



Welcoming - Kind - Polite - Successful

# Phonics in EYFS and KS1 at West Kirby Primary School

Wednesday 19<sup>th</sup> October

# Aims of the Meeting ...

- To explain what phonics is
- To explain how phonics is taught at West Kirby Primary School
- To help you support your child at home



# Did You Know the English language has ...

26 letters



44 sounds

Over 100 ways to spell  
those sounds.



It is one of the most complex languages to learn to read  
and spell.

# Why Teach Phonics?

- Phonics, taught in a systematic synthetic way, is key to teach children become fluent readers.
- Children learn to hear and recognise sounds in words and spell them correctly.
- This assists with their confidence, accuracy and fluency.



# Phonics vocabulary ...

Your child will learn to use the term ...

**phoneme**

Phonemes are sounds that can be heard in words

E.g. c-a-t

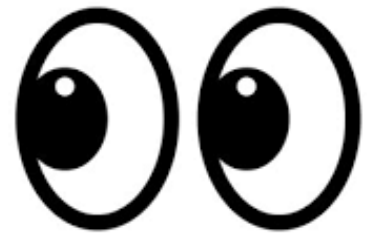


# Phonics vocabulary ...

Your child will learn to use the term ...

**grapheme**

This is how a phoneme is written down  
(what you can see)



# Phonics vocabulary ...

Your child will learn to use the term ...

**blending**

Children need to **hear** the separate sounds then blends them together to make the whole word

E.g. c-a-t = cat



# Phonics vocabulary ...

Your child will learn to use the term ...

**segmenting**

Children need to **hear** every sound that is in the whole word

E.g. dog = d-o-g





# Tricky words (also called common exception words) ...

These are words that cannot be blended or segmented because they are irregular.

For example ...

the was you said come

Tricky  
words

How is Phonics  
taught at West  
Kirby Primary  
School?





In September, we implemented our  
new Phonics scheme  
*Reading Planet Rocket Phonics.*

Phonics is  
taught from F1.

In F1, the children  
will explore ...

- environmental
- instrumental
- body percussion
- rhythm and rhyme
- alliteration
- oral blending and segmenting

In F2, the children  
will learn ...

Letter-sounds taught
s a t i p n m d g o c k
ck e u r h b f ff l ll ss
j v w x y z zz qu
ch sh th ng ai ee igh oa oo
ar or ur ow oi ear air ure er

In Year 1, the  
children will learn ...

Letter-sounds taught
wh ph ay a-e a /ai/ e-e ie ea y ey /ee/ i i-e ie y /igh/ o-e ow oe o /oa/
u u-e ue ew /y+oo/ u ou oul short /oo/ u-e ue ew oa ou long /oo/  er ir ear or /ur/ ou /oa/ oy /oi/ a al /ar/ eer ere /eer/ are ear ere /air/ au aw al our ore oor augh /or/
c se ce sc st /s/ g dge ge /j/ ea /e/ ch /k/ ch /sh/ o /uh/ -ed /t/ and /d/ le /ul/ mb /m/ kn gn /n/ wr /r/ tch /ch/ s, si, ge /zh/ ture /ch+u/ y /i/ (w)a /o/ ti ci ssi /sh/

In Year 2, the  
children will learn ...

/ai/ ai, ay, a-e, a, eigh, ei, ea, ey  
/ee/ ee, e-e, ie, ea, y, ey, e  
/igh/ igh, i, i-e, ie, y  
/oa/ oa, o-e, ow, oe, o  
homophones and near-homophones  
suffixes

/w/ w, wh /f/ f, ff, ph  
long /oo/ oo, u-e, ou, ue, ew  
/y+oo/ u, u-e, ue, ew  
short /oo/ oo, u, oul /ar/ ar, a, al  
possessive apostrophes  
suffixes

/or/ or, au, aw, al, ar, a  
/or/ our, ore, oor, augh  
/ur/ ur, er, ir, ear, or  
/ou/ ou, ow /oi/ oi, oy  
contractions  
suffixes

/eer/ ear, eer, ere  
/air/ air, are, ear, ere  
/s/ s, ss, c, se, ce, sc, st  
/i/ i, g, dge, ge  
homophones and near-homophones  
suffixes

