



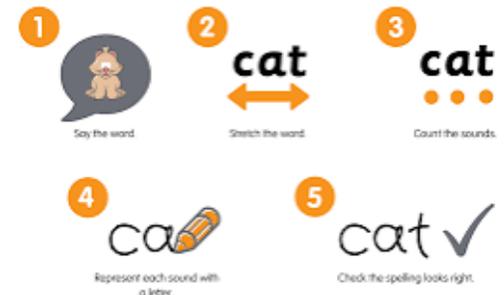
# Phonics





# What is Phonics?

- Synthetic Phonics is the most widely used approach associated with the teaching of reading in which phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised). For example, children are taught to take a single-syllable word such as cat apart into its three letters, pronounce a phoneme for each letter in turn /k, æ, t/, and blend the phonemes together to form a word.
- Basically, phonics is when sounds are blended together to read words and when words are broken down into sounds to segment for spelling.



# Terminology

- Phoneme- smallest unit of sound in a word.
- Grapheme- a sound written down.
- Digraph- two letters that make one sound, e.g. 'sh'.
- Consonant digraph- contains two consonants 'ch', 'ck'.
- Vowel digraph- contains at least one vowel, e.g. 'ai', 'or'.
- Trigraph- three letters that make one sound, e.g. 'igh'.

## Phase One (Pre-school)

The aim of this phase is to foster children's speaking and listening skills as preparation for learning to read with phonics. Parents can play a vital role in helping their children develop these skills, by encouraging their children to listen carefully and talk extensively about what they hear, see and do.

### Phase 1

- 1) tuning in to sounds
- 2) listening and remembering sounds
- 3) talking about sounds  
(so basically being aware that words are made of graphemes and phonemes).
- 4) orally sounding out words to identify and spell them.
- 5) Hearing words that start and end with the same sounds.

(Pre-school)

### Phase 2

Learning which letter makes which sound (one set taught per week):

- 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

(Reception)

### Phase 3

- Set 6: j v w x  
Set 7: y z, zz qu  
ch, sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er

(Reception)

### Phase 4

No new graphemes  
Practicing all the graphemes and blending them together to make words.  
This phase includes learning to read and spell longer words.

(Reception)

### Phase 5

New graphemes:

- ay (day) ou (out) ie (tie) ea (east) oy (boy) ir (girl) ue (blue) aw (saw)  
wh (when) ph (photo) ew (new) oe (toe) au (Paul)  
Split digraphs (where the sound is split by another letter)  
a-e (make) e-e (these) i-e (like) o-e (home) u-e (rule)

New pronunciations for known letters:

- i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put (in south of England), ow (cow, blow), ie (tie, field), ea (eat, bread), er (farmer, her),  
a (hat, what), y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you).

(Year One)

# Teaching Sequence

| PHASE 2 | GPCs                              | Tricky words                 |
|---------|-----------------------------------|------------------------------|
| Week 1  | Teach s a t                       |                              |
| Week 2  | Teach p i n                       |                              |
| Week 3  | Teach m d g                       |                              |
| Week 4  | Consolidate s<br>a t p i n m d g  |                              |
| Week 5  | Teach o c k                       | Teach the                    |
| Week 6  | Teach ck e u                      | Teach I to                   |
| Week 7  | Teach r h b                       | Teach no go                  |
| Week 8  | Consolidate o c<br>k ck e u r h b | Teach into                   |
| Week 9  | Teach f ff l                      | Recap the I to no go<br>into |
| Week 10 | Teach ll ss                       | Recap the I to no go<br>into |
| Week 11 | Consolidate f<br>ff ll ss         | Recap the I to no go<br>into |
| Week 12 | Consolidate if required           | Recap the I to no go<br>into |

