

Teaching children to read and write through Phonics

15th October 2018



Just take a few moments to read this...



What's the problem?



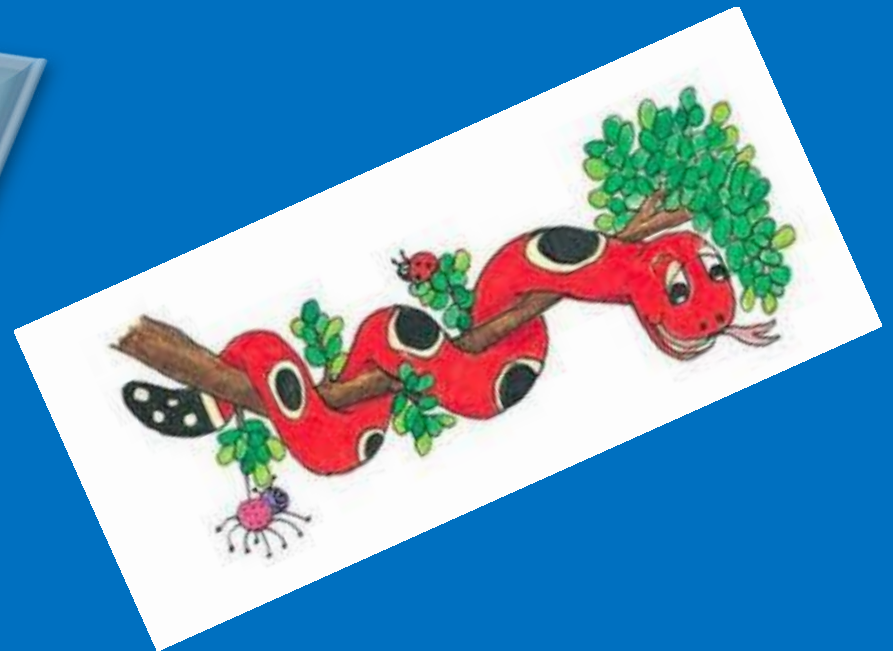
What is Phonics?

- Teaches children the alphabetic code to be able to read and write words..
- The English language is extremely complex so we have to teach it in a careful way that builds on what your child knows so they develop confidence.
- Children need to be taught 'phonics' to access the English alphabet code. This gives them the skills to become confident readers and writers.

