





























Hart Primary School















Supporting your Child  
with Phonics and Reading at Home













| Grapheme and mnemonic   | Picture card   | Pronunciation phrase   | Formation phrase  |
|---|--|--|---|
|  s   | <br>snake     | Show your teeth and let the s hiss out <b>ssssss ssssss</b>  | Under the snake's chin, slide down and round its tail.                      |
|  a   | <br>astronaut | Open your mouth wide and make the 'a' sound at the back of your mouth <b>a a a</b>                   | Around the astronaut's helmet, and down into space.                         |
|  t   | <br>tiger     | Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>                  | From the tiger's nose to its tail, then follow the stripe across the tiger. |
|  p | <br>penguin  | Bring your lips together and push them open and say <b>p p p</b>                                     | Down the penguin's back, up and round its head.                             |
|  i | <br>iguana  | pull your lips back and make the 'i' sound at the back of your mouth <b>i i i</b>                    | Down the iguana's body, then draw a dot (on the leaf) at the top.           |
|  n | <br>net     | Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b> | Down the stick, up and over the net.  |
|  m | <br>mouse   | Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>                                  | Down, up and over the mouse's ears, then add a flick on the nose.           |













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|--|---|---|--|
|  d    | <br>duck       | Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>d d d</b>   | Round the duck's body, up to its head and down to its feet.  |
|  g    | <br>goat       | Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth and push your tongue down and forward to make the sound <b>g g g</b> | Round the goat's face, up to his ear; down and curl under his chin.  |
|  o    | <br>octopus    | Make your mouth into round shape and say <b>o o o</b>   | All around the octopus.  |
|  c   | <br>cat       | Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>e e e</b>   | Curl around the cat.   |
|  k  | <br>kite     | Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>   | Down the kite, up and across, back and down to the corner.   |
|  ck | <br>sock     | Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>e e e</b>   | c Curl round the heel of the sock.<br>k Down the sock, up and round, back and down and to the corner.<br><b>Catchphrase:</b> Rock that sock! |
|  e  | <br>elephant | Open your mouth wide and say <b>e e e</b>   | Around the elephant's eye and down its trunk.  |

















| Grapheme and mnemonic  | Picture card  | Pronunciation phrase   | Formation phrase  |
|--|---|--|---|
|  <span style="font-size: 2em; vertical-align: middle;">u</span>   | <br>umbrella   | Open your mouth wide and say<br><b>u u u</b>   | Down and around the umbrella,<br>stop at the top and down to the<br>bottom and flick. |
|  <span style="font-size: 2em; vertical-align: middle;">r</span>   | <br>rainbow    | Show me your teeth to make a <b>rrrr</b><br>sound <b>rrrrr rrrrr</b>   | From the cloud to the ground, up<br>the arch and over the rainbow.                    |
|  <span style="font-size: 2em; vertical-align: middle;">h</span>   | <br>helicopter | Open your mouth and breathe out<br>sharply <b>h h h</b>  | Down, up and over the helicopter  |
|  <span style="font-size: 2em; vertical-align: middle;">b</span>  | <br>bear      | Put your lips together and say <b>b</b> as<br>you open them <b>b b b</b>   | Down bear's back, up and round<br>his big tummy.                                      |
|  <span style="font-size: 2em; vertical-align: middle;">f</span> | <br>flamingo | Open your lips a little, put your<br>teeth on your bottom lip and push<br>the air out to make the sound <b>fffff</b><br><b>fffff</b> | Down the flamingo's neck, all the<br>way to its foot, then across its<br>wings.       |
|  <span style="font-size: 2em; vertical-align: middle;">l</span> | <br>lollipop | Open your mouth a little, put<br>your tongue up to the top of your<br>mouth behind your teeth and press<br><b>llll</b> <b>llll</b>   | All the way down the lollipop.  |



| Grapheme and mnemonic   | Picture card   | Pronunciation phrase   | Formation phrase  |
|---|--|--|---|
|    | <br>jellyfish | Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>                       | All the way down the jellyfish. Dot on its head.  |
|    | <br>volcano   | Put your teeth against your bottom lip and make a buzzing <b>v v v v v v v v</b>                   | Down to the bottom of the volcano, and back up to the top.  |
|    | <br>wave      | Pucker your lips and keep them small as you say <b>w w w w</b>                                     | From the top of the wave to the bottom, up the wave, down the wave, then up again.                              |
|  | <br>box     | Mouth open then push the <b>es/x</b> sound through as you close your mouth <b>es es es (x x x)</b> | Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box. |
|  | <br>yo-yo   | Smile, tongue to the top of your mouth, say <b>y</b> without opening your mouth                    | Down and round the yo-yo, then follow the string round.   |
|  | <br>zebra   | Show me your teeth and buzz the <b>z</b> sound <b>zzzzzz zzzzzz</b>                                | Zip across, zag down and across the zebra.  |