/t/ t, tt, ed /d/ d, dd, ed  
/n/ n, nn, kn, gn /m/ m, mm, mb  
/k/ c, k, ck, ch /r/ r, rr, wr  
/l/ l, ll /ul/ le, il, al, el  
possessive apostrophes  
suffixes

/i/ i, y /o/ o, (w)a (qu)a  
/e/ e, ea /zh/ s, si, ge  
/ch/ ch, tch /ch+u/ ture  
/sh/ sh, ch, ti, ci, ssi  
contractions  
suffixes

- In the daily Phonics lessons, your child will ...
- Learn to recognise, identify, say and read all of the 44 sounds of the English language along with writing and spelling them.
- They will revisit sounds they have learned, learn new sounds, take part in stimulating activities to practise and apply their reading, writing and spelling skills.
- Contribute to comprehension quizzes to check for understanding.





Some of the resources  
used to support the  
teaching of Phonics ...

# Interactive big books ...

Story text for the teacher to read aloud, or play the audio version (with sound effects)

Decodable words containing the focus letter-sound appear in blue lozenges that can be clicked to hear the pronunciation

Target letter-sounds appear in yellow lozenges that can be clicked to play the pronunciation

A few years passed until one day, Mr and Mrs Sprout were picking ripe apples in the sunshine when a messenger arrived from the royal palace.

Toot! Toot! He blew his golden trumpet, then announced: "The King and Queen invite their people to enter a grand pie-making contest!"

