



# Phonics at Old Heath



The more that you

**READ,**

the more **THINGS**

you will **KNOW.**

The more that you

**LEARN,**

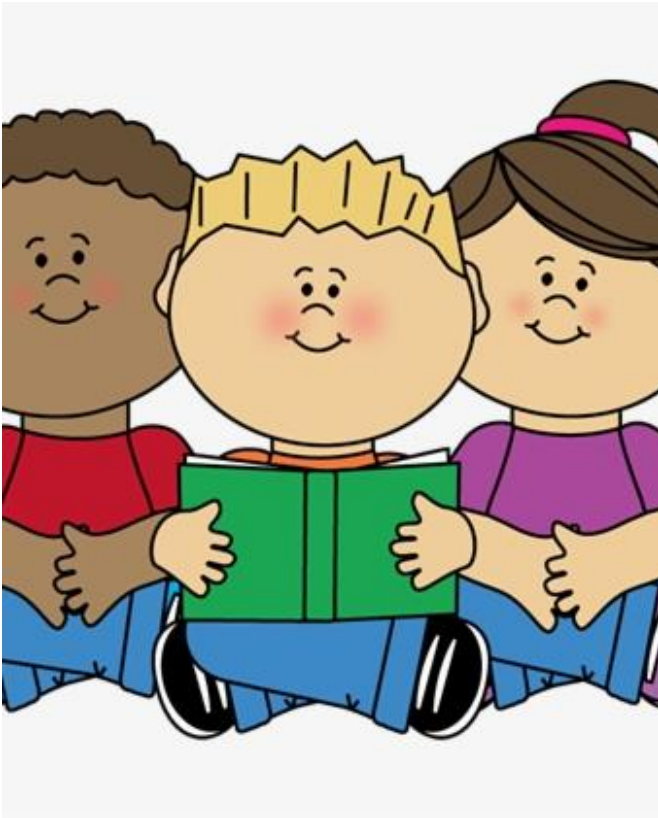
the more **PLACES**

**YOU'LL GO**

-Dr. Seuss

# Why reading Matters

Being able to read well matters, it is an essential skill for life that impacts significantly on success in school and beyond.



Research has shown that engaging with reading from the beginning is one of the most important ways to make a difference to their life chances. Children need to learn to read as fluently as possible and then be motivated to keep reading.

Children who are good at reading, read more and learn more about all sorts of things. They have a wider vocabulary and this in turn enables them to access more reading more easily.

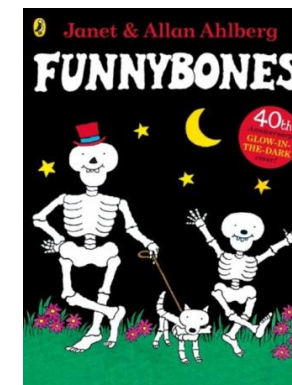
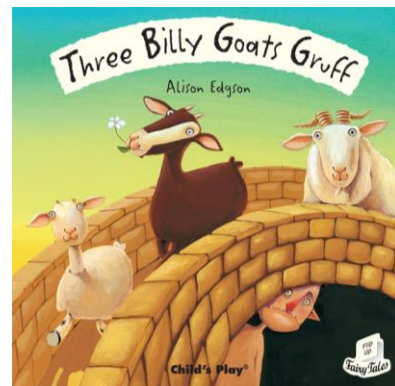
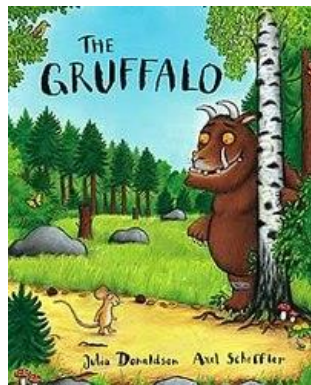
# The importance of reading stories

Through stories children learn:

- ▶ to share the enjoyment of a story
- ▶ how stories start and finish
- ▶ how a plot unravels and is resolved
- ▶ that books can transport them to other worlds.
- ▶ that the lives of some people differ from their own

Stories (and poems) play a vital role in developing vocabulary and language skills.

Book related talk introduces children to language that they might not hear in everyday conversation.



# What is Phonics?

Teaching phonics is how we teach the children to read.

Phonics is the knowledge of letters (**graphemes**) and sounds (**phonemes**) that the children need to read and spell.

The children are taught:

- ▶ the correspondence between letters and sounds (**GPC**) (**letter-sounds**)
- ▶ how to **blend** individual sounds together to read
- ▶ how to **segment** words into their individual sounds to spell

We teach phonics every day.

