

28<sup>th</sup> September 2017

# Welcome to the Phonics Information Evening Introduction: Mrs Oswick

Supporting your child's Communication, Language and  
Literacy Development

# What is phonics?

- It is a strategy to help children learn to read.
- Learning to read requires several complex accomplishments.
- In order to learn to read, children need to understand the correlation between the written letter(s) (grapheme) and the sound it makes (phoneme).

# Why do we teach phonics?

- We teach phonics so that children can learn to read.
- We teach phonics daily and sometimes more frequently.

# What is phonics?

There are 3 main aspects to learning to read:

- Being able to link phonetic sounds to the written letter(s).
- Once the sounds have been identified, put them together sequentially to read words – segmenting and blending.
- Words begin to look familiar and are recognised as a whole word on sight.

- ❖ Reading is a complex, multi-step task that has to be actively taught and learned.
- ❖ Good readers are skilled at using letter-sound relationships.
- ❖ Children need to learn sounds at their own pace. Some children may recognise a sound after only seeing it once. Others may need 15 exposures before they recognise it.
- ❖ Children need lots of opportunity to practise and apply these skills so frequent reading is essential.

# Phonics Phases

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	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.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

### CONSONANT SOUNDS

b	bb	d	dd	-ed	f	ff	ph	gh	g	gg	
ge	k	c	ck	ch	qu	l	ll	m	mm	mb	mn
qu is a combination of 2 sounds k-w	r	rr	wr	rh	s	ss	c	ce	se	sc	st
w	wh	one	X is a combination of 2 sounds k-s	y	z	zz	ze	se	ss	x	

### DIGRAPH SOUNDS

ch		tch		<p>Graphemes in black are common spellings.</p> <p>Graphemes in grey are rare spellings.</p>	
i	ch	th		wh is a combination of 2 sounds h-w	
s	c	th (voiced)		the	
a	ngue	zh			
		s		ge	

Graphemes in black are common spellings.  
Graphemes in grey are rare spellings.

### SHORT VOWELS

a					
e	ea	a	ai	ay	ie
i	y	o	u	ui	e
o	a	ou			
u	o	o_e	ou	oe	oo
oo	u	oul			

### LONG VOWELS

ai	ay	a_e	a	ey	ea	ei	eigh	aigh		
ee	ea	e	ie	i	ei	eo	ey	y	e_e	
igh	ie	y	i_e	i	l	eigh	eye	ye		
oa	ow	o	oe	o_e	ough	oh	oi	oy		
The 'long u' sound is a combination of 2 sounds y-o										
u	ue	ew	u_e	eau	ow	ou	ough			
oo	ew	ue	u_e	u	ou	o_e	o	ui	ough	wo

### 'R' CONTROLLED VOWELS

ar	a	al	are	ear	au
or	aw	au	ore	al	ar
oar	augh	ough	our	oor	oa
ur	er	ir	or	ear	ere
air	are	ear	ere	eir	
ear	ere	eer	ier		



Scout Kids UK Ltd, Harpenden  
Hertfordshire, SG20 9DD, UK.  
Registered in China



# 44 SOUNDS DESK TOP

## CONSONANT SOUNDS

										
b	bb	d	dd	-ed	f	ff	ph	gh	g	gg

## DIGRAPH SOUNDS

	
ch	tch

Graphemes in black are common spellings.  
Graphemes in grey are less common spellings.

																						
h	wh	j	g	ge	dge	k	c	ck	ch	qu	l	ll	m	mm	mb	mn						
																						
n	nn	kn	gn	p	pp	qu	r	rr	wr	rh	s	ss	c	ce	se	sc	st					
																						
t	tt	-ed	bt	v	f	w	wh	one	X	y	z	zz	ze	se	ss	x	ng	n	nque	s	ge	

## SHORT VOWELS

ant					
a					
peg	bread	many	said	says	friend
e	ea	a	ai	ay	ie
ink	gymnast	women	busy	tooth	pretty
i	y	o	u	ui	e
orange	watch	rough			
o	a	ou			
umbrella	money	come	back	does	blood
u	o	o_e	ou	oe	oo
book	pull	could			
oo	u	oul			

## LONG VOWELS

										
ai	ay	a_e	a	ey	ea	ei	eigh	aigh		
										
ee	ea	e	ie	i	ei	eo	ey	y	e_e	
										
igh	ie	y	ie	i	l	eigh	eye	ye		
										
oa	ow	o	oe	o_e	ough	oh	oi	oy		
										
u	ue	ew	u_e	eau	ow	ou	ough			
										
oo	ew	ue	u_e	u	ou	o_e	o	ui	ough	wo

## 'R' CONTROLLED VOWELS

					
ar	a	al	are	ear	au
					
or	aw	au	ore	al	ar
					
					
					
ur	er	ir	or	ear	ere
					
air	are	ear	ere	eir	
					
ear	ere	eer	ier		



www.44sounds.com  
© 2017 44 Sounds Ltd



# Reading is made up of:

## Word Recognition

The ability to recognise words presented in and out of context.

The ability to apply phonic rules - blending phonemes to decode.

## Comprehension

The process by which word information, sentences and are interpreted.

The same processes underlie comprehension of both oral and written language.

Continues to develop throughout life!