sunshine

ripe

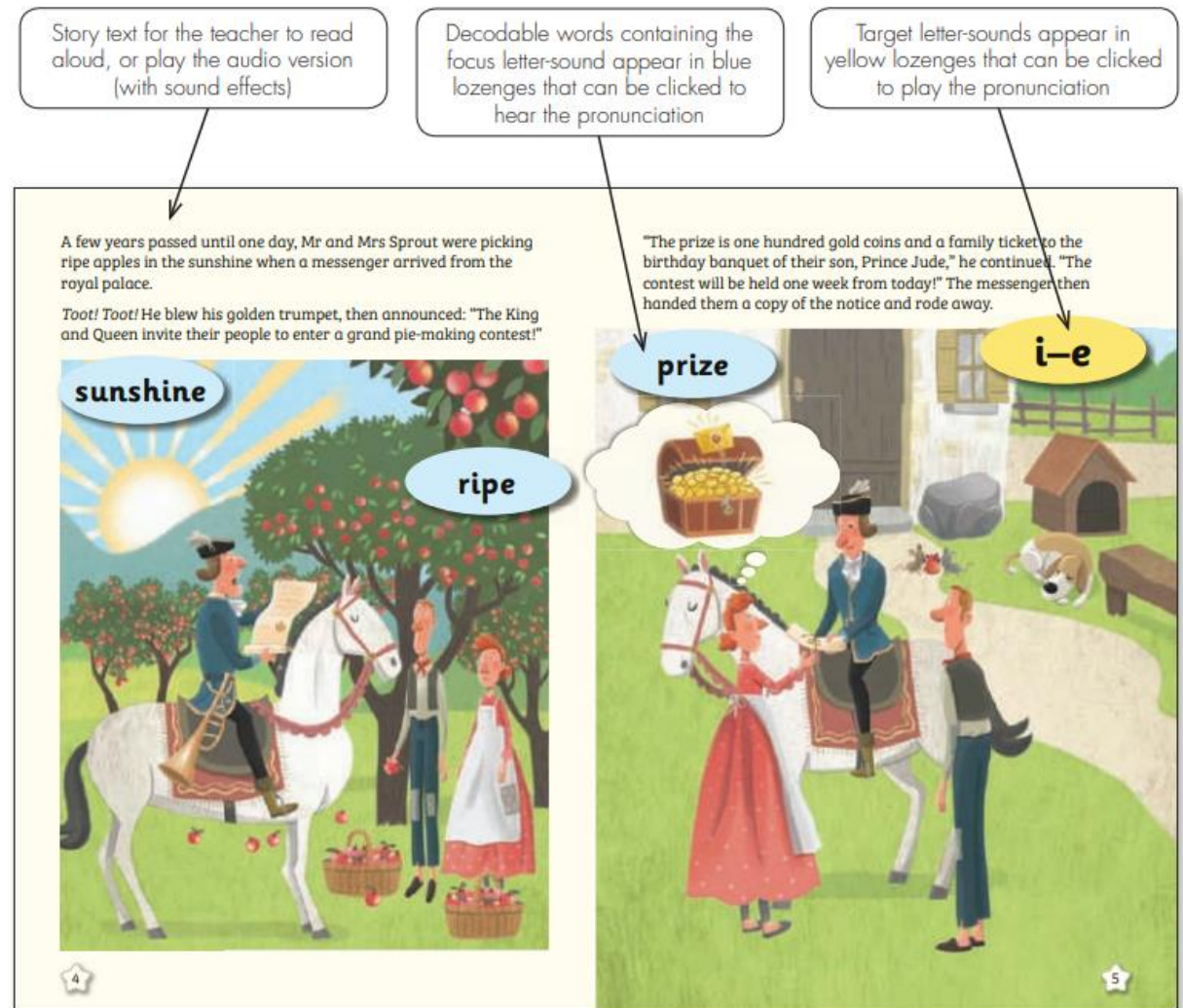
prize

i-e

"The prize is one hundred gold coins and a family ticket to the birthday banquet of their son, Prince Jude," he continued. "The contest will be held one week from today!" The messenger then handed them a copy of the notice and rode away.

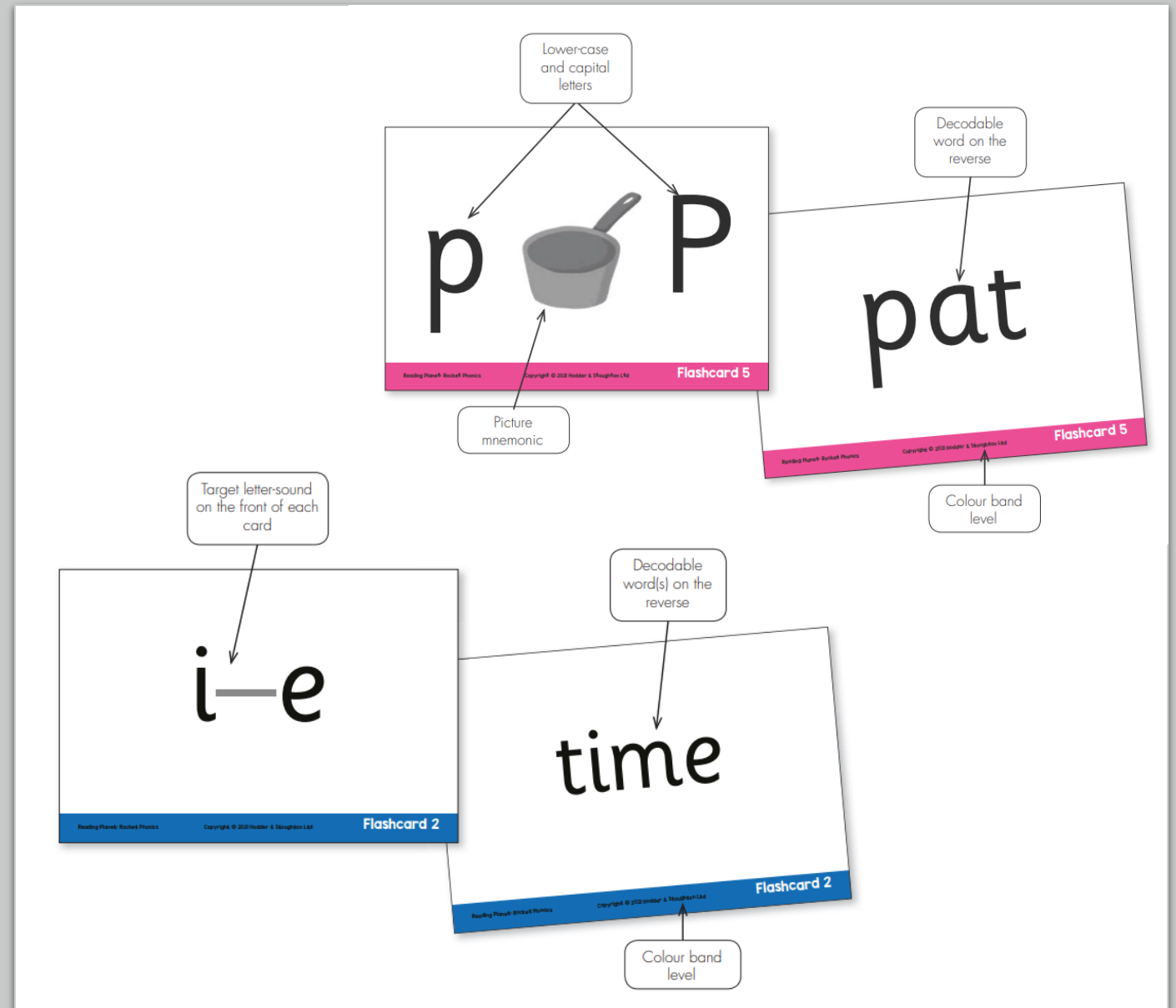
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5



