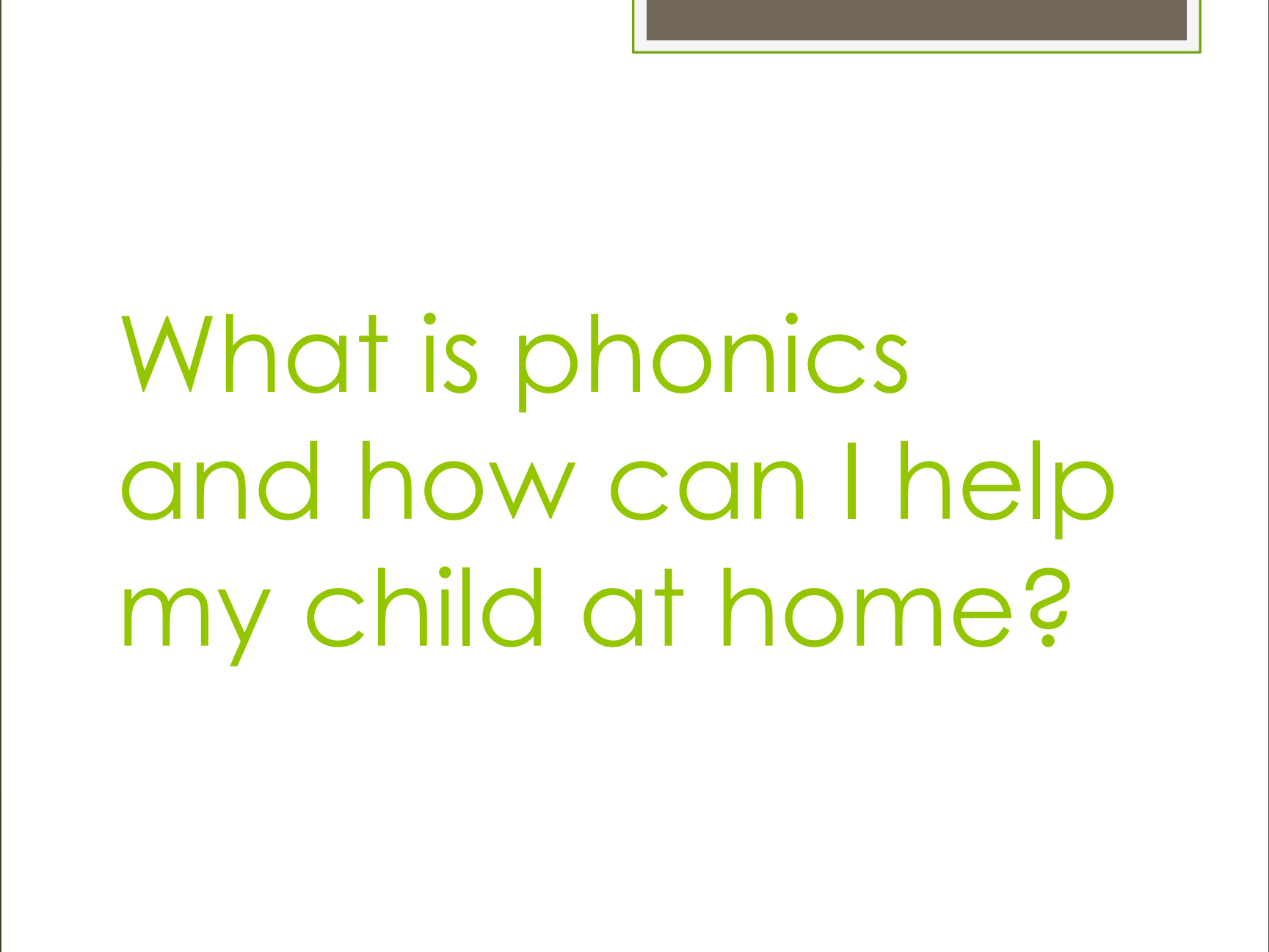


Teaching and Learning Phonics at Springcroft



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
- To give parents an opportunity to ask questions



What is phonics
and how can I help
my child at home?

Phonics is all about using ...

skills for
reading and
spelling

+

**knowledg
e** of the
alphabet

Learning phonics will help your
child to become a good reader
and writer.



Every child in Reception and KS1
learns daily phonics at their level

Phonics gradually progresses to
learning spellings – rules etc.

