

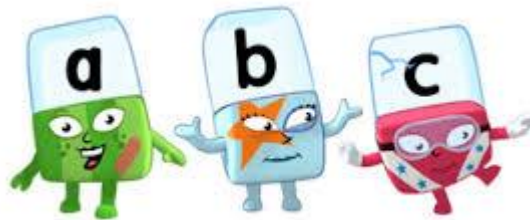


Teaching and Learning *Phonics*
at
St Mary's Catholic Primary School



Aims

- To share how phonics is taught.
- To develop parents' confidence in helping their children with phonics and reading
- To teach the basics of phonics and some useful phonics terms
- To outline the different stages in phonic development
- To show examples of activities and resources we use to teach phonics



The importance of reading...



- **It's the most important thing you can do to help you child succeed.** Research evidence shows that your involvement in your child's reading and learning is more important than anything else in helping them to fulfil their potential.
- **Books contain new words that will help build your child's language and understanding.**
- **Children who are familiar with books and stories before they start school are better prepared to cope with the demands of formal literacy teaching.**
- **Reading together is fun and helps build relationships - the impact lasts a lifetime.**

The importance of reading...

- **Readers are more confident and have greater job opportunities.**
- **Children learn by example, so if they see you reading, they are likely to want to join in.**
- **Reading with children, or talking about what they have read, is a wonderful way to show that it is an important and valued way to spend free time.**

Taken from the Literacy Trust website



Every child a reader...

Your child will progress at their own rate – many of these targets are for the **end** of this academic year.



Reading Development

- Listen to and join in with stories and poems
- Show interest in illustrations and print in books and in the environment
- Have favourite books
- Handle books carefully
- Understand the concept of a word
- Suggest how the story might end
- Enjoy an increasing range of books
- Begin to recognise some familiar words
- Hear and say sounds in words in the order in which they occur



End of Reception



Early learning Goal for Specific area: Reading

1. Use phonic knowledge to decode regular words and read them aloud accurately
 2. Can read some irregular common words
 3. Read and understand simple sentences
4. Demonstrate understanding when talking with others about what they have read

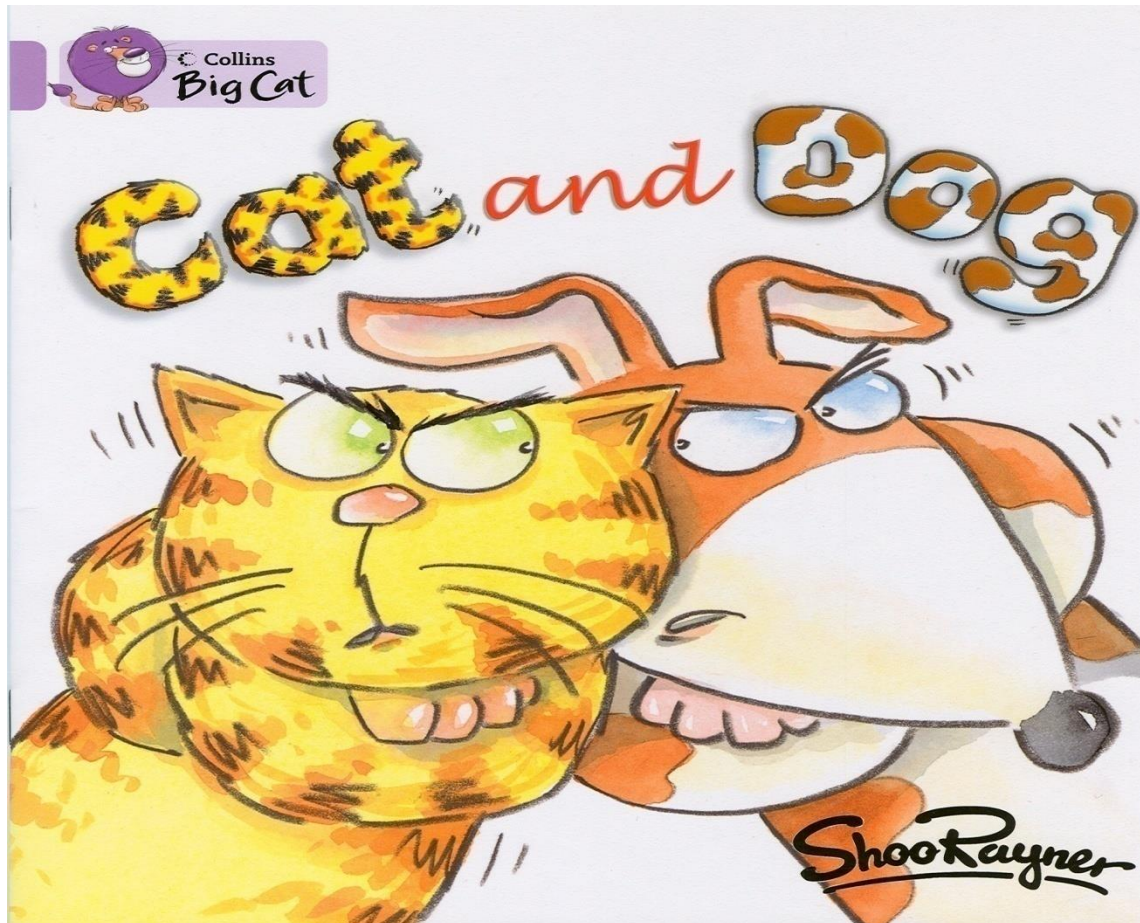
**This needs to be cross referenced with the Reception Phonics expectation.

