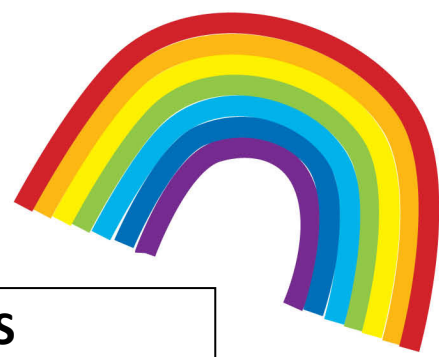


fabulous
phonics



THE BEGINNER'S GUIDE TO PHONICS

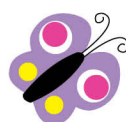
It's a tried-and-tested system for teaching reading and spelling, but for most parents of new school starters phonics is a bit of a mystery. Lucy Dimbylow explains the basics you need to know.

Ever heard of a phoneme? What about a grapheme or a digraph? Chances are you've never encountered these terms before, but all that is about to change. One of the main focuses of the Foundation Stage is phonics, and from the moment your child starts school they'll begin learning the sounds that pave the way for reading and spelling. It's all very different from how you were taught, but it works: research shows that after a year of phonics teaching, children are able to achieve a reading age 11 months ahead of their actual age.

So what is phonics all about?

Phonics involves learning the sounds of the English language, of which there are around 44. Some sounds are represented by single letters, such as 'a' as in 'apple', while others are represented by groups of two or more letters, like 'ay' as in 'day'. A phoneme is the sound itself, and a grapheme is the letter or group of letters that represents it.

Once your child has learnt an initial bank of letter and sound relationships, they can begin to decode written words by saying each sound aloud and 'blending' them together. For example, the word 'ship' contains three separate sounds – /sh/, /i/ and /p/. By saying them in order, your child will be able to hear the whole word. 'This process of blending the individual sounds to decode a word is known as synthetic phonics,' explains Chris Jolly, Managing Director of Jolly Learning, which publishes the [Jolly Phonics](http://www.jollyphonics.com) scheme.





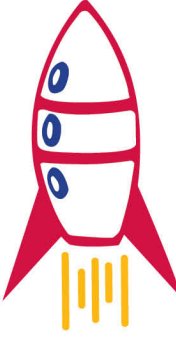
Why does it work?

Phonics provides children with a method for decoding the vast majority of English words. This is in contrast to the old-fashioned approach of memorising words based on their shape or initial letter. 'Children learn to read much faster if they can decode words themselves rather than relying on memory,' explains Chris.

Most synthetic phonics programmes use mnemonics to help children learn the sounds. In Jolly Phonics, children learn actions alongside sounds; for instance, the sound /d/ is represented by making drumming motions. Other programmes have different memory aids, such as pictures.

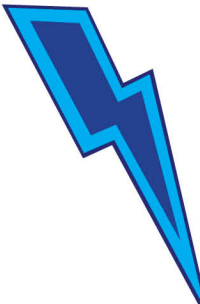
Synthetic phonics also rejects the idea that many English words are irregular. 'Now, we teach children alternative spellings for the same sound – such as 'ee' and 'ea' for the /ee/ sound – which means they can read and write most of the words in the English language,' Chris says. There is a small bank of so-called 'tricky words', including common words like 'their', 'who' and 'where', but these are drip-fed throughout phonics teaching rather than memorised all in one go.

What schemes are used to teach phonics?



The basic model for teaching phonics in primary schools is Letters and Sounds, a free programme published by the Department for Education and Skills in 2007. It aims to build children's reading, speaking and spelling skills through phonics, starting at age four plus and with the aim of all children being fluent readers by seven.

'While Letters and Sounds provides detailed guidance for teaching phonics, it doesn't include teaching aids or learning resources,' explains



Debbie Hepplewhite, author of the [Phonics International](#) scheme and consultant for [Oxford Reading Tree](#) Floppy's Phonics Sounds and Letters programme. Some teachers devise their own resources, but most schools use a commercial phonics scheme in the classroom. These schemes include Jolly Phonics, Floppy's Phonics, Oxford Reading Tree (comprising ranges of fiction and non-fiction books including Biff, Chip and Kipper stories and Songbirds), [Big Cat Phonics](#) and [Read Write Inc.](#)

Although the programmes differ slightly, for example in the mnemonics and resources used, they all employ the same basic principles, and many schools use elements from more than one scheme – for example, teaching Jolly Phonics actions alongside Oxford Reading Tree books.

What is taught when?

The government's Letters and Sounds programme sets out six phases for learning phonics, starting in Nursery and ideally finishing by the end of Year One, although some children may need extra phonics teaching into Year Two. These are:

- **Phase one (Nursery/Reception):** developing an awareness of sound, such as environmental sounds, rhythm and rhyme.
- **Phase two (Reception):** learning sounds for 19 letters of the alphabet, starting with the most common (s, a, t, i, p and n), and beginning to segment and blend words.
- **Phase three (Reception):** learning sounds for the remaining seven letters of the alphabet, and some two-letter graphemes. On completion of this phase, children are said to have learnt the 'simple code' and know one grapheme for each phoneme in the English language.



- **Phase four (Reception):** learning to blend and segment longer words including those with adjacent consonants, like 'swim'.
- **Phase five (Year One):** learning more graphemes for the phonemes which children already know, and different ways of pronouncing the graphemes that they have learnt. This is known as the 'complex code'.
- **Phase six (Year One):** working on spelling.

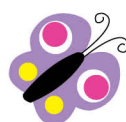
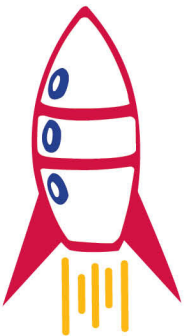
How is phonics teaching different to how reading was taught in previous generations?

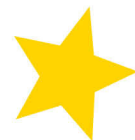
In the past, phonics teaching was combined with other strategies. For example, children were taught to recognise common words by sight, rather than by sounding out and blending. 'This system would fail some children straight away, as not all manage to learn words by their shape,' says Debbie.

Children were also encouraged to use other clues to work out unfamiliar words, such as making a guess based on the first few letters or by connecting the word with the pictures on the page. 'Nowadays, guesswork is discouraged, because learning the alphabetic code removes the need for guessing,' Debbie explains. 'If a child can't decode a word, it's better to model how to sound it out and blend it, or, if they really can't grasp it, tell them the word.'

What's all this about a phonics test for Year One children?

In 2012, the government introduced a new 'phonics screening check'. Year One children are asked to read a mix of 40 decodable real words and non-words with their teacher. It should take around two to three minutes per child. The check is designed to ensure that





schools are teaching phonics effectively, and to identify children who need extra support.

What guidance can you expect from your child's teacher?

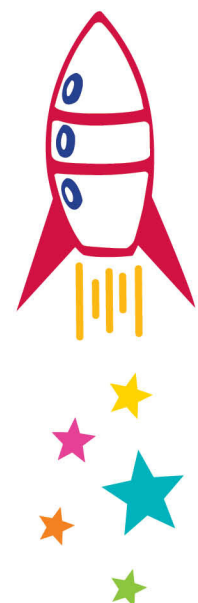
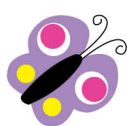
'Schools should provide lots of information and support for parents to help their children,' says Debbie. It's good practice for schools to hold an information session early in the Reception year to explain the basics of synthetic phonics.

One golden rule is to ensure that you pronounce phonemes correctly when you're helping your child sound out words. For example, the letter M should be sounded as 'mmm', not 'muh', and V is 'vvv' rather than 'vuh'. If you're not sure how to say the sounds, there's a free audio guide at

<http://www.oxfordowl.co.uk/question/index/3>.

If your child is struggling with the books he brings home, speak to his teacher. 'To read independently, children have to be able to decode the words on the page, so reading books should be closely matched to your child's current knowledge of phonics,' says Debbie.

And the one piece of advice that all teachers agree on? 'As well as listening to your child read, read to him, and talk to him about anything and everything,' Debbie advises. 'The more you read and talk, the more you'll help his awareness of phonics while building up his vocabulary and knowledge of the world.'

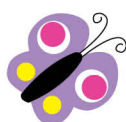


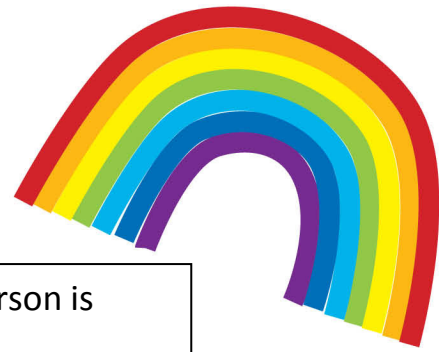


10 WAYS TO MAKE PHONICS LEARNING FUN

Whatever you're teaching your child, it's great to find 'real life' opportunities to help give their learning meaning. Teacher and education writer Phoebe Doyle suggests ten ways to make phonics part of your child's everyday life.

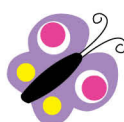
1. **Sound of the day.** Decide together on a sound to focus on during the day. Look out for objects with that sound in and point them out to each other. Record them in a list as you spot them and count them up at the end of the day, always trying to get a new highest score by adding more words to the list than on previous days.
2. **Post-it sounds.** Write whatever sounds you are working on onto five Post-it notes. Your child can go around your home or garden finding objects that contain that sound and marking them with the Post-its.
3. **Make words from newspaper headlines.** This is a bit like writing ransom notes! Cut out some headlines from newspapers (obviously ensuring they are suitable for your child to read – local newspapers can be a safer bet!). Ask your child to cut out some sounds, remembering that groups of letters such as /ch/ /sh/ /igh/ /er/ /oa/ are usually one sound. Once they have plenty of sounds they can make words using the sounds and stick them onto a large sheet of paper.
4. **'I spy' in the supermarket.** Liven up your weekly wander around the aisles with a competition to spot the most items in a supermarket beginning with a certain letter or sound. The

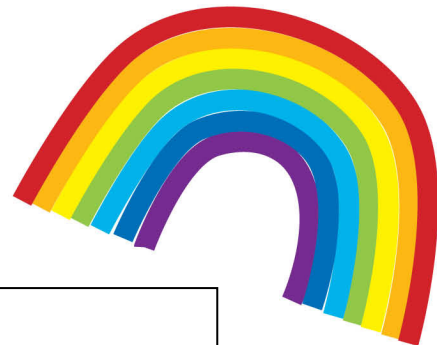




winner is the player who finds the most; if just one person is playing they can aim to find ten.

