

All about Phonics...



Cookridge Holy Trinity C of E
Primary School

What is phonics?

“Synthetic phonics is a method of teaching reading that ensures virtually all children can learn to read quickly and skilfully. Children are taught the correspondences between sounds (phonemes) and letters. They identify and blend different letter sounds and letter combinations together (‘synthesise’ them) to make a word - for example, pronouncing each phoneme in shop /sh/-/o/-/p/ and then blending those phonemes to produce the word”

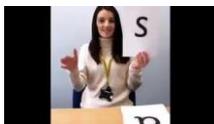
DfE 2011 ‘The Importance of Phonics: Securing Confident Reading’

Phonics jargon

- ✓ Phoneme - smallest unit of sound (eg - s, a, t)
 - ✓ Grapheme - a letter or sequence of letters that represent a phoneme
 - ✓ Phonemes are represented by graphemes
 - ✓ A grapheme may consist of one (t), two (digraph eg sh, oa) or three letters (trigraph eg, igh, ear).
 - ✓ A phoneme can be represented/spelled in more than one way: **cat**, **kennel**, **duck**, **plaque**.
 - ✓ The same grapheme may represent more than one phoneme: **me**, **met**
- ▶ Children are taught ‘common exception words’ alongside this, we call these ‘tricky words’ in Reception - these are words that can not be phonetically read and need to be learnt by sight.

Progression of phonics

Phase	Phonic Knowledge and Skills
<p>Phase One (Nursery/Reception)</p>	<p>Learning to tune into sounds, listen and remember sounds and talk about sounds through activities that are divided into seven areas (environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting).</p>
<p>Phase Two (Reception)</p> <p>s, a, t, p i, n, m, d g, o, c, k ck, e, u, r h, b, f, ff, l, ll, ss</p>	<p>Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make simple words. Segmenting words into their separate sounds. Beginning to read simple captions.</p>
<p>Phase Three (Reception)</p> <p>j, v, w, x y, z, zz, qu ch, sh, th, ng ai, ee, igh, oa, ar, or, ur, ow, oi, ear, air, ure, er</p>	<p>Learning the remaining 7 letters of the alphabet, one sound for each, digraphs such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language</p>
<p>Phase Four (Reception) 4 to 6 weeks</p>	<p>Learning to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.</p>
<p>Phase Five (Throughout Year 1)</p> <p>ay, ou, ie, ea, oy, ir, ue, aw, ph, ew, oe, au, a-e, e, e, i-e, o-e, u-e</p>	<p>Learning more graphemes for the phonemes already learnt. Learning alternative pronunciations for graphemes already learnt such as g in giant, ch in chef.</p>
<p>Phase Six (Throughout Year 2 and beyond)</p>	<p>Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.</p>



Blending to read

- ▶ Children can then use the sounds they have learnt to read new words by blending the sounds together.
- ▶ It is really important that the children say the 'pure sounds'. When saying the phonemes (sounds of the letters) with your children do not add 'uh' to the end of each one!

▶ d-o-g



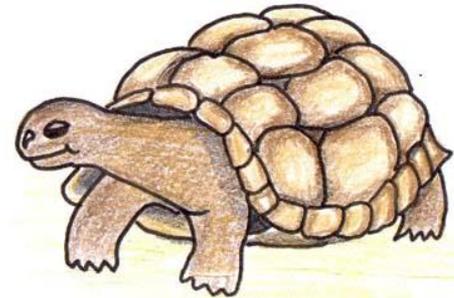
nat
nap
pan
tin
pin
tan
nip



Good phonics = Good readers

- ▶ Almost all children who have good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.
- ▶ A good reader does not depend primarily on context to identify new words. When good readers encounter an unknown word, they decode and blend (synthesise) the word, name it, and then attach meaning. The context of the passage helps a reader get the meaning of a word once a word has been deciphered.