Phonics teaching is broken into phases

Phase 1 – Nursery/pre-school

Phase 2, 3, 4 – Early Years

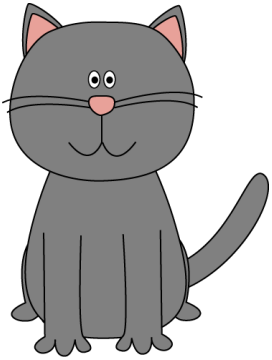
Phase 5 – Year 1



# Phase 1



- ▶ Phase 1 includes:
- ▶ listening for sounds in the environment, body percussion, rhythm and rhyme, alliteration, voice sounds
- ▶ Oral blending and segmenting



## Oral blending

This involves hearing phonemes (sounds) and being able to merge or blend them together to make a word.

**It is such an important skill.** Children need to be able to do this in order to blend written words i.e. read

Can you point to the c-oa-t, the b-a-g, the c-a-t ?



## Oral segmenting

Is the opposite to oral blending. This involves hearing a word and then splitting it into it's phonemes.

# Phase 2

## Early Years Autumn Term

- ▶ In Phase 2 we teach 19 letter sounds.
- ▶ They are taught in a specific order

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

- ▶ It is very important that the sounds are pronounced correctly without adding an 'uh' to the end.
- ▶ We teach the letter formation alongside with a picture and a little rhyme to help (**see handout**).
- ▶ We teach the name of the letter and sing the alphabet song, but for reading we concentrate on the phoneme (sound).

# Phase 2 - Blending

- ▶ In Phase 2, we move on from oral blending and segmenting to blending and segmenting with graphemes i.e., the written sound.

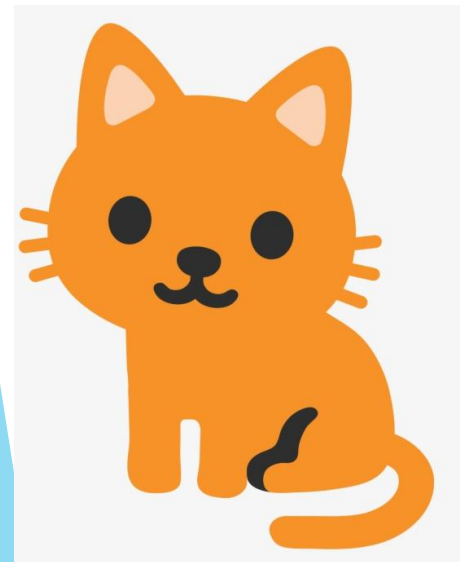
When reading a word, the children need to look at and remember the written sound (grapheme), say the sounds then blend them together to read the word.

c-a-t          cat

Again, being able to oral blend is vital. You might know the graphemes c, a and t but if you can't merge/blend them to hear cat then it's very tricky.

In Phase 2 we will be blending words with 2 sounds (VC)          in, up  
or 3 sounds (CVC word)          pen, dog

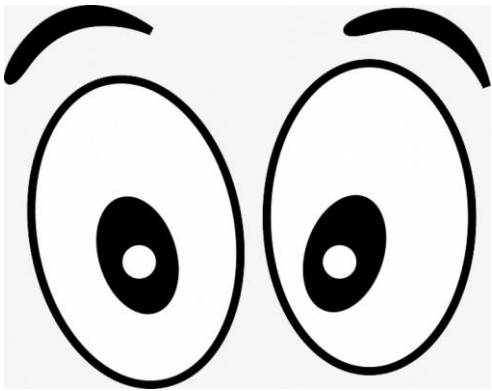
When children become more confident with blending out loud, especially with words that they have met many times, they will start to 'blend in their heads' before reading a word by sight.





# Phase 2 - Blending

- ▶ As soon as we have learnt the first set of phonemes/graphemes we will start to blend them together to read words.
- ▶ From **s,a,t,p** tap, pat, sat, at
- ▶ From **s,a,t,p** plus **i,n,m,d** sat, pin, nap, mad, tin, dad, in, pan, nip, mat, din, dip, man
- ▶ We will be doing this together during the first half term with a lot of oral blending practise too.
- ▶ We look at the word then model the blending, so we say 'my turn, your turn'.
- ▶ We make sure that the children are looking at the graphemes (written sounds) or at the word. 'You need your eyes for reading'.
- ▶ We revisit in the second half of the autumn term. The children will now be blending more independently.