Skills for reading...



- To be able to **talk** about pictures
- To be able to **think** about what is happening, talk about things in a **sequence** and **predict** what might happen next
- To be able to **relate** the words to what is happening in the picture and their own **experiences**
- To be aware that there is a **beginning**, a **middle** and an **end** to a story
- To begin to **build a sight vocabulary**, so they can recognise some words on sight (tricky words, high frequency words)
- To know the **letter shapes (grapheme) and sounds (phoneme)** and that letters make up words, leading to them being able to blend sounds together to 'build up' new words (particularly important when they come across new/unknown words).

Skills for reading...



Skills for reading...

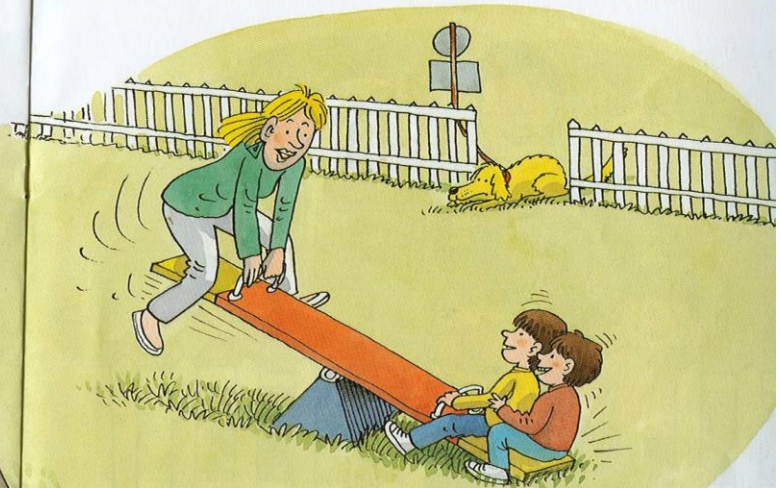


Skills for reading...

Kipper went on the swing.



Mum went on the see-saw.



Just a thought...

I cdnuolt blveiee taht I cluod aulacly uesdnatnrd waht I was rdanieg The phaonmneal pweor of the hmuan mnid Aoccdrnig to rscheearch at Cmabrigde Uinervtisy, it deosn't mttar in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the first and last ltteer be in the rghit pclae. The rset can be a taotl mses and you can still raed it wouthit a porbelm. This is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Amzanig huh?



Already a reader...



What is Synthetic Phonics?

Synthetic phonics breaks words up into the smallest units of sound

For example:

sip breaks down into s-i-p

dog breaks down into d-o-g

- Children in Reception, Year 1 and Year 2 have daily phonics sessions tailored to their level of needs.
- Phonics supports children for reading and gradually progresses to learning spellings (writing).



Terminology

Phoneme

The smallest unit of sound in words. At first it will equate with a letter sound but later on will include digraphs.