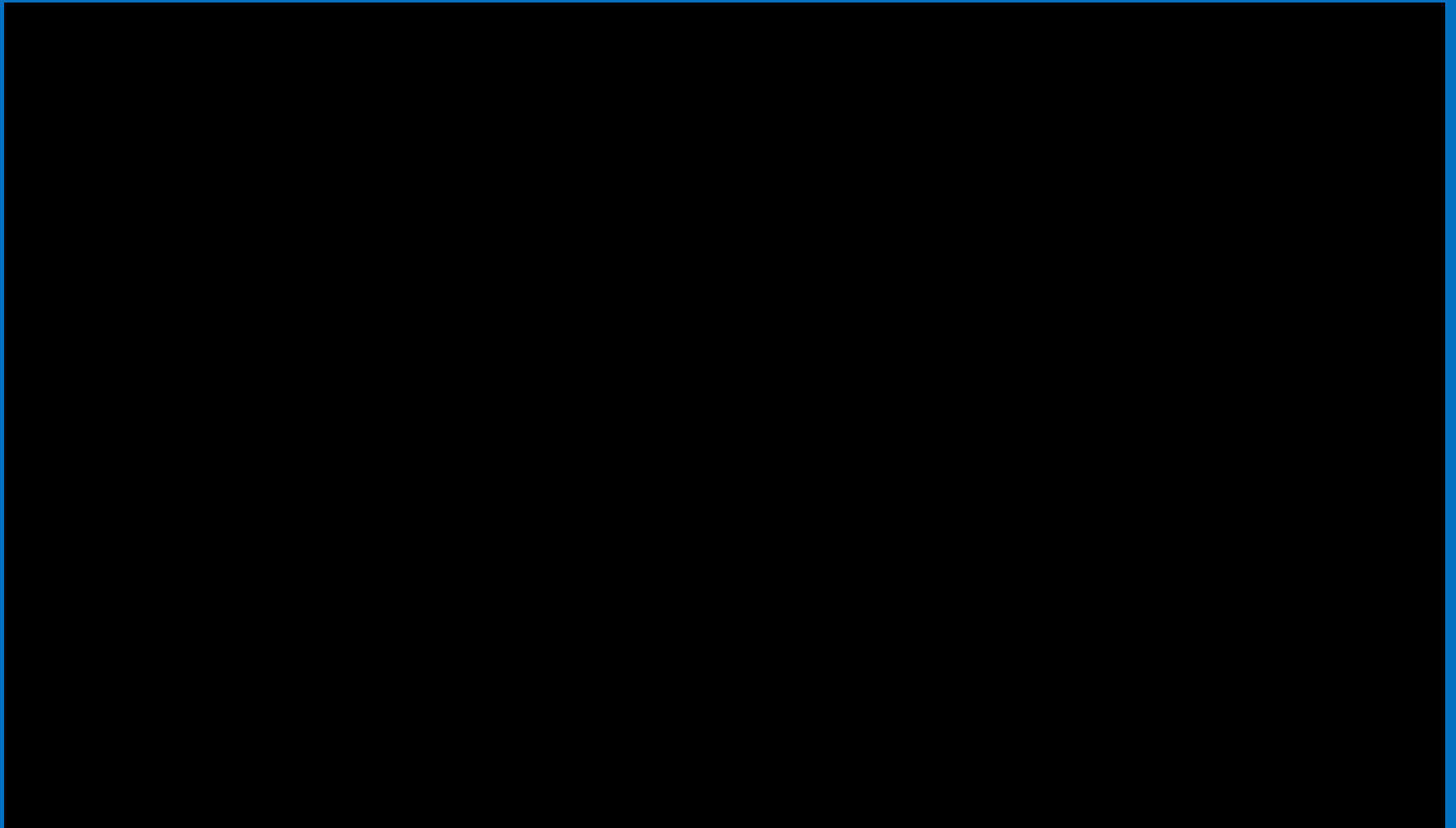
At St. Philip's we teach children to read and write using the Letters and Sounds phonics programme. This is a statutory document produced by the DFE.

We use Jolly Phonics to supplement and support Letters and Sounds.

Systematic, synthetic phonics



Jolly Phonics in the correct order



Here at St. Philip's:

Every day the children have a 25 minute phonics session

It is very fast paced and multi sensory approach

Lessons also encompass a range of games, songs and rhymes















The alphabetic code

- How many letters (graphemes) in the alphabet?

26

- How many speech sounds (phonemes) make up the English language?

44

/s/	/a/	/t/	/p/	/i/	/n/	/m/	/d/	/o/
 snake	 ant	 ted	 pig	 pin	 net	 mat	 donkey	 pot
/k/	/g/	/r/	/e/	/b/	/h/	/f/	/l/	/j/
 kitten	 grapes	 rat	 pen	 bat	 hat	 fan	 lip	 jug
/v/	/w/	/u/	/kw/ (qu)	/ks/ (x)	/y/	/z/	/sh/	/ch/
 van	 wig	 hug	 queen	 box	 yes	 zip	 ship	 chop
/th/	/ng/	/ae/	/ee/	/ie/	/oe/	/ue/	/oo/	/oi/
 bath	 king	 rain	 sheep	 pie	 toe	 statue	 book	 boil
/ur/	/or/	/ow/	/ure/	/air/	/ar/	/ear/	/zh/	
 burn	 fort	 cow	 cure	 fair	 car	 fear	 treasure	

No 'schwainig' in phonics

mmmmmmmm not muh

ssssssssssssss not suh

nnnnnnnnnnnn not nuh

How to say the sounds...

- Pronouncing the phonemes correctly is very important in phonics.
- Please encourage your child to use the correct sounds in their reading and writing with you at home, as we will in class.