| Grapheme and mnemonic   | Picture card  | Pronunciation phrase   | Formation phrase<br>Catchphrase  |
|---|---|--|--|
|  qu qu   | <br>queen        | Pucker your mouth, then open it as you say qu qu qu  | Round the queen's face, up to her crown, down her robe with a flick at the end.<br><br>qu Quick, it's the queen! |
|  th th   | <br>thumb        | <b>Voiced:</b> Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th<br><b>Unvoiced:</b> Tongue on your teeth push the air out th th th | th Thumbs up, we're having fun.  |
|  sh sh   | <br>shells       | Show me your teeth and push the air out shshshshsh shshshshsh  | sh Share the shells.   |
|  ch ch  | <br>cherries    | Pucker your lips and show your teeth. Use your tongue as you say ch ch ch  | ch Chew the cherries, children.  |
|  ng ng | <br>ring       | Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng   | ng Bling on a ring.  |
|  nk nk | <br>pink panda | Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk  | nk I think I am pink.  |



| Catchphrase   | Grapheme | Catchphrase  | Grapheme |
|---|----------|--|----------|
| <br>tail in the rain     | ai       | <br>sheep in a jeep    | ee       |
| <br>a light in the night | igh      | <br>soap that goat     | oa       |
| <br>zoom to the moon     | oo       | <br>hook a book        | oo       |
| <br>march in the dark   | ar       | <br>born with a horn | or       |
| <br>curl the fur       | ur       | <br>wow owl          | ow       |
| <br>boing boing        | oi       | <br>get near to hear | ear      |
| <br>chair in the air   | air      | <br>a bigger digger  | er       |





## Letter formation: Capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

| Letter | Capital letter formation phrase  |
|--------|--|
| A      | From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.                  |
| B      | From the top, down, back to the top. Round to the middle, round to the bottom.   |
| C      | From the top, curl around to the left to sit on the line.  |
| D      | From the top, down, back to the top. Curve right, down to the bottom.  |
| E      | From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle.                  |
| F      | From the top, down, back to the top. Across, back. Lift up and across the middle.  |
| G      | From the top, curl around to the line, carry on up, then straight down. Lift up and across.                                  |
| H      | From the top and down. Space. From the top and down. Lift up and join the lines across the middle.                           |
| I      | From the top to the bottom and stop.   |
| J      | From the top, all the way down, then short curl to the left.   |
| K      | From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.                                   |
| L      | From the top, down and across the line.  |
| M      | From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.                              |
| N      | From the top, down, back to the top. Diagonally down, then straight up to the top.   |
| O      | From the top – all around the o.   |
| P      | From the top, down then back up. Curve right to halfway down.  |
| Q      | From the top – all around the o. Lift off. Short line diagonally down.   |
| R      | From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.                                  |
| S      | From the top, under the snake's chin, slide down and round its tail.   |
| T      | From the top, down and stop. Lift up and from the left, make a line across the top.  |
| U      | From the top, down and curve right, then straight up to the top.   |
| V      | From the top diagonally right to the bottom, then diagonally up to the top.  |
| W      | From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again. |
| X      | From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.                   |
| Y      | From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom.                 |
| Z      | From the top go across, diagonally down to the left and across the bottom.   |



### How we teach blending

In our phonics lessons, your child is taught to recognise the connections between sounds in our spoken word, called phonemes, and the letters that are used to write them down, which are called graphemes.

When we read, we see these letters written down and we change them back into sounds, e.g. To read the word tin, children would change the word into the separate sounds:



Say the sounds in turn, t-i-n, pointing to each sound, then blend them together, whilst sweeping our finger underneath to say:



When we sound out the phonemes, we make sure that we pronounce the phonemes correctly, so that we don't say:

*tuh-i-nuh*

*because that doesn't say tin when we blend it back together.*

### How we teach Tricky Words

Almost all words in the English language can be de-coded using phonics. (See 'How we teach blending') However, some word contain unusual ways of spelling phonemes, even in the very early stages. We call these words 'Tricky Words'.

When we teach 'Tricky Words', we should the children which part is the tricky part.

| <u>Reception Tricky Words</u>   | <u>Year 1 Tricky Words</u>  |
|---|---|
| <p><i>is I the as has his her go no to into she he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</i></p> | <p><i>is I the as has his her go no to into she he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today their people oh your Mr Mrs Ms could would should our house mouse water want any many again who whole where two school call different thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe</i></p> |

*If your child is struggling to remember a tricky word, write it on a post-it note and stick it where they will see it a lot. Keep asking them to read the tricky word, reminding them of the tricky part if you need to.*

What will your child bring home?

'My Book' Reading practice book

- This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading.
- Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

A sharing book.

- In Reception class, this will be a story sack, in KS1 this will be a book which they have chosen themselves.
- Your child will not be able to read this on their own.
- This book is for you both to read and enjoy together. In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure.
- The sharing book is a book they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!