Digraph/Trigraph

This is when two or three letters come together to make a phoneme (sound).
For example: s and h = sh

Blending?

Blending is the process that is involved in bringing the sounds together to make a word or a syllable and is how c - a - t becomes cat.

Tricky words:

Words that cannot easily be decoded we just need to learn them.

Segmenting:

Breaking up a word into its sounds.



Our Phonics Scheme

- We follow the Government phonics scheme called Letters and Sounds <http://www.letters-and-sounds.com/>
- The scheme is broken down into 6 phases
- Promotes fast paced lessons (review, teach, practise, apply format)
- Sessions being made up of rhymes, songs, games, reading and writing so children can apply their knowledge.



Phase 1

Environmental Sounds

1. Tuning into sounds

2. Listening and remembering sounds

3. Talking about sounds

Music and movement (body percussion)

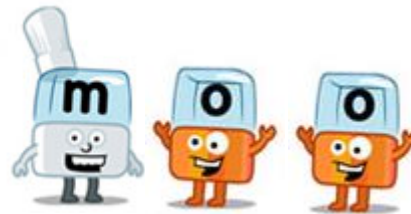
Rhythm and rhyme

Sound effects

Speaking and listening skills



4. Begin to hear the initial sounds in words, especially their name.



Phase 2

Learning phonemes to read and write

Children will learn their first 19 phonemes:

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: c k e u r

Set 5: h b l f

Set 6: ff ll ss



They will use these phonemes to read and spell simple “consonant-vowel-consonant” (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phonemes.

Pronouncing Sounds

It is really important that you say sounds clearly and precisely and model them consistently for your child.

<https://www.youtube.com/watch?v=lwJx1NSineE>

There are lots of phonemes that are commonly miss-pronounced, often causing a long 'u' sound. This causes children to spell words incorrectly.

For example:

t (u) – a – p



Blending

b e d = bed



t a p = tap



m u g = mug



Supporting Early Phonics at Home

Oral blending:

The Robot game

Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say ‘b-u-s’, and your child says ‘bus’.

“What’s in the box?” is a great game for practising this skill.

I-spy



Tricky Words



There are many words that **cannot** be blended or segmented because they are irregular.

the

was

said

you

some

me

my

do

people

Phase 3

Learning digraphs

Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words. They will learn another 26 phonemes:

Set 7: j, v, w, x

Set 8: y, z, zz, qu



Consonant digraphs: sh, ch, th, ng

Vowel digraphs: ai, ee, oo, oa, igh, ar, or, ur, ow, oi, 'oo', ear, air, ure, er

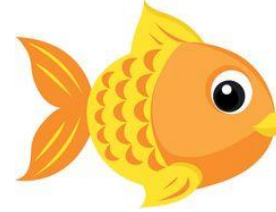
They will use these phonemes (and the ones from Phase 2) to read and spell words:

chip, shop, thin, ring, pain, feet, night,
boat, boot, look, farm, fork, burn,
town, coin, dear, fair, sure



Blending

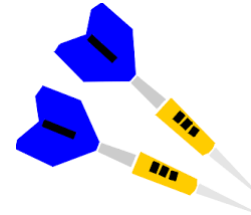
f i sh = fish



b oa t = boat



d ar t = dart



l igh t = light



Phase 4

Reading and Writing words with 4 or more letters
and introducing polysyllabic words.

Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).

Phase 4 doesn't introduce any new phonemes.

It focuses on reading and spelling longer words and those with more than 1 syllable using the phonemes they already know.

frog milk broom snail toast summer popcorn



Blending

sh a m / p oo = shampoo



h a n d / s t a n d = handstand



s w ee t / c or n = sweetcorn



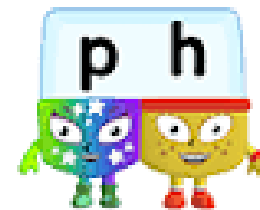
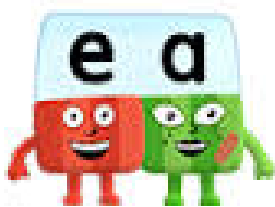
Phase 5

Teach new diagraphs:

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

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant, but/put, cow/blow,
tie/field, eat/bread, farmer/her, hat/what, yes/by/very,
chin/school/chef, out/shoulder/could/you.



