

Phonics at Downview

Early Learning Goal: Reading (EYFS 2025)

Children at expected level will be able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



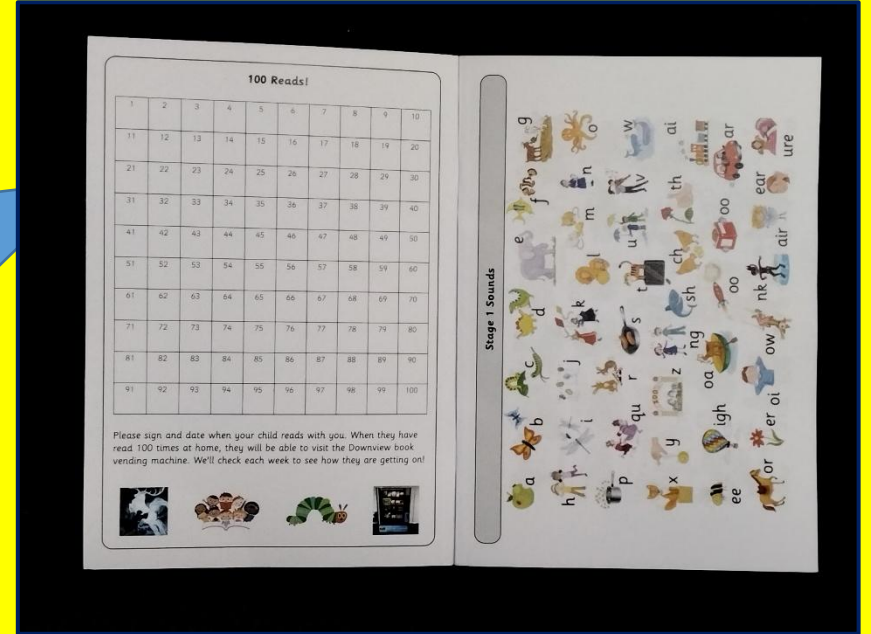
Phonics at home

First - a 'Thank you' from us!

The children are becoming increasingly aware of more and more sounds and words.

Their confidence is improving and they are enthusiastic about reading and writing!

Keep up the hard work and remember to sign every one of your 5 reads!

