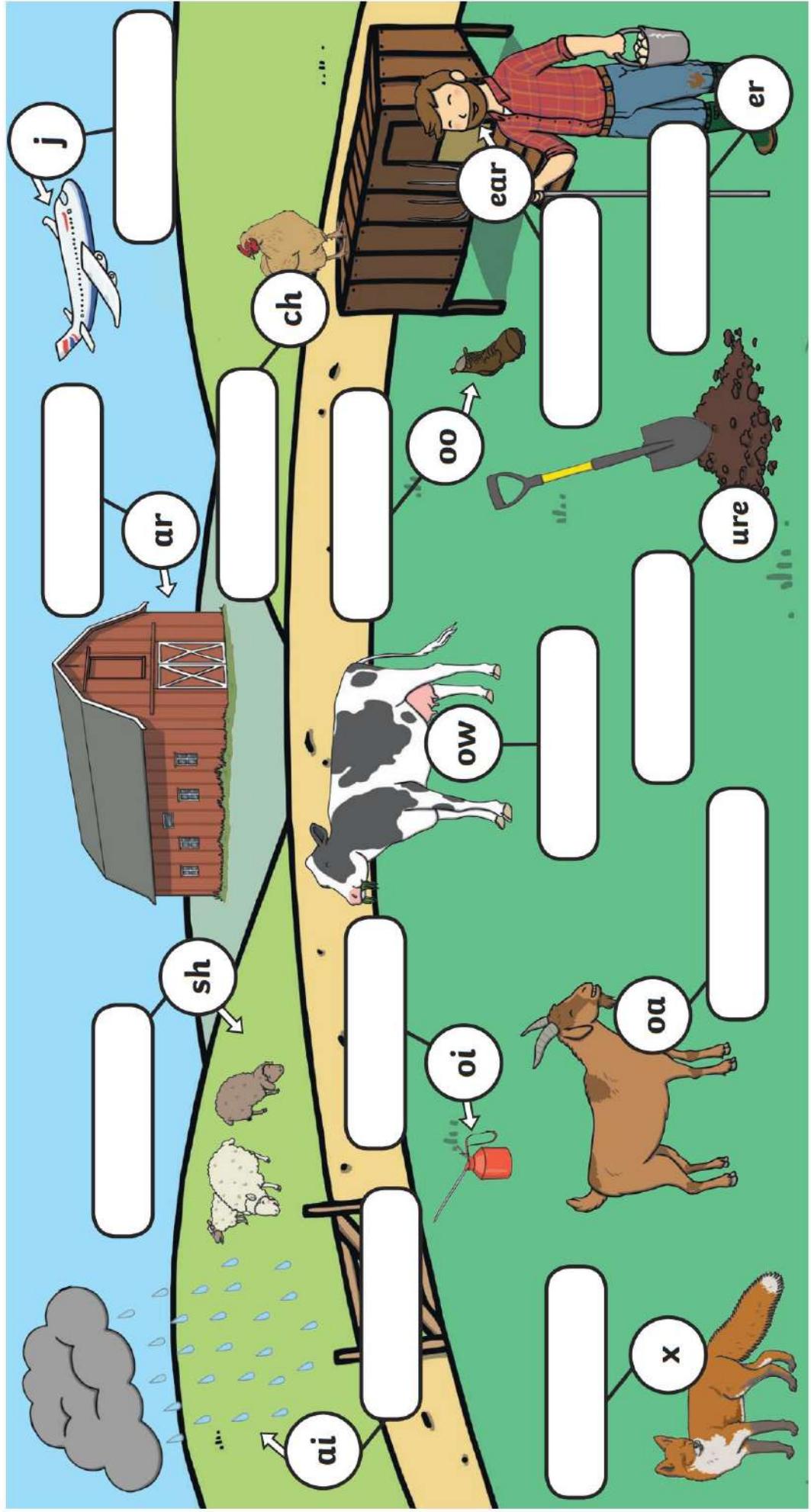
be

she

her

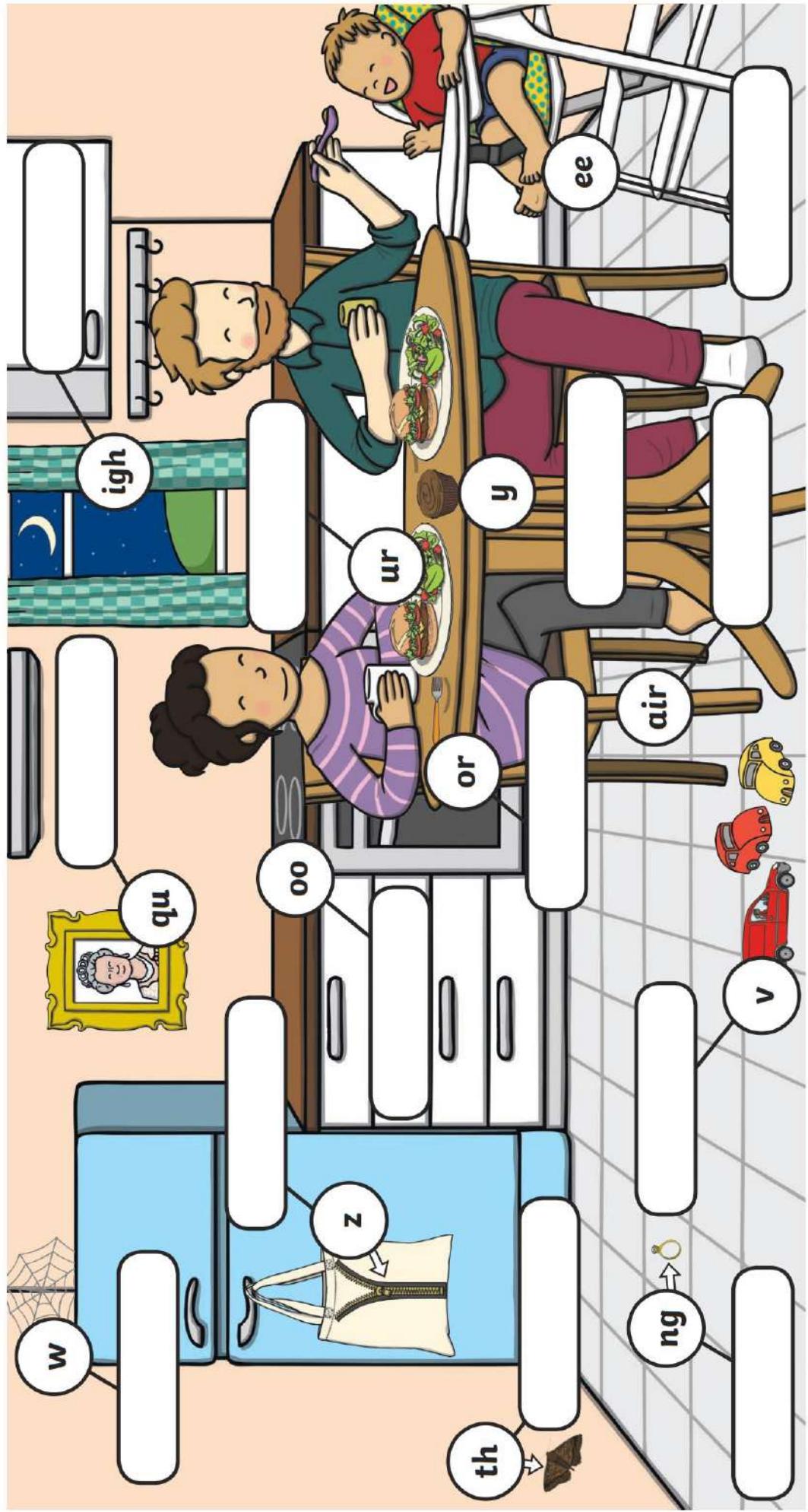
Activity Sheet ai oi sh x oa ar ch oo ear er j

Fill in the missing sounds.

