

A photograph of children's hands interacting with large, colorful, 3D letter blocks on a light-colored wooden table. The letters visible include C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, and Z. The children are wearing dark blue clothing. A teal and pink graphic overlay is in the top left corner.

A Helping Hand

EYFS
Phonics



THE BRITISH SCHOOL
OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

*Early Years
Foundation Stage
EYFS*

Pre-Nursery (Teddies)

Nursery
and Reception

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What Is Phonics?

Phonics is the most effective method of teaching children to read and write through the knowledge of sound. It is a system used in all UK schools and has been proven to be incredibly effective.

The teaching of phonics gives children the skill to crack the code of reading and writing. By teaching them the sounds that letters make, both individually and when put

with a set of letters, they are able to decode words to read and write them.

What Does Phonics Lesson Look Like?

In EYFS Phonics is ongoing throughout the day with sounds all around the environment and opportunities to learn letters and play with sounds. From Term 2 in Nursery, phonics becomes more formalised, with children taking part in a whole class session each day. The lessons are split into four sections:

Revisit

Children recap previously taught sounds and words.

Teach

Children are taught new sounds, words or skills.

Practise

Children play games and participate in activities to practice the new sounds and skills they have learnt.

Apply

Children apply their new skills and knowledge to read and write words and captions.



bead
meat
least
recreat
eat
ne-

Phonics Terminology

In phonics, there is a lot of vocabulary that children may come home and talk to you about and you will also read in this booklet. You can find their meanings here.

Letters and Sounds – This is the phonics scheme that we follow at BSB. It outlines the teaching order of all of the sounds and words taught.

Jolly Phonics – Jolly Phonics is a phonics scheme which has some great elements which we have selected to use part of. Each sound has a Jolly Phonics song and action to help children remember the sounds. These actions are introduced to the children when they are in Teddies when talking about the days of the week or what sound the children's names begin with.

Read Write Inc. – Read Write Inc. is another phonics scheme and we have opted to use their letter formation technique. Each letter has a character and wording to help children learn the correct formation for each letter.

Diagraph – A diagraph is a sound made up of 2 letters.

Trigraph – A trigraph is a sound made up of 3 letters.
CVC Words – CVC words are made up of a consonant, vowel and a consonant, such as sat, pin, cup.
CVCC/CCVC Words – These are words made up of 4 letters, such as tent, camp, stop.

Polysyllabic Words –

Words that consist of several syllables.

Phoneme – A phoneme is an individual sound made by your mouth.

Grapheme – A grapheme is a letter or set of letters that make a sound.

Tricky words - are words that are essentially designed to 'trick' children. They can't use their phonics knowledge to decode them as they don't fit the normal spelling rules. Each Phase has a set of key words that children will learn; beginning with the most frequently used words.

Our Phonics Curriculum

We follow the 'Letters and Sounds' phonics scheme which is adopted by schools in the UK. It is a very systematic approach which teaches sounds and words to children in a strict order, allowing them to apply the sounds they have learnt quickly and effectively.

There are six phases of phonics and it typically runs from Pre-school to Year 3, however, children learn at different rates so this may be extended depending on individual children's needs.

Phase 1

Phase 1 focuses on children learning to listen. Listening is not a skill that children simply acquire, it needs to be learnt and that happens by making them aware of the sounds around them and allowing them the opportunity to investigate and play with sounds.

Phase 2

Children begin Phase 2 in Nursery, learning 1 sound per week, however,

this pace may change depending on the needs of the children. This will continue in Reception at a quicker pace with a bigger focus on blending and segmenting words. The sounds are taught in a specific order, allowing children to apply their skills quickly. The order in which they are taught is identified below.

- Set 1: s, a, t, p
- Set 2: i, n, m, d
- Set 3: g, o, c, k
- Set 4: ck, e, u, r
- Set 5: h, b, f, ff, l, ll, ss

Once children have learnt the first 2 sounds, they can begin to apply their skills to blend the word 'as.'

