

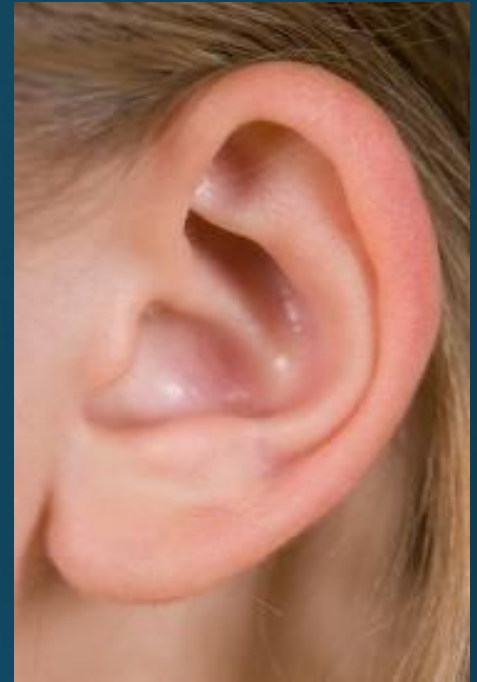
Phonics Evening Oct 2023



The terminology...

Phoneme

The smallest unit of sound in a word.



There are 44 phonemes used in the English language.

Grapheme

A letter, or group of letters, which represent a phoneme.



Digraph

2 letters which make one sound.

'Consonant digraph' contains 2 consonants
- sh ck ll ng

'Vowel digraph' contains at least 1 vowel -
ai ee ar oy

Trigraph

3 letters which make one sound.

igh
night

ear
hear

air
stairs

Adjacent consonants

Two or more consonant phonemes which are next to each other in a word

flap

strap

blank

Blending

We blend phonemes in words
in order to read:-

bed - b-e-d
paint - p-ai-n-t
sheep - sh-ee-p

Segmenting

We segment words into graphemes
in order to write:-

w-e-n-t - went

sh-o-p - shop

l-o-o-k-i-ng - looking

Pupils should be taught phonics as the prime approach to learning to read and spell

EYFS - our Early Learning Goals

Word reading -

- 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.

Writing -

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Curriculum 2014 -

KS1 - Apply **phonic knowledge and skills** as the route to decode words. (Year 1)

Continue to apply **phonic knowledge and skills** as the route to decode words until automatic decoding has become embedded and reading is fluent. (Year 2)

The Phonic Phases

Phase 1 - much of this happens in Nursery



Three Strands:

- Tuning Into Sound
- Listening and Remembering Sound
- Talking about Sound

Seven Aspects:

- E - environmental sounds
- I - instrumental sounds
- B - body percussion
- R - rhythm and rhyme
- A - alliteration
- V - voice sounds
- O - oral blending and segmenting

Phases 2-6

Will start once the children have been in school for just a matter of weeks!

- We always introduce a new phonemes in the same way...
- *Hear and say... (actions)*
- *See and say...*
- *Read (with sound buttons)*
- *Spell (using phoneme frames)*
- *Write (doesn't have to be on boards/paper! We learn a short patter and use a visual)*

All sessions fun, pacy and ACTIVE!

Two parts to teaching phonics

teaching children to decode (to read) and encode (to spell)

Daily Session

- INTRO
- REVISIT & REVIEW
- TEACH
- PRACTISE
- APPLY
- ASSESS

Application

- ▶ In READING for PLEASURE
- ▶ In READING to LEARN
- ▶ In WRITING for a PURPOSE
- ▶ In WRITING as part of PLAY/ROLEPLAY

Phase Two

- Introduces 19 grapheme-phoneme correspondences (GPCs)
- Blending to read and segmenting to spell taught as reversible processes
- As soon as children have a small number of grapheme/phoneme correspondences they can start to read and spell(/s/a/t/p/i/n/)
- Alongside we teach the 'Special' words now known as 'common exception' words
- Typical duration: Up to 6 weeks

sit		tap	
pin		dog	
pot		tin	
mat		man	
map		pan	

Phase Two

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

Typical duration - 6 weeks

23 graphemes / 19 phonemes

We also ensure correct letter formation is taught at the same time.

