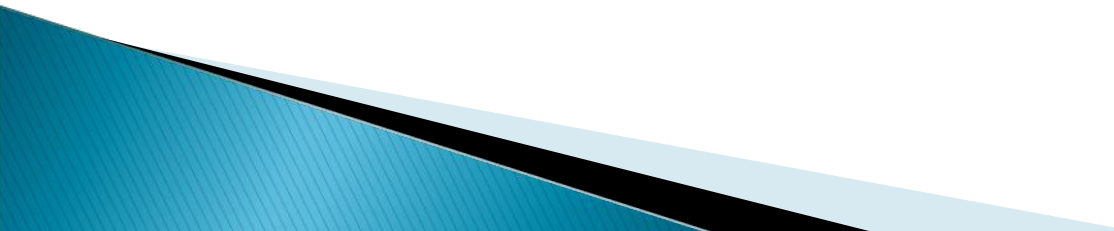


# PHONICS

September 2019

# Aims

- ▶ What is Phonics?
  - ▶ Phonics into reading and writing.
  - ▶ How you can help?
  - ▶ Questions
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# What is phonics?

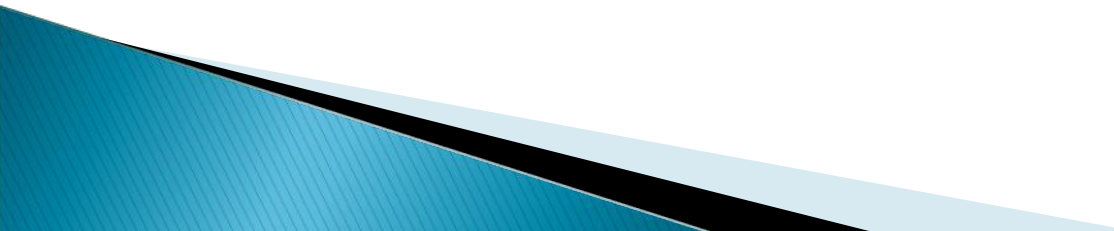
Phonics is...

**Skills** of  
segmentation and  
blending



**Knowledge** of  
the alphabetic  
code.

# Phonics Consists of:

- ▶ Identifying sounds in spoken words
  - ▶ Recognising the common spellings of each phoneme.(eg:ai,ay,a-e)
  - ▶ Blending phonemes into words for reading.
  - ▶ Segmenting words into phonemes for spelling.
- 

# Some Definitions

## A Phoneme

This is the smallest unit of sound in a word.



How many phonemes can you hear in

**cat?**

## A grapheme

These are the letters that represent the phoneme.



The grapheme could be 1 letter,  
2 letters or more!

- ▶ A phoneme you hear



- ▶ A grapheme you see



**A word always has the same number of phonemes and graphemes!**

# Blending (for reading)

- ▶ Recognising the letter sounds in a written word e.g c-u-p sh-ee-p.
- ▶ Merging them into the correct order to pronounce the word cup and sheep.
- ▶ Oxford Owl Website link

<https://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy/#audio>



# Segmenting (for spelling)

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

# Grapheme Key Vocabulary

- ▶ Digraph

2 letters making one sound ( ai, ee, oo)


- ▶ Trigraph

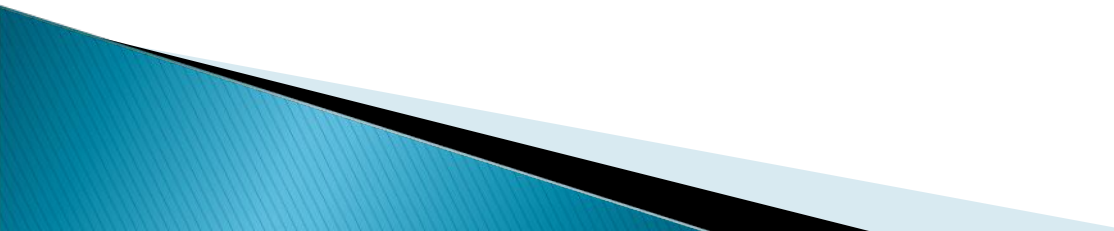
3 letters making one sound ( igh , air )

