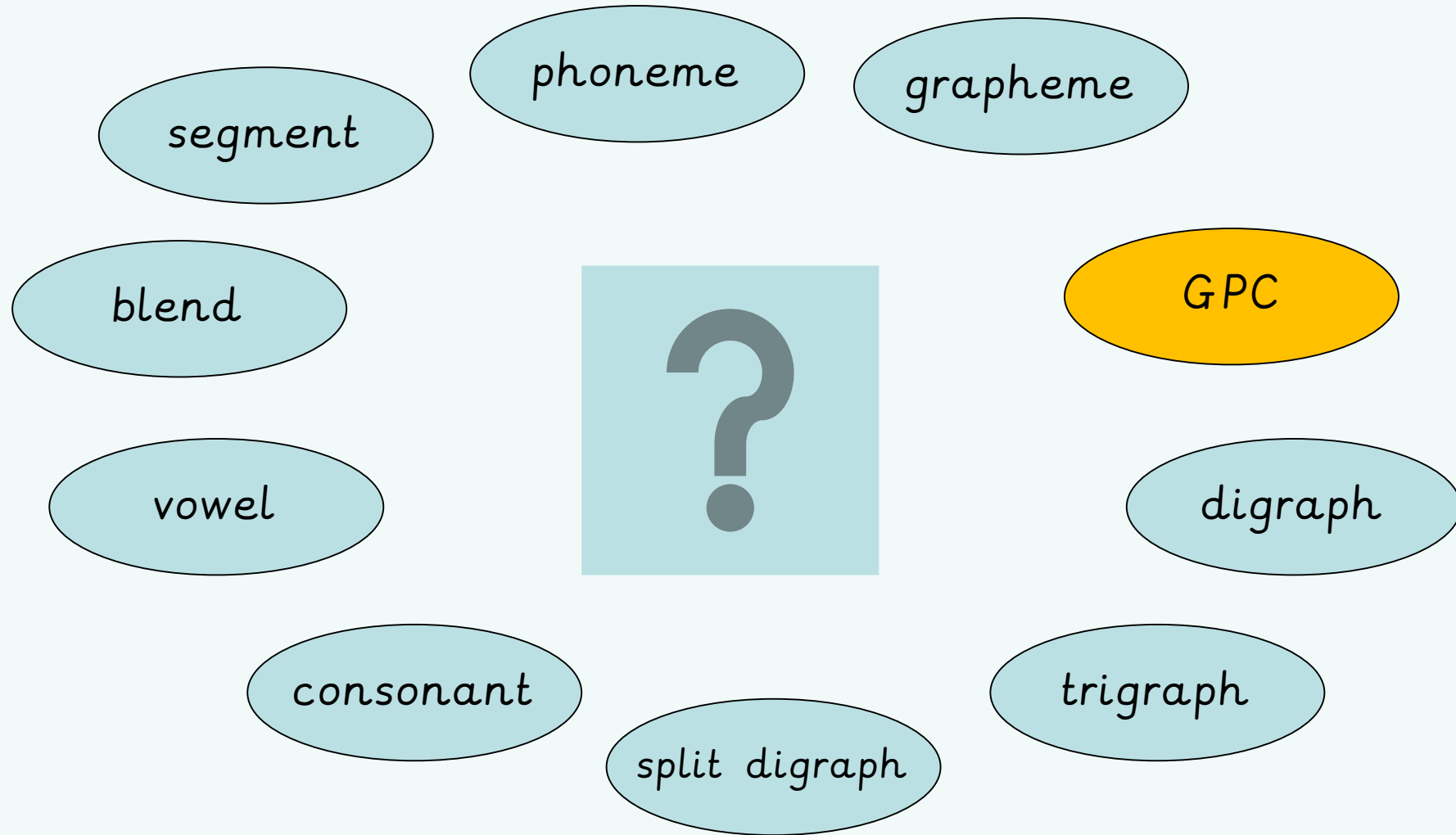




Phonics

with Miss Holt

Phonic Subject Knowledge



Reception Reading Expectations 40-60 months

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

What is phonics?

