



How to help your child with Phonics

Funky Phonics is a differentiated method of teaching reading and writing skills through phonics. It was written specifically to meet the needs of children at Newtown and uses the best practise from Jolly Phonics, Letters and Sounds and other published schemes.

Every day between 8.55am and 9.20am every child in school from Pre-School through to Year 2 takes part in a Funky Phonics session that is targeted at the right level for their development. Every six weeks the children are assessed on their level of understanding and progress and are either moved on to the next phase or repeat their current phase. It is not uncommon for a child to need to do a phase twice or sometimes three times to really learn the skills. It is important that we do not move them on before they are ready because these are lifelong skills that need to be embedded.

Please help your child to say the sounds clearly and correctly, if you are not sure yourself then please use one of the YouTube clips to help you (see the Further Information section at the end for more information).

Phase 1.1

The very earliest reading and writing skills a child needs to develop are being able to differentiate different sounds around them, to pick them out of the general noise all around. Can you hear the car, aeroplane, bird singing, Daddy in the next room? Then they need to be able to tell the difference between similar sounds, is that the phone or the door bell? The washing machine or the dishwasher? Children also need to be able to copy different voice sounds for example animal noises, wheee, boing, zoom. Children need to be aware of rhyme and rhythm, we will introduce them to a new song every week, enjoy rhyming stories and play games to help them keep the beat. In order to progress to phase 1.2 a child must be ready to concentrate in a small group for most of the session, they should be able to differentiate environmental sounds.

Phase 1.2

Most of the activities from the first part of phase 1 continue but we will also be encouraging the children to start listening to the sounds in words and encouraging them to listen for the individual sounds in words, specifically the first sound. In order to progress to phase 1.3 a child must be ready to concentrate in a small group for most of the session, they should be starting to hear the first sound in a word and suggest words that start with a particular sound.

Phase 1.3

Some of the activities from the previous parts of phase 1 continue but we will spend more time listening to all the individual sounds in words, not just the first sound. The children will learn how to break simple words into the different sounds or build simple words from the sounds, c-a-t is cat and cat is c-a-t. In order to progress to phase 2 a child must be ready to concentrate in a small group for most of the session, they should be able to break a word into its sounds and build one from hearing individual sounds.

Phase 2

In this phase the children will begin to learn the letter names and the sounds they make, we say 'the letter f makes the sound f'. They will also be taught how to write the lowercase letter with the correct formation. They will also be introduced to the first six 'tricky' words that need to be memorised because you cannot sound them out. In order to progress to the next phase your child will need to be able to read simple words using the new letters they have learnt, for example, cut, pin, mess, doll and either write or use magnetic letters to build similar simple words. All children in this phase will get a new sound to learn four days out of five and homework to do for this. In order to progress to phase 3.1 a child must be able to read at least 26 out of the 42 phonic assessment words and write or use magnetic letters to form at least 16 of the 20 phonic assessment words.

Letters / sounds: **s, a, t, i, p, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll, ss, ck**

Tricky words: **I, the, me, he, she, we**

Phase 3.1

A child in this phase is already able to blend (read) and segment (spell) simple words using 19 phonemes (sounds). The purpose of this phase is to introduce some more phonemes into their range. All children in this phase will get a weekly sheet of spellings, a reading book and homework for the new sounds, they may also get writing homework. In order to progress to phase 3.2 a child must be able to read at least 25 out of the 32 phonic assessment words and write or use magnetic letters to form at least 20 of the 32 phonic assessment words.

Letters / Sounds: As before + **j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ie, oa, ue**

Tricky words: As before + **was, to, do, are, my, by, go, no, so**

Phase 3.2

A child in this phase is able to blend (read) and segment (spell) simple words using 34 phonemes (sounds). The purpose of this phase is to introduce some more phonemes into their repertoire. All children in this phase will get a weekly sheet of spellings, a reading book and homework for the new sounds, they may also get writing homework. In order to progress to phase 4 a child must be able to read at least 18 out of the 20 phonic assessment words and write least 16 of the 20 phonic assessment words.