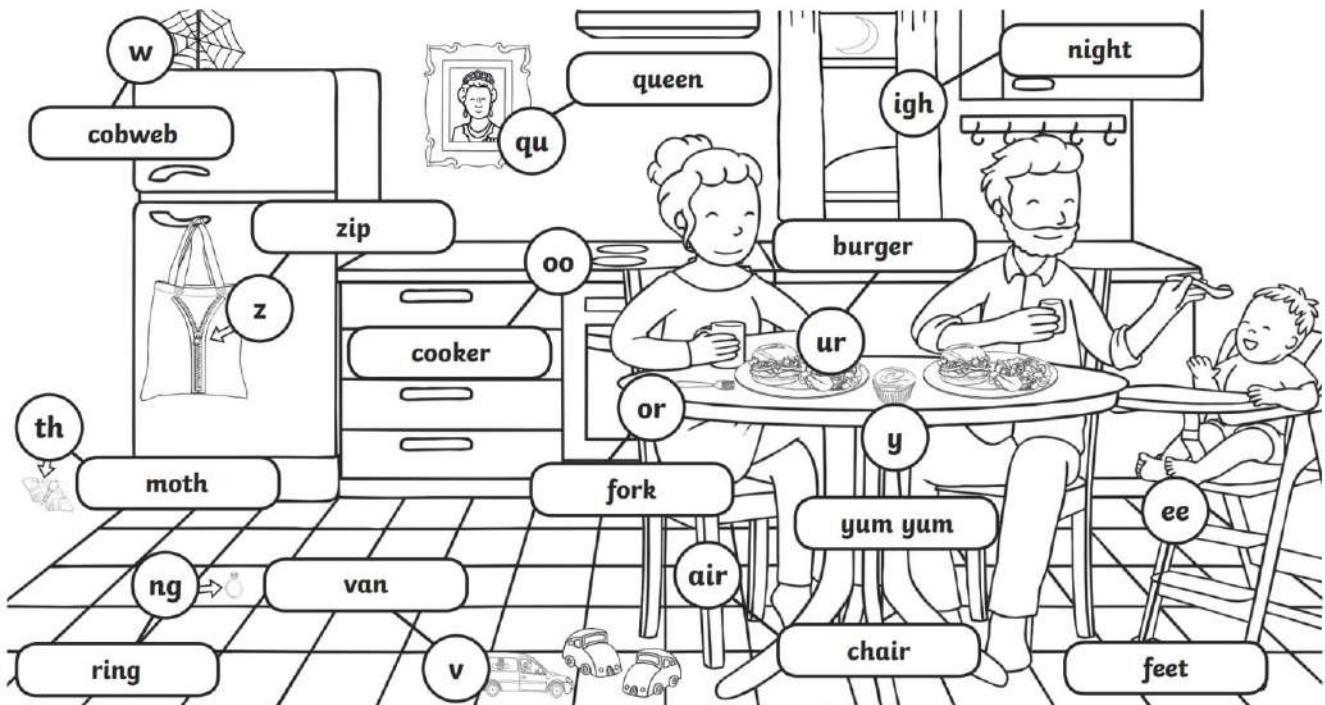