**Word recognition**

**Good language  
comprehension,  
poor word  
recognition**

**Good word  
recognition,  
good language  
comprehension**

**Poor word  
recognition,  
poor language  
comprehension**

**Good word  
recognition,  
poor language  
comprehension**

**Language comprehension**

# Main approach to supporting children with unknown words...

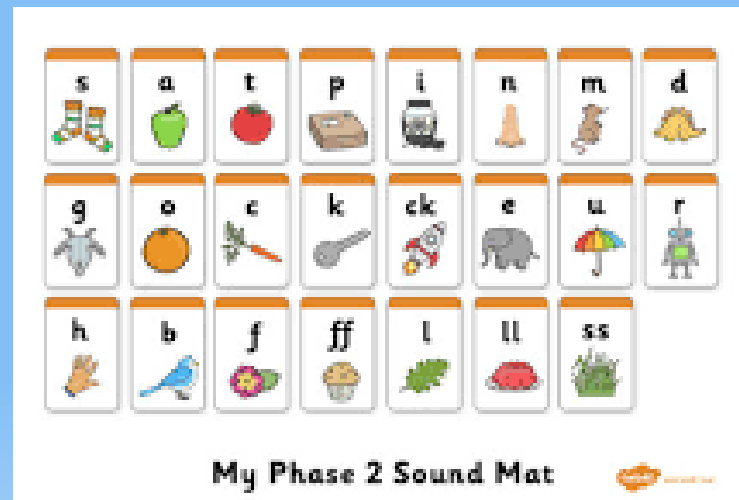
# Phonics!

Remember... Children need to use the letter sounds (not names) to decode words



# Letter names and letter sounds.

- We recite the alphabet and sing alphabet songs using letter names.
- However, when we learn to read we use the letter sounds.
- For example, we don't pronounce "a" as "ai" but as a short a as in apple.



# My Phase 2 Sound Mat

s



a



t



p



i



n



m



d



g



o



c



k



ck



e



u



r



h



b



f



ff



l



ll



ss































# Phase 3 Sounds

j	v	w	x	y	z	zz	qu	ch
								

sh	th	ng	ai	ee	igh	oa	oo	oo
								

ar	or	ur	ow	oi	ear	air	ure	er
								



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

\*even

# My Phase 5 sound mat

# How to pronounce the phonemes!

[https://www.youtube.com/watch?v=BqhXUW\\_v-1s](https://www.youtube.com/watch?v=BqhXUW_v-1s)

# Glossary

**Grapheme:** letters which represent a single sound  
eg. l,m,p

**Phoneme:** a single sound that can be made by one or more letters eg. ph, igh, ow

**Digraph:** a sound represented by 2 letters eg oa

**Segmenting:** breaking a word down into separate sounds – used for reading and spelling.

**Blending:** decoding the sounds sequentially to read the word.

## Tricky Words

There are some words that we simply cannot sound out! We call these tricky words.

said

you

come

are

to

was

We simply have to remember the whole word.



Let's practise segmenting and  
blending!

Let's look at a typical KS1 phonics  
lesson.

Y1 Daily Discrete Phonics Session

Autumn 1 Week 4

Thursday



Recap: all Phase 3 digraphs  
Phonemes and Graphemes Bag



# Flashcards - character voices.



Recap:

Tricky Word Bag





Revisit and Review:  
High Frequency Word

was



Revisit and Review:  
Phoneme / Grapheme

oa

Practise: *oa*

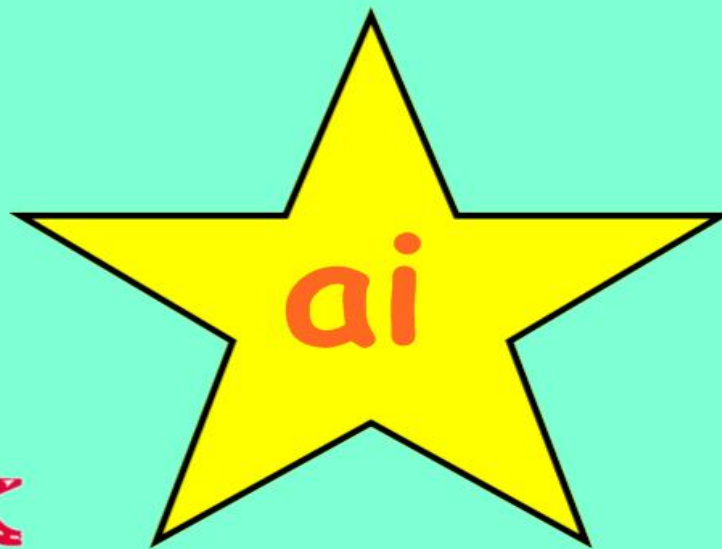
--	--	--	--	--



Children who can segment and blend sounds to read.



Today's sound is .....



Teach:

High Frequency Words

to

the



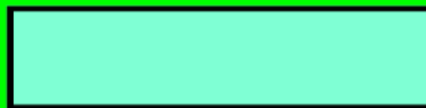


Practise: to the



Teach and practise:

ai



--	--	--	--	--

**Get Coin**



0

<https://www.phonicsplay.co.uk/BuriedTreasure2.html>



**Back**



Apply: read

Can you spot the digraphs in these sentences?

We had to wait for the rain to stop.

The snail left a trail in the rain.



*Apply: dictation*





# Year One Phonics Screening Check



# How to help at home



- Praise and encouragement
- Special place and time to read together
- Enjoyment
- Fun

# Don't forget the joy of reading!



Phonics is important, but don't stop the focus here...

Draw children's attention to the picture to help work out what they are reading

Ask questions to help your child think about what is going to happen next... etc. Talk about the story, what you have read together.

# Keen writers!

Children are expressing their love of stories, known characters, own ideas and are keen to write these down

Children are encouraged to write down the sounds they can hear in the words (*oral segmenting is very important to observe at this stage as recall of the correct letter shapes is a higher level skill*)





**Resources to take home...**