| PHASE 3 | GPCs                                    | Tricky words                                    |
|---------|---|---|
| Week 1  | Teach j v w                             | Teach he she                                    |
| Week 2  | Teach x y z/zz                          | Teach we be me                                  |
| Week 3  | Teach qu ch sh                          | Teach was my                                    |
| Week 4  | Teach th/th ng                          | Teach you they                                  |
| Week 5  | Consolidate qu<br>ch sh th/th<br>ng     | Recap he she we be me<br>you they               |
| Week 6  | Teach ai ee                             | Teach her all                                   |
| Week 7  | Teach igh oa                            | Teach are<br>like (Phase<br>4)                  |
| Week 8  | Teach oo/oo                             | Teach said when                                 |
| Week 9  | Teach ar or                             | Teach have one                                  |
| Week 10 | Consolidate ai ee<br>igh oa oo/oo ar or | Recap her all are like said<br>when have one    |
| Week 11 | Teach ur ow                             | Teach come do                                   |
| Week 12 | Teach oi ear                            | Teach so were                                   |
| Week 13 | Teach air ure er                        | Teach some there                                |
| Week 14 | Consolidate ur ow<br>oi ear air ure er  | Teach out little what                           |
| Week 15 | Consolidate as required                 | Recap Phase 3/ 4 tricky<br>words<br>as required |

| PHASE 4 | ADJACENT CONSONANTS   | Tricky words               |
|---------|---|----------------------------|
| Week 1  | Teach CVCC & CCV  | Teach said so have like    |
| Week 2  | Teach CCVC & CCVCC  | Teach some come were there |
| Week 3  | Teach CCCVC & CCCVCC  | Teach little do one when   |
| Week 4  | Teach Polysyllabic words containing phase 2 and 3 graphemes, and adjacent consonants. | Teach out what it's        |

| PHASE 5   |  | Tricky words   |
|---|--|--|
| Week 1  | Teach ay, ou, ie, ea                                 | Teach Mr, Mrs, people  |
| Week 2  | Teach oy, ir, ue, aw                                 | Teach looked, called, asked                                    |
| Week 3  | Teach wh, ph, ew                                     | Teach oh, their, could   |
| Week 4  | Teach oe au a-e e-e                                  | Teach water, where, who  |
| Week 5  | Teach i-e o-e u-e                                    | Teach HF words again, thought, through                         |
| <b>Alternative Pronunciations for Graphemes</b> |  | <b>Tricky words</b>  |
| Week 6  | Teach Alternative pronunciations for i, o, c and g   | Teach HF words work, mouse, many                               |
| Week 7  | Teach Alternative pronunciations of u, ow, ie and ea | Teach HF words laughed, because, different                     |
| Week 8  | Teach Alternative pronunciations for er, ch and a    | Teach HF words any, eyes, friends                              |
| Week 9  | Teach Alternative pronunciations for e, y and ou     | Teach HF words once, please                                    |
| <b>Alternative Spellings for Phonemes</b>       |  | <b>Tricky words</b>  |
| Week 10   | Teach /ee/ ee, ea, y, ie, e-e, ey, e                 | Teach HF words I'm, I'll, let's                                |
| Week 11   | Teach /ee/ ee, ea, y, ie, e-e, ey, e                 | Teach HF words : small, great, before                          |
| Week 12   | Teach /oo/ ew, u-e, ue, ui                           | Teach HF words : jumped, stopped, pulled                       |
| Week 13   | Teach /ai/ ay, a-e, eigh, ey                         | Teach HF words gone, we're                                     |
| Week 14   | Teach /igh/ ie, i-e, y, i                            | Revise/ re-teach tricky words from above as and when required. |
| Week 15   | Teach /oa/ ow, oe, o-e, o, oul                       |  |
| Week 16   | Teach /ow/ ou, ough + /oi/ oy                        |  |
| Week 17   | Teach /ar/ a al + /u/ oo ou                          |  |
| Week 18   | Teach /or/ aw oor au al a our augh                   |  |
| Week 19   | Teach /ur/ ir er or ear                              |  |
| Week 20   | Teach /ear/ eer ere                                  |  |
| Week 21   | Teach /air/ ear are ere                              |  |
| Week 22   | Teach /l/ le al + /z/ se + /zh/ su si                |  |
| Week 23   | Teach /n/ kn gn + /r/ wr                             |  |