<http://queenemmaschool.org.uk/year-groups/reception/Phonemes>

<http://vimeo.com/60953059>

PHASE 1

Letters and Sounds Overview

Letters and Sounds Overview Phase 2 = E		
Phase 2, 6 weeks = 19 sounds		
Week	Sounds	Tricky Words
wk 1	c a t f	
wk 2	l m n d	
wk 3	s e c k	i
wk 4	g h r r	to the
wk 5	h b f ff	no
wk 6	i l l sh	go
Phase 3 = 7 to 12 weeks = 25 sounds		
Week	Sounds	Tricky words
wk 1	j z w x	an, go, f, the, to
wk 2	th v p q	he, she
wk 3	ch sh b ng	me, me, he
wk 4	ck ck lph ck	was
wk 5	ss sc, or uc	my
wk 6	ay ck sw	you
wk 7	air ing er	day, her
Phase 4 to 6 weeks = no new sounds = adjacent consonants		
Week	adjacent consonants	Tricky words
Wk 1	CCVC	odd, no, by, the, me, me, he
Wk 2	CCVC	have, like, come, come, was, go
Wk 3	CCVC	was, there, little, one, day, all, are
Wk 4	CCVCVC	the, when, not, what, my, her

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6/SFS

Simple to the Complex

Phase 1 consists of seven interlinking parts:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration (words that begin with the same sound)
- Voice sounds
- Oral blending and segmenting

Phase I

Speaking and Listening are the foundations for reading and writing.

- To be able to listen to sounds around them (the environment, musical instruments, body sounds – clapping etc.)
- Copy and repeat a rhythm
- Hear and identify words that rhyme (cat, mat, sat)
- Hear sounds at the beginning of words
- orally blend and segment words in to their individual sounds

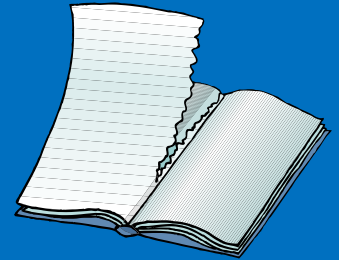
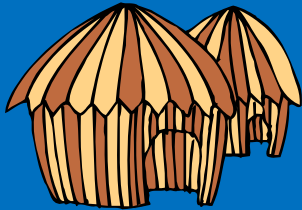
In this ongoing phase, your child will be learning to:

- have fun with sounds
- listen carefully
- develop their vocabulary
- speak confidently to you, other adults and other children
- tune into sounds
- listen and remember sounds
- talk about sounds
- understand that spoken words are made up of different sounds.

Oral Blending and segmenting

- Just objects and pictures
- No letters

I spy.....