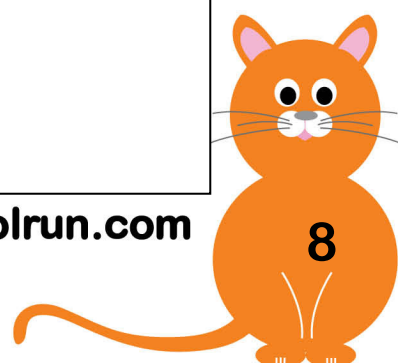
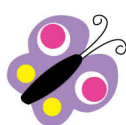
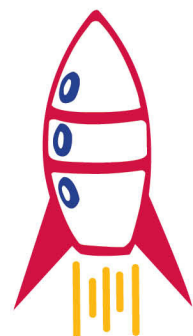
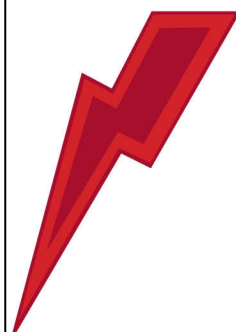
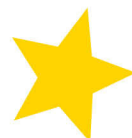
5. **Sound buckets.** Arm yourself with several seaside buckets and label each one with a sound you've been working on. Ask your child to find objects around the house which contain the sound and pop them into their bucket to show you.
6. **Let them eat cake!** There's nothing like cake to boost motivation! Make some cupcakes with your child and ice some sounds on the top with icing pens (digestive or Rich Tea biscuits work well as a no-baking alternative). Arrange them on a large plate or tray and try to make words using the cakes. Of course the reward for this activity is in the eating! Once your child's icing skills are more refined they could write CVC (consonant vowel consonant) or CCVC (consonant consonant vowel consonant) words on them too.
7. **Jewellery making.** Buy some lettered beads and threads to make bracelets. Encourage your child to make gifts for friends and family including either their name or words that mean something to them, such as their favourite animal or colour. They can use their phonic skills to help them with the spellings.
8. **There are some sounds at the bottom of my garden...** Bury some plastic letters in the garden or a sandpit. Encourage your child to dig them out, say the sound they make, and form into words once they've excavated enough.
9. **Cookie monster!** Make cookie dough and cut it out using letter cookie cutters. Talk about the sound the letters make as you work. Once the cookies are cooked and cooled, arrange them to make words or even simple sentences. Then enjoy munching





the fruits of your labour!

- 10. Fridge magnet competition.** Fridge magnets give children the opportunity to play around with sounds whilst you're busy in the kitchen – the perfect multi-tasking learning experience. Together with your child set targets for how many words they can make per day using the letters, or let them compete against a sibling or friend. Alternatively time them with an egg-timer to see how many words they can write in a set time.





Phonics worksheets: parent tips and guidance

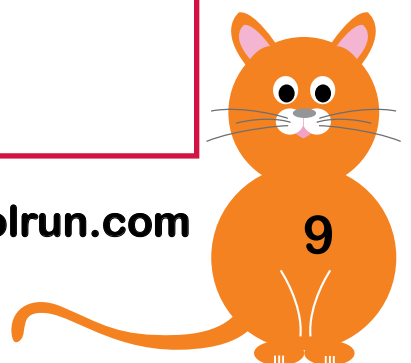
Note to parents: Most of us with young children entering the school system won't have been taught to identify sounds (and ultimately learn to read) in the same way that our children are today once they enter into the primary school environment.

When your child is in their first year of primary school they will start on their journey to learn to decode text. They will learn to segment words into their sound components and to blend these sounds together in order to read the word.

These worksheets are designed to help you to help your child with the phonics work they'll be doing at school.

Here are a few tips for phonics learning...

- ★ Say the sound as it actually is, don't go adding vowels to it! So, for example, the sound /s/ is "sssss" never "su", /t/ is just a short "t" not "tu". The distinction between letter names and letter sounds is crucial in learning to read, else children would expect the word 'butter', for example, to be spelled 'but'!
- ★ When you say the sound exaggerate your mouth as you do so; it's important children can spot the difference between sounds in terms of how they look and feel when you make them.
- ★ Nursery rhymes and songs are great for getting children to hear and understand sounds. Having your child oozing rhymes sets them up really well for reading.
- ★ Never push your child with the writing down of sounds; some children find this much harder than others due to their fine motor skills at that time. They all get there in the end though!



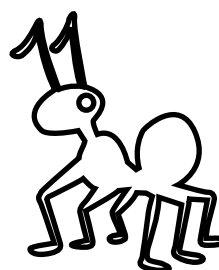
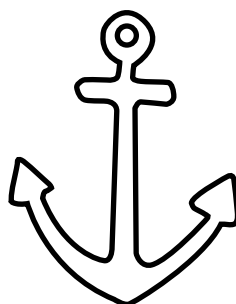
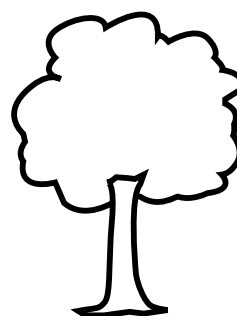
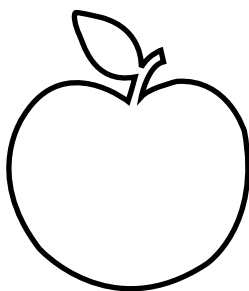
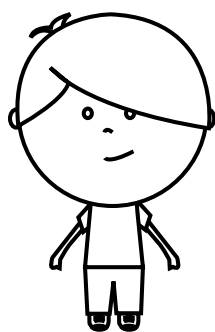
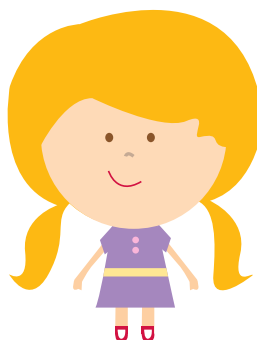


Sound recognition 1

Working on /a/

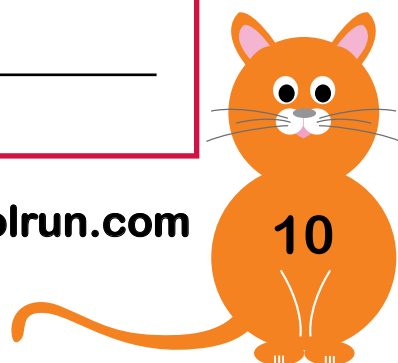
Ask your child to say the sound /a/. Ask: can you see anything in this room that begins with the sound /a/?

Colour in the pictures that begin with the letter a.



How many things began with /a/? ☐

Practise writing a a a a





Sound recognition 2

Working on /s/

Ask your child to say the sound /s/. Let them say it a few times – does the sound remind them of anything? Perhaps a hissing snake?

Ask: can you see anything in this room that begins with the sound /s/?

Here is a sweet



Can you draw some pictures of other things that begin with /s/?

How many pictures did you draw? ☐

Practise writing s s s s

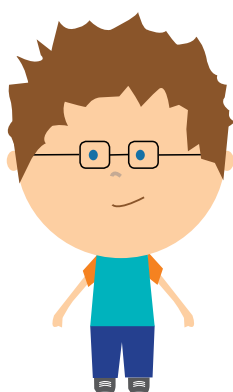




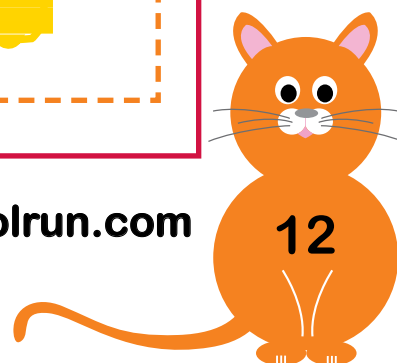
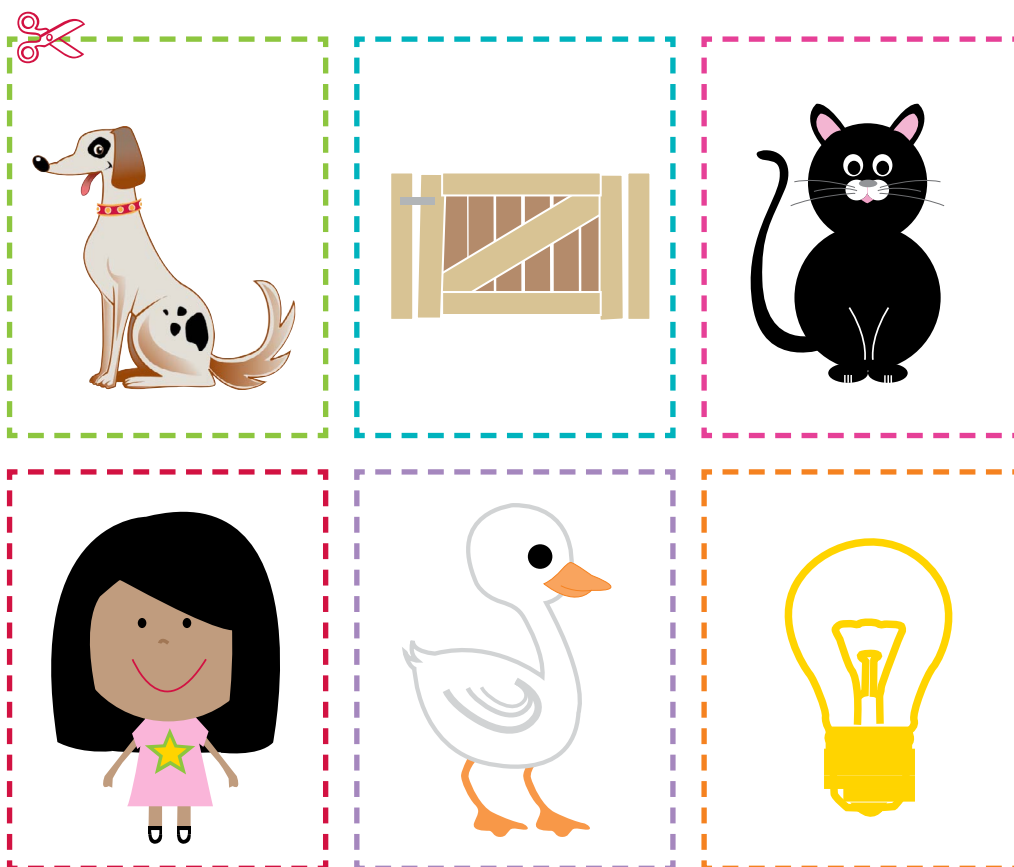
Sound recognition 3