# How a Phonics Lesson Looks...

| Revisit/Review                             | Teach  | Practice  | Apply  |
|--|--|---|--|
| We play games to recap out prior learning! | New Learning!<br>Hear it- Say it- See it- Write it | We play a game and practice reading and writing with our new learning | We apply our learning through reading and/or writing |

# Tips for Teaching Children the Sounds

- It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. Obviously you should use a capital letter when required, such as at the beginning of the child's name, eg. **Paul**.
- When you talk about letters to your child, remember to use the letter sounds: **a buh cuh duh e ...** rather than the alphabet names of the letters: **ay bee see dee ee** . The reason for this is that sounding out words is practically impossible if you use the alphabet names. eg. **cat**, would sound like: **see ay tee**.
- When saying the sounds of **b, d, g, j** and **w** you will notice the 'uh' sound which follows each, for example buh, duh... You cannot say the sound without it, however, try to emphasise the main letter sound.
- Talk to children about Letters and Sounds - "These are letters. A letter can make a sound. Sometimes letters are stuck together and they make a new sound. Letters together can make words. If we can read those words we can read; labels, signs, notes, comics, books and lots of other things all around us."



Red Rose Letters and Sounds by Helen Gull. Copyright © Cambridge University Press, 2010.

# Tricky Words

Tricky words are words that cannot be 'sounded-out' but need to be learned by heart. They don't fit into the usual spelling patterns. In order to read simple sentences, it is necessary for children to know some words that have unusual or untaught spellings. It should be noted that, when teaching these words, it is important to always start with sounds already known in the word, then focus on the 'tricky' part.



looked



go

# Phonics Screening Check- What is it?

- Children in Year 1 and Year 2 will be take part in a Phonics Screening Check.
- The check is designed to confirm whether individual children can decode and blend to a standard set by the government.
- It is mainly used for us as a school to ensure we have a clear understanding of what the children need to learn moving forward.
- The check will be conducted 1:1 with each child and a familiar adult.
- It contains 20 real words and 20 pseudo (nonsense words).
- The assessment will take approximately 10 minutes per child, but this is only a guideline.
- The nonsense words in the check have an alien next to them so we often call them alien words.
- The reason they are included is because they are new to all pupils; they do not favour children with a good vocabulary or visual memory.
- It is important to remember that this text is literally just to assess the children's ability to segment and blend sounds. It does not assess their understanding.

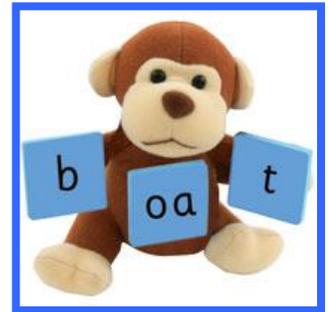
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# Games

It is vital that early reading experiences are happy and positive. The aim should be not just for children to learn to read, but to enjoy reading. Whilst games may appear to be an indirect approach, they do protect a child from a feeling of failure. By 'playing together' both parent and child are relaxed. Where a child could feel pressured in a formal teaching situation, he/she will usually enjoy reading activities in a 'play' situation.

The next few slides contain ideas for games that you can play at home...



## Oral Blending games

**Robotic talking** - Words are made up from sounds and children need to be able to hear these sounds individually. Sometimes when you are playing you can say words as if you were a robot (saying the sounds separately) and see if your child can work out what you are saying. Stick to short simple words that only have a few sounds in them. Make sure you are saying the letter sounds (p-i-g) not the letter names (pee-eye-gee). E.g.

Pass that p-i-g to me.

Sit d-ow-n.

Point to your t-ee-th.

Hop like a f-r-o-g.

As your child becomes familiar with this robot talking, see if they can say words in robot talk themselves?

**I spy** - Say the rhyme 'I spy with my little eye something beginning with \_\_\_\_\_' allow your child plenty of opportunities to guess what you have chosen, for example, 'something beginning with t' could be a tree, toy, tent or train.

**Point out print everywhere** - Talk about the written words you see in the world around you. Ask your child to find familiar words on each outing such as 'McDonald's', 'Asda'.

**Playing with words** - Encourage your child to sound out the word as you change it from mat to fat to sat; from sat to sag to sap; and from sap to sip.