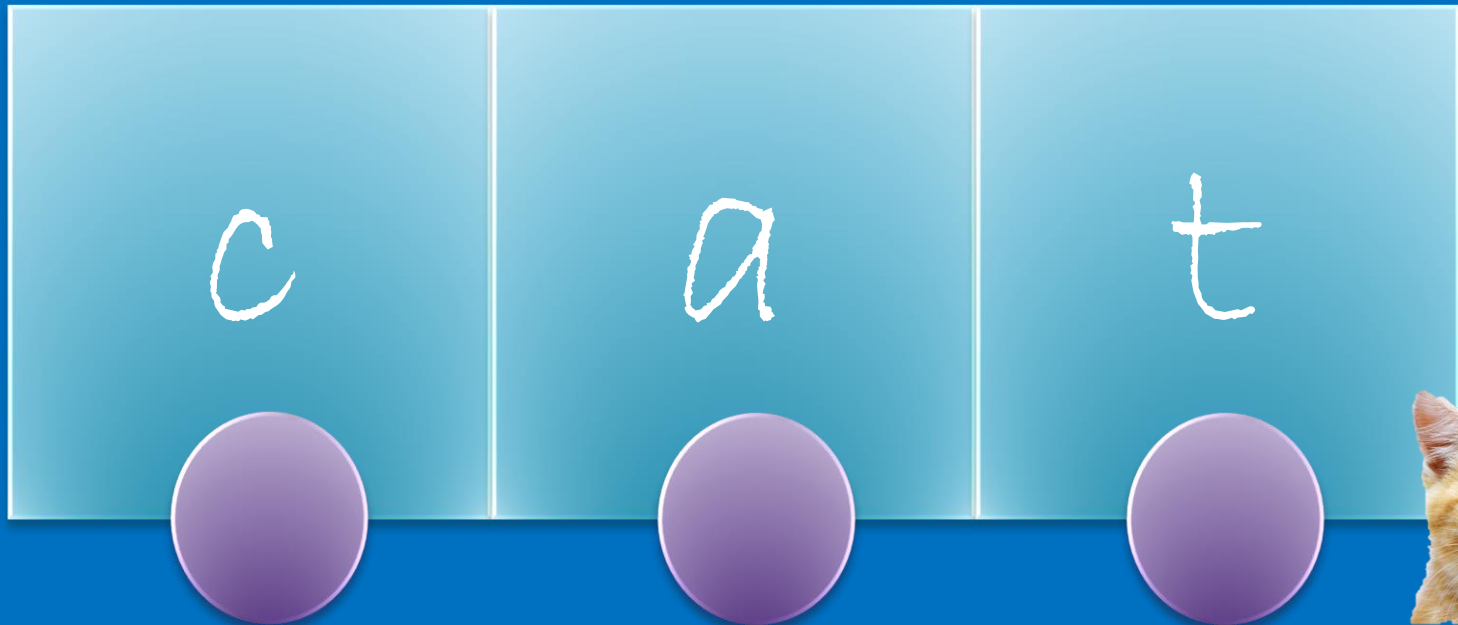
Blending - a vital skill for reading

The separate sounds of the word are spoken aloud, in order and are then merged together into the whole word.

This merging together is called blending.

E.g. c-a-t makes cat

- Your child learns to recognise 1 of the letters/ spellings of the 44 sounds (phonemes) and say them and then put them together in words to help them read.



