

Bernards Heath Infant and Nursery School - Spring Term Letters and Sounds Overview 2016

Foundation Stage 2 - Letters and Sounds (phase 1, 2 and 3)

Phase 1 - rehearsing our skills

- Syllable clapping
- Hearing and continuing a string of rhyming words (cat, mat, rat)
- Hearing the initial sound in a word and suggesting other words that begin with that sound such as in the game I-Spy (man, mirror, monkey) - alliteration
- Blending and segmenting what is known as onset and rime, for example, d - og, c - at
- Blending and segmenting words using their individual sounds, e.g. saying the word 'mat' when given 'm-a-t' or given 'sheep' and segmenting into 'sh-ee-p'.

All of this can be done orally - whilst driving in the car, walking, playing in the bath or sitting at the dinner table.

Phase 2

Grapheme (written representation) and the corresponding phoneme (sound)	Tricky Words (sight words) - words that I cannot sound out, I just need to remember	High-Frequency Words - words that I will see lots of times in the books I read and all around me
<p>s a t p i n m d g o c k c k e u r h b f, ff l, ll ss</p>	<p>Remind your child that these are tricky words that we can't use our sounds for; we just need to remember what they say.</p> <p>I no go to the</p>	<p>When you feel they are ready these are the words you can encourage your child to read without needing to sound out each time.</p> <p>is it in at and</p>

Some captions for practising reading - perhaps write them on strips of paper and hide them around the house or garden like a treasure hunt. You write the captions and your child draws a picture to match, can they read the sentence to find out what they need to draw?

Phase 2

pat a dog a cat in a hat a pin on a map pots and pans a sad man a tin can a cat on a bed a cat and a big fat rat	a red rug a cat on a bed a hug and a kiss dad and nan a nap in a cot cats and dogs a cap on a peg mugs and cups	no lid on the pan a kid in a cap get off the bus to huff and puff a bag of nuts a hot hob a duck and a hen get to the top	to the top of the hill pack a pen in a bag a doll in a cot a pup in the mud on top of the rock go to the log hut run to the den sit back to back
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Phase 3

Grapheme (written representation) and the corresponding phoneme (sound)	Tricky Words (sight words) - words that I cannot sound out, I just need to remember	High-Frequency Words - words that I will see lots of times in the books I read and all around me
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	he she we be me was my you they her all are	will with that this then them see for now down look too

Phase 3 Yes/no questions for playing reading games. Write them on strips, read them and sort them into 'yes' or 'no'.

Is the sun wet? Can men jog to get fit? Can wax get hot? Has a pot of jam got a lid? Has a fox got six legs? Can a taxi hop? Can a vet fix a jet? Can a van go up a hill? Will a pen fit in a box? Has a cat got a web? Can a boat sail? Can a chicken sit on a chair? Is all hair fair? Can a coach zoom into the air?	Can a duck quack? Can a rabbit yell at a man? Is a zebra a pet? Can a hen peck? Can dogs yap? Is a lemon red? Can a fox get wet? Is a robin as big as a jet? Will a box fit in a van? Can a web buzz? Is the moon far off? Are the teeth of sharks sharp? Are fish and chips food? Are fingers as long as arms?
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Sentences - combining phase 3 graphemes for practising reading and writing - a grown-up reads the sentence aloud and children write it down - perhaps on the ground with chalk, using a clipboard, on big paper on the carpet or using magnetic letters.

Mark and Carl got wet in the rain. The farmer gets up at six in the morning. Jill has fair hair but Jack has dark hair. Jim has seven silver coins. I can hear an owl hoot at night.	Nan is sitting in the rocking-chair. Bow down to the king and queen. Gurdeep had a chat with his dad. I can see a pair of boots on the mat. It has been hot this year.
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❖ Asking children to add sound buttons or sound sticks helps too, for example:

Mark Gurdeep bow year pair