Task: Using only the first 6 phonemes taught s a t p i n – how many words can you now write?

s a t p i n

a

at as an it in is

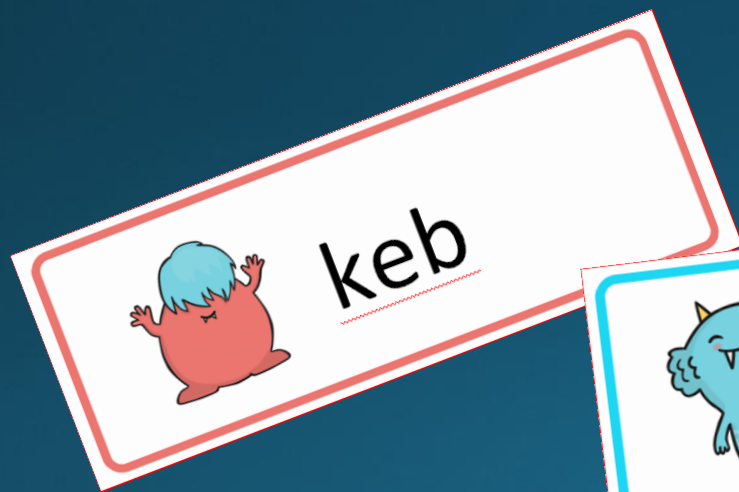
sat tap pat sit tip pit pip sip pan
pin tin tan nap

snip snap pans pins spin spit
taps pans tins naps pats tips...

As well as blending real words to read and segmenting real words to write, we learn to read and write 'alien words'

This helps assess the children's ability to apply their phonic knowledge. Later we'll discuss the Y1 phonics test but this learning to read alien words early really helps prepare the children for the test.

Some examples might be...



Reading books are the best way you
can support your child at home.
They are all phonically matched.



Top tip!

Avoid the temptation to add the 'uh' sound to the end of letters

*When saying the sounds of **b**, **d**, **g**, **j** and **w** among other letters, you might notice the 'uh' sound which follows each ('buh', 'duh'...). It's hard to say the sound without it but do try to emphasise the main letter sound and avoid saying the 'uh' too much. In some letters, avoid the 'uh' completely (say 'mmm' rather than 'muh' and 'sss', not 'suh').*

Fluency is the key to reading for understanding



There is a video on our school website in the Reading section where I model how to support a child as they develop fluency.

How parents can help...

All our books in Reception and in Year 1 (until reading is fluent) are phonically decodable.

We use a range – Letters and sounds, Phonics bug, Jelly and bean, Big Cat phonics, oxford songbirds...

- Phonics evening (YR-Y1)
- Tapestry or Seesaw – activities will go on for you to see
- Watch our recorded sessions!
- Phonics homework (optional in R)
- Take home book phonically decodable
- Home/School reading diary
- Weekly news

Phonics

We will learn the phonemes oi (coin), oo/oo (short sound as in book and long as in soon), ow (now) and start to use them to read words (by blending the letters together) and spell words (by segmenting what we hear)

We will also learn the special word 'you' – special words cannot be read by blending the sounds or written by segmenting the sounds... We just call them

This week in Reception
Week three - 20.1.20

What's going on?
Theme Winter - This week we will continue the topic and enhance all of in with our theme, going with the children's interests and seeing us. This week we will really focus on ice! Jack frost is going to visit. We will also be talking about and exploring Chinese New Year!