**Odd-one Out-** Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one. It can be helpful to have the corresponding objects there for the child to look at.

## Phoneme recognition games

**Looking for letters** - Ask your child to look for English letters whilst you are out and about. Can they find letters from their own name, letters they have learnt in school or letters that specific words begin with?

**Fast letter sorting** - You will need:

A large piece of paper with three hoops drawn on

12 small pieces of card with letters written on (4 sets of 3 letters)

Choose 3 sets of letters - 2 which the child knows and one new one. Spread the letter tiles out on the table making sure they are all the correct way up. Encourage your child to sort the letters into the correct hoop using both hands, saying each letter as they move it.

**Letter discrimination-** You will need: A 3x3 grid

Write the letter you are learning with your child onto half of the spaces (for example c). Fill the rest with other letters. Ask your child to cover all the c's with a counter as quick as they can.

**Letter sound bingo-** You will need: A 3x3 grid for each player and counters or coins . Write some of the letters into the spaces on each card, making each card slightly different. The 'bingo caller' says each letter in turn and the players cover the letter up. The winner is first to fill their board. To make this game easier for new readers, show them the letter for them to match.

**Fishing for Sounds-** You will need a few cards with individual letters. Attach a paper clip to each card. Using a small stick with a string and magnet, your child fishes for letter sounds. If your child can say the sound of the letter he/she wins the card, otherwise you win it.

**'What does it start with?' Box-** You will need: A box, several items each beginning with a different sound, corresponding letter cards. This game is similar to the common objects game on the previous page, but the emphasis now is on recognising the sounds the letters make. Ask your child to choose an object from the box, to think what its first sound is (remember it is the sound you are looking for rather than the alphabet name) and then to match the object with the relevant card.

## Tricky word games

**Bingo** - You will need: A board for each player and counters or coins. The list of words your child is currently learning. Write some of the words into the spaces on each card, making each card slightly different. The 'bingo caller' says each word in turn and the players cover the words up. The winner is first to fill their board. To make this game easier for new readers, show them the word for them to match.

**Matching pairs** - You will need: Small pieces of card or paper with the words your child is currently learning written on each. Each word will need to be written twice so you can search for a matching pair. Turn all the cards face down on the table. And take turns to turn over two. When a matching pair is found that player can keep them. The winner is the person with the most pairs at the end of the game.

**Snap** - Make a set of cards with words your child is learning written on. Ensure that each word is written on two separate cards. Shuffle up the cards and share them out. Each player takes turns to turn over their card, put it down and read the word. If it matches the previous card played, the first person to notice shouts 'snap!' and wins the pile. This game is best used to practice words your child knows fairly well, rather than new ones, as it's quite fast-paced. Once your child knows a word reliably, you can take it out of the current pack of cards and bring in a new word. Every so often, play a game with the 'old' cards, so that your child doesn't forget them. It's a good idea to try and discard a known word and add a new word every day, once your child is getting the hang of learning new words.

## Sentence Game

Read the book with your child so he/she is familiar with the story. Then simply use the first sentence from the reading book and copy it out on a strip of paper. Either write it out or if you use a word processor use a font such as *Century Gothic* (font size 36 at least). Leave a double space in between each word. Now cut up the sentence into the individual words. For example:

Ask your child to make the sentence, "This is a dog.", using the individual words. At first you will probably need to help. When he/she has made the sentence ask your child to read it to you and encourage him/her to point to each word with a finger. Retain interest by only spending a few minutes a day on the activity. If your child makes a mistake do not say "That's wrong" immediately, because negative comments discourage. Ask your child to read the sentence and mistakes will often be self-corrected. If not, you can give clues such as, "What sound does **dog** start with?" If your child is still unable to read it, say positive comments such as "What a good try. You got all these right and only this part wrong. Well done." Then show your child the correct order. We recommend working on a maximum of five sentences on each reading book. This activity is quite useful when your child has been given an early reading book. Quite often parents say "He's not reading the book. He's remembering the story off by heart". This can happen. Some children become over-dependent on the picture clues and do not look for clues from the words.

is dog This a