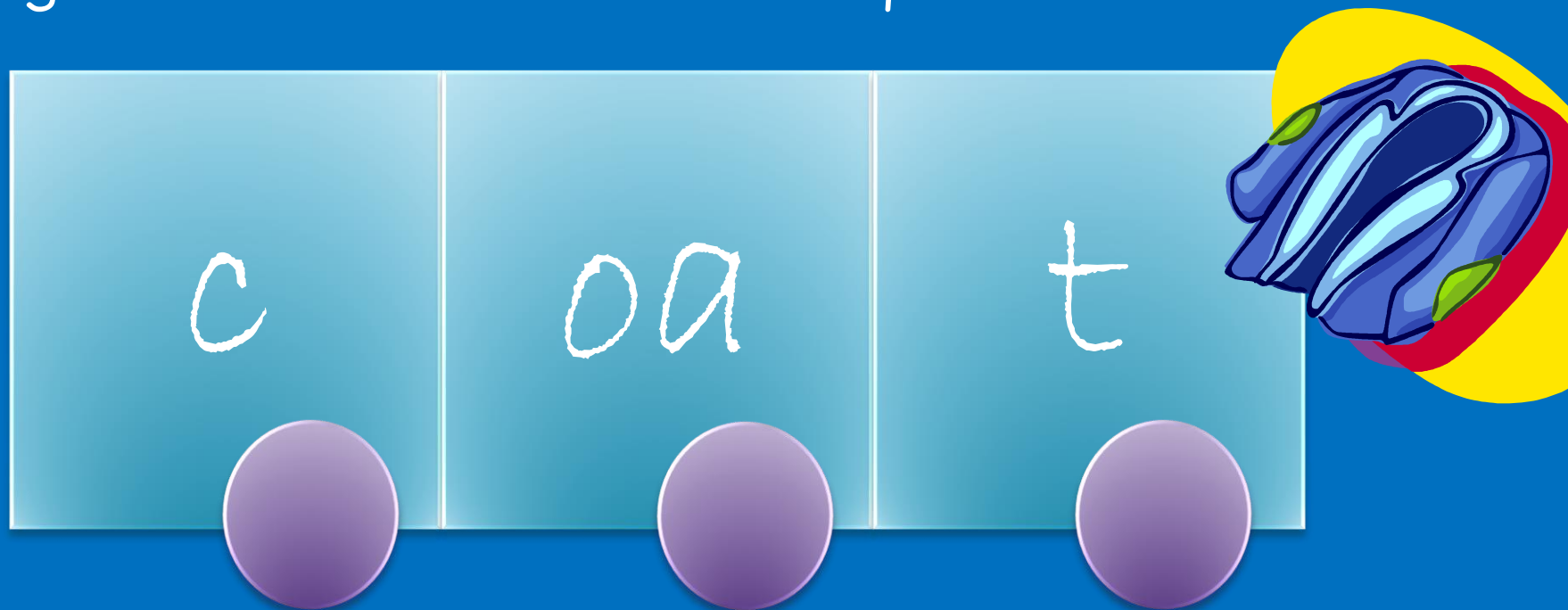
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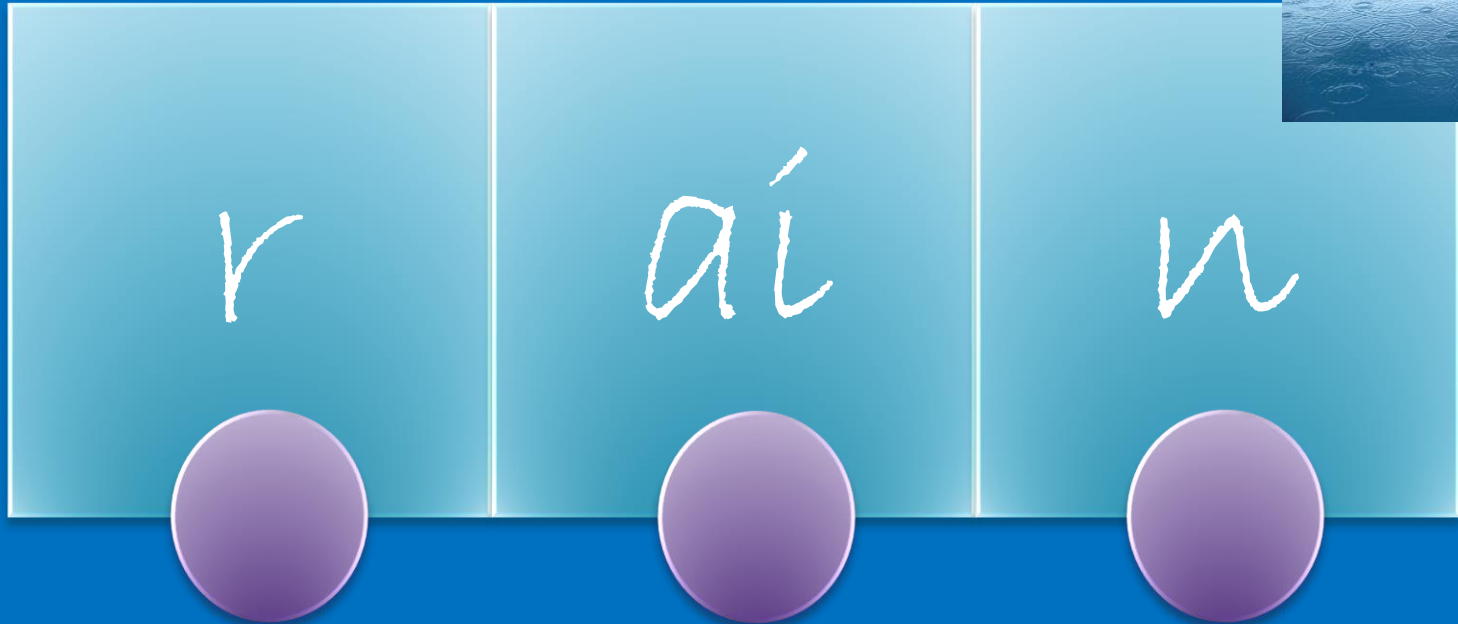
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Blending

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Segmenting

Your child learns to recognise the 44 sounds (phonemes) say them and write them. They break up words into their individual sounds to help them write.



Your child wants to write the word rain. They say the whole word aloud '**rain**' and then break up the word (segment) into the individual sounds within the word '**r – ai – n**' and they write it.

rain

Phase 2

- Start of systematic phonic work.
- Introduction of grapheme-phoneme.
- Correspondence, taught using Jolly Phonics actions.
- Children learn to pronounce the sounds themselves in response to letters.
- They then begin blending them to start reading simple VC and CVC words.
- The reverse process (segmenting) is also introduced.
- The children break up words into phonemes and select or write letters to encode words.

Phase 2

Letters and their sounds are introduced one at a time in the following sequence:

- 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

Correct pronunciation is vital.

Tricky words - I the, to, go, no

Phase 3

- The following sounds are introduced:
- 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
- Children will also learn the letter names, although they will continue
- to use the sounds when reading and spelling words.
- ABCDEFGHIJKLMNOPQRSTUVWXYZ
- Tricky words are introduced:
- he , she, we, me, be, was, you, they, all, are, my, her
- Children will be taught to read and spell CVC words (e.g. cat, box).

