



Phonics Information Session

February 2019

Welcome

- Welcome all.
- Please can you sign in.
- We are NOT expecting a fire drill so if the alarm goes off please follow me onto the back playground.

Today's aims are to:

- Understand what phonics is
- Why we teach phonics
- How we teach phonics (Letters and Sounds)
- Understand the Phonics Screening Assessment
- Understand what Common Exception Words are and why we teach them.

Post it Notes/ Hands up

Please write any questions you may have on these and I will do my best to answer them, or ask me as we go along.



What is phonics?

Phonics is a way of teaching children to read quickly and skilfully.

They are taught how to:

- recognise the sounds (phonemes) made by individual, or groups of, letters (graphemes).
- identify the sounds made by different combinations of letters - such as 'sh' or 'oo'
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they see. This, in its most basic form is how children learn to read.



Why do we teach phonics?

Research shows teaching phonics in a structured way, starting with the easiest sounds and then progressing to the most complex is the most effective way to teach children to read.

Phonics in the Early Years Foundation Stage

Letters and Sounds - Phase 1

This is the first stage of the Letters and Sounds programme. It focuses on developing children's speaking and listening skills. This is because these skills underpin and form 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 (being able to recognise what the adult is saying when they say each sound like a robot c-a-t) and segmenting skills (hearing the sounds in words when saying the word).

Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

Aspect 1 - General sound discrimination - environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.

Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.



Aspect 2 - General sound discrimination - instrumental sounds

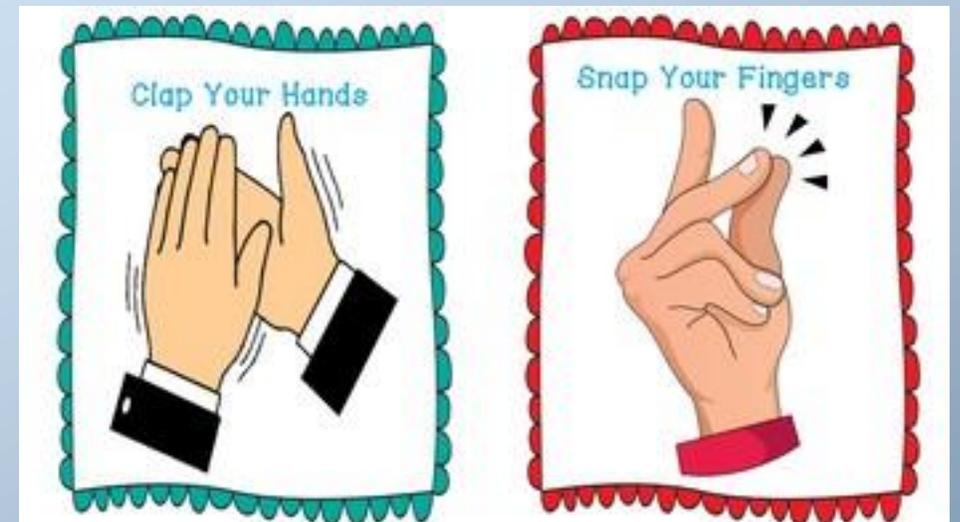
This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.

Activities include: Comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.



Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include: Singing songs and action rhymes, listening to music and developing a sounds vocabulary.



Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.

Activities include: Rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

The Frog

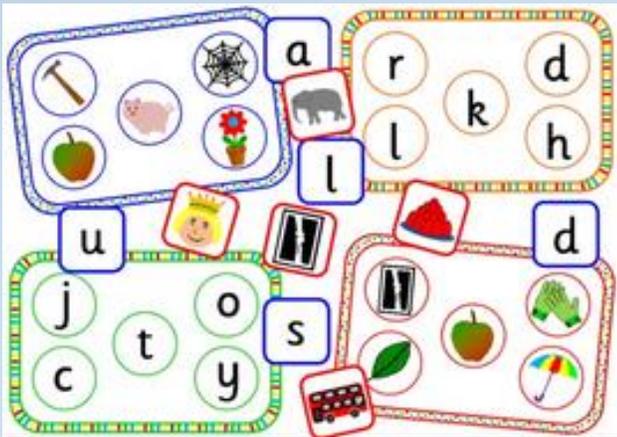
I saw a little frog,
He was cuter than can be,
He was sitting on a log
And I'm sure he croaked at me!



Aspect 5 - Alliteration

The focus is on initial sounds of words.

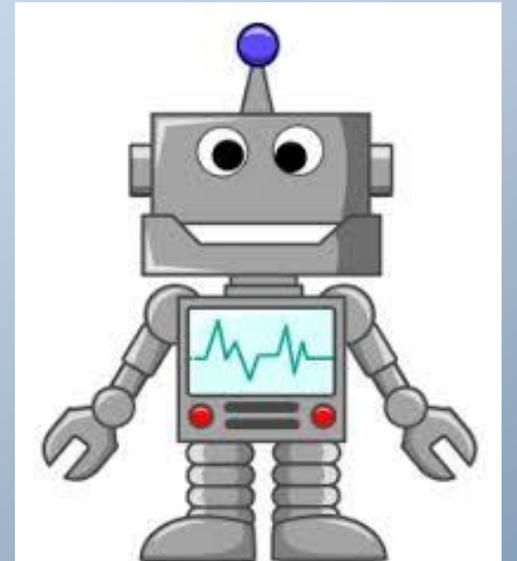
Activities include: I-Spy type games and matching objects which begin with the same sound.



Aspect 6 - Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.

Activities include: Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.



Aspect 7 - Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as c-u-p and see whether the children can pick out a cup from a group of objects.

For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

Brain Break



Phase 1

The activities introduced in Phase 1 are intended to continue throughout the following phases, because lots of practice is needed before children will become confident in their phonic knowledge and skills.