Some of the resources  
used to support the  
teaching of Phonics ...



## Flashcards ...



Some of the resources  
used to support the  
teaching of Phonics ...




# Pupil practice booklets ...


Left-hand  
pages focus  
on blending  
skills for  
reading

 **p P** 


1. Revise and review: Say and tick each sound.  
i t I a p P S T

2. Grapheme search: Find and circle all the p letters.  
Pip has a pink pen.  
How many did you spot?

3. Blending practice: Decode and match the words to the pictures.  
sip   
tip   
tap 



4. Apply: Tick the sentence that matches the picture.  
It is a pit.   
It is a pip.

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 **p P**

1. Revise and review: Listen to the sounds and point to the letters.  
t s a i p I P A

2. Grapheme write: Copy the letters and say the sound as you write.  
p p p  
P P P



3. Segmenting practice: Look and write the words.  
 p t a  
 i p p

4. Apply: Let's write a sentence.  
\_\_\_\_\_  
\_\_\_\_\_

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Right-hand pages  
focus on segmenting  
skills for spelling and  
writing

Left-hand  
pages focus  
on blending  
skills for  
reading

 **i-e** 


1. Revise and review: Say and tick each sound.  
ar oo oa igh ee ai ng th

2. Blending practice: Decode and tick each word.  
time pine mine  
like ripe slide

3. Grapheme search: Find and circle all the /igh/ or i-e graphemes.  
Inside the shed was a lime green bike. It was a gift for Mike. Mike and his dad went for a bike ride. They stopped for a short time and Mike spotted a pike swimming in the river.  
How many did you find?

4. Apply: Reread the passage above and answer the question.  
What did Mike's bike look like?  
\_\_\_\_\_

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 **i-e**

1. Revise and review: Listen to the sounds and point to the graphemes.  
sh ch qu zz y x w v

2. Segmenting practice: Listen and write the words.  
\_\_\_\_\_  
\_\_\_\_\_

3. Find and write the /igh/ or i-e words from the text on page 4.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

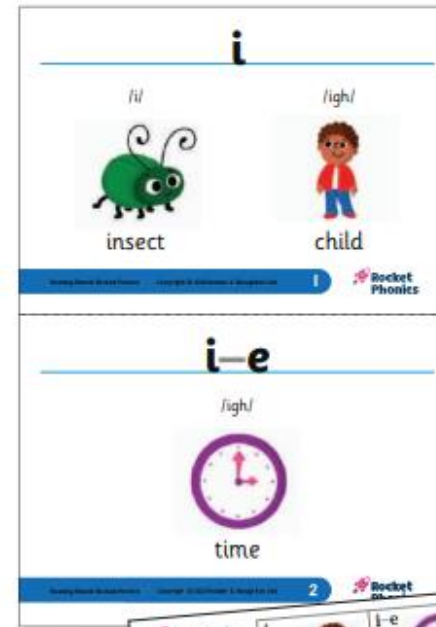
4. Apply: Let's write.  
\_\_\_\_\_  
\_\_\_\_\_