- ▶ Split digraph

Where the two letters are not adjacent  
( a-e, e-e )

# Phase 5 (throughout Year 1)

- ▶ Division of words into syllables to spell.
  - ▶ Reading phonetically decodable two-syllable and three-syllable words(thunder, rabbit, pocket)
  - ▶ Using alternative ways of pronouncing and spelling the graphemes (bead, spread/ day, train, cake/ lie, chief)
  - ▶ Spelling complex words using phonetically plausible attempts. (eg: submareen)
- 

- ▶ Adding s and es to words (plural nouns and third person singular verbs)
  - ▶ Adding the endings ing, ed and er to verbs.
  - ▶ Adding er and est to adjectives.
  - ▶ Adding the prefix un to the beginning of words.
  - ▶ Compound words.
  - ▶ Common exception words to read and spell.
- 

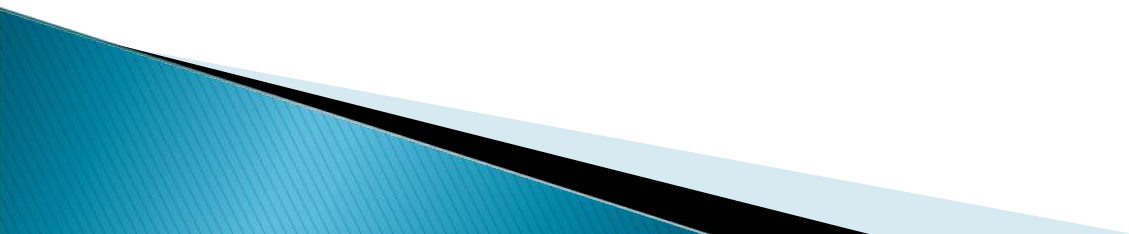
# Graphemes:

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

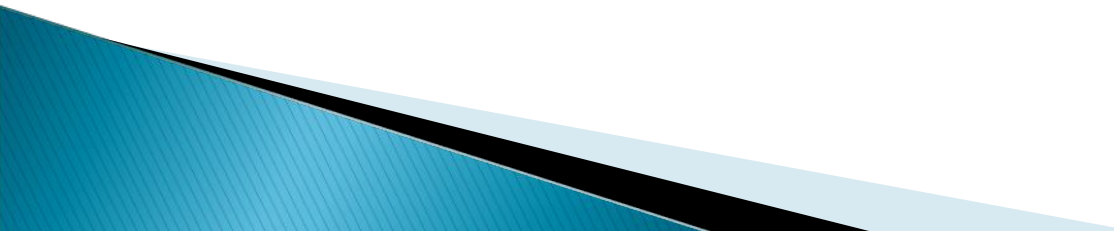
## Alternative graphemes for:

i, o, c, g, u, ow, ie, ea, er, a, y, ou

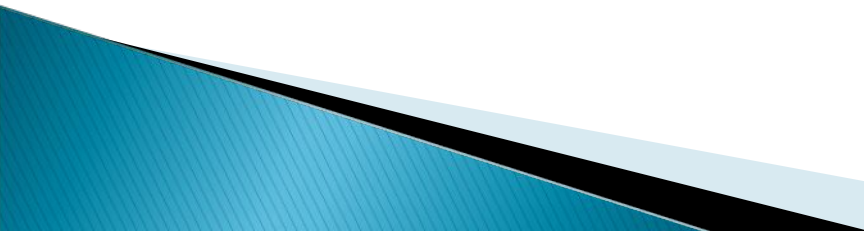
# Phonics screening Check



# What Happens During the Screening?

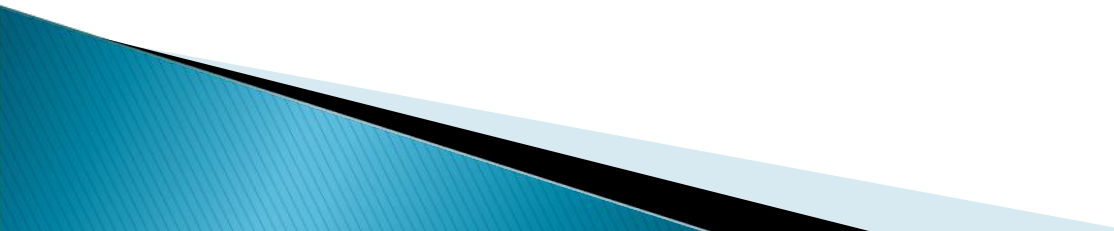
- ▶ The test contains 40 words.
  - ▶ Each child will sit one-to-one and read each word aloud to me.
  - ▶ The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace.
  - ▶ The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).
- 