Phonics is the relationships between letters (graphemes) and sounds (phonemes). Teaching phonics involves connecting the sounds of spoken English with letters or group of letters (e.g. that the sound /c/ can be represented by *c*, *k*, *ck* or *ch* spellings) and teaching the children to blend the sounds of letters together to produce approximate pronunciations of unknown words. For example, when taught the sounds for the letters *t*, *p*, *a* and *s*, we are able to build up the words 'tap', 'pat', 'pats', 'taps' and 'sat'.

This approach has been shown to provide a quick and efficient way for *most* young children to learn to read and spell words fluently and accurately.

Types of phonics

1. Synthetic phonics

Refers to an approach associated with the teaching of reading in which phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised).

2. Analytical phonics

3. Analogy phonics

4. Embedded phonics

The Phonics Phases

At Frieth, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.

- Phase 1 (Nursery) - developing speaking and listening skills

This is the most important phase!

- Phase 2 (Reception) - begin systematic teaching of phonics
- Phase 3 (Reception) - one representation for 43 phonemes
- Phase 4 (Reception/Yr1) - adjacent consonants (no new learning!)
- Phase 5 (Yr1) - alternative spelling patterns
- Phase 6 (Yr2) - spelling rules

Phase 1

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

- A1 - Environmental sounds
- A2 - Instrumental sounds
- A3 - Body Percussion
- A4 - Rhythm and rhyme
- A5 - Alliteration
- A6 - Voice sounds
- A7 - Oral blending and segmenting

Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

- Set 1: s, a, t, p
- Set 2: i, n, m, d
- Set 3: g, o, c, k
- Set 4: ck, e, u, r
- Set 5: h, b, f, ff, l, ll, ss

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word *sat*. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word *tap* from a small selection of magnetic letters.

Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2. Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

- Set 6: j, v, w, x
- Set 7: y, z, zz, qu
- Consonant digraphs: ch, sh, th, ng
- Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Phase 4

- When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.
- Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.
- In Phase 4, *no new graphemes* are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Phase 5

- Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.
- In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.
- Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.
- Vowel digraphs: wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
- Split digraphs: a_e, e_e, i_e, o_e, u_e

Phase 6

- Consolidation of all previous phases
- Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers
- Past tense words
- Adding suffixes/prefixes to make longer words
- Tricky 'bits' in words and use of memory strategies

Letters & Sounds daily lesson structure

- **Revisit/review**

Practise previously learned letters or graphemes.

- **Teach**

Teach new graphemes. Teach one or two new tricky words.

- **Practise**

Practise blending and reading words with a new GPC.
Practise segmenting and spelling words with a new GPC.

- **Apply**

Read or write a caption or sentence using one or more tricky words and words containing the graphemes.

Phonics glossary 1

- blend - to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads *snap*
- cluster - two (or three) letters making two (or, three) sounds, e.g. the first three letters of 'straight' are a consonant cluster
- digraph - two letters making one sound, e.g. *sh, ch, th, ph*
- vowel digraphs - two vowels together making one sound, e.g. *ai, oo, ow*
- split digraph - two letters, split, making one sound, e.g. *a-e* in *make* or *i-e* in *site*
- Grapheme - a letter or a group of letters representing one sound, e.g. *sh, ch, igh, ough* (as in *though*)



Phonics glossary 2

- GPC (grapheme-phoneme correspondence) - the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences')
- mnemonic - a device for memorising and recalling something, such as a snake shaped like the letter 'S'
- phoneme - the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two
- segment - to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- VC, CVC, CCVC - the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words

Phonics Screening Check

- Statutory test
- Focus is on phonic decoding of 40 words and non-words
- Pitch is at Phase 5
- Mid-June
- One to one with child reading to adult
- Five to ten minutes