Daily Phonics

- Every day the children have 20 minute sessions of phonics.
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use the Letters and Sounds planning document to support the teaching of phonics and Jolly Phonics.
- There are 5 phonics phases which the children work through at their own pace, and a spelling programme that links to the previous phases in Year 2

Phonic terms your child will learn at school

- **Phonemes:** The smallest units of sound that are found within a word
- **Grapheme:** The spelling of the sound e.g. Th
- **Diagraph:** Two letters that make one sound when read
- **Trigraphs:** Three letters that make one sound
- **CVC:** Stands for consonant, vowel, consonant.
- **Segmenting** is breaking up a word into its sounds.
- **Blending** : Putting the sounds together to read a word
- **Tricky words:** Words that cannot easily be decoded.

Phase 1:

Getting ready for phonics

- 1. Tuning into sounds**
- 2. Listening and remembering sounds**
- 3. Talking about sounds**

Music and movement

Rhythm and rhyme

Sound effects

Speaking and listening skills

Phase 2:

Learning phonemes to read and write simple words

- 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:** ck (as in duck) e u r

Set 5: h b l f ff (as in puff) ll (as in hill) ss
(as in hiss)

- 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.

Saying the sounds

- Sounds should be articulated clearly and precisely.

<http://www.teachfind.com/national-strategies/letter-and-sounds-%E2%80%93-articulation-phonemes-vowels-and-consonants>

Phonics Words

Your children will learn to use the term:

Blending

- Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word .



Blending

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

Phonics Words

Your children will learn to use the term:

Segmenting



- Children need to be able to **hear** a whole word and **say** every sound that they **hear** .

Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/

How can I help 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.

Phonics Words

Your children will learn to use the term:

phoneme

Phonemes are sounds that can be heard in words

e.g. c-a-t



Phonics Words

Your children will learn to use
the term:

grapheme

This is how a
phoneme is written
down



Phonics Words

Your children will learn to use the term:

digraph

This means that the phoneme
comprises of two letters
e.g. ll, ff, ck, ss



Phonics words

Phoneme frame and sound buttons

c	a	t
---	---	---

• • •



f	i	sh
---	---	----

• • —



Phoneme frames activity

duck

log

fill

Answers

l	o	g
---	---	---

• • •

d	u	ck
---	---	----

• • —

f	i	ll
---	---	----

• • —

Tricky Words

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

the

was

said

you

some

Phase 3:

Learning the long vowel phonemes

- 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:
- **j, v, w, x, y, z, zz, qu**
- **ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, 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**

Phonics Words

Your children will learn to use the term:

Trigraph

This means that the phoneme comprises of three letters
e.g. igh , ear, ure



Phase 4:

Introducing consonant clusters: reading and spelling words with four or more phonemes

- 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 with the phonemes they already know.
- These words have **consonant clusters** at the beginning: **spot, trip, clap, green, clown**
...or at the end: **tent, mend, damp, burnt**
...or at the beginning and end! **trust, spend,**
twist

Phase 5

- Teach new graphemes for reading

- 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.

- .

Learning all the variations!

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

burn

first

term

heard

work

Learning all the variations!

Learning that the same grapheme
can represent more than one
phoneme:

meat

bread

he

bed

bear

hear

cow

low

Teaching the split digraph

tie

time


toe

tone


cue

cube


pie

pine


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
- 'tion' and 'sion' words
- <..\Phonics\T-L-234-Memory-Strategies-For-Spelling-Display-Posters.pdf>

Is there anything I can do
at home?

y

e

s

How can I help at home?

- When spelling, encourage your child to think about what “looks right”.
- Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.

- | | | |
|---|---------------|---------------|
| ○ | tray | trai |
| ○ | rain | rayn |
| ○ | boil | boyl |
| ○ | boy | boi |
| ○ | throat | throwt |
| ○ | snow | snoa |

How can I help? - Reading Books

- Your child will be bringing home two reading books each week. Talk about the book, the character, what is happening in the story, predict what may happen next. Encourage a love of reading – not a chore!
- Spelling Book (KSI) and HFW and letter formation (Reception) – to support the phonics learnt at school.
- Reading Book – to encourage children to develop other reading skills such as using pictures and reading on.

What else can I do at home?

- Ask your child to find items around the house that represent particular sounds, i.e. 'oo' - 'spoon' 'bedroom'
- Play matching pairs – with key words or individual sounds/pictures.
- Key words on the stairs
- Play tricky word bingo
- Flashcard letters and words – how quickly can they read them?
- Notice words/letters in the environment.
- Go on a listening walk around the house/when out and about.
- Lots of activities online for children to practice their phonic knowledge.

Resources...

- <http://www.phonicsplay.co.uk/index.htm>
 - Use 'Free Phonics Play' -loads of games, advice to explore
 - Download resources from: Year 1 class page on the schools webpage:
 - <http://www.springcroft.staffs.sch.uk/year-1-1/>

Don't forget...

**Learning to read
should be fun for
both children and
parents.**