Tricky words

In Phase 2, children will learn:

- to
- the
- no
- go
- I
- into

Our Phonics Curriculum

Phase 3

In Phase 3, children learn digraphs and trigraphs.

A digraph is a sound that is made up of 2 letters.

A trigraph is a sound that is made up of 3 letters.

By Phase 3, children will be able to blend words to read and segment them to write. Similarly to Phase 2, the sounds are taught in a set pattern which is identified below.

- Set 6: j, v, w, x
- Set 7: y, z, zz, qu
- Consonant digraphs: ch, sh, th, ng
- Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

When children learn these sounds, they do not see each letter as an individual sound; they identify the letters together as one sound.

Tricky Words

In Phase 3, children will learn:

- he
- she
- we
- me
- be
- was
- you
- they
- all
- are
- my
- her

Phase 4

In Phase 4, children do not learn any new sounds. In this Phase children consolidate their knowledge of the sounds taught and learn to apply these to breakdown polysyllabic words in order to read and write them phonetically.

Tricky Words

In Phase 4, children will learn:

- said
- have
- like
- so
- do
- some
- come
- were
- there
- little
- one
- when
- out
- what

Phase 5

In Phase Five, children will learn more graphemes and phonemes. For example, they already know 'ai' as in rain, but now they will be introduced to 'ay' as in day and 'a-e' as in make. Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

Our Phonics Curriculum

The sounds learnt in Phase 5 include:

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, ue

Alongside learning these alternative spellings and pronunciations, children will learn simple rules to identify the most likely spelling depending on where the sound is located in a word.

Tricky Words

In Phase 5, children will learn:

- oh
- their
- people
- Mr
- Mrs
- looked
- called
- asked
- could

Phase 6

In Phase 6, children look at spelling patterns and grammar in more depth, learning the more likely spelling patterns as well as irregular spelling patterns and rules.



Segmenting and Blending

Segmenting

Segmenting is the skill children need to be able to write. They hear a word as a whole and they need to be able to break the word down into sounds to be able to write it. Children usually learn to blend before they learn to segment. When writing, children will first only hear the initial sound in a word. They will then move on to hearing the initial and final sound before hearing the

sound(s) in-between. You can support your child to segment by emphasising the sounds in the words to help children to hear them.

Blending

Blending is the skill that children need to be able to read. When they first begin phonics, they learn individual sounds. They need to understand that each of those sounds together make a word. This is a skill some children

learn very quickly and others find challenging, however, they will learn at their own pace and once they are able to blend, it is something they will not forget. You can support children to blend words by tapping, jumping and clapping sounds. You can say the sounds seamlessly to them to help them hear them as part of a word rather than as individual sounds.



























Letter Formation

In EYFS, We use Read Write Inc letter formation to teach children how to form letters correctly. Each letter has an image to help

children remember the letter formation and comes with specific wording which children often repeat as they write the letters as

a prompt for themselves. When children learn to form letters, they learn lower-case, not upper-case.

Rhymes for letter formation - taken from Read Write Inc.

| | | | | | |
|---|---|---|---|---|--|
| <p>a</p>  <p>Around the apple and down the leaf.</p> | <p>b</p>  <p>Down the laces to the heel and around the toe.</p> | <p>c</p>  <p>Curl around the caterpillar.</p> | <p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p> | <p>e</p>  <p>Lift off the top and scoop out the egg.</p> | <p>f</p>  <p>Down the stem and draw the leaves.</p> |
| <p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p> | <p>h</p>  <p>Down the head, to his hooves and over his back.</p> | <p>i</p>  <p>Down the body and dot for the head.</p> | <p>j</p>  <p>Down his body, curl, dot for his head.</p> | <p>k</p>  <p>Down the kangaroo's body tail and leg.</p> | <p>l</p>  <p>Down the long leg.</p> |
| <p>m</p>  <p>Down Maisie, mountain, mountain.</p> | <p>n</p>  <p>Down Nobby and over his net.</p> | <p>o</p>  <p>All around the orange.</p> | <p>p</p>  <p>Down the pirates plait and around his face.</p> | <p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p> | <p>r</p>  <p>Down the robots back and curl over his arm.</p> |
| <p>s</p>  <p>Slither down the snake.</p> | <p>t</p>  <p>Down the tower, across the tower.</p> | <p>u</p>  <p>Down and under, up to the top and draw the puddle.</p> | <p>v</p>  <p>Down a wing, up a wing.</p> | <p>w</p>  <p>Down, up, down, up.</p> | <p>x</p>  <p>Down the arm and leg, repeat the other side.</p> |
| <p>y</p>  <p>Down a horn, up a horn and under head.</p> | <p>z</p>  <p>Zig-zag-zig.</p> | | | | |