Split Digraphs



tie

time

toe

tone

cue

cube

pie

pine

Variations

Learning that the same phoneme can be represented in more than one way:

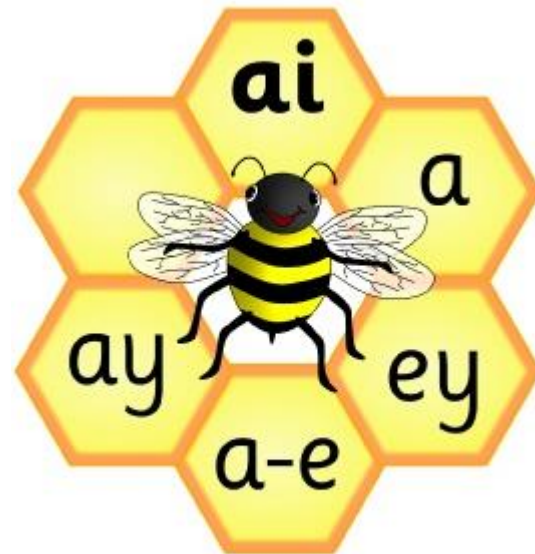
Rain

Acorn

Grey

snake

Crayon



Phase 6

Phase 6 focuses on spellings and learning rules for spelling alternatives.

Children look at syllables, base words, analogy and mnemonics.

Children might learn about past tense, rules for adding 'ing' and irregular verbs

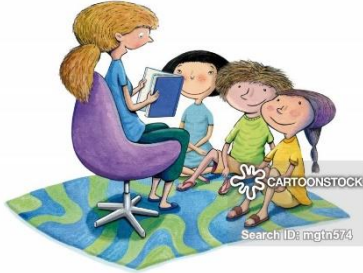


The Rules

- [Prefixes](#) and [suffixes](#), e.g. 'dis-' 'un-' 'in-' and '-ed' '-er'
- The [past tense](#)
- Memory strategies for high frequency or topic words
- Proof-reading
- How to use a dictionary
- Where to put the [apostrophe](#) in words like 'I'm'
- Spelling rules



Reading in School



Reading 1:1 with the children

Daily phonics 20 minutes session

Guided reading with a small group of children (summer term)

Story Time at the end of the day

Reading Area and phonics activities which can be used by children during Continuous Provision/Choosing Time

Weekly Library Visit

Reading at Home



Reading 1:1 with your child (please write in the reading record)

Bedtime Stories

Wise Owls Reading detectives (following school library visit) is an approach to reading comprehension that helps children to explore and engage with texts actively and creatively.



Phonics and Letter Formation work books

Visiting local library

Encouraging reading in the environments when your out and about

Be a good role model, let children see you reading _____

You matter...

The Benefits of Parental Engagement

Parental engagement has a large and positive impact on children's learning. This was the single most important finding from a recent and authoritative review of the evidence:

Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).



Pupil Age	Parent Effects	School Effects
7	0.29	0.05
11	0.27	0.21
16	0.14	0.51

Helpful Links

<http://www.letters-and-sounds.com/>

<http://www.phonicsplay.co.uk/>

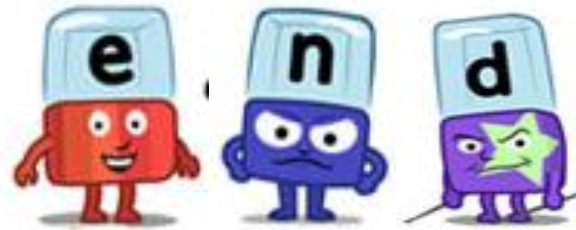
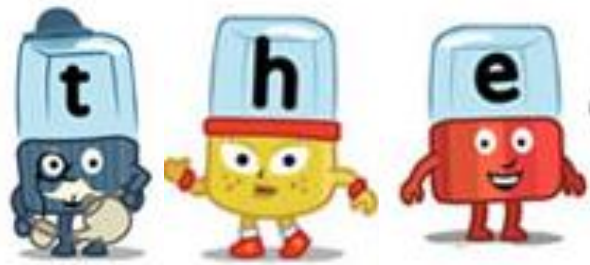
<https://www.youtube.com/watch?v=eCjYB07aSU>

