



An introduction to phonics



Reception parent workshop



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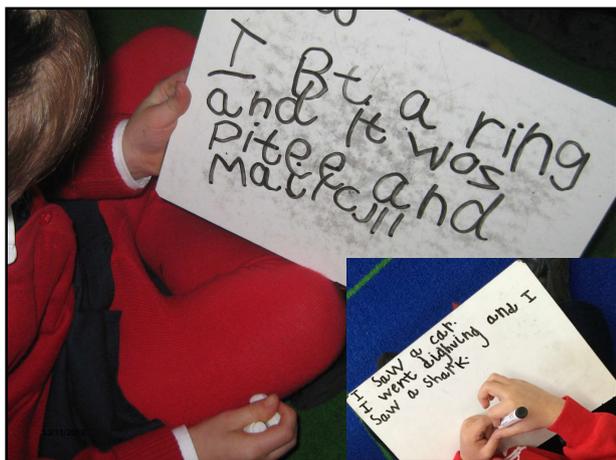
Aims for the session



- Opportunity to find out more about how your child learns phonics at school
- To gain an understanding of the basics of phonics and some useful phonics terms
- To outline the different stages in phonic development
- To show examples of activities and resources we use to teach phonics
- Chance to work with your child's class teacher



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What is phonics?



- A way of teaching children to read quickly, by teaching them to recognise the sound that each letter or letters make
- Daily phonics lesson (approx 20-30 mins)
- Fast-paced approach
- Multi-sensory activities
- Range of games, songs and rhymes
- Letters and Sounds programme – 6 phases

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Jolly Phonics and Letters and Sounds

Primary National Strategy

<http://www.letters-and-sounds.com/phase-2-resources.html> <http://jollylearning.co.uk/overview-about-jolly-phonics/>

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Key terminology



- A **phoneme** is the smallest unit of sound in a word
- A **grapheme** is the letter, or letters, representing a phoneme
- grapheme-phoneme correspondences

t ai igh



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Sounds 

- There are 44 phonemes to teach in total.
- Some of these phonemes are made up of more than one letter including...
- ai as in *rain*
- oa as in *boat*
- sh as in *shop*



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Digraphs 

Two letters, making one sound

A consonant digraph contains two consonants

sh ck th ll e.g. ship

A vowel digraph contains at least one vowel

ai ee ar oy e.g. rain

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Trigraph 

A trigraph is three letters making one sound

igh air

e.g. light, hair

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Split digraph 

A digraph in which the two letters making the sound are not adjacent.

(e.g. make)

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- Letter sounds and letter names
- The first set of sounds we teach are:

s a t p i n 

Once children know these sounds we can start making words.

sat pin nip pat pit sit pip sip



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Video!

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Key terminology - segmenting



- **Segmenting** is identifying the individual sounds/phonemes in a spoken word (e.g. 'him' = h – i – m) and writing down letters for each sound to form the word.
- **For writing:** Words are segmented into phonemes orally, and a grapheme written to represent each phoneme.

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Key terminology - blending



- **Blending** is recognising the letter sounds/phonemes in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'.
- **For reading:** phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised).

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Phases of progression



Letters and Sounds

- Phase 1 Pre-school settings
- Phase 2
- Phase 3 Reception
- Phase 4
- Phase 5 Throughout Y1
- Phase 6 Throughout Y2

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Phases

- **Phase 1** - lays the foundations for the phonic work. Work on sound discrimination, encourage children to become attuned to sounds.
- **Phase 2**
 - 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.
- **Phase 3** 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

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- **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.

bump stop brush string

- **Phase 5** - children will learn more graphemes and phonemes. They will also learn alternative pronunciations for graphemes, e.g. ea in tea, head and break.

ai - ay, a_e, ey

ee - ey, ie, ea, e_e

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Phase 2 a, an, as, at, if, in, is, it, of, off, on, can, dad, had, back, and, get, big, him, his, not, got, up, mum, but, put, the, to, I, no, go, into

Phase 3 will, that, this, then, them, with, see, for, now, down, look, too, he, she, we, me, be, was, you, they, all, are, my, her

Phase 4 said have like so do some come were there little one when out what

Phase 5 oh their people Mr Mrs looked called asked could

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Lesson structure

- Each lesson follows the same format: Revisit/Review → Teach → Practise → Apply
- On-going assessment of learning

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Sound buttons

- The grapheme recognition and blending process, placing a 'sound button' below each grapheme.
- Long sound button used under two-letter or three-letter graphemes.

dog chop boat
speed hat stamp coins

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Now Try These!

trust speak tent
goat tree thing
church coast trip
spill stretch creeping
blend stand pots

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Phoneme frames

- For teaching and practising segmenting.
- Children encouraged to 'sound-talk' the word and split phonemes into the phoneme frame.

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Phoneme frames

- Have a go at writing these words in phoneme frames.

cat fish song boot chart

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Phoneme frames

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How does phonics fit with other aspects of the curriculum?

- Reading
- Spelling

Can you sound out these letters?
e.g. c-a-t cat

Blend through the word

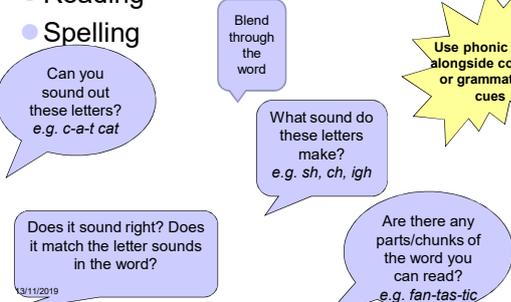
What sound do these letters make?
e.g. sh, ch, igh

Use phonic cues alongside context or grammatical cues

Does it sound right? Does it match the letter sounds in the word?

Are there any parts/chunks of the word you can read?
e.g. fan-tas-tic





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When phonics doesn't work!

- 44 phonemes in the English language
- Phonemes put together construct some simple words – BUT NOT ALL!
- 65% of all words are phonetically irregular
- Guided reading




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Other reading strategies

Eagle Eye
Look at the picture.
Think 'what is in the picture that starts with the beginning letter?'


Lips the Fish
Get your mouth ready!
Say the beginning sound.


Tryin' Lion
Try to re-read the sentence.
Think 'what makes sense?'


Skippy Frog
Skip the tricky word.
Read to the end.
Go back & try it again.




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Other reading strategies

Stretchy Snake
Slowly stretch each letter sound to make the word.
ship - s | sh | sh | p


Chunky Monkey
Break the word into chunks you already know.
mat
spat
spat ter


Flippy Dolphin
Flip the vowel sound.
Try the long & short sounds.


Careful Caterpillar
Carefully read the whole word.
Think about all the word parts.
Think about what makes sense.




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How can you help at home?

- Regularly reading with your child
- Practise the phonemes from each week (yellow book)
- Encourage children to sound out words when attempting to write words
- Notice sounds around you
- Practise the tricky words, too!



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Questions and evaluation

- Thank you



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Activities for you to try!

- Phonics games
- Ipads
- Selection of writing activities
- Letter formation materials
- Sorting objects by initial sound



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