Working on /g/

Ask your child to say the sound /g/. Get them to notice the way their mouth looks and feels when they make the sound. Ask: "Does your tongue go to the top of your mouth?" Always encourage your child to notice these differences when forming the various sounds.



Cut out the picture cards below and organise into two piles; one pile for words beginning with 'g' and one for words that don't begin with 'g'.



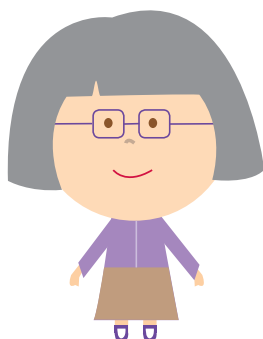


Sound recognition 4

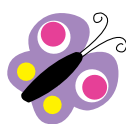
Working on 'c' and /m/

Ask your child to say the /k/ sound, written 'c'. Can they see some things out of the window that begin with 'c'?

Ask your child to say /m/. Then get them to say 'c' then /m/ repeatedly. How does the shape of their mouth change when they say the two different sounds?



Some of these things begin with a 'c' and some with an 'm'. Cut out and put in two different piles.





Sound recognition 5

Working on /b/ and /d/

Ask your child to say /b/ and ask them to say /d/. Let them say /d/ a few times really quickly; what does it remind them of? The beating of a drum?

Practise writing

b b b b

Practise writing

d d d d

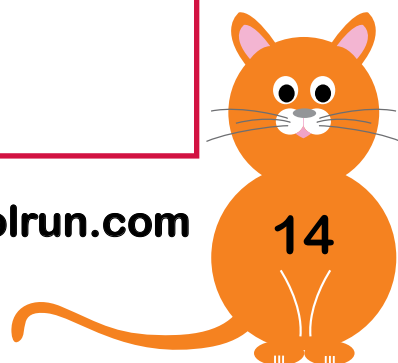
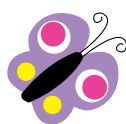
Here is a bed.



Can you fill in the missing letters? e

Can you find some things in your room that start with **b**?

Can you find some things in your room that start with **d**?

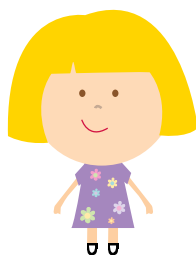




Sound recognition 6

Working on /l/ and /t/

Ask your child to say /l/ and /t/ over and over, noting the difference in their mouths as they do so.



Circle the /l/
sound in these
words.



lamp



lion



lock



line



lettuce



Circle the /t/
sound in these
words.



mat



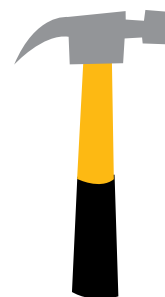
cat



tap



table



tool





Sound recognition 7

Working on /u/

Ask your child to say the /u/ sound. Can they think of anything that begins with an /u/ sound?

Read together the words along the left-hand side, noticing where the /u/ is in the word.

Match the word to the picture on the right. Draw a line in pencil to show the match.

umbrella

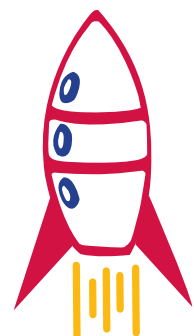
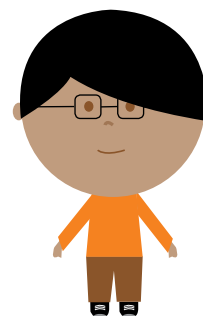
cup

uncle

pup

up

under



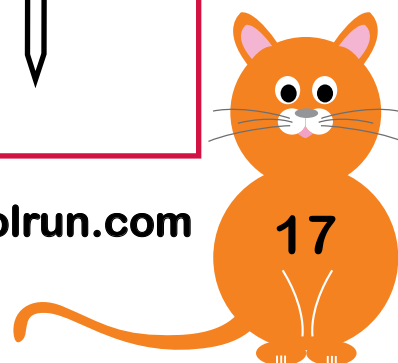
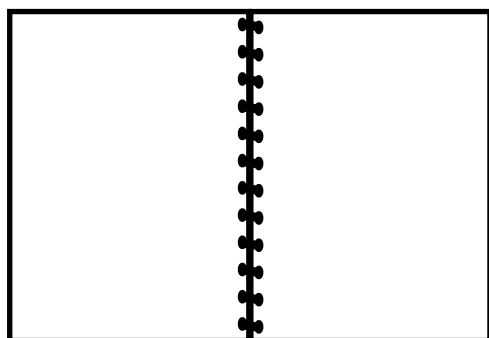
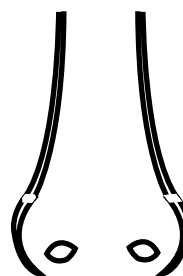
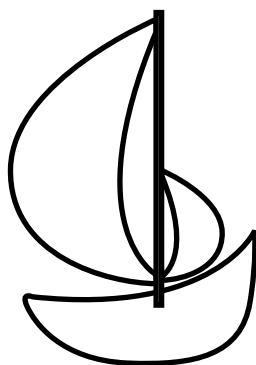
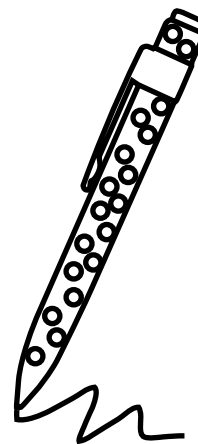
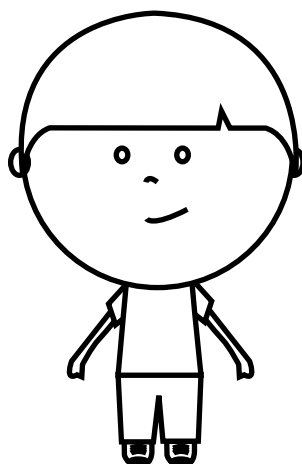
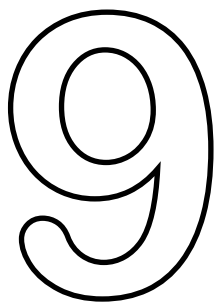


Sound recognition 8

Working on /n/

Ask your child to make the sound /n/. What does it sound like when they say it long ("nnnnn")? A flying insect perhaps?

Some of the pictures begin with the /n/ sound.
Colour in the ones that begin with /n/.





Sound recognition 9

Alphabet Memory Game

You'll need: For this game you'll need to cut out the letter cards on the following sheet as well as the boards you'll find on the sheet after.

To play: You have one board and your child has the other. Spread the letter cards face down on the floor or table. Each take turns picking up a card. If the player has the card they put it on the board and keep it. If they don't have it they put it back, face down, in the same spot.

The winner is the one who fills their board first.

Saying the sounds: Each time either player picks up a card they are to say the sound several times.

Finding the sounds: They can also try and spot one thing in the room that begins with the sound.

r g u
d a s
m





d

o

g

a

m

n

s

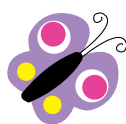
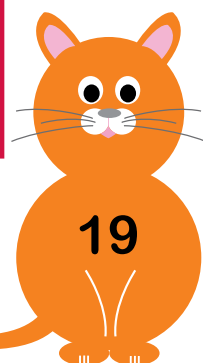
e

t

u

l

b





d

c

g

a

m

n



s

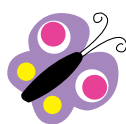
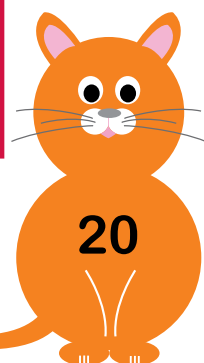
e

t

u

l

b





Vowel sounds 1

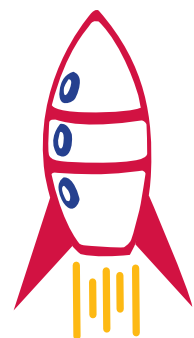
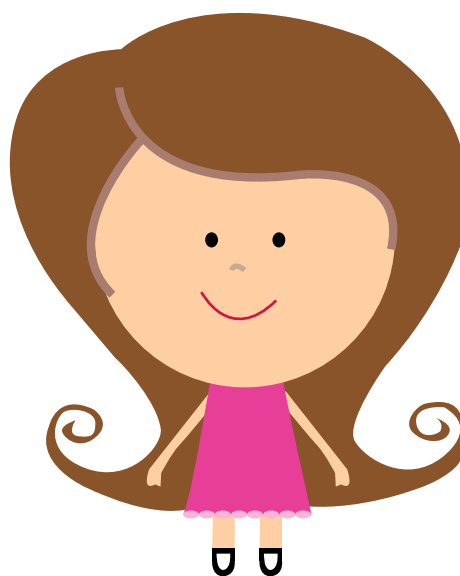
Learning vowel sounds is important as it helps children to understand the make-up of words.