Letters / Sounds: As before + **ee, or, oo, er, ar, oi, ou, air, ear, ure**

Tricky words: As before + **of, you, come, some, here, there, they, these, their, your**

Phase 4

A child in this phase is able to blend (read) and segment (spell) simple words using the common 44 sounds in English. The purpose of this phase is to teach them to read and write words with two or three sounds next to each other, words like: green, tent, brain or spring. All children in this phase will get a weekly sheet of spellings, they may also get writing homework. In order to progress to phase 5.1 a child must be able to read at least 18 out of the 20 phonic assessment words and write least 16 of the 20 phonic assessment words.

Letters / Sounds: As before + **reading and spelling words containing adjacent consonants and polysyllabic words**

Tricky words: As before + **all, ball, call, called, only, put, pull, push, pulled, pushed**

Phase 5.1

A child in this phase is able to blend (read) and segment (spell) words using the common 44 sounds in English and with two or three sounds next to each other. The purpose of this phase is for children to broaden their knowledge of graphemes (letters) for use in reading. All children in this phase will get a weekly sheet of spellings, they may also get writing homework. In order to progress to phase 5.2 a child must be able to read at least 35 out of the 40 phonic assessment words.

Letters / Sounds: As before + **the following new graphemes for reading: ay, ow, ew, oy, ea, ir, ue, aw, wh, ph, igh, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e**

Tricky words: As before + **new, old, said, were, have, give, Mr, Mrs, looked, asked**

Phase 5.2

A child in this phase is able to blend (read) and segment (spell) words using the common 44 sounds in English and with two or three sounds next to each other. The purpose of this phase is for children to further broaden their knowledge of graphemes (letters) for use in reading. All children in this phase will get a weekly sheet of spellings, they may also get writing homework. In order to progress to phase 5.3 a child must be able to read at least 35 out of the 40 phonic assessment words.

Letters / Sounds: **As before + new grapheme for reading s (/zh/) and alternative pronunciations of the graphemes they already know.**

Tricky words: As before + **like, little, many, once, who, what, where, when, why, which**

Phase 5.3

A child in this phase is able to blend (read) and segment (spell) words using the common 44 sounds in English and with two or three sounds next to each other. The purpose of this phase is to begin to learn the alternative spellings for the long vowel sounds, ai, ee, ie, oa and ue. All children in this phase will get a weekly sheet of spellings. In order to progress to phase 5.4 a child must be able to read at least 35 out of the 40 phonic assessment words and write at least 30 of the phonic assessment words.

Letters / Sounds: As before + **alternative spellings for phonemes: ai, ee, ie, oa, ue**

Tricky words: As before + **don't didn't, I'll, I've, let's, can't, would, should, could, couldn't**

Phase 5.4

A child in this phase is able to blend (read) and segment (spell) words using the common 44 sounds in English and with two or three sounds next to each other, they can also read words with new graphemes in and are beginning to spell words with alternative spelling patterns in. The purpose of this phase is to begin to learn the alternative spellings for the sounds, oo, or, air, er and er. All children in this phase will get a weekly sheet of spellings. In order to progress to phase 5.5 a child must be able to read at least 35 out of the 40 phonic assessment words and write at least 30 of the phonic assessment words.

Letters / Sounds: As before + **alternative spellings for phonemes: oo, or, air, ear, er**

Tricky words: As before + **house, children, teacher, friends, school, because, thought, through, water, people**

Phase 5.5

A child in this phase is able to blend (read) and segment (spell) words using the common 44 sounds in English and with two or three sounds next to each other, they can also read words with new graphemes in and are beginning to spell words with alternative spelling patterns in. The purpose of this phase is to begin to learn the alternative spellings for the sounds, oo, ar, ch, j, m, n, r, s, z, u, sh. All children in this phase will get a weekly sheet of spellings. In order to progress to phase 6.1 a child must be able to read at least 35 out of the 40 phonic assessment words and write at least 30 of the phonic assessment words.