Phonics errors/misconceptions

	
saying that the word 'play' has 5 graphemes <i>p - l - a - y</i>	'play' has 3 phonemes, therefore 3 graphemes <i>p - l - ay</i>
identifying '-ing' as one phoneme/grapheme	'-ing' has two distinct phonemes, /i/ and /ng/, therefore is two graphemes: <i>i - ng</i>
identifying/describing adjacent consonant clusters as digraphs e.g. br, st, cl, sp, fl "br is a digraph because there is one phoneme"	'br' is not a digraph because there are two distinct phonemes, /b/ and /r/, which are each pronounced separately
'first' segmented as <i>f - i - r - s - t</i>	'first' has four phonemes, therefore four graphemes: <i>f - ir - s - t</i>

Useful websites

- www.phonicsplay.co.uk
- www.twinkl.co.uk
- www.ictgames.com
- www.earlylearninghq.org.uk
- www.MrsPancake.co.uk
- Articulation of Phonemes
https://www.youtube.com/watch?v=BqhXUW_v-1s
- YouTube - Mr Thorne does phonics

The importance of Reading

How we teach reading in the EYFS

- Love of reading
- Selection of books
- Reading strategies - look at the picture, ask predicting questions
- Questioning - comprehension
- Provide simple poetry, song, fiction and non-fiction books in all areas, e.g. construction area as well as the book area.
- Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others.
- Create an environment rich in print where children can learn about words, e.g. using names, signs, posters.
- When children can see the text, e.g. using big books, model the language of print, such as letter, word, page, beginning, end, first, last, middle.
- Carry out activities using instructions, such as reading a recipe to make a cake.
- Ensure access to stories for all children by using a range of visual cues and story props. For example, story boards, puppets, stuffed animals, etc.

Getting started

Make sure that your child:

- holds the book appropriately
- turns the pages on their own
- uses the pictures to discuss what the story might be about (if it is a new book)
- follows the text with fingers (younger readers)
- uses different strategies to approach unknown words
- after 2 or 3 attempts is provided with the word

How to approach unknown words

Ask your child:

- What is the first sound?
- Sound out the word - segmenting and blending.
- Look for a word within a word.
- Use the pictures for clues.
- Read on for understanding.

The value of re-reading a book

- 1st reading for decoding
- 2nd reading for fluency
- 3rd reading for understanding

Don't worry if your child wants to read/hear the same book/story again and again.

Praise

- independent use of strategies
- correct use of punctuation
- good expression
- self corrections
- asking for an explanation

Reading together at home 1

- Enjoy and share books together - buy or borrow books and reread those they love best.
- Make time to read with your child throughout their time in school - continue reading to/with them even when they are reading independently.
- Let them see you reading - books, magazines etc. to demonstrate that reading is a useful and relevant skill.
- Read simple rhyming books together - leave out a rhyming word now and then and see if your child can work out the missing word.
- Add sound effects and different voices.

Reading together at home 2

- **Read with your child** - ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they blend all through the word.
- **Explain the meaning of word** that your child can read but may not understand.
- **Talk about the meaning of the book too** - take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the characters and the important events. Ask them their views. Provide toys, puppets and dressing-up clothes that will help them to act out stories.

How to support reluctant readers?

Relax and stay positive!

- Make sure your child sees you reading and enjoying it!
- Read **to** your child. Show you like the book. Bring stories to life by using loud/soft/scary voices, actions, sound effects and toys to help tell the story.
- Spread books around your house for your child to dip into, making sure they relate to your child's interest. They don't have to be story books - some children prefer to read fact books, comics or magazines.
- Let your child choose what **they** would like to read and don't worry if it seems too easy or complicated.
- Read favourite books over and over again, encouraging your child to join in.
- **Keep reading book practice short and regular** - every day but for no more than 10 minutes at a time.

Questions?