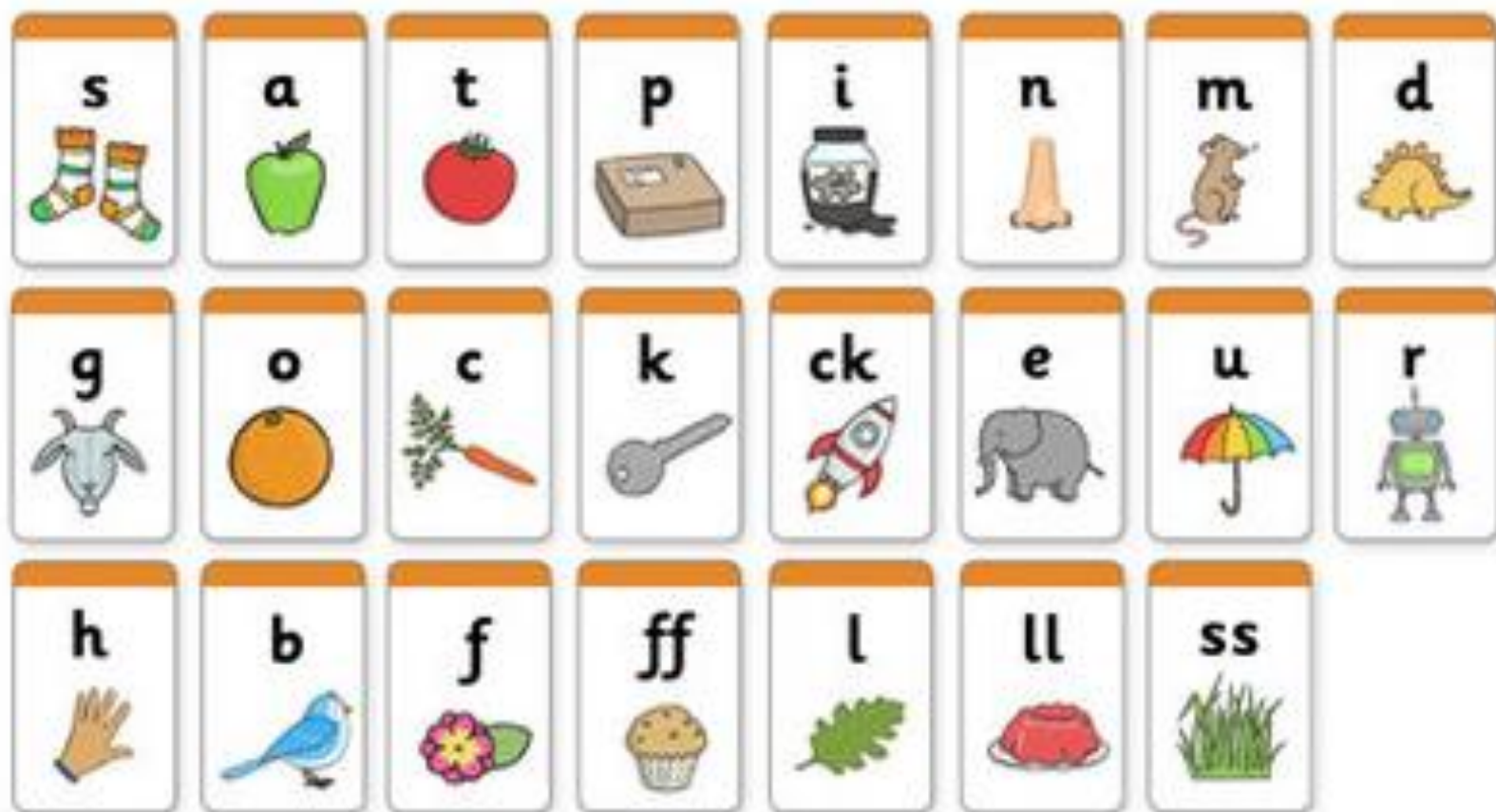
<https://www.youtube.com/watch?v=8v7Yl4phJcg>

<http://www.lesleyclarkesynteticphonics.co.uk/>

<https://www.youtube.com/watch?v=fu5fzbxOG4U>







My Phase 2 Sound Mat



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 							

My Phase 3 Sound Mat

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