

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.

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

The Alphabetic Code

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

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/ sun	s ss ce ci cy sun dress centipede circle cycle	/l/ leaf	l ll leaf leaf	/ee/ egg	ee ea e e e egg sea sea sea sea
/a/ apple	a apple	/ul/ umbrella	u er o our umbrella butter coin pour	/igh/ high	igh y ie i le high my pie leaf leaf
/t/ top	t tt ed top top edge	/j/ jam	j dge ge jam jam jam	/oa/ goat	oa ow o o e ough goat cow old sea ough
/p/ pop	p pp pop pop	/v/ van	v ve van van	/oo/ book	oo out u book out put
/i/ ice	i ice	/w/ wheel	w wh u wheel wheel put	/oo/ book	oo ue ew o ou book glue new sea ou
/n/ nose	n nn kn gn nose nose nose	/ks/ fox	x cks ks fox fox fox	/ar/ arm	ar a al arm arm arm
/m/ man	m mm mb mn man man man	/gz/ goose	x goose	/or/ fork	or aw our au fork fork fork fork
/d/ dog	d dd ed dog dog edge	/y/ yogurt	y yogurt	/or/ fork	al ear eer fork fork fork
/g/ go	g gg gu gh gue go go go go	/z/ zap	z zz -s se ze zap zap zap zap	/or/ fork	ore augh ough fork fork fork
/o/ orange	o oa qua ait orange orange orange	/kw/ quack	qu quack	/ur/ purple	ur er lr ear war purple purple purple purple
/k/ key	c k ck ch qu key key key key	/ch/ chick	ch tch chick chick	/ou/ ouch	ow ou ough ouch ouch ouch
/e/ egg	e ea egg egg	/ch/ chick	ch tch chick chick	/oi/ oil	oi oy oil oil
/u/ umbrella	u er o our umbrella butter coin pour	/sh/ ship	sh ch tt cl ship ship ship ship	/eer/ deer	ear eer ere ler deer deer deer deer
/r/ rabbit	r rr wr rh rabbit rabbit rabbit	/th/ thumb	th /th/ th thumb thumb thumb	/air/ hair	air are ear ere hair hair hair hair
/h/ hat	h hat	/ng/ ring	ng ring	/yoo/ yogurt	ue ew u ue yogurt yogurt yogurt
/b/ bat	b bb bat bat	/ngk/ nick	nk nick	/yoo/ yogurt	ue yogurt
/f/ fish	f ff ph gh fish fish fish	/at/ at	at ay a ae ae at at at at	/yoor/ yogurt	ure yogurt

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 4

a-e



e-e



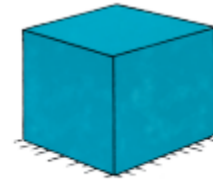
i-e



o-e



u-e



ph



rose

Phase 5

ai



ay



oi



oy



ee



ea



igh



ie



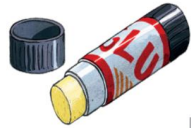
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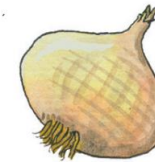
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Phase 5 and 6

/s/	s sun	-ss dress	ce centipede	ci circle	cy cycle
		-ce dance	-se house	sc scissors	-st- whistle
/a/	a apple				
/t/	t teddy	-tt letter	-ed dropped		
/p/	p pan	-pp puppet			
/i/	i insect	-y crystal			
/n/	n net	-nn funny	kn knot	gn gnaw	
/m/	m man	-mm hammer	-mb lamb	-mn column	
/d/	d dog	-dd poodle	-ed naked		
/g/	g gate	-gg juggle	gu guitar	gh gherkin	-gue catalogue
/o/	o octopus	wa watch	qua quail	alt silt	
/k/	c cat	k key	-ck duck	ch school	qu mosquito
					que antique
/e/	e egg	ea bread			
/u/	u umbrella	-er builder	o oxen	-our flavour	
		-ou touch	-ough thorough	-re centre	
/r/	r rabbit	-rr arrow	wr wrath	rh rhinoceros	
/h/	h hat				
/b/	b bone	-bb bubble			
/f/	f fish	-ff cuff	ph phone	-gh cough	
/l/	l lion	-ll hill			
/ul/	-le bottle	-el parcel	-il pencil	-al hospital	
/j/	j jug	-dge bridge	-ge orange		
		g ^e gentleman	g ⁱ giraffe	g ^y gym	
/v/	v van	-ve glass			
/w/	w web	wh wheel	-u penguin		
/ks/	-x fox	-cks dicks	-ks books		
/gz/	-x exam				
/y/	y yo-yo				
/z/	z zip	-zz buzz	-s fries	-se cheese	-ze breace

