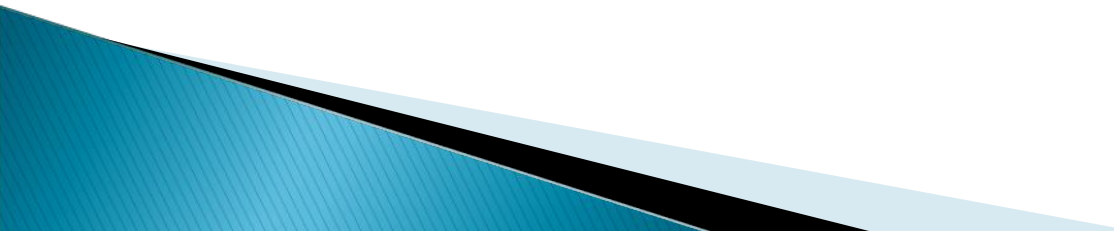


PHONICS

September 2020

Aims

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

What is phonics?

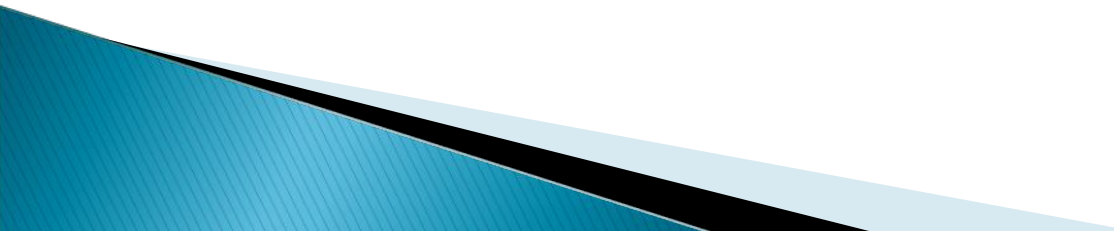
Phonics is...

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

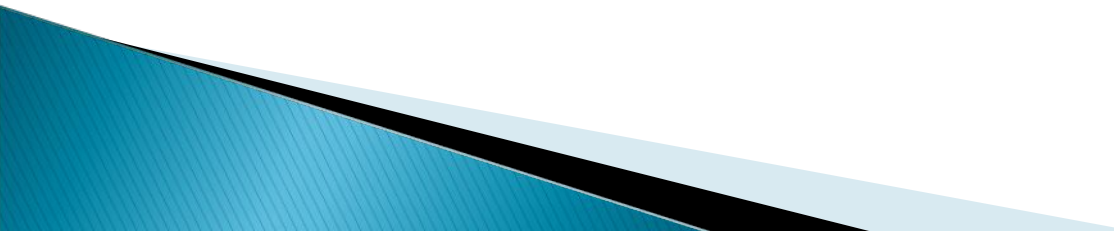
3 letters making one sound (igh , air)

- ▶ 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.
- 

New graphemes:

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

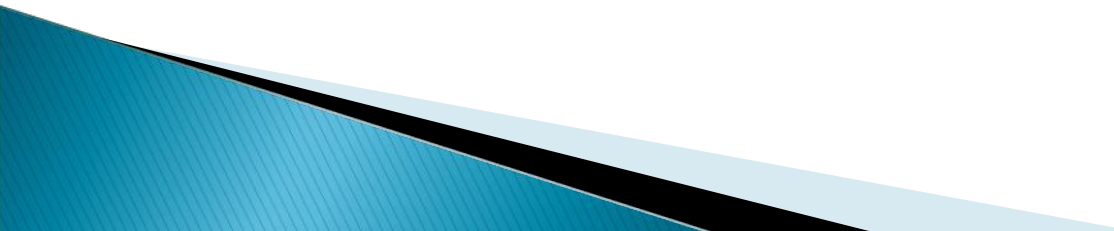
Alternative graphemes for:

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

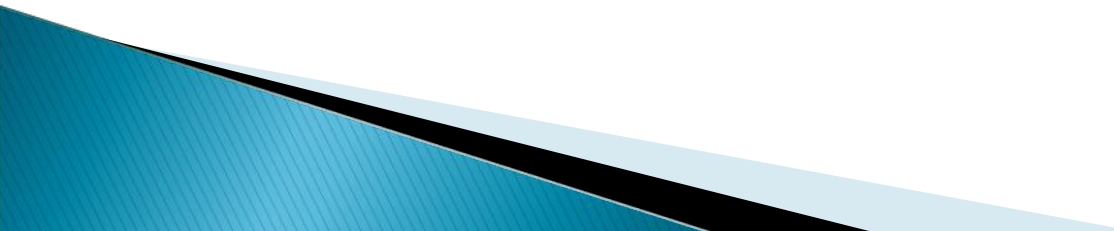
Phonics Screening Check

- ▶ Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June.
- ▶ 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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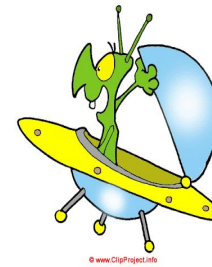
▶ fape



▶ 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.

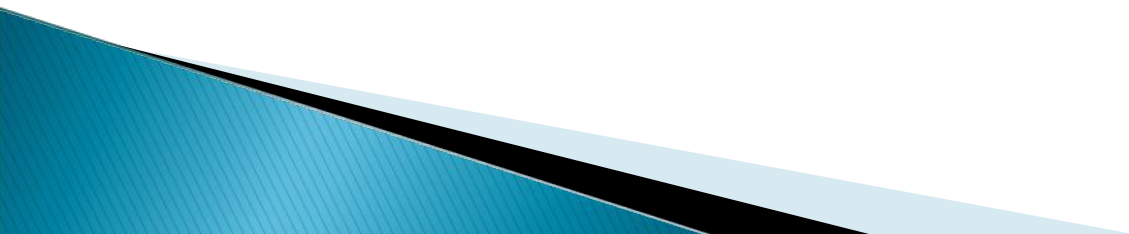
Letterjoin



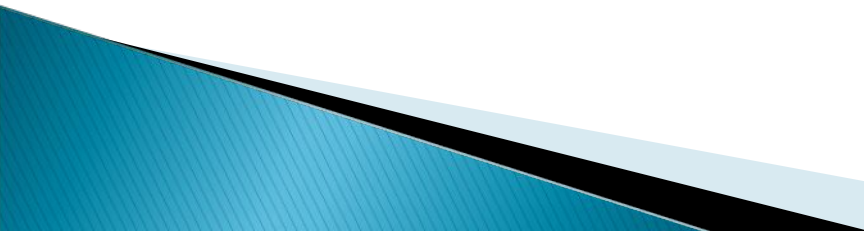
How you can help

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.



How Can I Help My Child at Home?

- Play lots of sound and listening games with your child.
 - Read as much as possible to and with your child.
 - Encourage and praise – get them to have a ‘good guess’.
 - If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
 - Blend the sounds by pointing to each one, e.g. /c/ in cat, /p/ in pat, /ng/ in sing, /ee/ in been.
 - Discuss the meaning of words if your child does not know what they have read.
- 

Questions

If you have any questions or would like further support, please email me.

miss.prince@stjohnswimborne.net