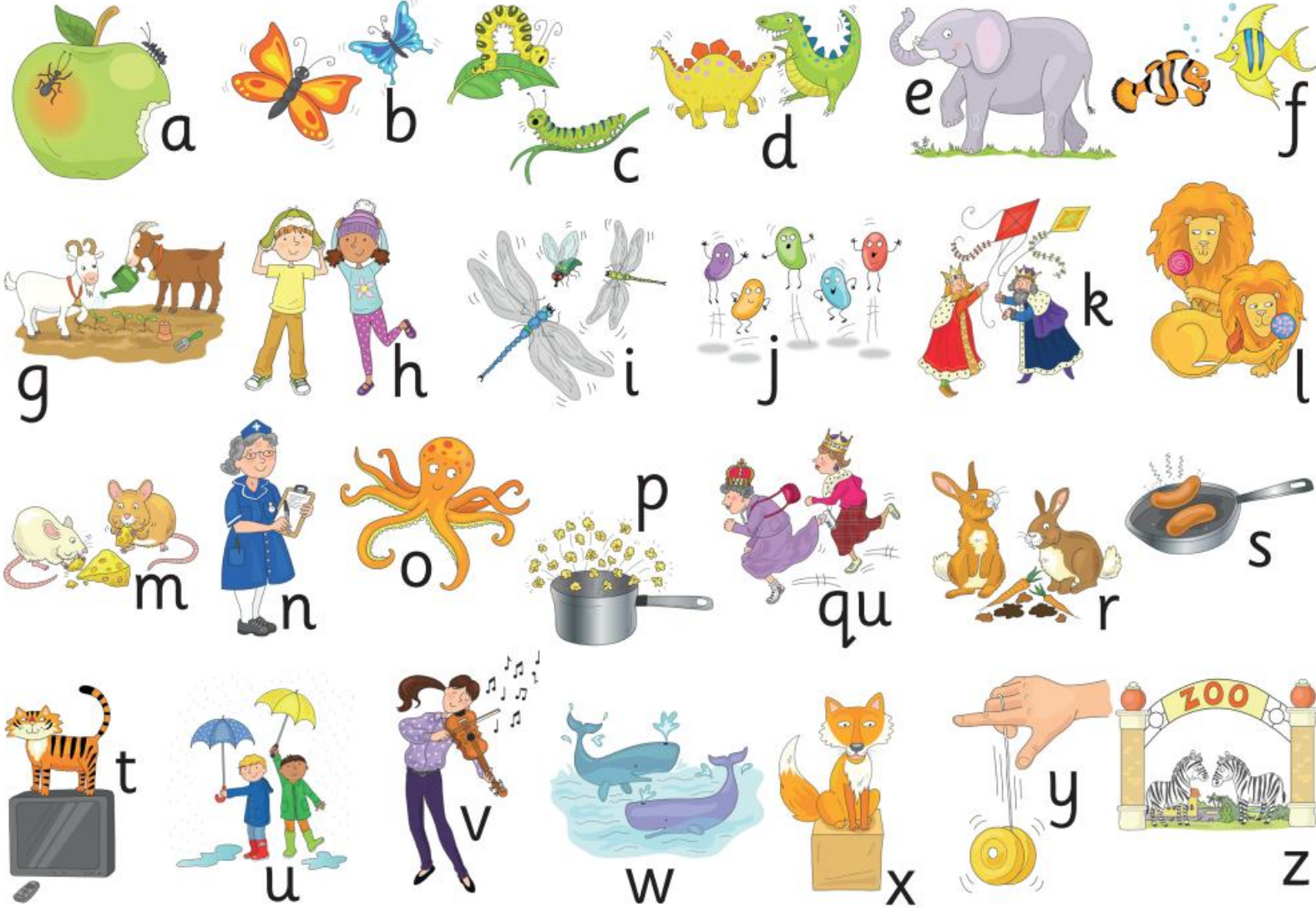


Song of Sounds - Actions



<https://www.songofsounds.co.uk/page/?title=Song+Actions&pid=579>

Super sounds - stage 0 - single sounds



MTYT

mum

cat

yes

frog

went

tent

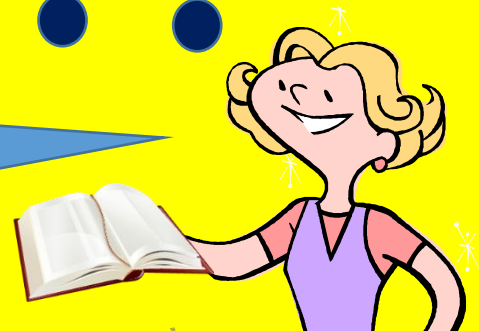
kick

bell

jump

MTYT

Remember to always
keep the sounds in their
purest form!



Super sounds - stage 1 - Digraphs and Trigraphs



MTYT

train

see

high

snow

shout

zoo

look

car

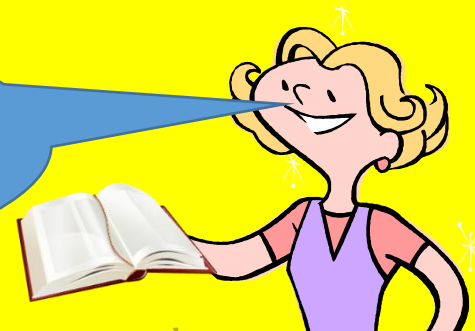
soil

hair

MTYT

TOP TIP

Think about listening for the sounds at the beginning, middle and end of each word



Red words

be

the

I

TOP TIP
It is common for children to mix up 'I' and 'igh' when they first learn them so don't panic!

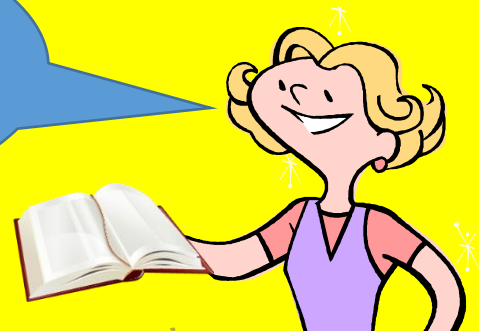
was

to

they

all

Remember red words can't be sounded out!



What does a phonics lesson look like?

We use flash cards with the sounds and linked image to learn and recap sounds.

We practise saying the sound and ditty when identifying letters and sounds.

We write each new letter we learn, and practise any tricky ones from the previous sessions!

We blend the sounds we know into simple words.

We listen to sound games to develop our blending skills.



Reading Scheme

You will be given one of our reading scheme books coming home with the children.

We start with Lilac wordless books which are designed to support children in talking and asking questions about what they are reading.

These skills include prediction, description of key characters or events and linking story elements to their own real world experiences.

The scheme will then introduce simple cvc / cvcc words to start the children blending.

They will also be exposed to red words as they progress through the scheme.



Once your child is using their phonic skills confidently and with fluency, you will be able to change your own books during the week after school.

We ask that you kindly stay in the band your teacher has given you eg Red 1.

Any questions?

How will I know which sounds my child knows?

We have included a copy of the sounds at the front of the reading diary. Try reading though the sounds instead of the book one night - I'm sure you will be impressed at how many sounds and letter prompts, (eg 'ants on an apple a, a, a'), your child can tell you!

How can I help my child?

- As your child reads, or sound spots, encourage them to sound out and blend aloud.
- Say the sounds in the purest form, eg 'h', not 'huh' (and don't worry this takes practise!)
- Praise your children when they sound tricky words independently - even if there are some sounds missing.
- When new sounds are introduced, such as ch, ng, or ee, encourage your child to spot them in words before you sound the whole word out. This gives them confidence and supports a better flow in their blending.
- Remember to reinforce all taught sounds and don't be afraid to 'test' new words and vocabulary as you come across them!

What's the next step?

Reading and writing activities are planned to ensure children have the opportunity to use and apply their phonics skills in a range of contexts. Daily class and 1 to 1 reading, as well as the introduction of new high frequency words and topic based vocabulary, ensure children have a broad understanding of reading. Every little helps, so keep up the good work at home!