Try chanting this with them to the tune of 'I am the Music Man'... Note you can sing as /a/ /e/ /i/ etc or as /ai/ /ee/ /igh/ etc. Work towards learning both.



**I am the vowel (boy/girl)
I come from round your
way, and I can say,
what can you say?**

a, e, i, o, u
a, e, i, o, u
a, e, i, o, u
a, e, i, o, u
a, e, i, o, u

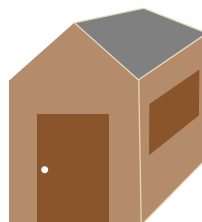




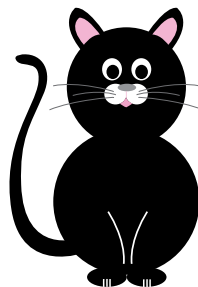
Vowel sounds 2

Once your child is familiar with what the vowel sounds are ask them to fill in the missing gaps with the correct one.

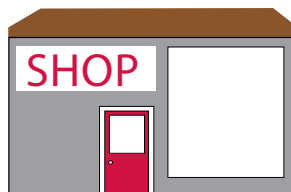
sh d



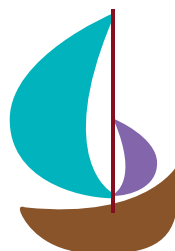
c t



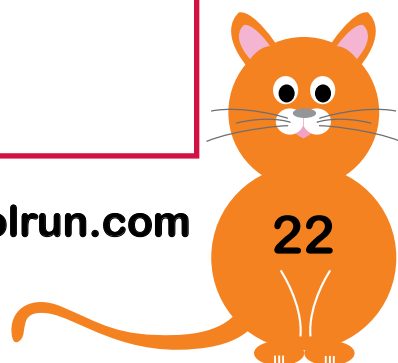
sh p



sh p



c p





CVC words 1

(Consonant Vowel Consonant)

Sound button game

In this game your child presses the button under each letter and says the sound. Once they've said each of the three sounds they can then read the word.

cat

sad

mug

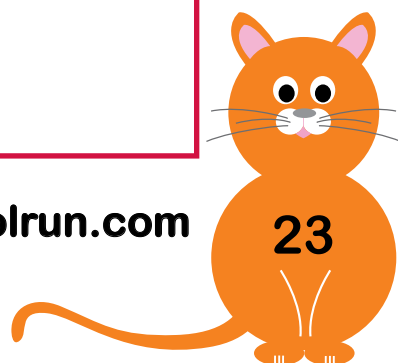
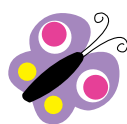
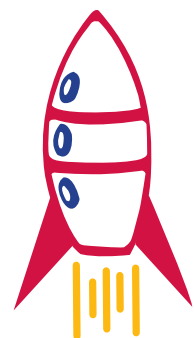
lip

dog

cap

hat

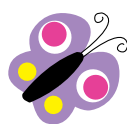
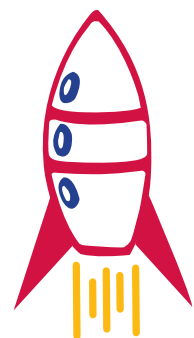
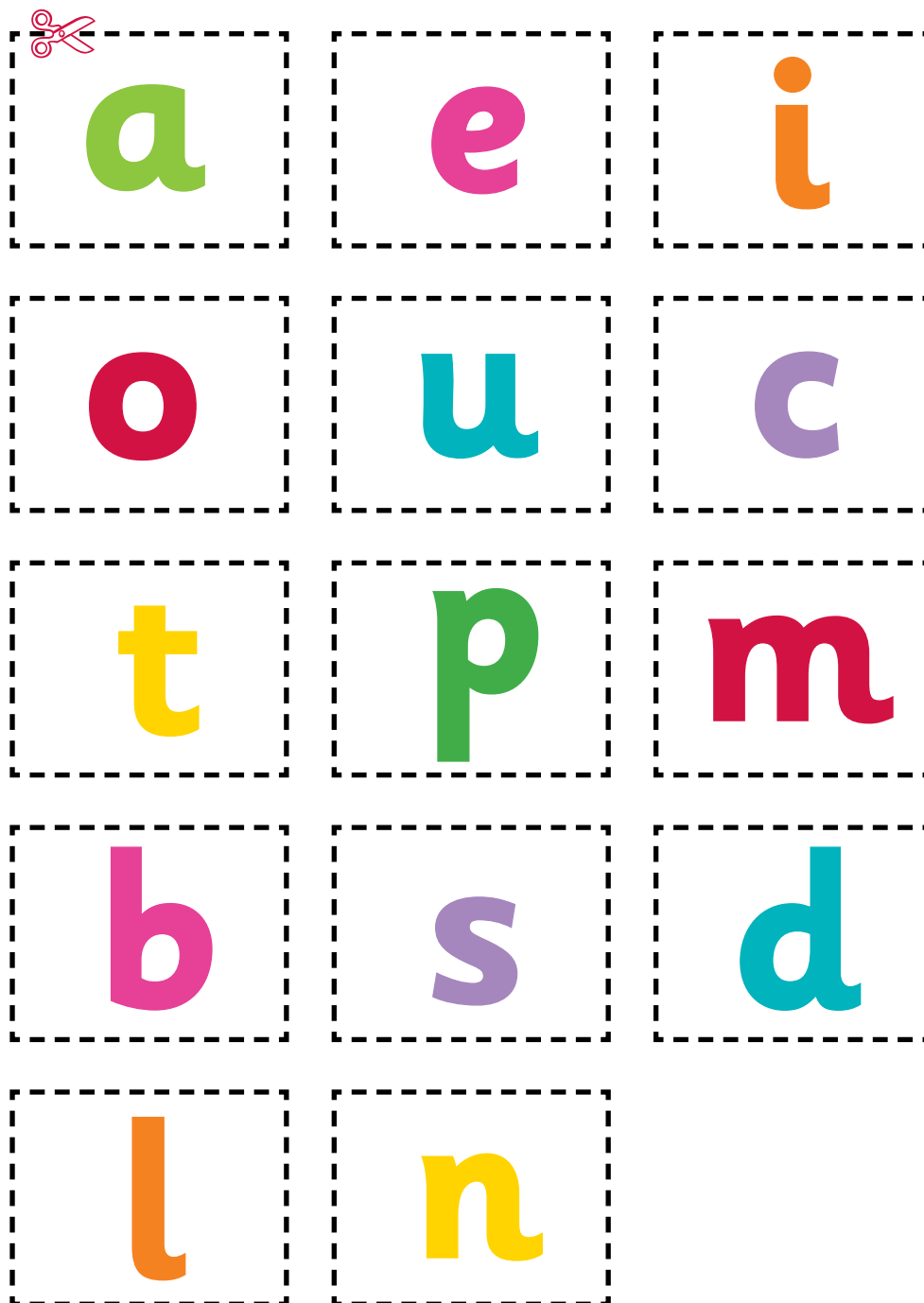
log





CVC words 2

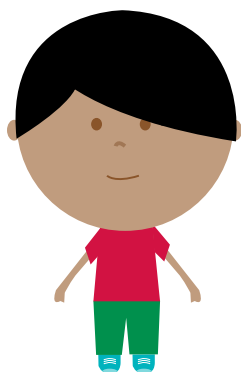
Cut out the letters below and, together with your child, make as many CVC words as you can.





CVC words 3

Cut out the letters below and, together with your child, make as many CVC words as you can.



Fill in the missing letters in the words below. All the letters you will need are written here...

u

a

c

t

b

d

e



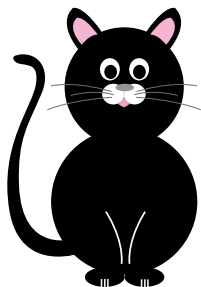
c p



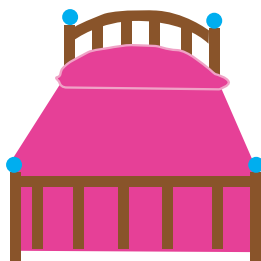
nt



b t



c t



b d



s d

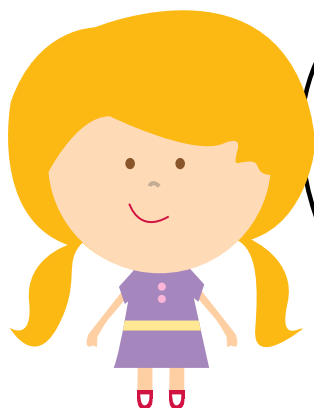




CVC words 4

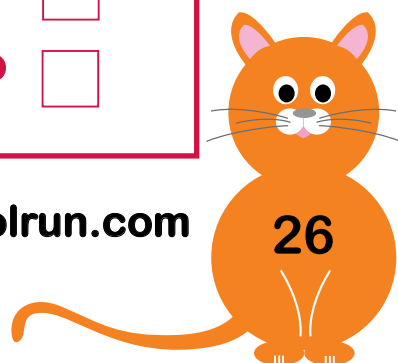
Wordsearch time!

Explain to your child how to do a wordsearch. Tell them that the words are in there somewhere; they might be going up or down, from side to side or even diagonally.