/kw/	qu queen				
/ch/	ch chick	-tch hatch			
/ch u/	-ture picture				
/sh/	sh ship	ch chef	-ti petticoat	-ci musician	
		-ssi expression	-sci unconscious		
voiced /th/	th this	/th/ thumb	th		
/ng/	-ng ring				
/ngk/	-nk ink				
/ai/	ai aim	-ay tray	a angel	a-e cake	-ae sander
			eigh eight	-ey grey	-ea beak
/ee/	ee eel	-y happy	ea eat	e me	e-e complete
			-ey denkey	-ie shield	-ine sandwich
/igh/	-igh knight	-y cry	-ie pie	i find	i-e ice
/oa/	oa goat	ow bowl	o old	o-e rose	-ough dough
		-ou shoulder	-oe toe	-eau plateau	
short /oo/	oo oak	oul should	-u push		
long /oo/	oo spoon	-ue glue	-ew screw	-o move	-ou soup
		-ough through	u-e flute	-ui fruit	-u super
/ar/	ar arm	a father	al palm		
/or/	or fork	aw gown	-our four	au laundry	
		-al walk	oar oar	-oor door	
		ore store	-augh cough	ough bought	
		war wardrobe	quar quarter	a water	
/ur/	ur purse	er kerbs	ir bird	ear earth	wor worm
/ou/	ow owl	ou mouth	-ough plough		
/oi/	oi oil can	oy toy			
/eer/	ear ear	eer door	-ere sphere	-ier actor	
/air/	air hair	-are screw	-ear bear	-ere there	
/yool/	-ue recess	ew newspaper	u uniform	u-e cube	
				eu food	
/yoor/	-ure pure				
/zh/	-s treasure	-si television	-ge collage		

Phase 2

s



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Phase 3a

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Phase 3b

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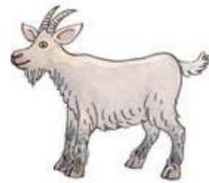
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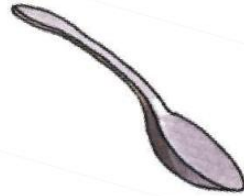
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Oxford **CWL**



How to pronounce

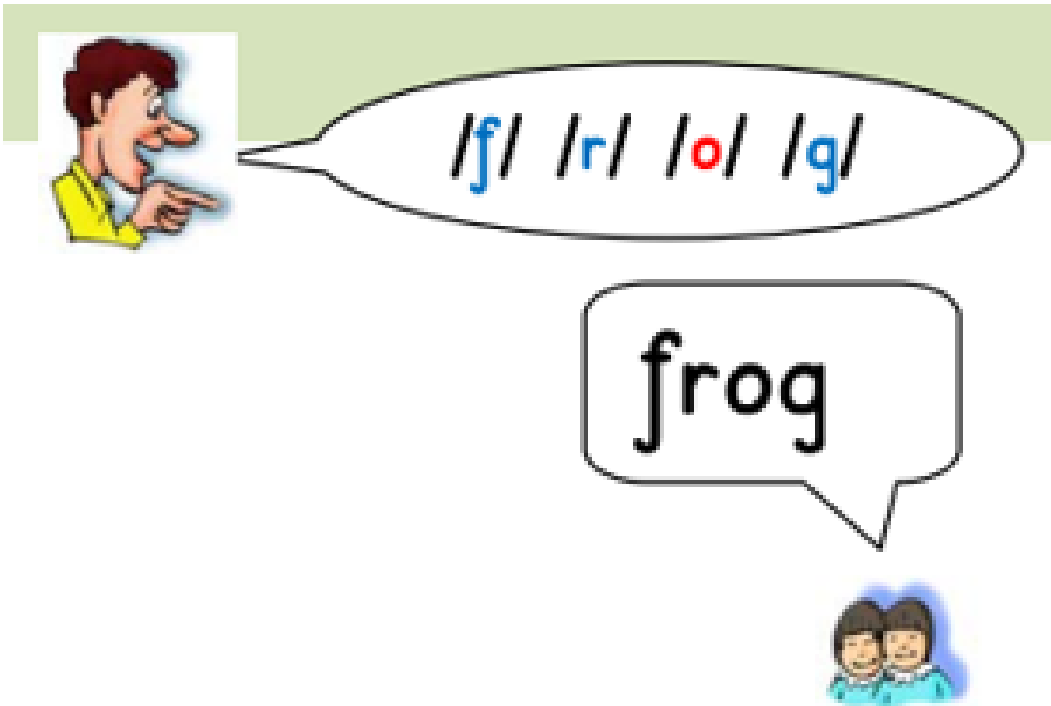
pure sounds

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)

fun fair

Oxford **CWL**



How to blend

sounds to read words



Segmenting (Spelling)