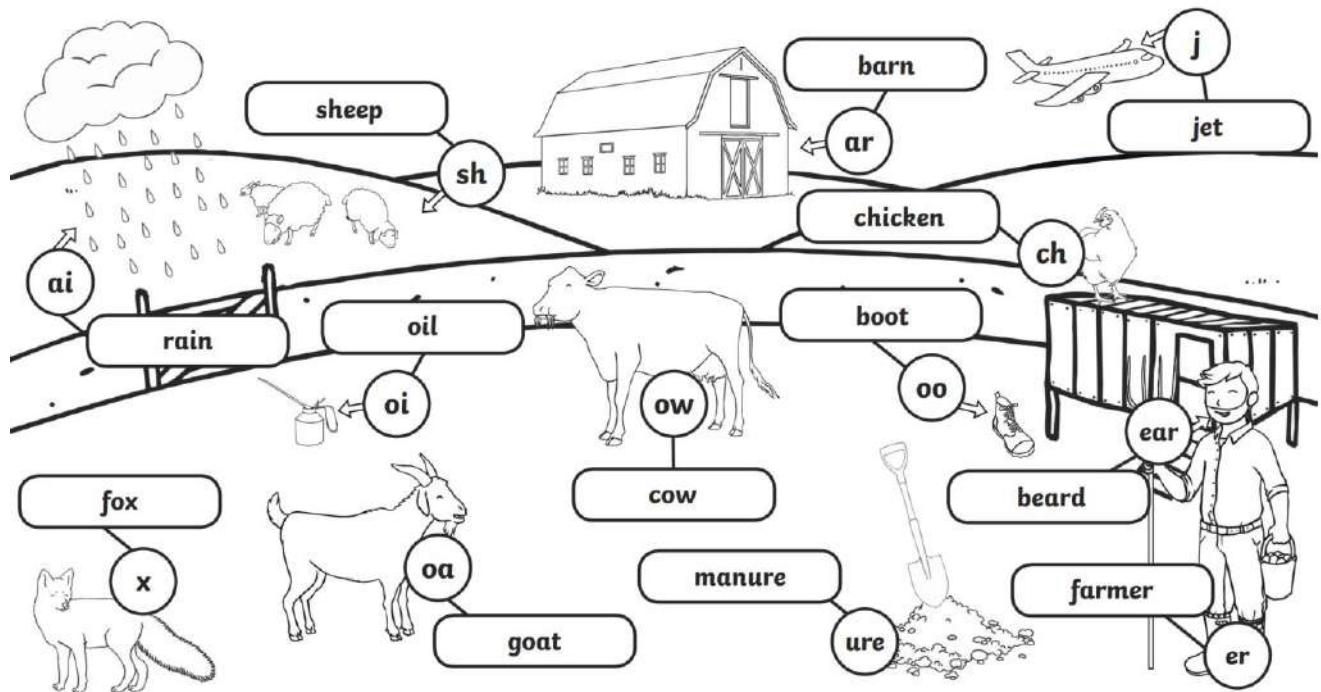


