

Phonics Meeting for Parents

Friday 22nd November

Why teach phonics?

- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills
 - e.g. **cat** can be sounded out for reading and spelling
- We use a synthetic approach based on '**Letters and Sounds**' as our teaching resource.





Why synthetic phonics?

“Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers”

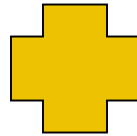
Sir Jim Rose, Rose Review of Reading 2006

- Synthetic phonics is simply the ability to change a letter or letter group into sounds that are then blended together into a word.
- In other words synthesising (put together/build up) sounds and blend together to make a word.

Phonics at a glance

Phonics is...

Skills of
segmentation and
blending



Knowledge of
the alphabetic
code.



Some Definitions

A Phoneme:

This is the smallest unit of sound in a word and the sound that letter or group of sounds make



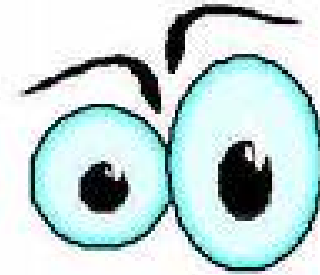
How many phonemes/sounds can you hear in:

cat? **shelf?**



A grapheme

The written
representation of a
phoneme.



*Children need to practise recognising the grapheme
and saying the phoneme that it represents.*

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

t

ai

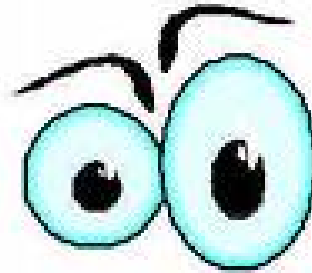
igh



- A phoneme you hear



- A grapheme you see



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















































How to say the sounds

- Saying the sounds correctly with your child is extremely important
- The way we say sound may well be different from when you were at school
- We say the shortest form of the sounds



Phonemes

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
										
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										



This is where it gets tricky!

- Phonemes are represented by graphemes. Children have to learn the grapheme to know the sound.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way (**c**at, **k**ennel, **ch**oir)
- The same grapheme may represent more than one phoneme (m**e**, m**et**)



Blending

- Recognising the letter sounds in a written word, for example

c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'



Segmenting

- 'Chopping Up' the word to spell it out
- The opposite of blending
- 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



Playing alien words can be fun!



osk



blom



gris

Nonsense games like this help to build up blending and segmenting skills – and are fun!



Once children are good with single phonemes...

- DIGRAPHS – 2 letters that make 1 sound

ll ss zz oa ai

- TRIGRAPHS – 3 letters that make 1 sound

igh dge



Segmenting Activity

- Using 'sound buttons' e.g. **cat** would be: c – a – t
 -
 -
 -
- can you say how many phonemes are in each word.
 - shelf
 - dress
 - sprint
 - string



Did you get it right?

- shelf = sh – e – l – f = 4 phonemes
- dress = d - r - e – ss = 4 phonemes
- sprint = s – p – r – i – n – t = 6 phonemes
- string = s – t – r – i – ng = 5 phonemes



Tricky Words

- Words that are not phonically decodeable
e.g. was, the, I
- Some are 'tricky' to start with but will become decodeable once we have learned the harder phonemes
e.g. out, there,





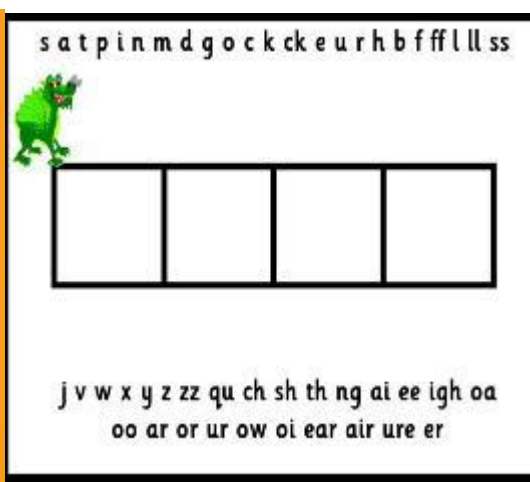
Lesson format

- In each year group, phonic lessons follow the same format:
- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes or high frequency or tricky words will be taught.
- **Practice:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences.

Phonic learning is fun!

The children learn and practise their phonemes in lots of fun ways:

- Sound talking and rhyming.
- Playing games – table games or interactive games on the computer.
- Using phoneme frames, “sound buttons” and whiteboards to spell words.
- Sorting phonemes.
- Making words with phonemes.
- Being phoneme “detectives”.
- Reading and writing sentences. Silly sentences are great fun!





Phase 1 – Nursery and throughout school

- Taught through speaking and listening activities

- Split into 7 aspects:

1. General sound discrimination – environmental.
2. General sound discrimination – instrumental.
3. General sound discrimination – body.
4. Rhythm & rhyme.
5. Alliteration (e.g. silly sausages sizzle slowly).
6. Make your own voice sounds (e.g. going down a slide/ keep everyone quiet/ buzz like a bee).
7. Oral blending (ready to read) & segmenting (ready to write).



Phase 2 - Reception

- In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'. They will also be taught the phonemes (*sounds*) for a number of graphemes (*letters*).
- This phase teaches blending to read & segmenting to spell.



Phase 2

- Sounds are introduced in sets
 - ❖ 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
- Vowel consonant (VC) & consonant vowel consonant (CVC) words.
- Learning to read some tricky words: **the to l no go into**

Children can now begin to form real words

s a t p i n m d

Make as many consonant vowel consonant
(CVC) & vowel consonant (VC) words as you
can!





Phase 3 - Reception

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, '**oa**' as in **boat**
- practise blending and segmenting a wider set of CVC words, for example, **fizz**, **chip**, **sheep**, **light**
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.



Phase 4 – Reception/Year 1

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:

No further sounds taught at this phase.

Reading & spelling words containing adjacent consonants
e.g. **crunch, float, groan.**

- **CVCC** words: **tent, damp, toast, chimp**
- For example, in the word ‘**toast**’, **t = consonant, oa = vowel, s = consonant, t = consonant.**
and **CCVC** words: **swim, plum, sport, cream, spoon**

Reading & spelling two syllable words

Learning some tricky words:

Tricky words

said, so, do, have, like, some, come, were, there, little, one, when, out, what

How can I help?

- Sing an alphabet song together
- Play 'I spy'
- Continue to play with magnetic letters, using some two-grapheme (letter) combinations, eg: *r-ai-n = rain* blending for reading

rain = r-ai-n segmenting for spelling

- Praise your child for trying out words
- Look at tricky words
- Look for phonic games
- Play pairs with words and pictures



REMEMBER: Phonics is not the only thing needed to become a fluent reader.

• Please continue to read with your child each night and encourage them to:

- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.

And most importantly **ENJOY READING!**

“Children fall in love with books because of the memories created when they snuggle up and read with someone they love.” – Raising readers



Useful website addresses

www.espresso.co.uk

www.phonicsplay.com

www.activelearn.co.uk

www.oxfordowl.co.uk

www.teachyourmonstertoread.com



Remember.....

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”

— Dr. Seuss, I Can Read With My Eyes Shut!





Have a go!

Please feel free to have a go at some of the activities that your children enjoy in their phonic sessions.

Thankyou.