Phase One

In Nursery, children will begin oral segmenting.

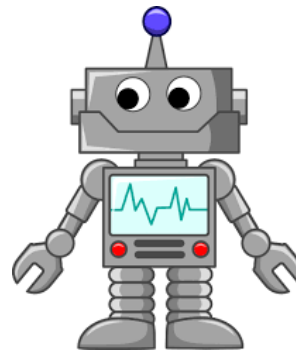
- An adult will say the whole word very slowly to emphasis the sounds e.g. soap.
- The child will then say the separate sounds.

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)



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

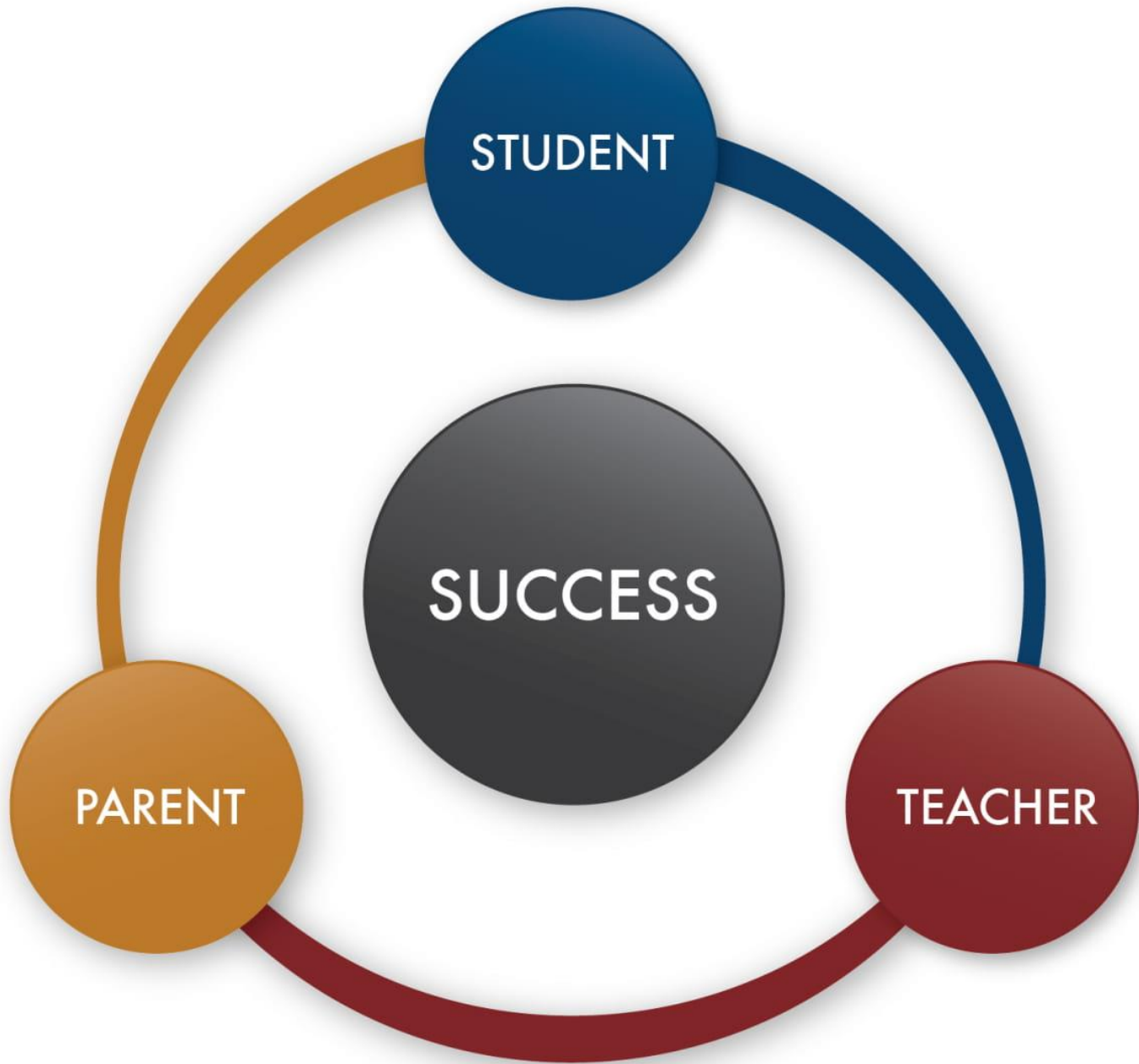
You can see which set your child is on by looking at their weekly sounds sheet.