▶ **t-or-t-oi-se**



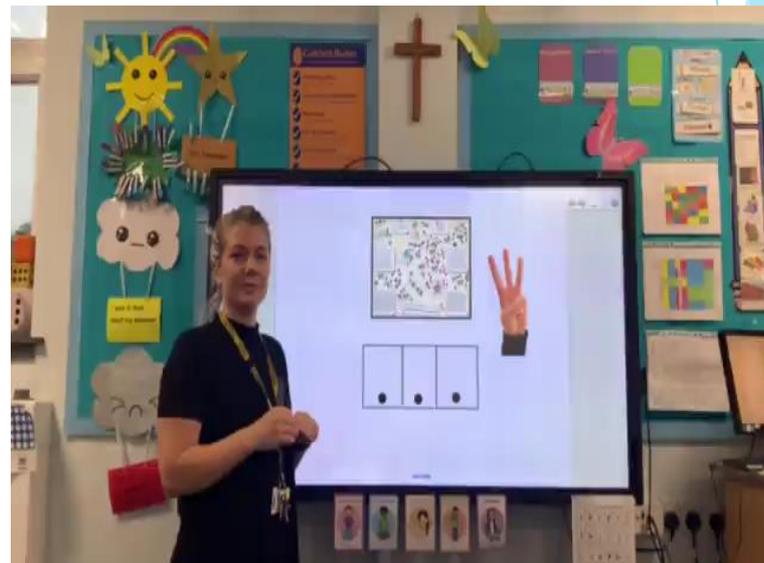
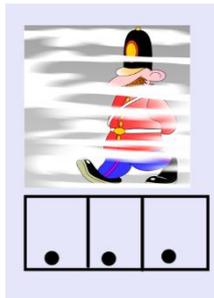
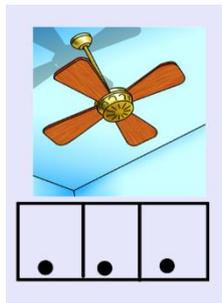
Mnemonics!! (Assisting our memory)

Each letter has a corresponding action and picture to go with it. This helps your child to remember the phonemes (sounds) better. It is multi-sensory.



Segmenting to write

- ▶ We apply our phonic knowledge to help us write words.
- ▶ We encourage the children to stretch (segment) the word out to hear the phonemes (sounds).
- ▶ Then the children put the sounds on their fingers (which supports the order) children would then write these sounds in the correct order.



Common exception words

- ▶ Common exception words are words that do not follow the common phonetic spelling rules children learn in their first few years in school. These are also called [tricky words](#) or [sight words](#) as you must learn to recognise them, and can't sound them out. They aren't decodable using the normal rules and letter-sounds in [phonics](#).
- ▶ Many of these exception words are used frequently in English, hence the use of 'common' in the name. Children are normally introduced to common exception words in their first year of primary school, and they have a list to learn in year 1 and 2 alongside [high-frequency words](#). Some common exception words are classed as high-frequency.
- ▶ At Cookridge Holy Trinity, as well as teaching these words at school, we encourage children to learn these words at home. **Your child will be sent words home to help them read - the green sheet (use phonics) the red sheet (common exception words - learn by sight).**
- ▶ As the word 'Tricky' suggests, these words are particularly more challenging for children to learn - the more they are exposed to seeing them, the easier it will become.

Common exception words

Ideas to help your child at home:

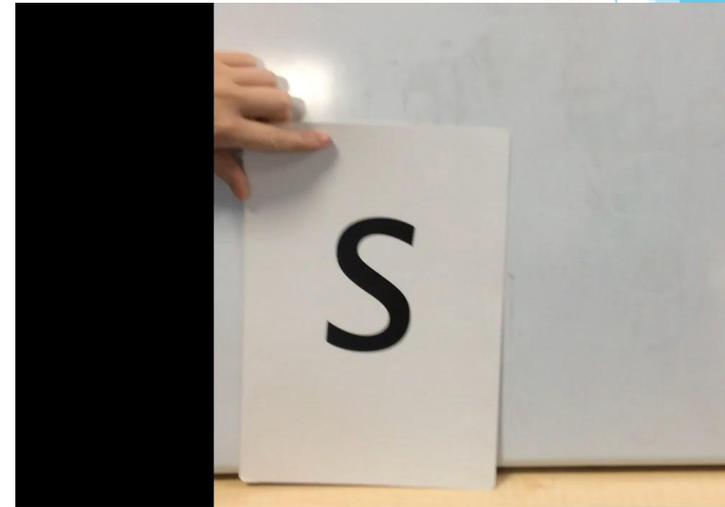
- ▶ Try a little practice every day with your little one: 10 minutes at a time should be enough. You might want to focus on one word at a time. Could be during breakfast, on the bus, while they get dressed
- ▶ It's a good idea to play games to make the learning of phonics more fun for your child: how about bingo or matching up games? You could also use the words as part of a treasure hunt: hide five tricky words around the house and ask your little one to find them from a list, ticking them off as they search.
- ▶ Display the tricky words at home, such as on the wall or on the fridge. This can help your child to understand that the words are important. You could take the time to explain this to your child.
- ▶ Encourage your child to discover tricky words in everyday reading - in signs, food packaging or notices in the supermarket. You can reinforce this during bedtime reading too, asking your child to pick out a specific tricky word that you've practising together. If you are reading for your child - see if they can find the tricky word on that page or even decode one word using their phonics.
- ▶ Why not invest in a whiteboard and marker to make learning the words more enjoyable? It'll probably be a welcome change for your child from pen and paper.
- ▶ There are lots of tricky words songs online and singing is usually a great way to embed new language.