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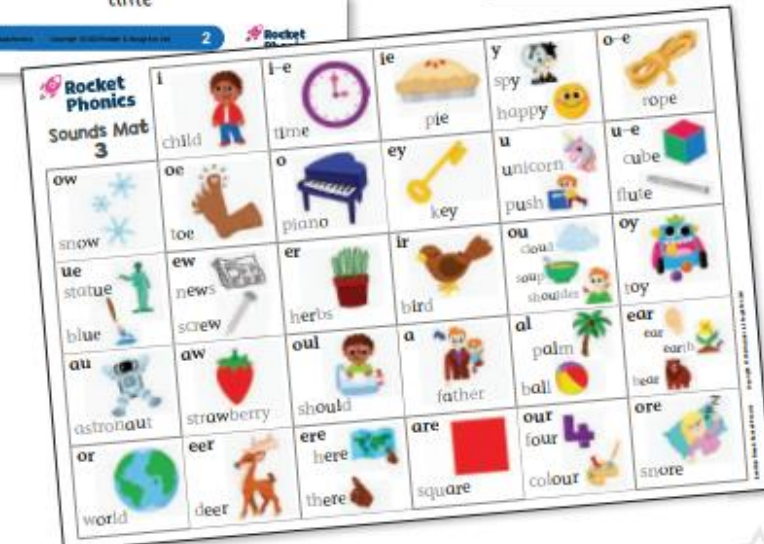
Right-hand pages  
focus on segmenting  
skills for spelling and  
writing

Some of the resources  
used to support the  
teaching of Phonics ...

Frieze and  
sound mats ...



The Frieze is provided  
in sections that can be  
displayed on the wall



The Sounds Mats can be  
printed out and laminated for  
reference on classroom tables

The Rising Stars reading books used to support the scheme are all fully decodable. This helps to develop confidence and fluency, as well as consolidating what the children have learnt in their phonics lessons.



# Reading Books ...

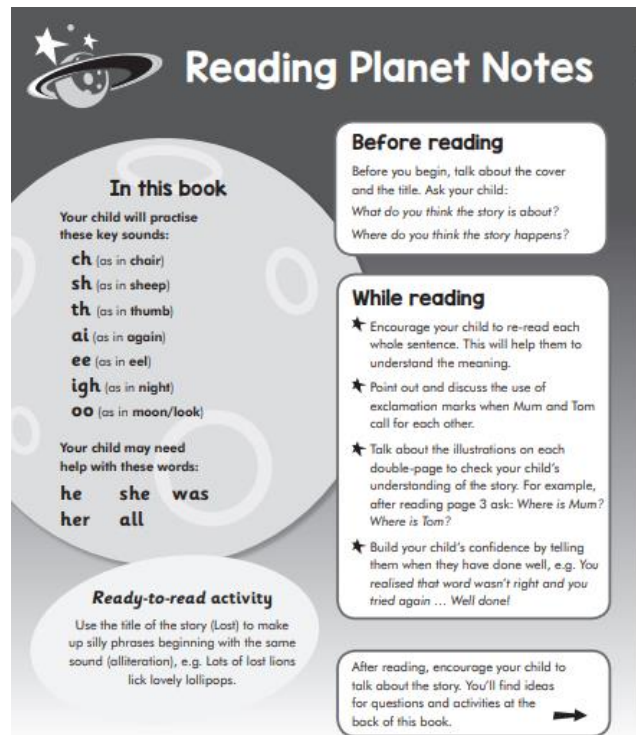
Each week, the children will be given a reading book from our scheme Rising Stars. This reading book will be fully decodable so will only have words that the children should be able to read.





Have a look at the information and suggested activities in the front and back of the book.

They are really useful!



## Reading Planet Notes

### In this book

Your child will practise these key sounds:

- ch** (as in chair)
- sh** (as in sheep)
- th** (as in thumb)
- ai** (as in again)
- ee** (as in eel)
- igh** (as in night)
- oo** (as in moon/look)

Your child may need help with these words:

**he she was  
her all**

### Ready-to-read activity

Use the title of the story (*Lost*) to make up silly phrases beginning with the same sound (alliteration), e.g. Lots of lost lions lick lovely lollipops.