Phonics in the Classroom

In EYFS, children apply their phonics knowledge in all classroom areas constantly. The classroom areas are set up as play-based learning opportunities which are based on children's interests. Within each area are opportunities for children to apply their phonics skills which is supported by teachers and teaching assistants, ensuring children have the

opportunity to apply their skills independently but also receive plenty of adult support too.

Some examples of phonics through play-based learning include:

- Writing a shopping list in the home corner.
- Labelling a model in the construction area.
- Writing a recipe in the play dough area.

- Fishing for words in the water area.
- Writing space-log books in a space role-play area.

In addition to the phonics provision around the classroom, children also take part in an adult-directed phonics activity which focuses in on each individual child's needs to extend their learning.



Helping at Home

There are many ways you can support your children with their phonics development at home, however, we promote the importance of learning through play to do this. Phonics opportunities do not have to be hard work or take a lot of planning. Below are some of our favourite ideas.

- Encourage children to read some words or pages of a story that you share at bedtime.
- Create hopscotch outside using chalk and write a sound or word in each box, encouraging children

to shout the sounds as they jump on them.

- Place sounds around the house and go on a sound hunt.
- Take notice of the sounds around you and encourage children to listen to what they can hear.
- Stick sounds or words on a wall and ask children to throw a ball or bean bag at a specific word. They could also do this with water balloons for an extra element of fun.
- Play I Spy, identifying the initial sound of the objects and encouraging children

to think of items starting with that sound.

- Encourage children to help with writing on a daily basis, such as writing shopping lists and birthday cards or a note to a family member.
- Fish for sounds in a bucket on water and encourage children to make words with the sounds.
- Get a 'Twister' board and write sounds or words on each shape. Play a game of Twister, encouraging children to read the words as they land on them.

Useful Websites

PhonicsPlay – very useful website full of games and resources. Many need to be paid for but there are also some free resources available.

Twinkle & Sparklebox – A wealth of printable phonics games and resources.

YouTube – YouTube contains all of the Jolly Phonics songs that children sing at school. Simply type 'Jolly Phonics ...'

ICT Games – A range of free phonics games to support learning.

BBC Schools – Many games that focus on specific sounds.

Starfall – Great site with many games and online books to read.

Pinterest – Pinterest has some fabulous ideas for making phonics fun.

What Not to Do

- If your child spells a word phonetically correct (it makes sense when you read the written sounds out loud), but if it is not spelled correctly, don't correct them. We want to build confidence and encourage children to use their sounds to read and write. They will learn the correct spellings in a later phase.
- Never be negative about their writing. We want to build a confidence and sense of pride in children and motivate them to write. By praising them, they will be more eager and willing to read and write.
- Don't teach them to write in capital letters. Although we do teach capital letters alongside lower-case letters, when we teach children to write the letters, we first teach them lowercase.
- Don't expect your child to know letter names in EYFS. Children will be able to tell you the sounds each letter makes but not all of the letter names. If a child says the sounds c-a-t they are able to blend these sounds together to read the word cat but if they say the letters C-A-T, these sounds don't blend to read cat.



Thank you for reading our phonics booklet. If you have any questions, please contact your child's class teacher who will be happy to offer you further support and information.

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