Common Exception Words:

I no go to the into
he she we me be you
are her was all they my
said have like so do
some come little one
were there what when
out

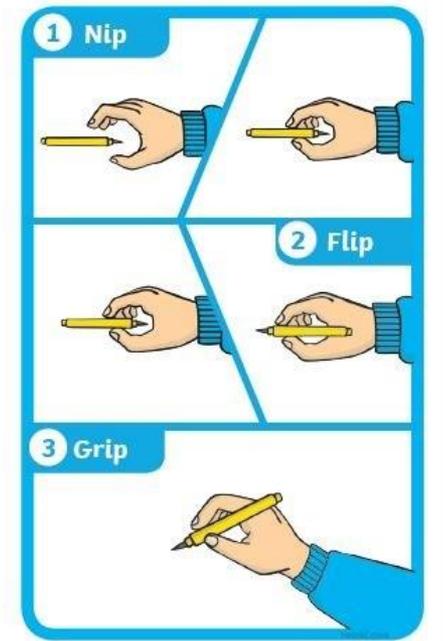
Handwriting

- ▶ Our phonics teaching is closely linked to handwriting.
- ▶ There is a rhyme to match each letter (grapheme).
- ▶ Stop your child and remind them if they are forming a letter wrong - bad habits are hard to change!
- ▶ Children should practise writing their name using the correct formation!



Fine motor skills

- ▶ Thread cheerios on spaghetti
- ▶ Cutting magazines
- ▶ Cutting paper to make snow flakes
- ▶ Connect 4
- ▶ Thread pasta on ribbon
- ▶ Putting coins in a piggy bank
- ▶ Using pegs
- ▶ Buttons
- ▶ Dot to dots
- ▶ Colouring
- ▶ Board games



Helping your child.



- ▶ Phonics work best when children are given plenty of encouragement and learn to enjoy reading and books. Parents play a very important part in helping with this.
- ▶ With all books, encourage your child to ‘sound out’ unfamiliar words and then blend them together from left to right. Once your child has read an unfamiliar word talk about what it means and help your child to follow the story. Give them lots of praise for using their phonic skills.
- ▶ Try to make time to read with your child every day. Five minutes a day is better than half an hour a week. Grandparents and older brothers and sisters can help too.
- ▶ Encourage your child to blend the sounds all through a word.

Helping your child.

- ▶ Word games like ‘I spy’ can also be an enjoyable way of teaching children about sounds and letters. You can also encourage your child to read words from your shopping list or road signs to practise their phonics.
- ▶ Practise talking in phonemes with your child (using the pure sounds).
 - “Time for b e d.”
 - “Get your c oa t.”
 - “Eat your l u n ch.”
- ▶ We use the bookbags to send home reading books and reading record books for us to communicate with each other about what your child has read. Please write in these every time your child has read to you.
- ▶ Once your child has learnt their letter sounds and has shown that they can blend (independently) they will be given a set of words to learn (Green and red sheet). The Green words can be blended - the red words are tricky (common exception words) and must be learnt by sight.

Speaking and Listening

I'm gonner avter av t wiv u!

wiv,,wif, wib

avter

Children spell as they speak.

We encourage children to write the sounds they say therefore they must use the correct sounds.

If you notice your child saying something incorrectly - please correct and model the right way to speak.

If you have any additional speech and language concerns about your child please speak to your child's class teacher.

