

Gunthorpe EYFS Phonics Knowledge Organiser

Term	Example	Explanation
Initial sound	<u>c</u> at <u>ch</u> ease	The sound at the beginning of a word.
Blending	d-o-g <u>dog</u>	The skill of putting sounds together to read the whole word.
Segmenting	"I want to write mop" "What does it start with?" "m" "And then?" "p" "Wait sound it out again, what is the middle sound you are missing?" "m o p!"	The skill of breaking words down into units of sound to aid writing.
Digraph	<u>ra</u> in <u>gr</u> een <u>th</u> at	Two letters that make one sound.
Split digraph	<u>ni</u> <u>e</u> <u>ma</u> <u>k</u> <u>e</u> <u>ho</u> <u>m</u> <u>e</u>	A long vowel sound word which is spelt with the digraph split by another sound.
Trigraph	<u>igh</u> - light <u>ure</u> - pure <u>air</u> - hair	Three letters that make one sound.
Phonetically plausible	<u>worter</u> - water <u>snaic</u> - snake <u>foan</u> - phone	When children are first learning to write in reception we encourage them to segment using their phonics. They may spell incorrectly as they have not yet learnt the alternative spellings but they will write them in a phonetically plausible way.

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Tricky words	<u>do</u> <u>was</u> <u>said</u>	These are words that cannot be sounded out. These words must be learnt as a whole word by sight.
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