



Phonics at St. Peter's



Phonics from the beginning

Literacy	Comprehension	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Anticipate (where appropriate) key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.

These are the Reception Early Learning Goals.



How we teach Phonics at St. Peter's

- We use the Bug Club Phonics scheme.
- There are 6 Phases.
 - Phase 1: Pre-schools and reception
 - Phase 2-4: Reception
 - Phase 5-6: Years 1 and 2
- Your child will have daily phonics sessions lasting around 25 minutes.

What comes after Bug Club?



All about Bug Club Phonics

- <https://www.youtube.com/watch?v=0dCRWLLNXPo>



Bug Club

Learning Letter sounds

- In Class 1, each child has a sound mat in their bag.




























Please practice these sounds regularly. These sounds will also be found in the front of their phonic reading books.

My Phase 2 Sound Mat

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

twinkl www.twinkl.co.uk

My Phase 3 Sound Mat

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 					

twinkl www.twinkl.co.uk

Before and during reading

1 Say the sounds
 ear air ure er

2 Blend the sounds

stairs	chair	fear
hair	trod	near
nev/er	af/ter	ham/ster
a/fraid	a/sleep	flow/ers

jump/ing

3 Read the tricky words
 all was


Point out the tricky bit of the word (i.e. the 'a' in 'all' sounds /or/) and then blend the rest.

Story comprehension
 Ask the children to read the title and look at the cover. When might we say the word 'fear'? How would the children say 'seek' if they saw a real bug? Practise reading the title with expression.

Vocabulary check
 Turn to page 11 to discuss the meaning of the word 'fear'. Can the children think of another word for 'fear'? Can they tell who is feeling fear from the picture?

Reading the story
 Listen to the children reading the story. Ask them to say the sounds and blend them in order to read any words they do not recognise immediately.
 On pages 4-5, ask the children why the cat chases the hamster.
 On pages 10-11, remind the children to read the words in the speech bubble. Who do they think the goat is talking to?
 Read pages 12-13. Can they predict who will run back next? Read on to see if they are correct.

Blending more than one syllable? Do one syllable at a time, e.g. hamster



Learning Letter sounds

As children progress through the Bug Club programme, they will encounter words spelt differently but using similar sounds.

These will 'sound' the same phonetically, but will be represented by different graphemes.

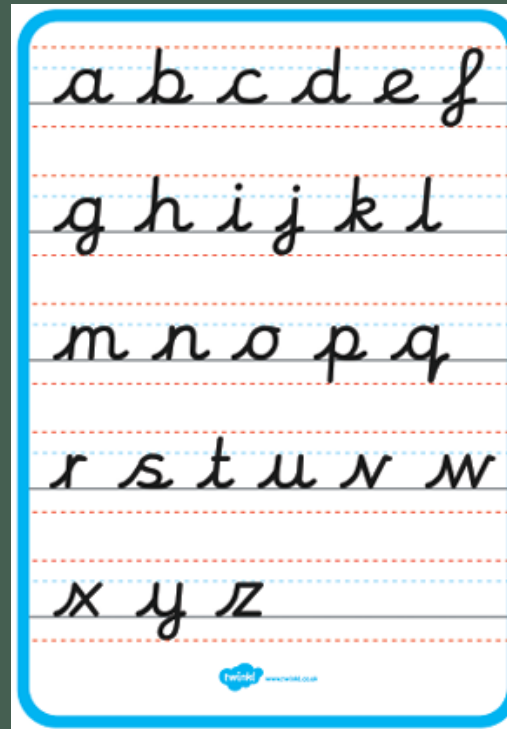
Children will learn to associate which words use which graphemes, such as

Cloud **clown** **brown** **crouch**

Complex Speed Sounds												
Consonant sounds												
f	l	m	n	r	s	v	z	sh	th	ng		
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk		
ph	le	mb	kn	wr	se		s	ci				
					c		se					
					ce							
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							
Vowel sounds												
a	e	i	o	u	ay	ee	igh	ow				
	ea				a-e	y	i-e	o-e				
					ai	ea	ie	oa				
						e	i	o				
							y					
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
u-e			oor	are	ur	ow	oi					
ue			ore		er							
ew			aw									
			au									

Writing letter sounds

- During our phonics lessons, we also practise correct letter formation alongside blending to read.



Pre-cursive writing is modelled to children at all times by adults in the classrooms.