Here are the words you need to find. Tick them off once you've found them!

SUN ☐
FOX ☐
PEN ☐
LAP ☐
TOP ☐





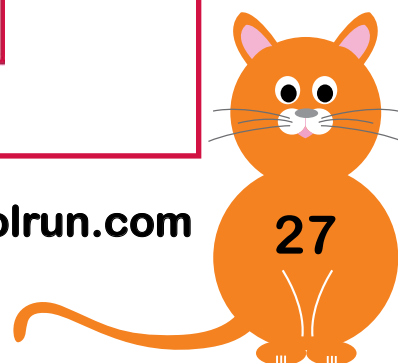
CVC words 5

Time for a crossword!

Explain to your child how we do a crossword. Read through each question with them carefully. Ask them to write the answer against the number in the squares.



1. What animal says “miaow”?
2. Finish the sentence; in a cardboard _____.
3. What animal says “woof”?
4. What might you write with?
5. If you aren’t feeling happy, you might be feeling _____.





Two-letter sounds 1

Working on /sh/

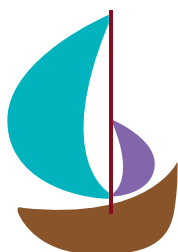
Talk to your child about how two letters can sometimes make just one sound. Ask your child to say /sh/; they can put their finger on their lip and feel the blow of their breath as they make the sound.

Look at how we write the sound /sh/

Practise writing it here:

sh sh sh

Write the /sh/ sound in the gaps below. Then read the words.



ip



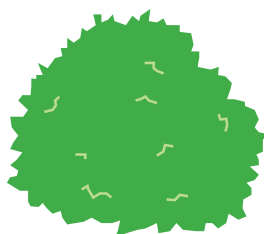
ca



op



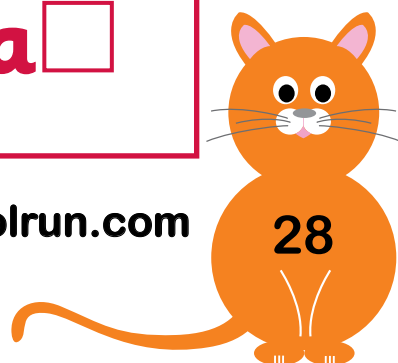
fla



bu



ma

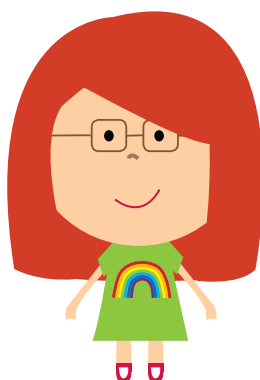




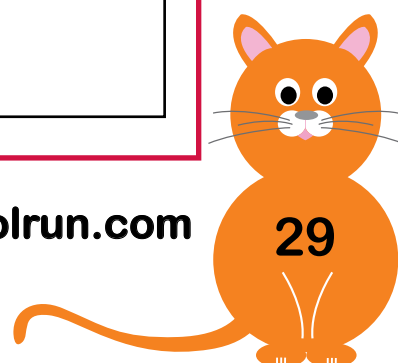
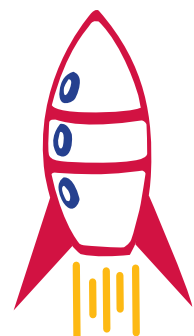
Two-letter sounds 2

Working on /ch/

Ask your child to say the sound /ch/, then say it lots of times. Can they think of anything that makes a sound like that? A train perhaps?



Draw all the things you can that begin with a /ch/ sound.





Two-letter sounds 3

Working on 'll'

Ask your child to say 'll'. Explain that this is a grapheme that usually comes at the end of words.



Add 'll' to the end of these words.



do _____



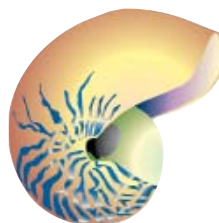
be _____



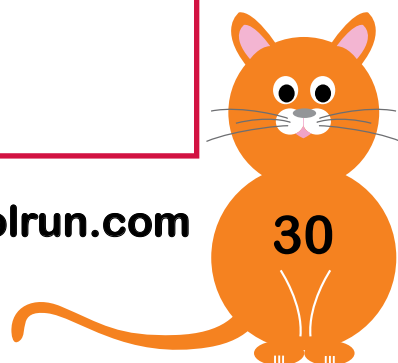
hi _____



ti _____



she _____





Two-letter sounds 4

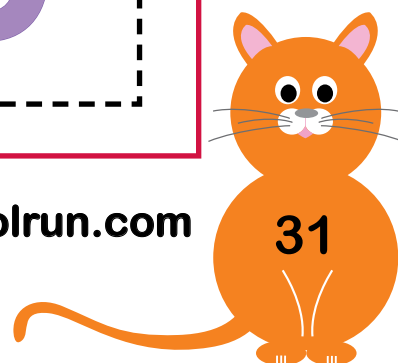
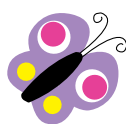
Working on /th/

Ask your child to say /th/. Ask them to note how their tongue is pushed to the front of their mouth as they say the sound.

Cut out the letters below and make up some words.



th	th	th
th	e	e
e	a	a
m	n	b





Two-letter sounds 5

Sound button game

A short (dot) sound button reminds your child that one letter can represent one sound; a long (line) sound button represents a two-letter sound.



Press the
buttons
and say the
sounds!

bath

sell

shop

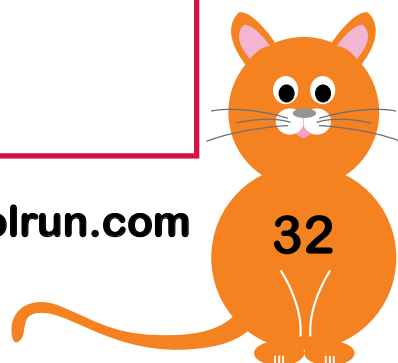
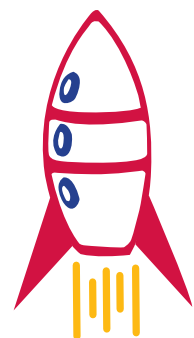
tell

then

ship

than

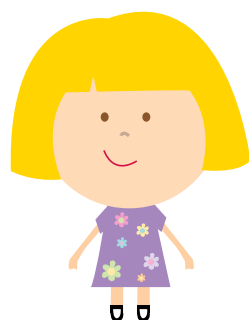
hill





Two-letter sounds 6

Now it's your turn!



Now you have a go
at putting either
long or short buttons
under each sound in
each word.

chin

bell

ship

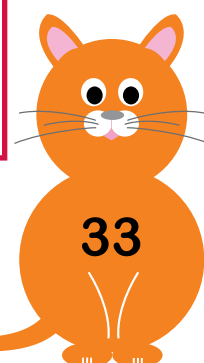
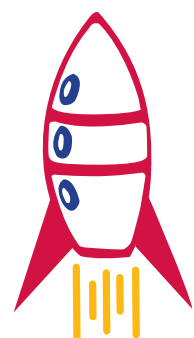
bush

then

this

than

shin





Two-letter sounds 7 Memory game

You'll need: The word cards on the next page cut out and the two picture bingo cards on the following one.

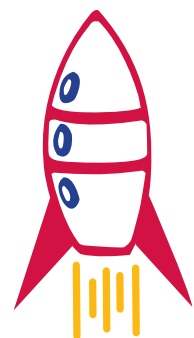
To play: Firstly turn the word cards all upside down on the floor or table. Each player takes turns to turn over a word, read what it says and look to see if they have the picture. If they do have the picture to go with the word they keep it and place it on the board.

If they don't have the picture they have to place the card back, face down, in the same spot where they picked it up from.

The winner is the one who fills their board first.

Tip: Before playing you and your child can put the sound buttons on each word.

ch ll th
sh ch sh





shop

chip

thin

bell

ball

chin

bush

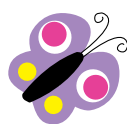
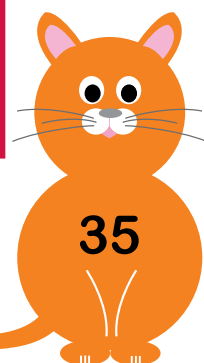
tall

bath

shin

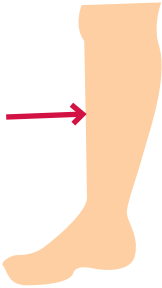
chop

ship



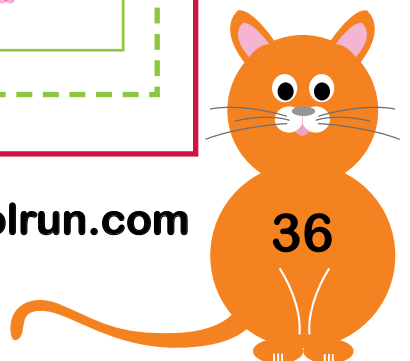
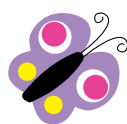






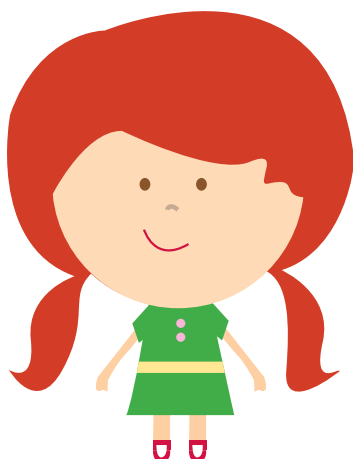




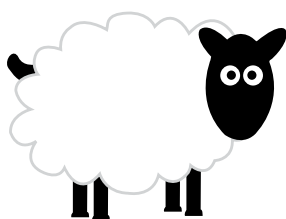
Two-letter vowel sounds 1

Working on /ee/

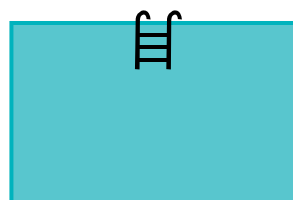
Ask your child to say /ee/. Can they think of some words with this sound in them?