# Pseudo Words (Nonsense Words)

- ▶ The pseudo words will be shown to your child with a picture of an alien.
  - ▶ This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have.
  - ▶ Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.
- 



# Reporting to Parents

- ▶ By the end of the summer term we will report each child's results to their parents.
  - ▶ We will also confirm if the child has met the standard threshold.
  - ▶ Children who do not achieve the expected level will retake the test when they are in Year 2.
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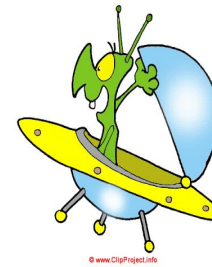
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▶ hild



▶ quemp



▶ jound



# Reading

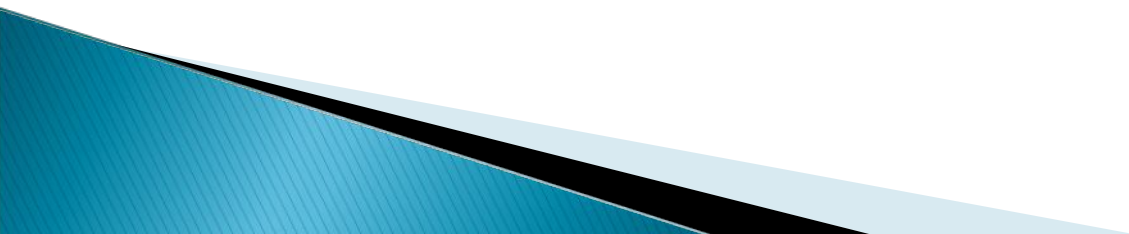
Ultimately we want children to be reading fluently as quickly as possible.

‘Unless children learn to read, the rest of the curriculum is a secret garden’

# Handwriting

Children need to be able to write legibly, fluently and with increasing speed using cursive letter formation.

Good handwriting is a stepping stone towards good spelling.



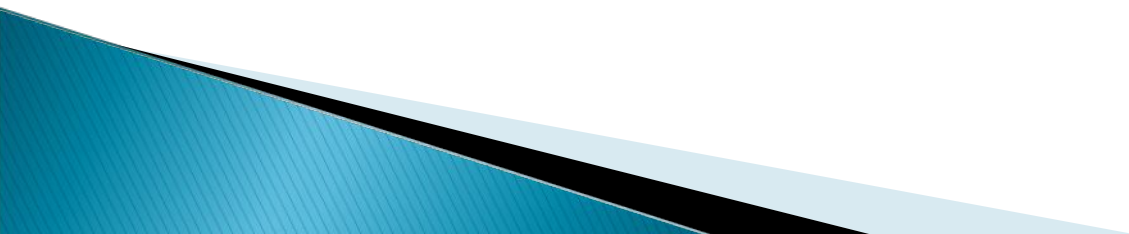
# Letter Join:

- ▶ Demonstration

# How you can help

**As parents you are your child's most influential teacher with an important part to play in helping your child to learn to read.**

**Here are some suggestions on how you can help to make this a positive experience.**



# 10 top tips

## 1. Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

## 2. Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

## 3. Maintain the flow

If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds and sound buttons rather than 'alphabet names'.

## 4. Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

## 5. Success is the key

Nothing succeeds like success, until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

## **6. Visit the Library**

Encourage your child to use the public library regularly.

## **7. Regular practice**

Try to read with your child on most school days. 'Little and often' is best. You can provide regular quality time for your child.

## **8. Communicate**

Use your child's link book to communicate regularly with positive comments and any concerns.

## **9. Talk about the books**

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

## **10. Variety is important**

Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, and information books.

**ENJOY! ENJOY! ENJOY!**