# Phase 2 - Segmenting

- ▶ Children segment a word to write it.
- ▶ This involves hearing a word, splitting it into each of the phonemes (sounds), remembering which graphemes represent those phonemes then writing them down in the right order.
- ▶ Again, in Phase 2, we write words with 2 or 3 sounds.
- ▶ We use our fingers to split or segment the word.

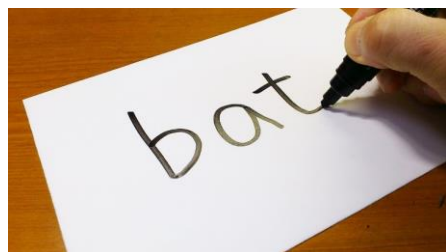
(We sometimes clap, stamp, bang a drum too)

For example – we want to write the word ‘bat’

b a t



my turn, your turn



# Captions and sentences

- ▶ Once the children are more confident when blending and segmenting to read and write words, we practice reading them in captions and simple sentences with words containing the sounds that we have learnt so far or the tricky words that we know.

- ▶ Caption



cat in a cup

- ▶ Sentence



The dog sat on the red rug.

- ▶ We teach the children that a sentence has a capital letter and a full stop and when they are writing captions and sentences, they need to remember the spaces between the words.

# Phase 3

## Early Years Spring Term

- ▶ Another 25 graphemes (written sounds) are learnt to represent 25 more phonemes (sounds).
- ▶ At the end of Phase 3, the children will know one of the graphemes for the 44 phonemes in the English alphabetic code.
- ▶ Most of the graphemes have 2 letters      **digraph** (2 letters/1 sound)
- ▶ Some have 3 letters                      **trigraph** (3 letters/1 sound)

Set 6 - j v w x

Set 7 - y z zz qu

Consonant **digraphs** - ch sh th ng

Vowel **digraphs** and **trigraphs** - ai ee igh oa oo ar or ur ow oi ear air ure er

**(see handout)**

Again, we have a little rhyme to help the children to remember.

# Phase 3

## Early Years Spring Term

- ▶ In Phase 3, the children will be reading words with 2 or 3 letter sounds



rain

r-ai-n



owl

ow-l

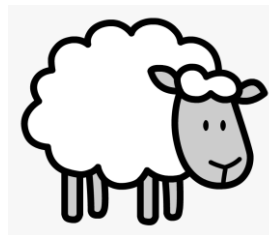
- ▶ Children need to spot the digraph in the word in order to read it.

So, r-ai-n not r-a-i-n

- ▶ Segmenting to write is the same as Phase 2

sh ee p

- ▶ sheep



- ▶ (The children write using the graphemes that they know so far so cake may be caik day may be dai because until they reach Year 1, they haven't yet learnt that in English, the 'ai' phoneme can be represented in different ways. In this case a-e, y)

# Phase 4

## Early Years Summer Term

In phase 4, the children are practising their knowledge of phonemes and graphemes when reading and spelling words with **adjacent consonants**.



- ▶ We tend to start by reading and writing words with 4 letter sounds

- ▶ drum      d-r-u-m

- ▶ the **adjacent consonants** are dr in drum, but they are pronounced as separate sounds **not** dr-u-m



- ▶ nest      n-e-s-t



- ▶ snail      s-n-ai-l



- ▶ shelf      sh-e-l-f

- ▶ We will also read and write some words with more than 4 letter sounds



- ▶ splat      s-p-l-a-t



- ▶ string      s-t-r-i-ng

# Phase 5

Year 1 Autumn/Spring Term

## 1. New phonemes/graphemes

Five of these are known as **split digraphs**. They are **a-e**, **e-e**, **i-e**, **o-e**, **u-e**.

The children learn to recognise these in the same way as other graphemes (written sounds) by understanding that in these graphemes, the two letters work as a team, but they aren't directly next to each other.

<b>ay</b> (day)	<b>ou</b> (out)	<b>ie</b> (tie)	<b>ea</b> (eat)
<b>oy</b> (boy)	<b>ir</b> (girl)	<b>ue</b> (blue)	<b>aw</b> (yawn)
<b>wh</b> (when)	<b>ph</b> (photo)	<b>ew</b> (chew)	<b>oe</b> (toe)
<b>au</b> (launch)	<b>a-e</b> (came)	<b>e-e</b> (these)	<b>i-e</b> (like)
<b>o-e</b> (bone)	<b>u-e</b> (huge)		

# Phase 5

## Year 1

### 2. Alternative pronunciations (Reading)

A grapheme (written sound) can represent different phonemes in different words and so the children learn that when they are reading, some graphemes can be pronounced in more than one way.