Here are some words and pictures. Fill in the gaps with the /ee/ sound and read the words.



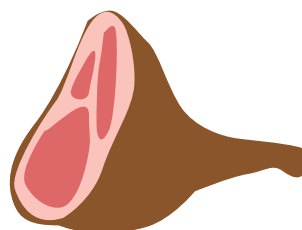
sh p



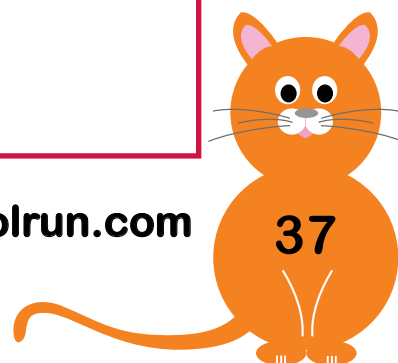
d p



s



b f



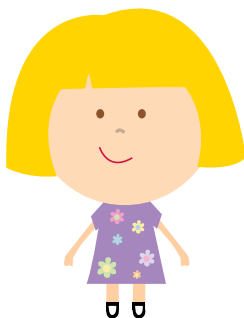
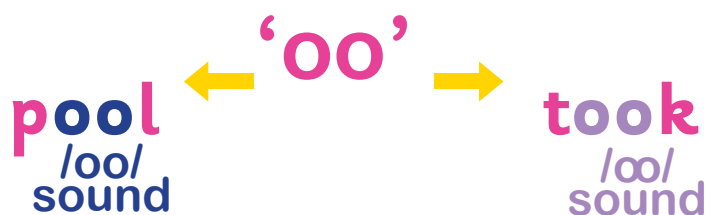


Two-letter vowel sounds 2

Working on /oo/

The digraph (two-letter sound) /oo/ represents two different sounds.

We read the letters 'oo' as a long-vowel sound (cool)
or as a short-vowel sound (look).



Can you sort the words below into two piles, a long vowel pile and a short vowel pile?



moon

cook

too

look

soon

boom

book

boo

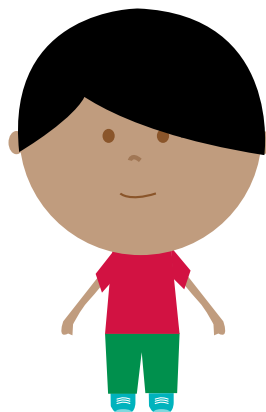
foot





Play /oo/ bingo!

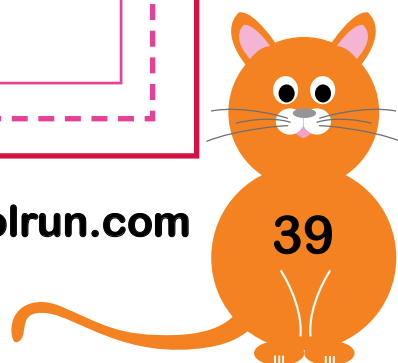
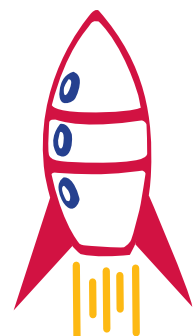
Read out the words on the card and your child has to dab the words once they've found them. Encourage them to see how quickly they can spot them!



Cut out the bingo card below!



look	cook	cool
took	shook	stool
pool	book	boot





Two-letter vowel sounds 3

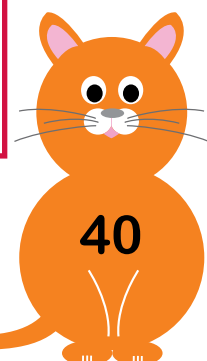
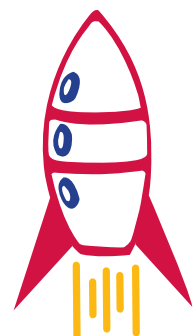
Working on /ai/ /ee/ and /oo/

Can you make some words using some of the sounds from the balloons? You don't have to use one from all the balloons in every word though.



Write some words on the lines below....

_____	_____	_____
_____	_____	_____
_____	_____	_____





Two-letter vowel sounds 4

Working on /oa/ and 'ow'

It's always good to talk with your child about how phonics (or sounds) are really tricky! Sometimes words don't follow the rules and sometimes there are many ways to write the same sound.

For example, the /oa/ sound (as in oak) can be written by a number of different graphemes: 'o' (gold), 'ow' (snow), 'oe' (toe), 'o_e' (rope), 'ough' (dough). In Phase 3 phonics, in Reception, children learn to write the /oa/ sound with the 'ow' grapheme.

Can you read these /oa/ and 'ow' words?



snow

road

grow

tow

show

moat

low

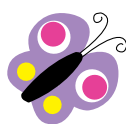
boat

moat

oats

mow

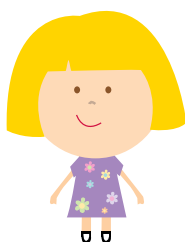
toad





More two-letter sounds 1

Working on /or/



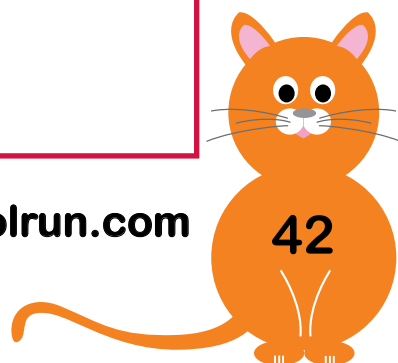
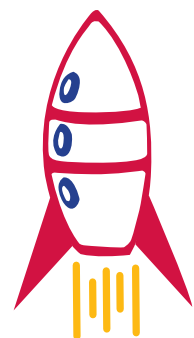
This time we're
thinking about
the sound /or/.

These words all have the /or/ sound in them. Can you spot the /or/ sound and put a circle around it? Then have a go at reading each word...

for corn fort sort storm thorn

Now find those /or/ words in the wordsearch below.

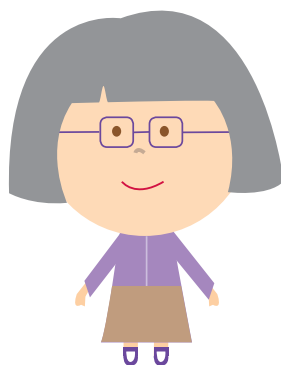
T	K	G	F	M	Q	F	H
T	H	Q	R	O	Y	F	J
R	T	O	S	O	R	T	U
S	T	I	R	H	Z	G	C
S	C	T	F	N	A	F	O
S	B	G	R	J	J	W	R
L	P	J	R	I	Z	T	N
F	R	F	O	R	T	L	K





More two-letter sounds 2

Working on /ar/



Can you think of
some words with
the /ar/ sound in?

Here are some words to have a go at reading:

dark

bark

park

shark

parking

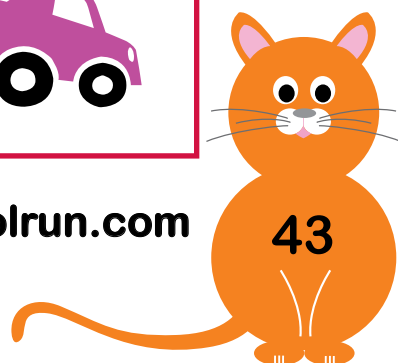
Use the words above to complete the
following sentences:

Can he see in the _____?

A _____ has very sharp teeth.

Can a dog moo or does it _____?

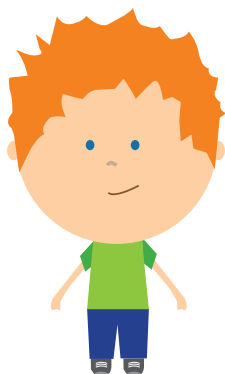
Shall I _____ the car next to the bus?






More two-letter sounds 3

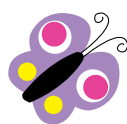
Working on 'ss' and 'zz' endings



Cut out the sound cards below.
See how many words you can
make with the sounds.

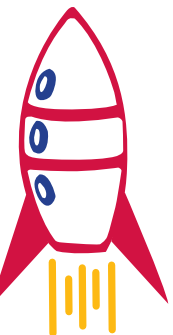
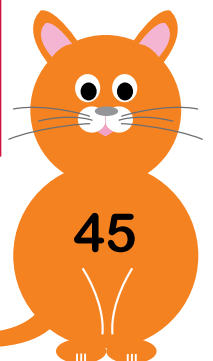
Write the words you made on the next sheet.

 b	f	u
l	m	e
o	a	i
ss	zz	





'ss' ending	'zz' ending

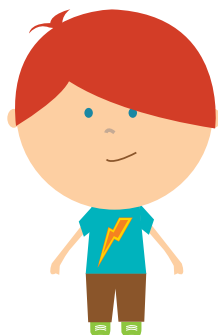




More two-letter sounds 4

Working on /er/ endings

Ask your child to say /er/.



Read through the words below and draw a picture to show the word. I've done one for you!

slower



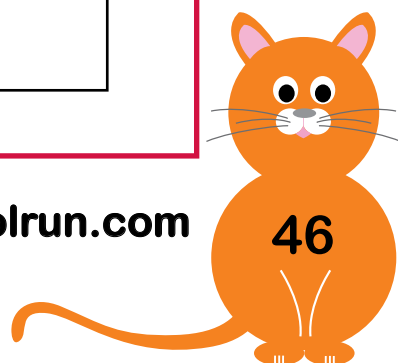
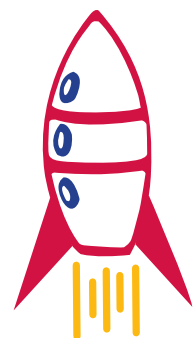
taller



louder



Can you think of another word with an /er/ ending?