The reading scheme

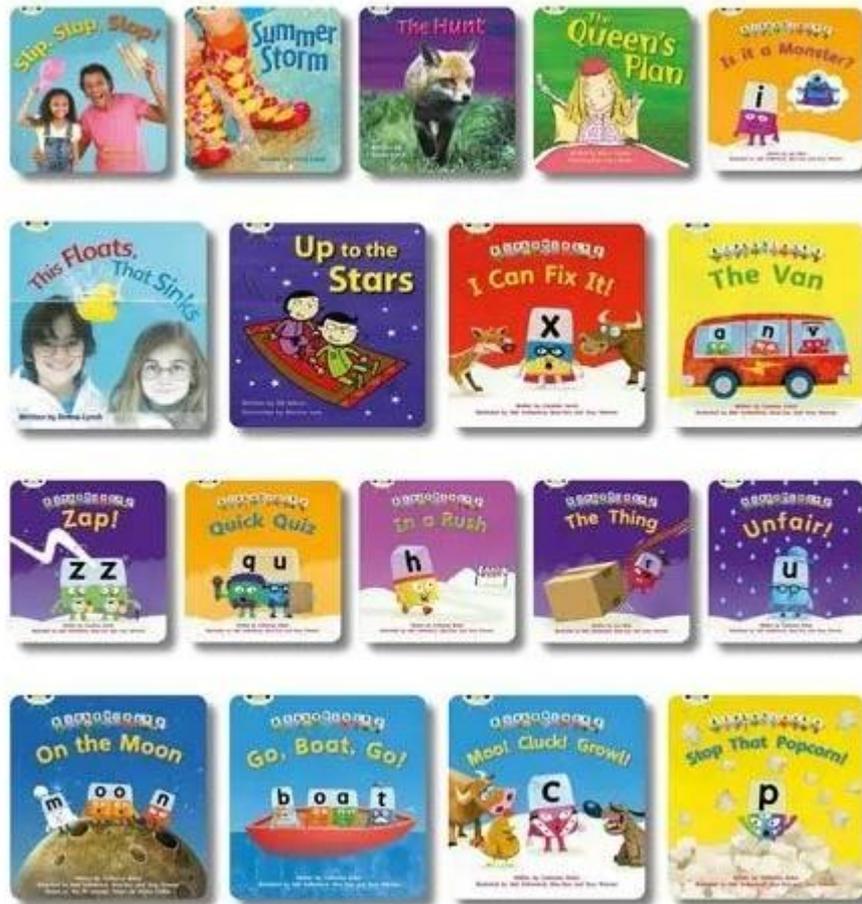


'Conversation books'

The reading scheme - phase 2



The reading scheme - phase 3



The reading scheme - phase 4



Additional reading - EBooks

- ▶ [Log in: HTRW](#)
- ▶ [Password: misswynd](#)
- ▶ https://www.oxfordowl.co.uk/for-pupils/pupil-home?utf8=%E2%9C%93&query=&age_group=&series=&level=¤t_page=home

Read Write Inc ebooks selection - Blending book 1, Ditty sheet 3,

Oxford reading tree - any book without words (lilac level), big bad bug, (Child needs to know character names by sight - Biff, Chip, Kipper, Floppy etc as can not blend these names yet

There are also lots of videos and tips on the Oxford Owl for home section on how to blend, say the sounds etc

Any questions?

Thankyou very much for coming tonight.

There will be another phonics workshop in January to explain the next stage of your child's learning (digraphs and trigraphs). We will also provide more workshops throughout the year for other parts of the curriculum.



Questions answered:

- ▶ - What should I expect my child to be able to do?

The (nursery) curriculum states that 3 and 4 year olds should: Have an awareness of sound, recognise rhymes, clap syllables. Recognise words with the same initial sound such as mother, money. Orally blend when an adult says the word - eg - n - u - t (Child would know that you've said nut). Write their own name .Write some letters accurately. The reception curriculum is then the next step up from this, learning the sounds, blending and writing - progressing to reading and writing sentences by the end of the year.

- ▶ - When will my child get a reading book with words?

Your child will get a school reading book when your child can independently blend words using the sounds taught in school. We assess the children's ability to blend daily during our phonics lessons and weekly during our group/individual focus work.

- ▶ - What sounds should my child know?

S, a t p l n m d g o c k (next week e r b h) and then f l before half term.

Questions answered:

▶ - What about capitals?

We often talk about capitals (eg our name starts with a capital) and we have these displayed in the classroom, however we don't explicitly teach capitals and how to form them until after Christmas as we don't want to overload the children. However once children are writing sentences - it is always modelled starting with a capital letter and expected of them to start their sentence with a capital, write their name with a capital etc. We also talk about them when we see them in books and which phoneme the capital letter represents.

▶ - What about learning the alphabet?

It is important for children to understand the difference between letter names ABC... and letter sounds (the phonemes). A letter has a name and a sound - alphablocks on bbc is a really good way of demonstrating the names of the letters and they sound that they make.