

Phonics Information Evening





Aim

To explain our approach to teaching phonics and early reading, enabling you as a parent/carer to support your child more easily and more effectively at home.

What is Phonics?

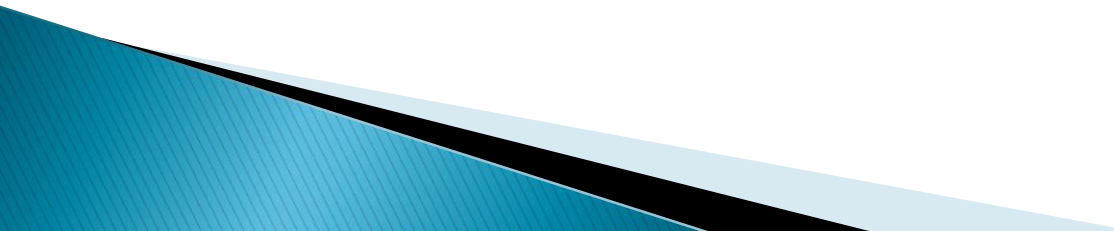
- ▶ Skills of segmentation and blending
- ▶ Knowledge of alphabetical code
- ▶ Identifying sounds in words
- ▶ Recognising common spellings of each phoneme
- ▶ Blending phonemes in reading
- ▶ Segmenting phonemes in spelling

Letters and Sounds

- ▶ Split into 6 phases
- ▶ Phase 1 – Pre – School
- ▶ Phases 2–4 – Reception
- ▶ Phase 5 – Year 1
- ▶ Phase 6 – Year 2



Phase 1

- ▶ 1. Environmental Sounds
 - ▶ 2. Instrumental Sounds
 - ▶ 3. Body Percussion
 - ▶ 4. Rhythm and Rhyme
 - ▶ 5. Alliteration
 - ▶ 6. Voice Sounds
 - ▶ 7. Oral Blending and Segmenting
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How can you support Phase 1 at home?

Nursery rhymes

Storytelling

Listening tapes

Robot talk

Be aware of your own enunciation –
practise together in the mirror!

Skipping/clapping rhymes

Don't skip this bit!

Phonic Definitions

- ▶ Phoneme
 - Smallest unit of sound in a word
c-a-t

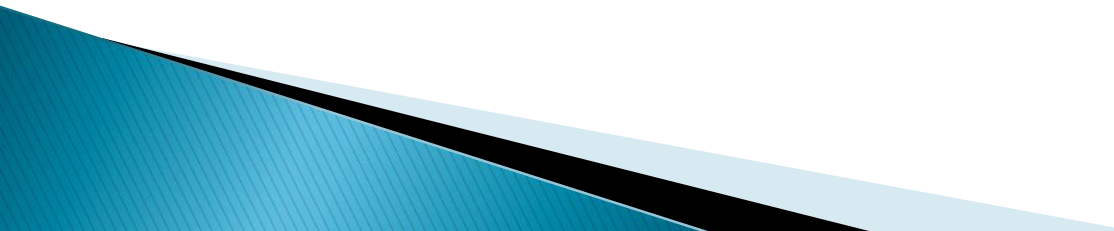


Phonic Definitions

- ▶ Grapheme
 - Letters that represent the phoneme
 - Could be 1 letter, 2 letters or more
 - t, ai, igh



Grapheme Key Vocabulary

- ▶ Digraph – 2 letters making a sound ai, ee, oo
 - ▶ A consonant digraph contains two consonants
sh ck th ll
 - ▶ A vowel digraph contains at least one vowel
ai ee ar oy
 - ▶ Trigraph – 3 letters making one sound
igh, ear
 - ▶ Split digraph – where the two letters are not adjacent
i-e, a-e, e-e
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Blending for reading

- ▶ *Oral blending*
- ▶ Hearing a series of spoken sounds and merging them together to make a spoken word; no text is used
- ▶ *For example, when a teacher calls out 'b-u-s', the children say 'bus'*

This skill is usually taught before blending and reading printed words



Blending for reading

- ▶ Recognising the letter sounds in a written word
c-u-p, sh-ee-p
- ▶ Merging them in the correct order to pronounce the word
cup, sheep




Segmenting for spelling

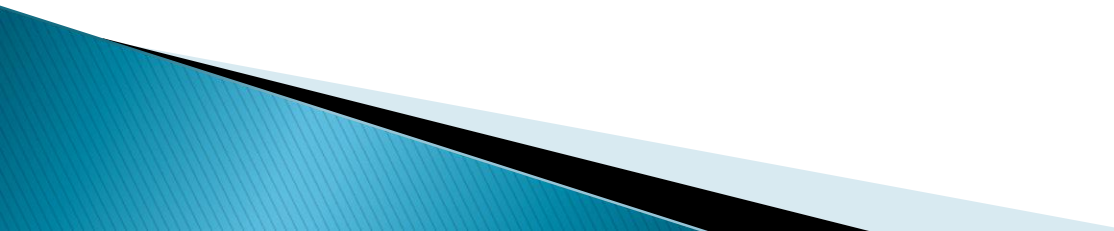
- ▶ Identifying individual sounds in a spoken word
 - h-i-m
 - s-t-or-k
- ▶ writing down letters for each sound (phoneme) to form the word him and stork
- ▶ Video

Phase 2 Reception

(6 weeks)

- ▶ Using common consonants and vowels
 - ▶ Blending and segmenting for reading and spelling simple CVC words
 - ▶ Understanding that words are constructed from phonemes and that phonemes are represented by graphemes
 - ▶ Learning 19 letters of the alphabet and one sound for each.
 - ▶ Blending sounds together to make words.
 - ▶ Segmenting words into their separate sounds.
 - ▶ Beginning to read simple captions.
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Letter Sets (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
 - ▶ Phonemes should be articulated clearly and precisely.
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Phase 3 Reception (Up to 12 weeks)

- ▶ By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.
- ▶ Twenty-five new graphemes are introduced (one at a time).
- ▶ Knowing one grapheme for each of the 43 phonemes
- ▶ 43 phonemes in the English language!!!
- ▶ Reading and spelling a range of CVC words with digraphs in.