Activity Sheet wr thr z ng vr qu oo or air ur igh y ee

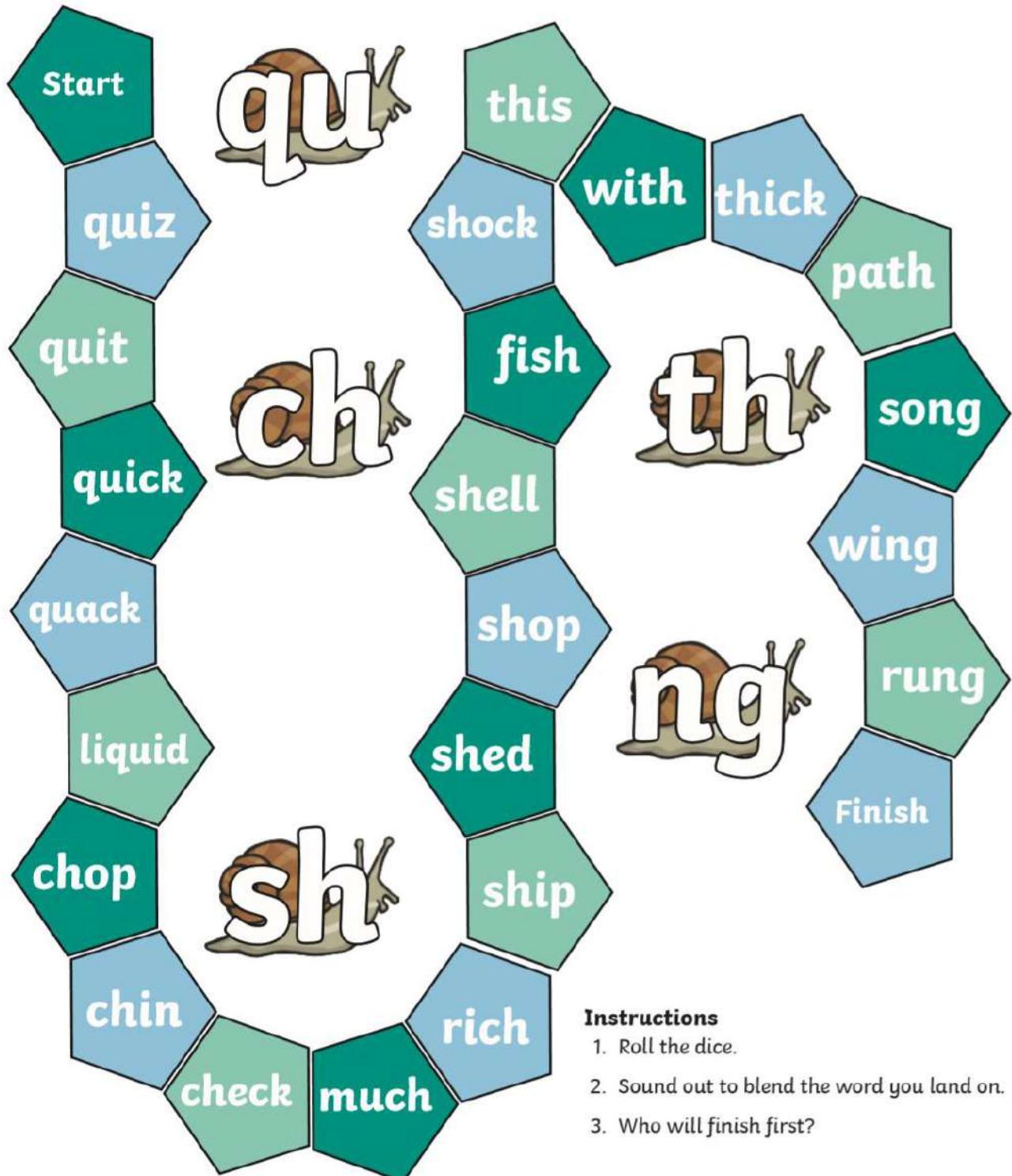
Fill in the missing sounds.



Activity Sheet Answers



qu, ch, sh, th, ng Read and Race



Instructions

1. Roll the dice.
2. Sound out to blend the word you land on.
3. Who will finish first?

j,v,w,x,y,z,zz Read and Race



Instructions

1. Roll the dice.
2. Sound out to blend the word you land on.
3. Who will finish first?

Read the words and match the picture to the word.

hail	pain	aim
sail	tail	nail



weep

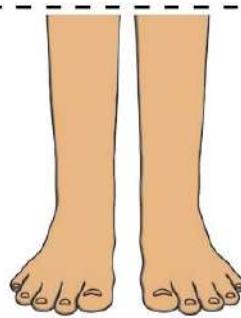
feet

jeep

meet

week

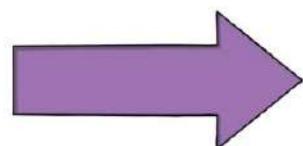
deep



Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Read the words and match the picture to the word.

high	light	night
right	sight	fight



Glossary of Terms

Blending

Phonics blending (also known as visual blending) is the ability to string together the sounds that each letter stands for in a word.

Decoding

Successful decoding occurs when a child uses his or her knowledge of letter-sound relationships to accurately read a word.

Diagraph

A combination of two letters representing one sound as in *ph* and *ey*.

GPCs

Grapheme-phoneme correspondence. This is the process of matching both the grapheme and phonemes together and vice-versa. GPC fits into the phonics framework and allows children to blend words both written and orally.

Grapheme

A grapheme is a letter or number of letters that represent a sound (phoneme) in a word. Another way to explain is to say that a grapheme is a letter or letters that spell a sound in a word.

Phoneme

A phoneme is the smallest unit of sound in speech. When we teach reading, we teach children which letters represent those sounds. For example 'hat' has three phonemes – /h/ /a/ and /t/

Phonics

A method for teaching people to read by correlating sounds with symbols in an alphabetic writing system.

Segmenting

This involves breaking words down into individual sounds or syllables.

Trigraph

A group of three letters representing one sound, for example *igh*.