Phonics
We will learn the phonemes oi (coin), oo/oo (short sound as in book in soon), ow (now) and start to use them to read words (by blending together) and spell words (by segmenting what we hear). We will also learn the special word 'you' – special words cannot be read by blending the sounds or written by segmenting the sounds... We just call them

Maths
• Subtracting one
• Counting down.
"Nine is one less than ten."
"One less than eight is seven."
"When you subtract one to a number, the number gets one smaller."
"One less than a number is the previous number in the counting sequence."

Show and Tell
Alex K, Evie, Ellis, Phoebe, James, Sophie

Notes/special events for the week
• As always we will be spending much time outside, so children will need hats and gloves as well as their coats in school every day. It is really helpful if their name is written inside everything.
• Just a reminder...
1. Reading books/diaries should be in book bags every day as we vary which children read to which staff on which day.
2. Library books will be changed on a Friday.
3. Phonics books came home on Thursday and should be back in Monday.

Thank you! Have a lovely week!
Mrs Roberts & Mrs...

Phase Three



- Introduces another 25 phonemes
- Most comprising two letters
- Reading and spelling two syllable words and captions
- Typical duration: Up to 12 weeks

Phoneme frames

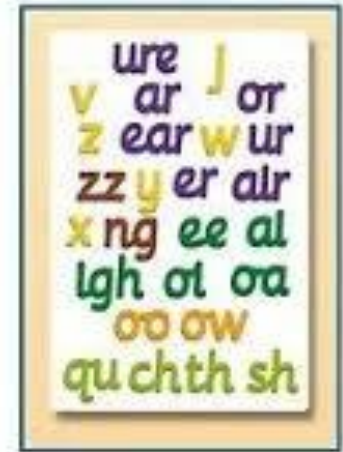


- Dots and dashes/sound buttons
- Robot arms/punching/stamping

**WE ALWAYS ENCOURAGE
CHILDREN TO SOUND OUT THEN
BLEND**

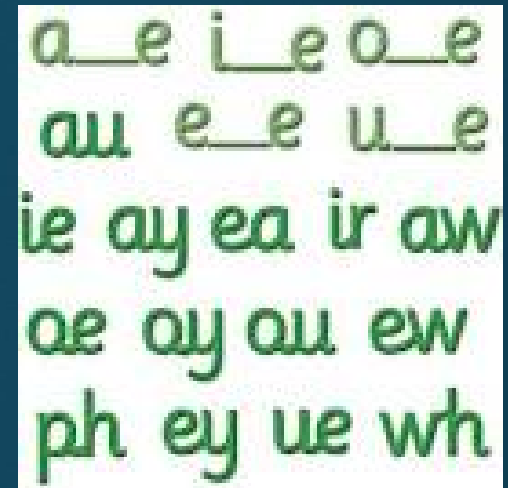
Phase 4

- NO NEW letter sounds.
- Consolidates what has been taught previously
- Introduces adjacent consonants
- Blend and segment words with adjacent consonants
- Continue to read and spell 'special' words- common exception words



Phase 5

What children learn:



- Phonemes can be represented by one or more letters (reading and spelling)
- The same phoneme can be represented by more than one grapheme, e.g. **n**ight, **t**ime, **sk**y, **i**dea, **tie**
- The same grapheme can be represented by more than one phoneme, e.g. **bl**ow, **h**ow

Phase 5 also...



- Introduces phoneme /zh/ as in: treasure
- Introduces the split digraph (bike, made, home, rude, theme)
- Introduce new high frequency words
- Explains most 'special' words (Common exception words) from other phases

How is Phase 5 constructed?

Reading

Teaching further graphemes for reading

Teaching alternative pronunciations for graphemes

Teaching and practising high frequency words

Developing automaticity



Spelling

- Teaching alternative spellings for phonemes
- Learning to spell and practising high frequency words

How many different graphemes
make the long a phoneme?

- ai – train
- ay – play
- a-e – made
- aigh – straight
- a – a corn
- ea – break
- eigh – eight
- ey - they

These are the most common...

Phonics screening check

Watch the
video

tem	
som	
shad	
foo	

seen
hill
bang
quit

Thank you!