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



Homework

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 phonics revision 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.

Children should practice their sounds and words everyday. This should take 5 minutes.



Reading Packs

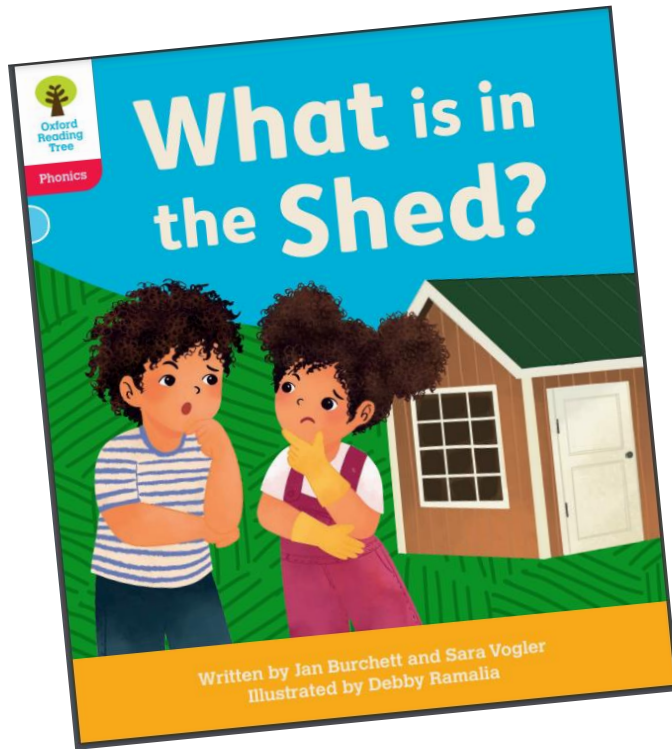
Must Include:

Reading book from previous set of sounds.

Bookmark with sounds and words

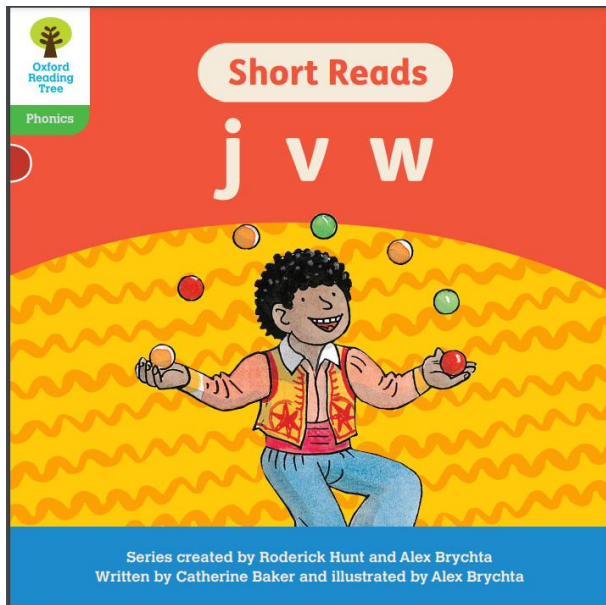
Reading diary

Alphabetic code printed on card.