Tricky words

Bug Club Phonics

Unit 6 Language: Irregular

Guide

Reading Spelling

me

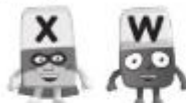
Show Answer

me

a b c d e f g h i j k l m n o p q r s t u v w x y z

Before and during reading

1 Say the sounds



2 Blend the sounds

For longer words, blend one syllable at a time, e.g. fox/es

f - i - x , fix

w - i - ll , will

f - o - x , fox

f - o - x - e - s , foxes

b - o - x , box



3 Read the tricky words

me be



Point out the tricky bit of the word (e.g. the 'e' in 'me' sounds /ee/) and then blend the rest.

Meet the Alphablocks

We are the Alphablocks. We each have our own special sound. When we get together, word magic happens! When we make a word, we say our sounds in turn and then blend them together.



Talk together

Ask the children to read the title, and then look at the cover picture together. Who might be saying 'I Can Fix It'? What might X do in the story?

Vocabulary check

On page 3, check that the children know what an ox is (an animal a bit like a cow).

While you read

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise.
- On page 3, can the children predict what new word F could help to make?
- On page 6, what do the children think will happen now that there are six foxes? Why might it be a problem to have six foxes?
- On pages 8-9, can the children tell you what goes wrong when the letters make the word 'mix'?
- On page 11, ask the children to predict what X's plan could be.

High Frequency Words

100 High Frequency Words

the	his	be	do	into	house
and	but	like	me	back	old
a	that	some	down	from	too
to	with	so	dad	children	by
said	all	not	big	him	day
in	we	then	when	Mr	made
he	can	were	it's	get	time
I	are	go	see	just	I'm
of	up	little	looked	now	if
it	had	as	very	came	help
was	my	no	look	oh	Mrs
you	her	mum	don't	about	called
they	what	one	come	got	here
on	there	them	will	their	off
she	out			people	asked
is	this			your	saw
for	have			put	make
at	went			could	an

twinkl visit [twinkl.com](https://www.twinkl.com)

Can you spot these words in books you are reading?

Can you spell them from memory?

Reading at home


- Parents/carers play a vital role. It is important that children have plenty of practice reading at home in order to become fluent, confident readers.

- Parents' or carers' support is needed to help their child practice reading and develop fluency with a book they have already read at school.

- This book needs to be matched to their phonic stage and be fully decodable. If books are sent home that the child cannot decode, it will lead to frustration for the child and the parent/carer.

- It does not have to be a different book every time; it may need to be the same book if the child still needs to develop fluency.

Before and during reading

1 Say the sounds
j v w x 


2 Blend the sounds

Viv	vet	jobs
jab	fix	fox
swap	will	help
just		

3 Read the tricky words
me be

Point out the tricky bit of the word (i.e. the 'v' in 'vet' and 'be' sounds /ee/) and then blend the rest.

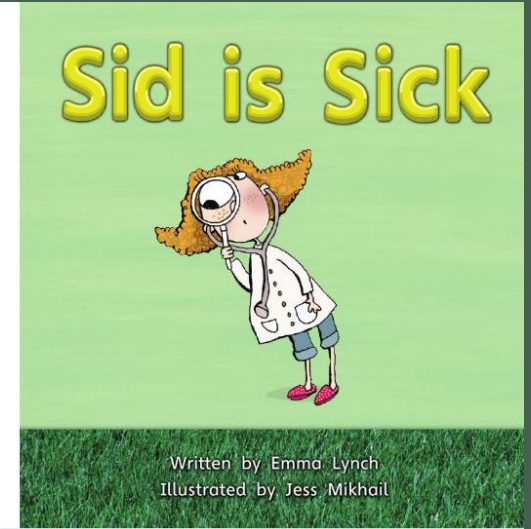
Blending words with adjacent consonants?
h-e-l → hel-p → help or
s-w → sw-a-p → swap



Story comprehension
Ask the children to read the title. Have they read about Sid before? What kinds of things can they remember about him? Read the text on the back cover to the children. What do they think the story will be about?

Vocabulary check
Can the children explain what job a vet does? Turn to page 12 and find the word 'job'. Point out to the children that Viv and Sid are playing a game of vets and have a toy syringe.
Point out, if necessary, the spelling of the word 'swap'. Explain that the dictionary offers two spellings for this word - 'swap' and 'swop'.

Reading the story
• Listen to the children reading the story. Ask them to say the sounds and blend them in order to read any words they do not recognise immediately.
• On pages 10-11, ask the children how they think Sid is feeling. Why might he be getting fed up?
• What do the children think will happen next? Read on and find out.



Using Bug Club at home

<https://www.youtube.com/watch?v=0dCRWLLNXPo>