Phase 3 Reception (up to 12 weeks)

- ▶ **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

Phase 3 Tricky Words

- ▶ During Phase 3, the following tricky words (which can't yet be decoded) are introduced:

he was my

she you her


we they

me all

be are



Phase 4 Reception

- ▶ Children will know a grapheme for each of the 44 phonemes.
 - ▶ They will be able to blend phonemes to read CVC words and segment in order to spell them.
 - ▶ Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.
 - ▶ No new graphemes are introduced.
 - ▶ Main aim is consolidation of the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.
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Phase 4 Tricky Words

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

said

come

out

have

were

what

like

there

so

little

do

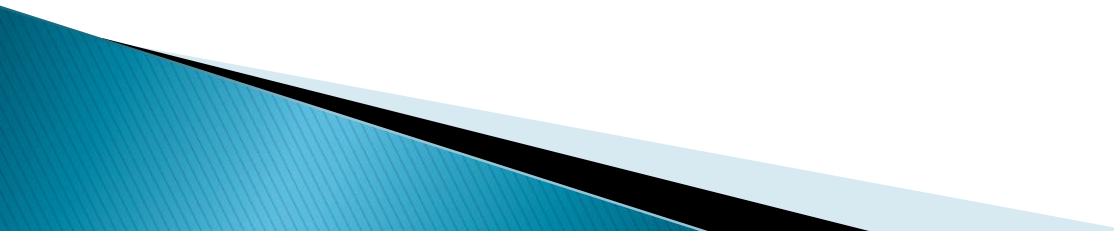
one

some

when



Phase 5 (Year 1)

- ▶ 4 week recap of Phase 4
 - ▶ Reading phonetically decodeable two-syllable and three-syllable words
 - ▶ Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes
 - ▶ Spelling complex words using phonetically plausible attempts
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Phase 5 Graphemes

- ▶ ay day
- ▶ oy boy
- ▶ wh when
- ▶ a-e make
- ▶ ou out
- ▶ ir girl
- ▶ ph photo
- ▶ e-e these

- ie tie
- ue blue
- ew new
- i-e like
- ea eat
- aw saw
- oe toe
- o-e home
- au Paul
- u-e rule

- Alternative graphemes for:

i fin, find
ow cow, blow
y yes, by, very
o hot, cold
ie tie, field
ch chin, school, chef
c cat, cent
ea eat, bread
ou out, shoulder, could,
you
g got, giant
u but, put
a hat, what

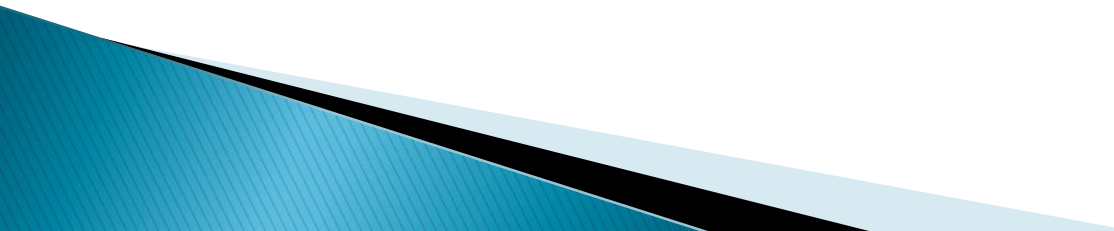
Phase 5 Tricky Words

- ▶ During Phase 5, the following tricky words (which can't yet be decoded) are introduced:

oh	
their	looked
people	called
Mr	asked
Mrs	could



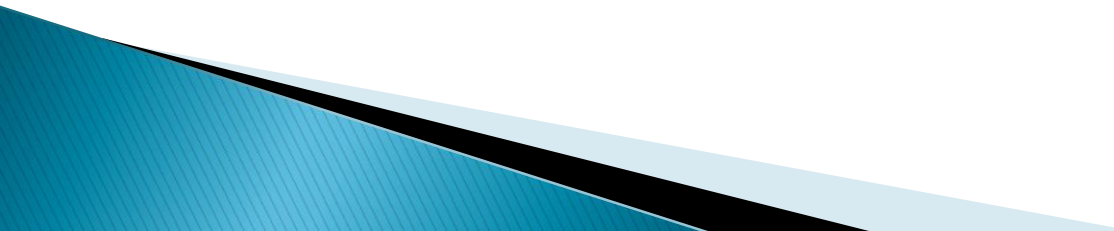
Phase 6 (Year 2)

- ▶ Recognising phonics irregularities and becoming more secure with less common grapheme – phoneme correspondences
 - ▶ Applying phonics skill and knowledge to recognise and spell an increasing number of complex words
 - ▶ Introducing past tense
 - ▶ Investigating and learning suffixes
 - ▶ Teaching spelling of long words
 - ▶ Finding and learning the difficult bits in words
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Phase 6 Tricky Words

- ▶ See handout

Letters and Sounds

- ▶ Children always work within the Phase that is appropriate to their learning.
 - ▶ Assessment is regular and groupings sorted accordingly
 - ▶ The Letters and Sounds progression of year groups and corresponding phase may not go hand in hand, depending on the progression of the children
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Thank you!

We hope you found it useful!

