

Great Missenden Phonics

An introduction to phonics in
Reception and Key Stage 1

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

('Letters and Sounds' Principles and Practice of High Quality Phonics

Why phonics?

- Past results and data
- School development plan 2014/15
- Government initiative
- OFSTED focus
- Year 1 phonics check

Our aim for today

- Understand more about what phonics is and how we teach it at school
- Not to scare you - handouts will be a reference for you with some of the hard language involved with phonics
- To give you practical ideas on games and activities you can be playing at home with your children
- For you to feel more confident in supporting us in teaching your child to read letters, words, sentences and texts

- It iz tiem too gow
hoam sed v kator
pilla. But iy doat wont
2 gow howm sed th
butt or flie. Iy wot to
staiy heyr

The Rose Review

- The independent review of early reading, conducted by Jim Rose, confirmed that 'high quality phonic work' should be the prime means for teaching beginner readers to learn to read (and spell).
- The review also highlighted the importance of developing, from the earliest stages, children's speaking and listening skills -ensuring that beginner readers are ready to get off to a good start in phonic work.

What is phonics?

- Phonics is the link between letters and the sounds they make.
- Using a highly structured programme working through 6 progressive phases, children are taught:
- The full range of common letter/sound correspondences.
- To hear separate sounds within words.
- To blend sounds together

Phase I

- Phase I comprises of seven aspects.
- Aspect One: Environmental Sounds
- Aspect Two: Instrumental Sounds
- Aspect Three: Body Percussion
- Aspect Four: Rhythm and Rhyme
- Aspect Five: Alliteration
- Aspect Six: Voice Sounds
- Aspect Seven: Oral Blending and segmenting

Phase 2

- It is the start of systematic phonic work.
- Begins the understanding of grapheme - phoneme correspondence.
- Understand that words are constructed from phonemes and that phonemes are represented by graphemes.

What are speech sounds?
























- Although there are 26 letters in the English alphabet, there are more than 40 speech sounds.

Some definitions

- Phoneme -The smallest unit of sound in a word.
- Grapheme -What we write to represent a sound/ phoneme -for some phonemes, this could be more than one letter.
- e.g. t ai igh

Phonemes

➤ A Phoneme is the smallest unit of sound in a word.

s	a	t	p	i	n	m	d	g	o	c
										
k	ck	e	u	r	h	b	f	ff	l	ll
										
ss										
										

Pronouncing the phonemes correctly is very important.

eg the letter s is pronounced sssss and not suh.

We all need to use the same language at home and at school.



Phonics play

- <http://www.phonicsplay.co.uk/member-only/Flashcards.html>

Oral blending

- Hearing a series of spoken sounds and merging (blending) them together to make a spoken word -no text is used.
- For example, when children hear /b/u/s/, they will say bus.
- The skill is usually taught before blending using printed words.

Blending

- Recognising the letter sounds in a written word, for example c-u-p, and blending them in the order which they are written, to read the word 'cup'

• s i t l e g m
u p

• x a n j i t

Phase 3

- Completes the teaching of the alphabet and children move onto sounds represented by more than 1 letter.

- DIGRAPHS - 2 letters that make 1 sound

ll ss zz oa ai

- TRIGRAPHS - 3 letters that make 1 sound

igh air

Phase 3 phonemes

j	v	w	y	z	zz	qu	ch	sh	th	ng
										
ai	ee	igh	oa	oo	oo	ar	or	ur	ow	oi
										
ear	air	ure	er							
										

Segmenting Activity

shelf *sh e l f* 4
phonemes

- - - -

dress *d r e ss* 4
phonemes

- - - -

sprint *s p r i n t* 6
phonemes

- - - - - -

string *s t r i ng* 5
phonemes

- - - - -

Tricky words

- Words that are not phonically decodable.
- e.g. *was, the, I.*
- Some are 'tricky' to start with but will become decodable once we have learned the harder phonemes.
- e.g. *out, there.*

Phase 4

- 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 4 is generally started at the beginning of Year 1, but may sometimes be covered at the end of YR then

Phase 4

Tricky words

During Phase 4, the following tricky words (which can't yet be decoded) are introduced:

said

have

like

so

do

some

come

were

there

little

one

when

out

what

Phase 5

- 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*.

Phase 5 is a long unit, taught throughout Year 1.

Split digraphs

- Magic 'e' ✗
- This is referred to as a split digraph.
- It means that the letters making the long vowel sound have been split.
- E.g. *time* - the 'ie' here make one sound. The 'ie' digraph is split by the 'm'

Year 1 phonics screening

- The Phonics Screening Check is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help.
- The checks consist of 40 words and non-words that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything - your child will need to read these with the correct sounds to show that they understand the phonics rules behind them.

Phase 6

Throughout Year 2

- Children working at Phase 6 can read hundreds of words automatically.
- Children can decode words quickly and silently.
- Children's spelling will be phonetically accurate.
- During this phase children become fluent readers and increasingly accurate spellers.

Now you have the knowledge...

Play lots of sound and listening games with your child.
For Example...

- I spy.
- Make duplicate sounds and play pairs... matching games.
- Stick sounds on items that start with that letter sound.
- At home, on car journeys, outings ask children to find as many things they can that start with a sound chosen.
- Let them hear sounds... sound talk to them. "Fetch me your c-oat!"
 - Read as much as possible to and with your child.
 - Encourage and praise - get them to have a 'good guess'.
 - Ask any of the teachers if you want to know more.
 - *Make it fun and in short, sharp bursts!*



Useful websites

- www.parentsintouch.co.uk
- www.bbc.co.uk/schools/parents
- www.jollylearning.co.uk
- www.phonicsplay.co.uk
- www.focusonphonics.co.uk
- www.syntheticphonics.com

Questions