<b>i</b> find	<b>ow</b> cow, blow	<b>a</b> hat, what
<b>o</b> hot, cold	<b>ie</b> tie, field	<b>y</b> yes, by, very
<b>c</b> cat, cent	<b>ea</b> eat, bread	<b>ch</b> chin, school, chef
<b>g</b> got, giant	<b>er</b> farmer, her	<b>ou</b> out, shoulder, could, you
<b>u</b> but, put		



# Phase 5

## 3. Alternative Spellings (writing)

This part of Phase 5 is all about learning that some phonemes (sounds) have more than one spelling (in fact some of the really awkward ones have lots of different spellings).

### Early Years Year 1

<b>ai</b>	<b>ai</b> (chain), <b>ay</b> (day), <b>a-e</b> (cake)	<b>or</b>	<b>or</b> (fork), <b>aw</b> (lawn), <b>au</b> (August), <b>al</b> (talk), <b>our</b> (four), <b>oor</b> (floor), <b>our</b> (four), <b>ore</b> (more), <b>augh</b> (taught)
<b>ee</b>	<b>ee</b> (see), <b>ea</b> (sea,) <b>y</b> (happy), <b>e-e</b> (theme), <b>ie</b> (field), <b>ey</b> (donkey)	<b>ur</b>	<b>ur</b> (fur), <b>ir</b> (bird), <b>er</b> (farmer), <b>ear</b> (earth), <b>re</b> (metre)
<b>igh</b>	<b>igh</b> (light), <b>y</b> (sky), <b>i-e</b> (fine), <b>i</b> (find)	<b>ow</b>	<b>ow</b> (cow), <b>ou</b> (found)
<b>oa</b>	<b>oa</b> (boat), <b>ow</b> (snow), <b>o-e</b> (rose), <b>oe</b> (toe), <b>o</b> (cold)	<b>oi</b>	<b>oi</b> (boil), <b>oy</b> (toy)
<b>oo</b>	<b>oo</b> (cool), <b>ue</b> (blue), <b>u-e</b> (tune), <b>ew</b> (stew),	<b>ear</b>	<b>ear</b> (hear), <b>ere</b> (here), <b>eer</b> (beer)
<b>ar</b>	<b>ar</b> (car), <b>a</b> (grass - South)	<b>air</b>	<b>air</b> (fair), <b>are</b> (hare), <b>ear</b> (bear), <b>ere</b> (there)

# Phonics Screening Check

Year 1 Summer Term

- ▶ Every Year 1 child in the country will take the phonic screening check in June.
- ▶ It is a quick and easy check of your child's phonic knowledge.
- ▶ The check is very similar to activities that the children already complete during phonics lessons.
- ▶ There are 40 words, 20 real words and 20 made-up/pseudo or alien words.
- ▶ They check the children's ability to read or 'decode' the words using their phonics.
- ▶ Usually, they must read 32 correctly to pass.
- ▶ They will read lots of practise words at school beforehand.

ot



vap



osk



ect



# Tricky or common exception words

- ▶ They are exceptions to spelling rules learnt **so far**, or words which use a particular combination of letters to represent sounds in a rare or unique way.
- ▶ The children can't blend to read these words, they just need to remember them.

Phase 2	I, no, go, to, the, into					
Phase 3	all, are, be, he, her, me, my, she, they, was, we, you					
Phase 4	come, do, have, like, little, one, out, said, so, some, there, were, what, when					
Year 1 Common exception words	the	are	your	go	some	pull
	a	were	they	by	one	full
	do	was	be	my	once	house
	to	is	he	here	ask	our
	today	his	me	there	friend	
	of	has	she	where	school	
	said	I	we	love	put	
	says	you	no	come	push	

# What does a phonics lesson look like?

<b>Revisit</b>	Recap phonemes/graphemes/words learnt so far.
<b>Teach</b>	Teach new phoneme/grapheme including letter formation. Blend/segment words containing new phoneme. Teach new tricky words.
<b>Practise</b>	Activity/game to practise blending words above.  Segmenting and writing on whiteboards/in phonics books.
<b>Apply</b>	Read/write a dictated sentence together with words containing new and previously learned phoneme/graphemes and tricky words.
<b>Assessment:</b> we assess the children throughout each phonics session to identify any children who may benefit from extra support either immediately or outside of the phonics session.	

Assessment: formative assessment takes place throughout each phonics session, to address misconceptions, to identify any GPC that may need to be reviewed and to identify children who may need support either immediately or outside of the phonics session.