### Before reading

Before you begin, talk about the cover and the title. Ask your child:

- What do you think the story is about?
- Where do you think the story happens?

### While reading

- ★ Encourage your child to re-read each whole sentence. This will help them to understand the meaning.
- ★ Point out and discuss the use of exclamation marks when Mum and Tom call for each other.
- ★ Talk about the illustrations on each double-page to check your child's understanding of the story. For example, after reading page 3 ask: Where is Mum? Where is Tom?
- ★ Build your child's confidence by telling them when they have done well, e.g. You realised that word wasn't right and you tried again ... Well done!

After reading, encourage your child to talk about the story. You'll find ideas for questions and activities at the back of this book. ➡

### AFTER READING

Try these activities with your child:

- ★ Have fun looking back through the book and counting the details in the illustrations, e.g. how many cakes can you see on page 7?
- ★ Talk with your child about how easy it can be to get lost. Ask them how they can stay safe and what they should do if they think they are lost.

### Ready-to-read tip

Encourage your child to learn some nursery rhymes and simple poems by heart. This can be a fun experience that will familiarise your child with the sounds and rhythms of language.

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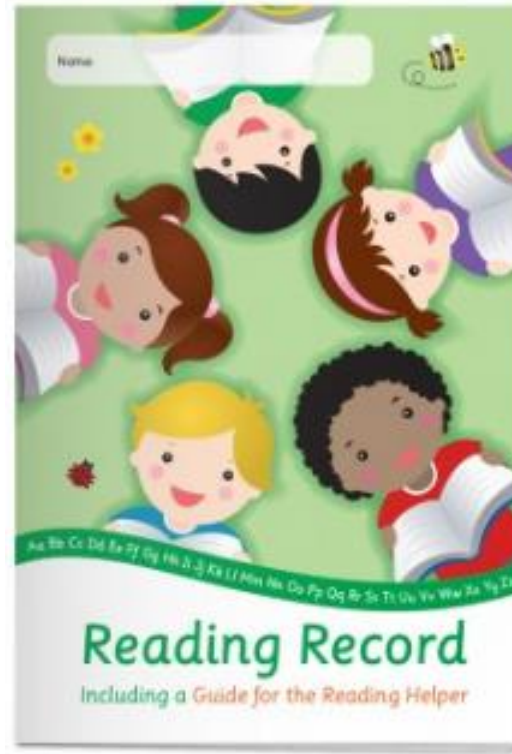
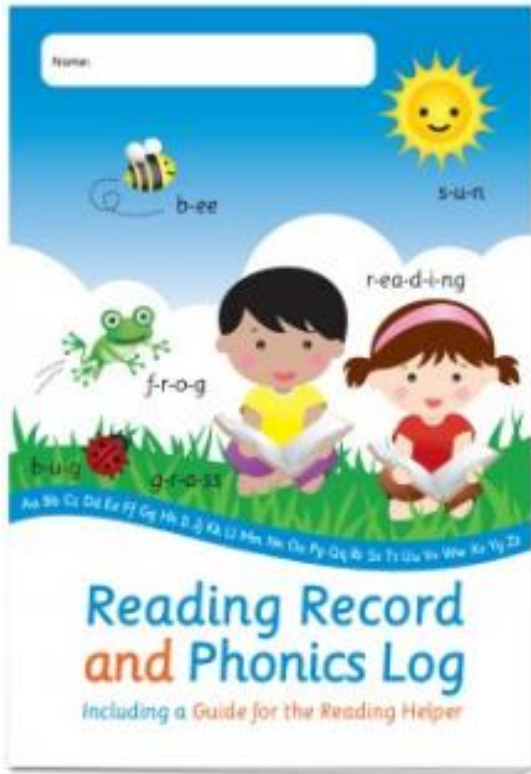
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# Reading in EYFS and Key Stage 1...

- We would like children to read for **10 minutes** per day. All children should talk to an adult about what they are reading at least **five times** a week.
- Please encourage your child to read as wide a **variety of books** as possible – they need to develop their reading skills across a wide range of genres and text types.
- Your child will have a school library book. They will change their library book every week.
- All school book bags must be in school **every day**. Please ensure that your child's Reading Record book is filled in each time they read at home.