Please continue your children to develop these skills at home by playing some of the activities suggested on the last slides.

Phase 2

In Phase 2 your child will be introduced to phonemes and graphemes. These phonemes are taught in sets and a new phoneme will be introduced to your child each day in the following order.

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

Your child will be taught to recognise each sound (phoneme) and write each letter (grapheme).

They will then be supported to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**.

Blending requires your child to say each sound independently, then slightly faster, and then at a speed which allows them to hear the word that is being made in order to read what the word says.

In addition to this, the children will also start learning to segment words. For example, they might be asked to find the letters that make the word **tap** from a small selection of magnetic letters.

Segmenting is the opposite. This skill requires your child to say the word as a whole slowly, so slowly that they can hear each of the phonemes in the word. Once they have identified all of the phonemes that they can hear, they need to be able to recognise or write the graphemes for each of the phonemes in order to spell/write the word.

The type of words that we support your child to blend and segment initially are CVC (consonant, vowel, consonant) words, such as m-a-t, p,o,p, dog.

Phase 3

Once your child begins Phase 3 they will be familiar with the idea of blending and segmenting and be beginning to do this independently.

During this phase your child will be introduced to digraphs. These are two or more graphemes that when together, make one phoneme. For example **sh-ee-p**.

Phase Three phonemes will be taught in the following order:

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

In order for your child to achieve **Early Learning Goals** they need to be able to securely, independently and consistently read words with the **Phase 3** sounds in and read and spell the Common Exception Words on the Early Years list (more information to follow).

Phonics in Year One

Phonics in Year One will start at Phase 4.

But what if my child is not ready for this phase?

The way that the Letters and Sound programme is designed means previous sounds are recapped at the start of each session and the skill of blending and segmenting are practiced throughout all sessions. Therefore, with continued support at home and if needed additional phonics sessions in school, your child will soon close the gap.

Phase 4

In phase 4 your child will continue to practise previously learned graphemes and phonemes and learn how to read and write:

CVCC words e.g. **hand, lost, roast, shelf**

For example, in the word '**roast**', **r = consonant, oa = vowel, s = consonant, t = consonant.**

and

CCVC words e.g. **stop, frog, sport, green, train**

For example, in the word '**green**', **g = consonant, r = consonant, ee = vowel, n = consonant.**

Phase 5

In phase 5 your child will consolidate the knowledge that phonemes can be represented by more than one letter e.g. sh, th, ee.

They will also continue to learn that most phonemes can be spelt in more than one way. For example, the /**ai**/ sound can be written as **ai** (as in 'rain') or **ay** (as in 'play') or **a-e** (as in 'lake').

They will learn that most letters and combinations of letters (graphemes) can represent more than one sound. For example, the grapheme **ea** can be read as /ee/ as in leaf or /e/ as in bread.

In phase five they learn the following new graphemes for reading.

ay	ou	ie	ea	
oy	ir	ue	aw	
a-e	e-e	i-e	o-e	u-e
wh	ph	ew	oe	au

Brain Break

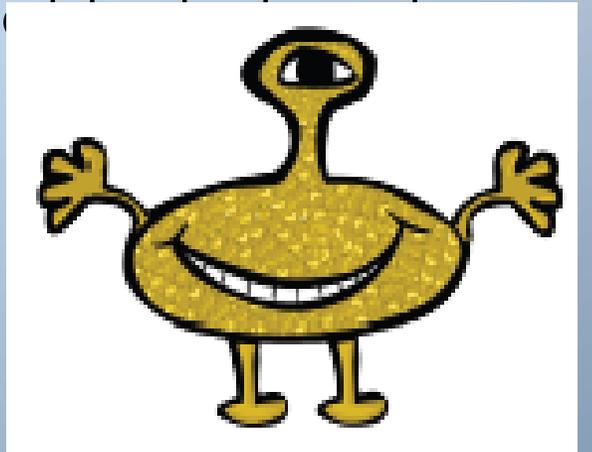


Nonsense/ Alien Words

Nonsense/ Alien words are words that consist of the sounds the children have been learning but are not real words.

For example f-a-p, this word has no meaning in our English Language but can still be used to show if your child can read the sounds that are written on the page and blend them together to read the word.

Children need support to read what is written and not just guess a word in to a word that they think it might be.



Phonic Screening Check

In June 2019 all Year One children will complete the phonic screening check to assess their phonic knowledge. During the check they will read to their teacher 20 real words and 20 nonsense words, to assess their decoding skills.

in
at
beg
sum

ot	
vap	
osk	
ect	

The check is very similar to tasks they already complete during their phonic sessions. Your child will be asked to 'sound out' a word and blend the sounds together e.g. d-o-g dog.



End of Year One Expectations

Typically, by the end of year one a child should be able to:

- blend and read words containing adjacent consonants
- read and spell the list of Common Exception Words.
- write each letter, using the correct letter formation.
- say the sound when shown any grapheme that has been taught
- for any sound, write the common graphemes
- apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words
- read and spell phonically decodable two-syllable and three-syllable words

Helping your child at home

There is lots of advice and guidance in the booklet on how to help your child and also useful websites, APPS and games that you can use to support your child's phonic development.

Common Exception Words

These words cannot be read or spelt using your child's phonic knowledge. They just need to be able to read these words when seen and spell them when writing.

In order to help your child to learn these they are taught in sets. These words are grouped according to any similar patterns the words have for example all, tall, call, ball and small.

Both the Early Years and Year One lists can be found in the booklet.

The children need to be able to read and write these lists by the end of the academic year that they are in.

Any Questions

Remember, if you have any questions, please do ask!