Phase 3

Completes the teaching of the alphabet and children move on to sounds represented by more than one letter – di-graphs & tri-graphs

Lessons include:

- ✓ games (to reinforce the recognition of phonemes)
- ✓ letter formation
- ✓ sentence work
- ✓ tricky word work
- ✓ segmenting and blending

Children should use their knowledge of previously learnt phonemes to segment and blend sounds together in order to read and spell the word.

Words become longer and contain more sounds as the phase progresses, but they remain decodable

Phase 4

Concentrates on reinforcing the importance of segmenting and blending.

The focus is on consolidation before moving on to Phase 5

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 (e.g. trap, string, milk).

The following tricky words are introduced:
said, have, like, so, do, some, come, were, there,
little, one, when, out, what

- Children will also be taught to read and spell some polysyllabic words (e.g. treetop, starlight).

Phase 5

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.

With practice, speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

The following tricky words are introduced:
oh, their, people, Mr, Mrs, looked, called,
asked, could.



ai



ay



rain



pray



nail



spray



train



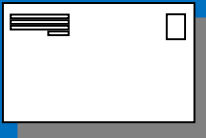
clay



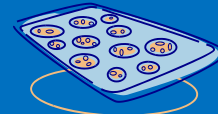
brain



pray



mail



tray



hay

Look at this letter
How do we usually say it?