# How to help at home

## ▶ Reading Books

▶ When your child brings a book home to read to you it will be a decodable book. It will run alongside or even a little behind the letter sounds that have been taught. This ensures that they feel successful from the beginning. They will not move up the reading scheme until they have been taught the letter sounds.

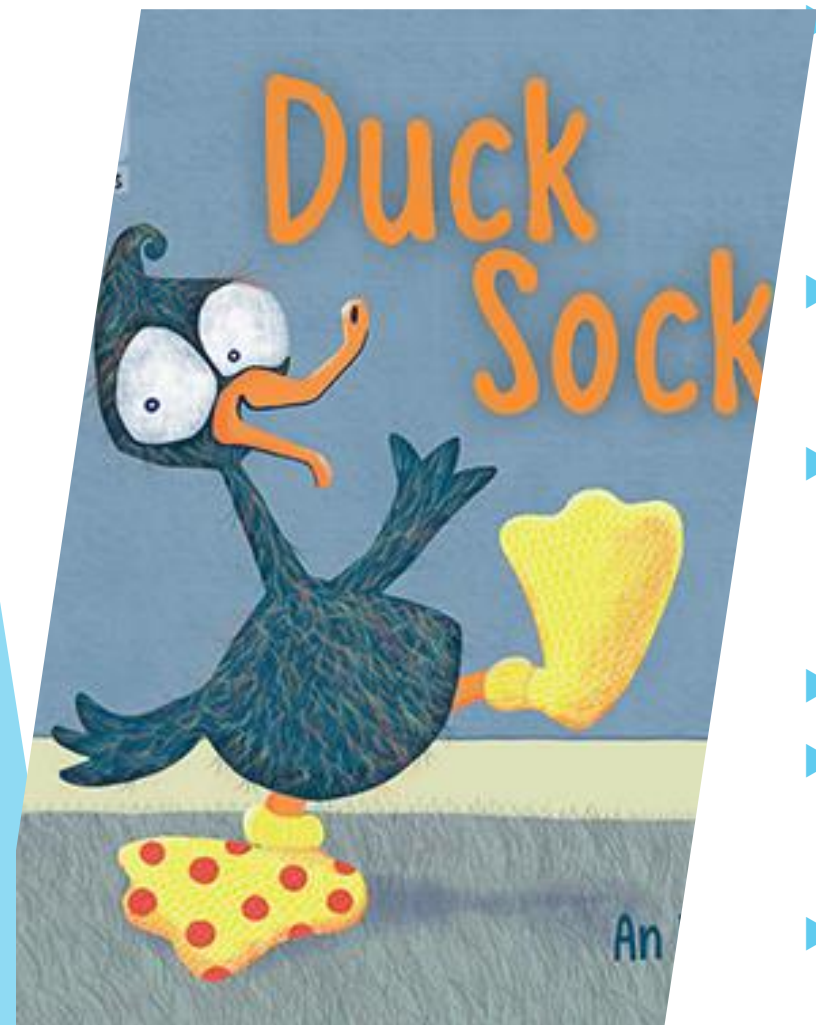
▶ They will be expected to read and re-read the books which gives confidence and helps with their accuracy and fluency. Your child is likely to bring a book home more than once, especially in the early stages.

▶ Encourage your child to blend the sounds to read. You could try 'my turn, your turn' if they are finding a word difficult but do try to pronounce the sounds correctly!! Make sure that they are looking at the words – eyes for reading!! Remember the tricky words can't be blended.

▶ Short reading sessions are best, 10 minutes is enough in Early Years.

▶ Children are expected to read at home at least 4 times each week. Please sign the reading diary so that we know that you have read together. Please send the book into school every day.

▶ We have incentives to encourage the children to read including the class marble jar. If your child has read 4 times, they can pop a marble into the jar. When it is full, we have a pre-arranged class treat.



# Other ways to support at home



Support your child to complete any activities that are sent home to practise the letter sounds learnt.

Stick some magnetic letters on the fridge. Make some of the words that have been sent home or that appear in their reading book. Ask your child to blend the sounds to read them or ask them to make a word using their segmenting skills.

Log on to Phonics Bug when eBooks and games are available. Again, they will run alongside the sounds being learnt.

Play 'I spy'

If you feel confident, have a go at oral blending – 'Can you put on your s-o-ck?'

And finally...

Read and talk about as many stories as you can. They develop vocabulary and language skills and an understanding about the world. Talk about any new words together. Children in Early Years will choose a story book to bring home for you to read as well as their scheme book.