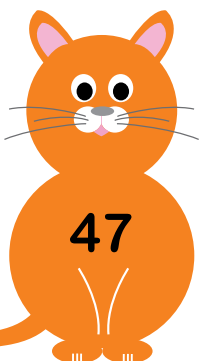
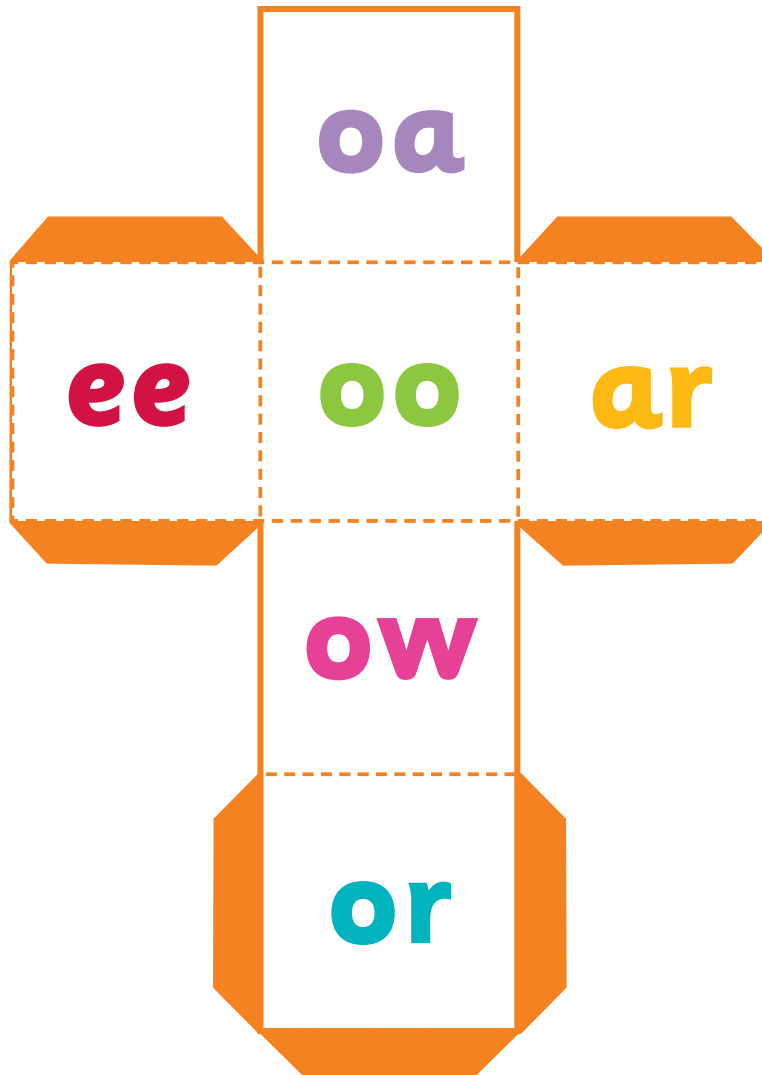




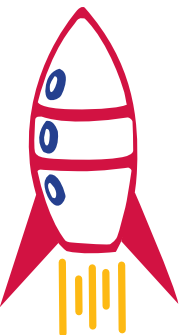
Two-letter sounds roll a word game

Cut out carefully the shape below. Fold along the lines and stick the flaps to make a cube.







Then take turns to roll the die and write down a word that has that sound in on the following sheet.

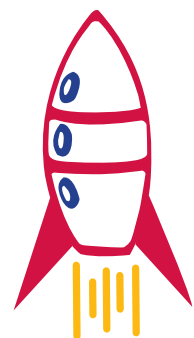
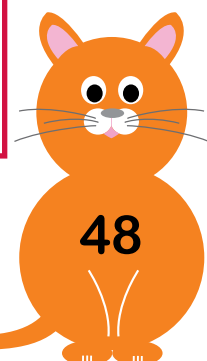


47



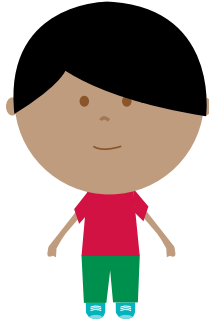


 _____ _____ _____ _____ _____	 _____ _____ _____ _____ _____	 _____ _____ _____ _____ _____
 _____ _____ _____ _____ _____	 _____ _____ _____ _____ _____	 _____ _____ _____ _____ _____





Working on 'wh'



There are
some words
that begin
with 'wh'.

Read the words below....

why

when

where

what

These words are really useful where we are writing questions. Here are some questions that Sam has written. Can you help him complete them by filling in the missing 'wh' word?

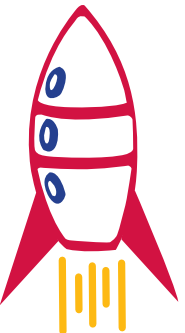
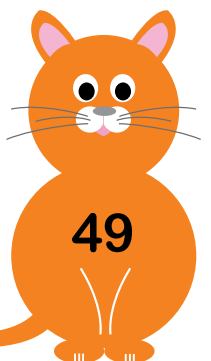
_____ are we going to do today?

_____ do the leaves turn brown
in the autumn?

_____ do you live?

_____ is your name?

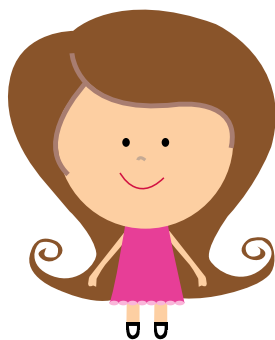
_____ will I be 6?





Working on 'qu'

Ask your child to say 'qu'. Can they think of any words that begin with the sound 'qu'?



Here are some 'qu' words. Have a go at reading them.

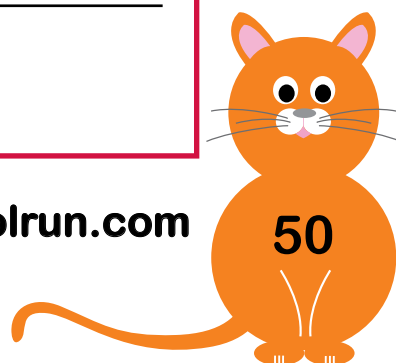
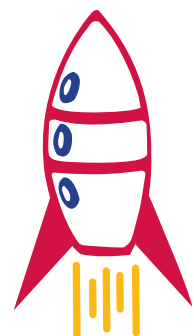
queen

quick

quiet

quack

Write some sentences with these 'qu' words in.

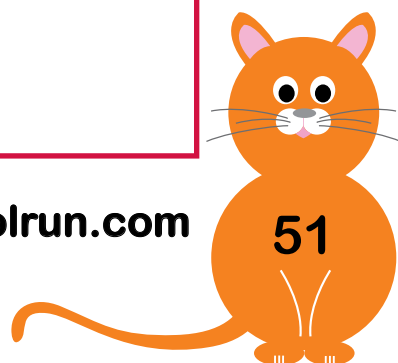
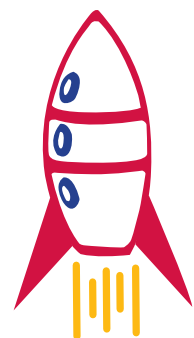
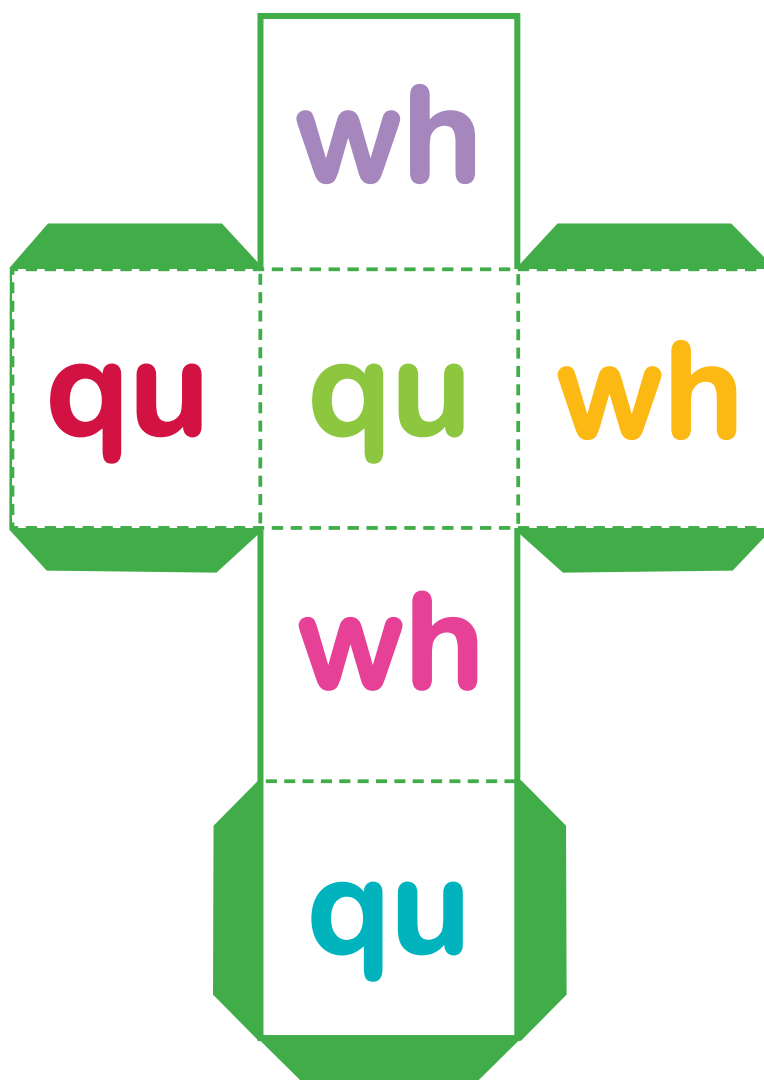




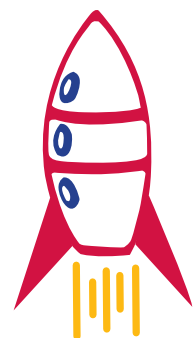
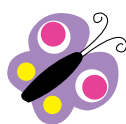
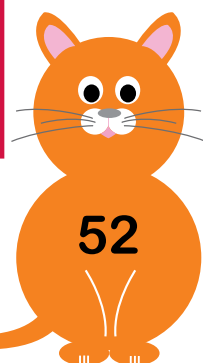
More 'qu' and 'wh'

Cut out carefully the shape below. Fold along the lines and stick the flaps to make a cube.