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

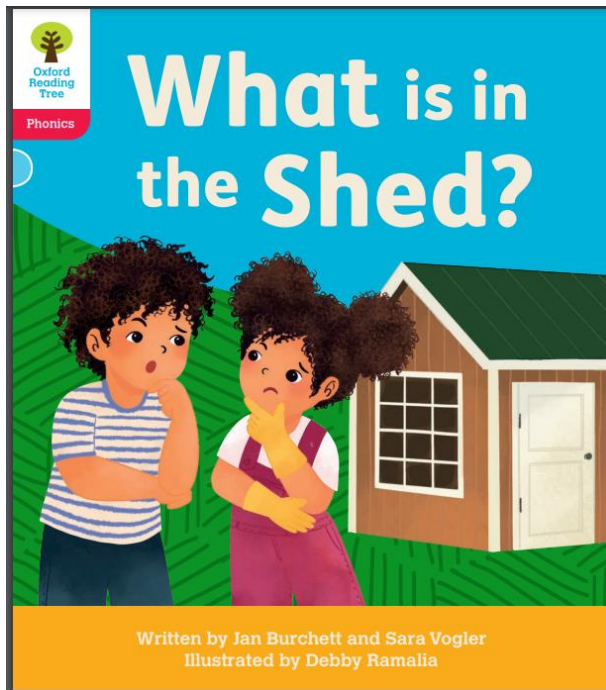




Reading Books

At West Park, we follow the Oxford Reading Tree reading scheme, which closely matches to our Phonics scheme.

Each week, children will be given a reading book to practice the sounds they have learnt previously.



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

Parent reading workshops are held half termly to support reading at home.

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

Date, book and page number	Comments
18.9.23 What is in the Shed?	Book – read with dad.


Date, book and page number	Comments
18.9.23 What is in the Shed?	Homework – Needs help to read words.

Date, book and page number	Comments
18.9.23 What is in the Shed?	Homework – ✓ Book – ✓

West Park Reading Rewards

Name:

1	2	3	4	5	6	7	8	9	10	Sticker
11	12	13	14	15	16	17	18	19	20	Pencil
21	22	23	24	25	26	27	28	29	30	Bookmark
31	32	33	34	35	36	37	38	39	40	
41	42	43	44	45	46	47	48	49	50	Colouring pencils
51	52	53	54	55	56	57	58	59	60	Chocolate Bar
61	62	63	64	65	66	67	68	69	70	Own Clothes Day
71	72	73	74	75	76	77	78	79	80	Bonus Playtime
81	82	83	84	85	86	87	88	89	90	
91	92	93	94	95	96	97	98	99	100	Ice Cream



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

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.

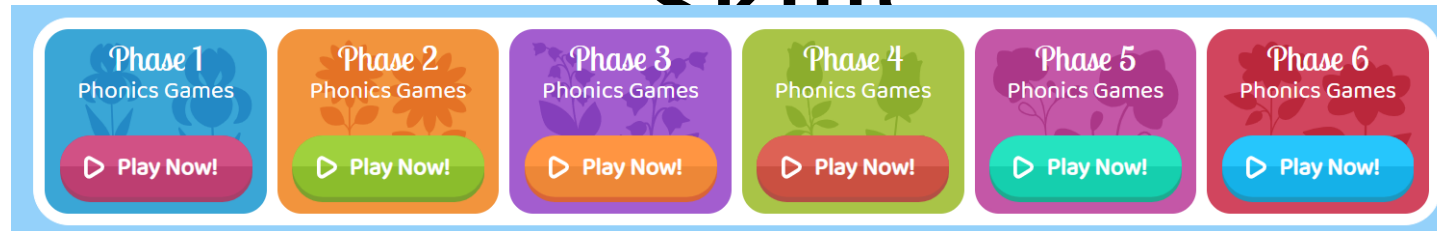
Reading at Home

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

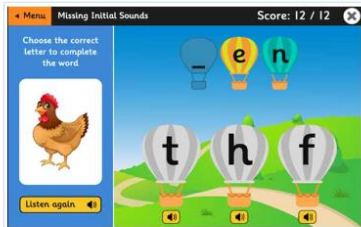
Useful Website to Practice Phonic Skills

Click on the pictures to access free online games.

Skills

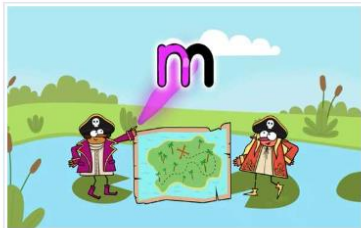


Letters and Sounds



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.

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 



West Park Primary School Phonics Data

	2017	2018	2019	2020	2021	2022	2023	2024
West Park Primary School	80%	87%	83%	85% (Y2 Autumn Term) covid-19	80% (Y2 Autumn Term) covid-19	83%	83%	80%
National Average	81%	82%	82%			75%	75%	80%