O

Soundtalk these words

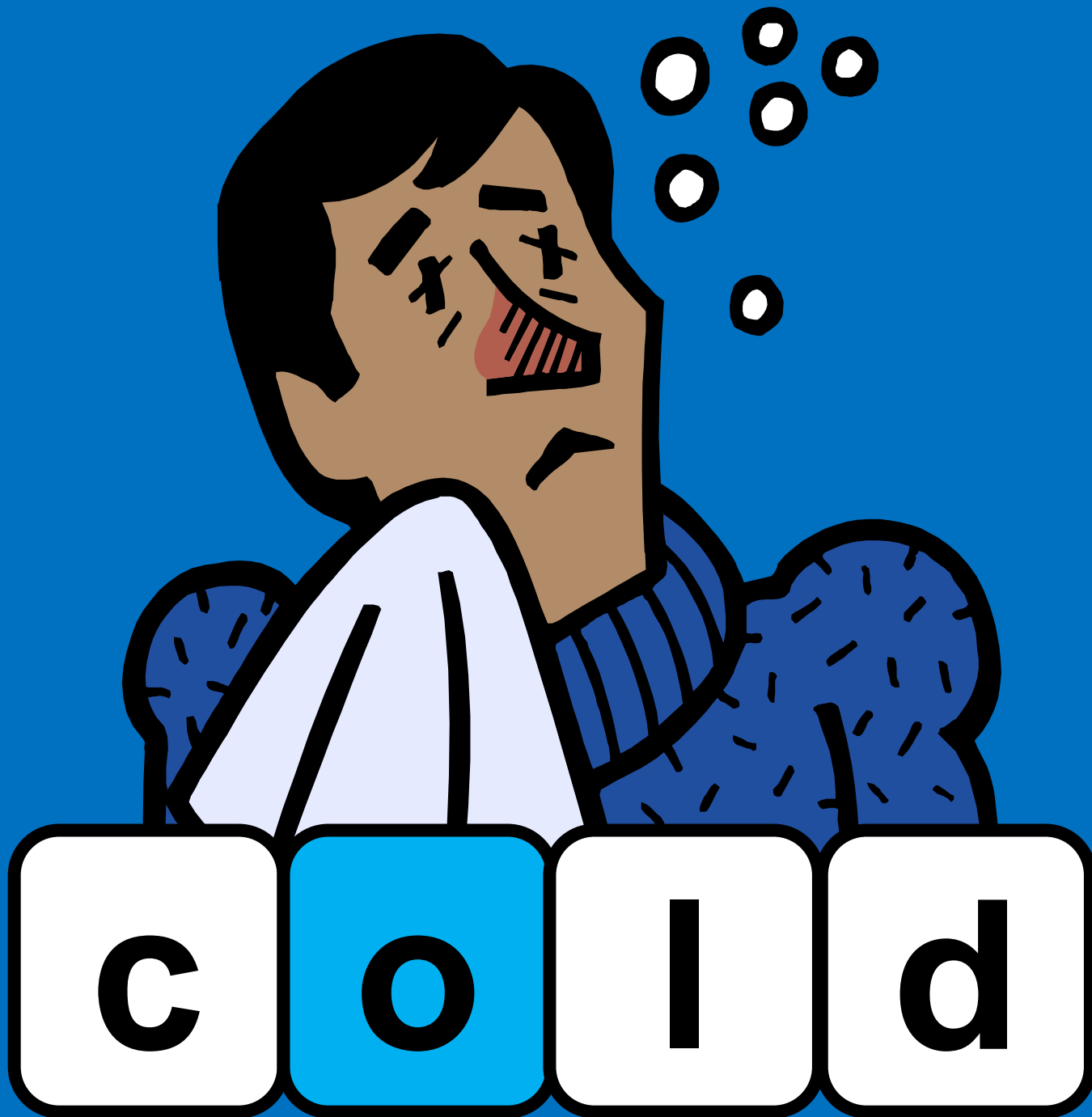
hot

cold

- What is the problem?



h o t



The alphabetic code

Not only are there 26 letters and 44 sounds.....

1 sound can be represented by 1 or more letters

AND.....

1 sound can have lots of different spellings

AND

1 spelling can be pronounced in different ways

ey	ee	e	y	ea	ie
donkey	tree	we	tiny	teach	thief
money	asleep	be	lady	beach	chief
key	deep	she	silly	sea	relief
	teeth	me	very	cream	
	feet	maybe	lazy	meat	
	week	he	puppy	neat	
	queen		happy	treat	
	need			leak	
	seen			dream	
	been			speak	

Phase 6

At this stage children should be able to spell words phonetically although not always correctly.

In Phase 6 the main aim is for children to become more fluent readers and more accurate spellers e.g. spelling rules are learnt.

Children should be able to read and spell the first 100 high frequency words and the next 200 common words by the end of this phase.

Phonemes: The sounds that are found within a word

It is important to remember the sounds in a word are not always the same amount as the number of letters. Remember to listen for the sounds when you say them rather than looking at the word.

e.g.. The word cat has three phonemes (c - a - t)
The word ticket has five phonemes (t - i - ck - e - t)
The word sock has three phonemes (s - o - ck)

Grapheme: The written letter

Digraph: Two letters that make one sound when read

e.g. sh, ch, th

Trigraphs: Three letters that make one sound

e.g. igh (l - igh - t) and ear (f - ear)

CVC: Stands for consonant, vowel, consonant.

e.g. Cat, got, sit,

We also see different combinations of consonants and vowels within words

e.g. VC, CCVC, CCVCC, CCCVC, CCCVCC

A CCVC word for example could be 'Flag' because it uses a consonant (f), consonant (l), vowel (a) and consonant (g) to make the word 'Flag' 'Frog' 'Crab' 'Strap'

Tricky words

Tricky words are words that cannot easily be sounded out (decoded). These words need to be learnt on sight and by practising them many times before they can be remembered.

I the go no to he she

Agreed?
Hard Stuff!
So what are we going to do
about it?



Our role, in partnership, is key!

Teacher's will...

- Teach your child phonics daily from the simple to the complex
- Build your child's confidence in reading and writing
- Keep you informed of your child's progress
- Send home decodable texts matched to your child's ability
- Send home weekly activities matched to your child's ability

Parents can support their child by...

- Knowing what phase their child is working at
- Helping children recognise the sounds
- Playing activities/games that are sent home
- Reading the decodable texts sent home every day
- Visit the recommended websites and apps

Year 1 phonics screening check

**Standards and
Testing Agency**

An executive agency of the
Department for Education

June 2019



- Real words
- Non words (pseudo)
- Blending for reading
- Decoding skills only
- Not assessing children's ability to understand and read for meaning
- Children to re-take in Year 2

Year 1 phonics
screening check

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Testing Agency**

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Department for Education

June 2018

- Parents informed
- 'Raise On Line' & Ofsted
- National Average 82% (2018)

School

- 2018 - 96%
- 2017 - 100 %
- 2016 - 94 %
- 2015 - 94 %
- 2014 - 88 %
- 2013 - 78 %
- 2012 - 58 %

Year 1 phonics
screening check

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