Then take turns to roll the dice and write down a word that begins with either a 'wh' or a 'qu' depending on what you land on. Use the next sheet to record your words.





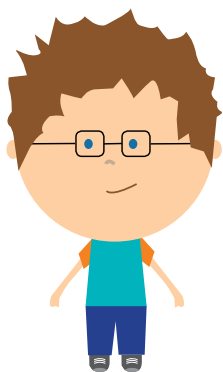




Writing the /igh/ sound 1

In phonics we learn that sometimes the same sound can be written differently. The /igh/ sound is a good example. In Phase 5 phonics (Year 1) your child will learn to spell the /igh/ sound using the split digraph 'i_e'.

bright tie spikee



Read the words below and use them to fill in the blanks in the sentence.

light

kite

fright

night

bite

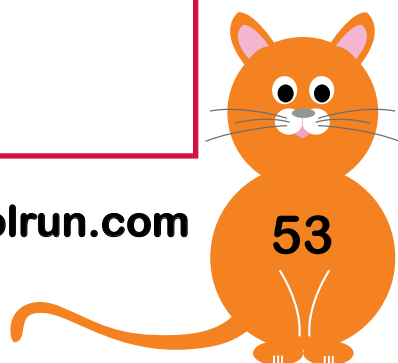
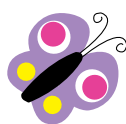
It was dark; I turned on the _____.

I was hungry so I took a _____.

In the _____ you may see bats flying.

I like to fly a _____.

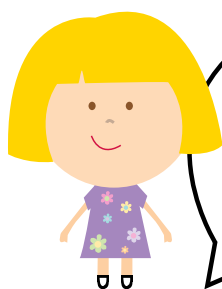
The balloon popping gave me a _____.





Writing the /igh/ sound 2

Let's write a poem!



Read through
the words below.
Use them to help
complete this
poem.

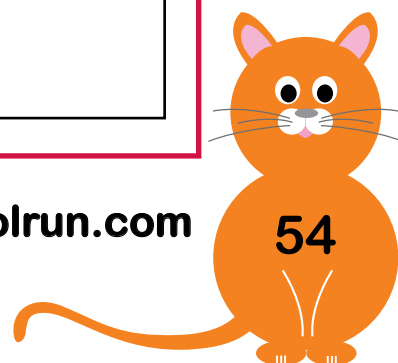
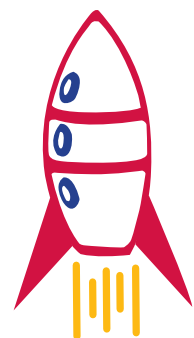
kite site mime

right time

night high

In the field just past the building _____
Is where I like to fly my _____
I like to do this all the _____
It's like my kite is doing a _____
My kite goes up to the sky
It really does fly quite _____
My mum says, "Home, it's almost _____"
I don't want to go but I know she is _____.

Draw a picture of this poem...

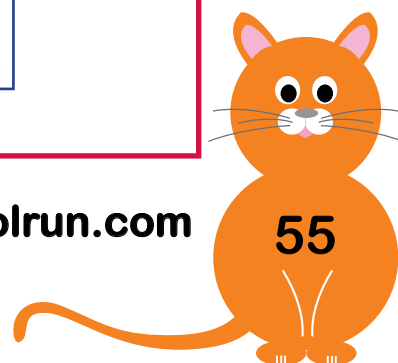




All sounds revision puzzle

Answer the following questions. You'll find the words hidden in the wordsearch below.

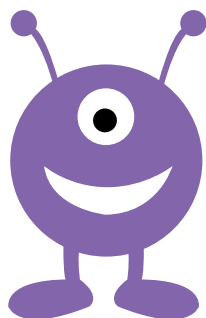
1. If you want to know the _____ you might look at a clock.
2. If you are travelling by water, what will you need?
3. What animal might say "quack"?
4. What sound does a dog make?
5. What kind of transport makes a "choo choo" sound?
6. When the stars are out you know it is _____.





Nonsense words 1

Now you're really good at 'sounding out' it can be fun to read some words that don't make any sense!



These are some words from my planet. Can you read what they say? Use the sound buttons to help you.

feeb

cheen

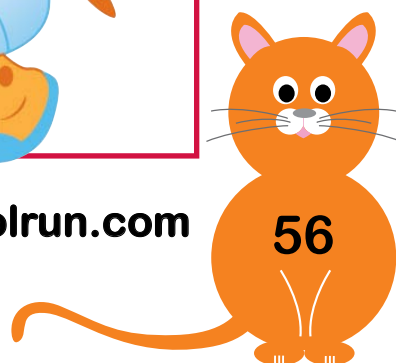
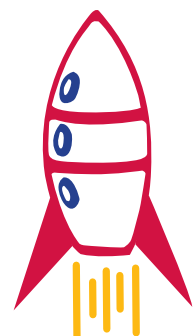
noin

foid

soab

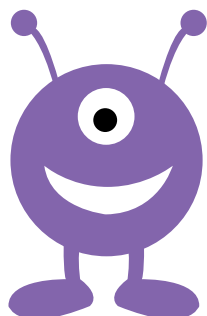
waip

woan



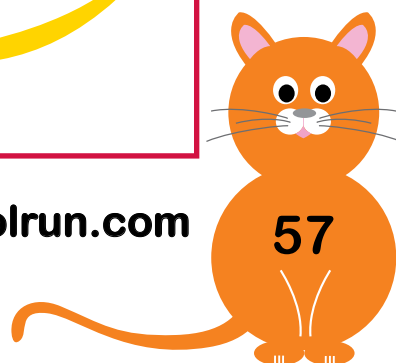
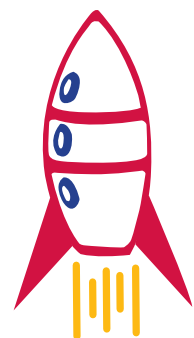
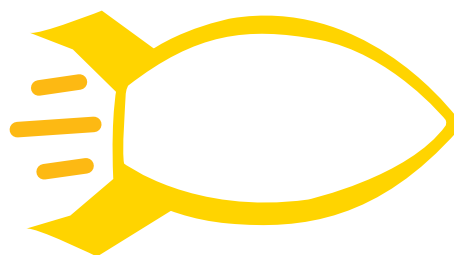
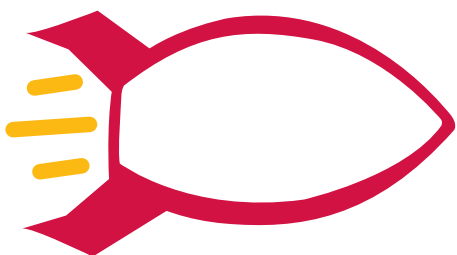
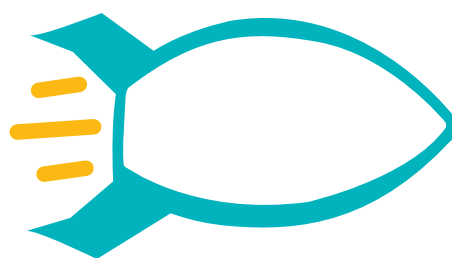
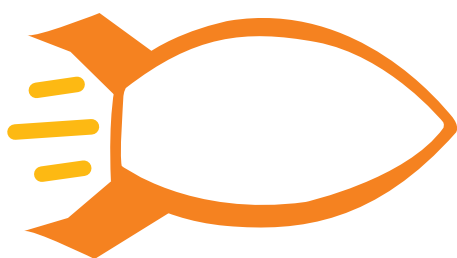
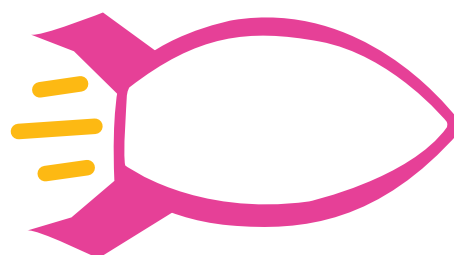
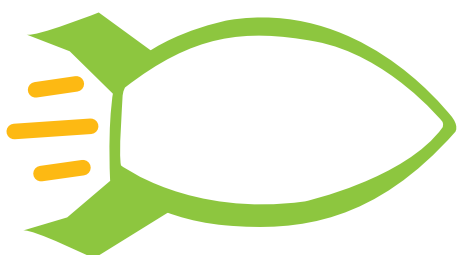


Nonsense words 2



Can you invent some more words for me to take back to my planet?

Using what you know about sounds, make up some new words and write them in the spaceships.





Spelling test help!

Ella has had a spelling test today. Some of the words she has got right, some of them she has got wrong. Can you put a tick next to the words she has got right and help her by writing the wrong words out properly.

pen

light

queen

baf

bote

toad

when

then

qwiz