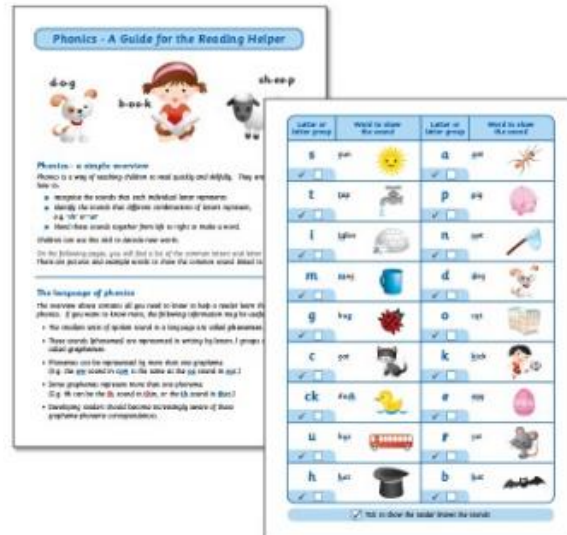






In your child's reading record book, please complete:

- Date
- Book title
- Page read to
- Comment



Our reading record books also include support for children and parents with phonics, spellings and reading.

# Phonics Keyrings ...

- In the next few weeks, Year 1 and some Year 2 children will be given a phonics keyring.
- This will have the different graphemes that the children have been learning.
- On the back of the card it indicates how this grapheme would be applied in words.
- Please work through the keyrings with your child to develop their understanding.



Further information about Rocket Phonics and the Reading books can be found on our school website.

The image shows a screenshot of the West Kirby Primary School website. At the top is a blue header with the school's logo, which includes the text "WEST KIRBY PRIMARY SCHOOL" and a stylized bird and waves. Below the logo is the motto "Welcoming - Kind - Polite - Successful". A navigation bar below the header contains links: HOME, KEY INFO, STATUTORY INFO, TEACHING & LEARNING, PARENTS, DIGITAL AWARENESS, CALENDAR, and CONTACT. A dropdown menu is open under "TEACHING & LEARNING", listing various subjects: Our Curriculum, Art, Computing, DT, English, EYFS, Geography, History, Maths, MFL, Music, PE, Phonics, PSHE, RE, Science, National Curriculum Tests, and Remote Learning. A red arrow points from the "Phonics" link in this menu to a secondary dropdown menu. This secondary menu lists "Phonics", "Intent-Implementation-Impact", and "Rocket Phonics". Another red arrow points from "Rocket Phonics" to a third dropdown menu. This third menu lists "Phonics", "Intent-Implementation-Impact", "Rocket Phonics", and "Rocket Phonics - Parent Guide". A final red arrow points from "Rocket Phonics - Parent Guide" to the text "Rocket Phonics - Parent Guide" on the right side of the image.

WEST KIRBY  
PRIMARY SCHOOL

Welcoming - Kind - Polite - Successful

HOME | KEY INFO | STATUTORY INFO | TEACHING & LEARNING | PARENTS | DIGITAL AWARENESS | CALENDAR | CONTACT

Our Curriculum  
Art  
Computing  
DT  
English  
EYFS  
Geography  
History  
Maths  
MFL  
Music  
PE  
Phonics  
PSHE  
RE  
Science  
National Curriculum Tests  
Remote Learning

Phonics  
Intent-Implementation-Impact  
Rocket Phonics

Phonics  
Intent-Implementation-Impact  
Rocket Phonics  
Rocket Phonics - Parent Guide

Rocket Phonics - Parent Guide

# Questions



Thank you for attending  
this meeting and hope  
you found  
it useful.

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If you have any further questions or queries, please email ..

Mrs Catt at [EYFS@westkirbyprimaryschool.co.uk](mailto:EYFS@westkirbyprimaryschool.co.uk)

or

Mrs Hughes at [ks1@westkirbyprimaryschool.co.uk](mailto:ks1@westkirbyprimaryschool.co.uk)