Letters / Sounds: As before + **alternative spellings for phonemes: oo, ar, ch, j, m, n, r, s, z, u, sh**

Tricky words: As before + **suddenly, know, something, everyone, clothes, laugh, laughed, work, eyes, please**

Phase 6.1

A child in this phase is confident in reading and writing a range of both regular and irregular words. The purpose of this phase is to begin to learn the rules associated with adding the suffixes, **ed, ing, er, est, y, ly, ful, less, ness** and **ment**. These include dropping the e, doubling the consonant after a short vowel and changing y for i.

All children in this phase will get a weekly sheet of spellings. In order to progress to phase 6.2 a child will need to be able to **read** and **write** words with the suffixes, **ed, er, ing, y, ly, ful, est** and **s** or **es**.

Tricky words: As before + **tricky number words**

Phase 6.2

The purpose of this phase is to consolidating all the knowledge they have learned so far as well as the correct spelling for plurals, 'l' at the end of a word, some common homophones, some common contractions and how to use the possessive apostrophe. All children in this phase will get a weekly sheet of spellings. In order to progress to phase 7.1 a child will need to be able to **read** and **write** words from their new learning.

Tricky words: As before + **days of the week and months of the year**

N.B. Phase 6.1 and 6.2 may be done in either order as the learning is interchangeable.

Phase 7.1

The purpose of this phase is consolidating all the knowledge they have learned so far as well as thinking about specific spelling strategies to help with new words or tricky ones. They will be learning about the prefixes, **un, dis, mis** and **re** and the suffix **ous**. They will also be thinking about words that end in **tion, sure, ture** and **sion**. The children will be recapping work on nouns, verbs, adjectives, adverbs and connective / conjunctions. Every Friday they will be looking at proof reading their own work and the importance of this. All children in this phase will get a weekly sheet of spellings. In order to progress to phase 7.2 a child will need to be able to **read** and **write** words from their new learning.

Phase 7.2

The purpose of this phase is consolidating all the knowledge they have learned so far as well as thinking about specific spelling strategies to help with new words or trick ones. They will be learning about the prefixes, **de, non, auto** and **super** and the suffix **able**. They will be learning to use a dictionary and thesaurus. All children in this phase will get a weekly sheet of spellings. Every Friday they will be looking at proof reading their own work and the importance of this. In order to complete the Funky Phonics program a child will need to be able to **read** and **write** words from their new learning and know over 110 of the 120 tricky words.

N.B. Phase 7.1 and 7.2 may be done in either order as the learning is interchangeable.

Post Funky Phonics

Comprehension, reading exercise, word games etc.

Further Information

Mr Thorne and Geraldine the Giraffe www.youtube.com/user/breakthruChris
Alphablocks www.bbc.co.uk/cbeebies/shows/alphablocks
Jolly Phonics www.jollylearning.co.uk/parent-teacher-guide/
Phonics Play www.phonicsplay.co.uk

Funky Phonics Jargon Buster

Phoneme	The smallest unit of sound. There are approximately 44 phonemes, e.g. 's' as in sun, 'a' as in cat, 'igh' as in light. Phonemes can be put together to build words.
Grapheme	This is a way of writing down the phoneme. These can be made up from one letter 'p', two letters 'sh', three letters 'igh' or four letters 'ough'.
GPC	This is short for Grapheme Phoneme Correspondence. This is when a phoneme and a grapheme can be matched.
CVC	A word containing a consonant sound then a vowel sound and then a consonant sound.
Consonant	A speech sound that is not a vowel.
Vowel	The sounds a, e, i, o, u and often 'y' when used as a vowel sound.
Consonant Cluster	Two consonants next to each other e.g. <u>du</u> <u>st</u> , <u>st</u> <u>ep</u> , <u>st</u> <u>rip</u>
Digraph	Two letters that make one sound e.g. 'sh', 'ch'.
Vowel Digraph	Two vowels that make one sound e.g. 'oa' in boat
Split Digraph	Two vowels, split, making one sound e.g. a_e in cake or i_e in site. Also known as the magic 'e'.
Trigraph	Three letters that make one sound e.g. 'igh', 'ear'.
Syllables	The beats in a word. Used to break bigger words down when writing e.g. Sep-tem-ber.
Tricky Words	Words that cannot be sounded out using phonics and therefore need to be learned by heart.