



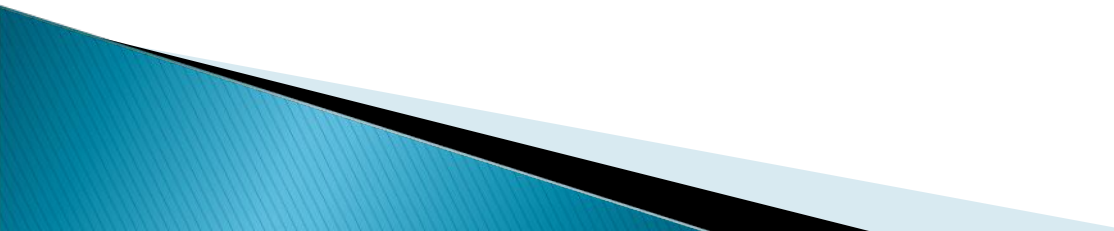
PHONICS

Year R and 1

Merley First School

March 2020

Aims

- ▶ What is Phonics?
 - ▶ Phonics into reading and writing.
 - ▶ How you can help?
 - ▶ Questions
- 

What is phonics?

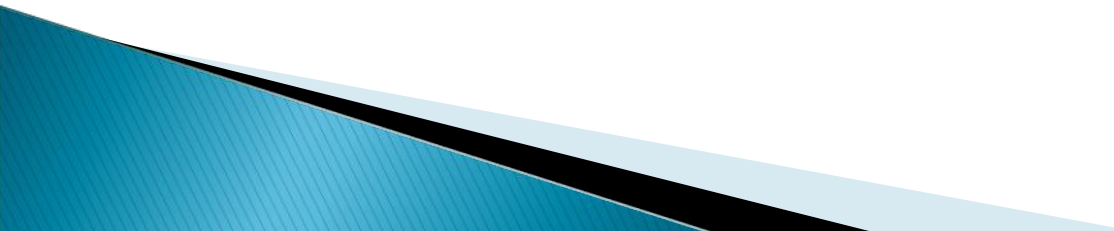
Phonics is...

Skills of
segmentation and
blending



Knowledge of
the alphabetic
code.

Phonics Consists of:

- ▶ Identifying sounds in spoken words
 - ▶ Recognising the common spellings of each phoneme.(eg:ai,ay,a-e)
 - ▶ Blending phonemes into words for reading.
 - ▶ Segmenting words into phonemes for spelling.
- 

Some Definitions

A Phoneme

This is the smallest unit of sound in a word.



How many phonemes can you hear in

cat?

A grapheme

These are the letters that represent the phoneme.



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

▶ A phoneme you hear



▶ A grapheme you see



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

Blending (for reading)

- ▶ Recognising the letter sounds in a written word e.g c-u-p sh-ee-p.
- ▶ Merging them into the correct order to pronounce the word cup and sheep.
- ▶ Oxford Owl website link to hear the sounds
- ▶ <https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/#audio>

Segmenting (for spelling)

- ▶ 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.

Grapheme Key Vocabulary

- ▶ Digraph

2 letters making one sound (ai, ee, oo)

- ▶ Trigraph

3 letters making one sound (igh , air)

- ▶ Split digraph

Where the two letters are not adjacent (a-e, e-e)

Phase 2 Start of Reception

- Letter progression (one set 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
- Set 6: j v w x

Phase 3 YR Second half of Autumn Term and spring term

Set 6: j v w x

Set 7: y z zz qu

Set 8: ch sh th ng

Set 9 ai ee igh oa oo ar or ur ow oi ear air
ure er

Phase 3 Tricky Words

he

she

we

me

be

you

all

are

her

was

they

my

Phase 4 YR Summer Term

•The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

CCVC CVCC CCVCC


- Phonics is the step up to fluent word recognition.
- It is automatic and effortless reading of all words - decodable and tricky. By repeated sounding and blending of words, children get to know them, and once this happens, they should be encouraged to read them straight off in reading text, rather than continuing to sound and blend them aloud because they feel that this is what is required.

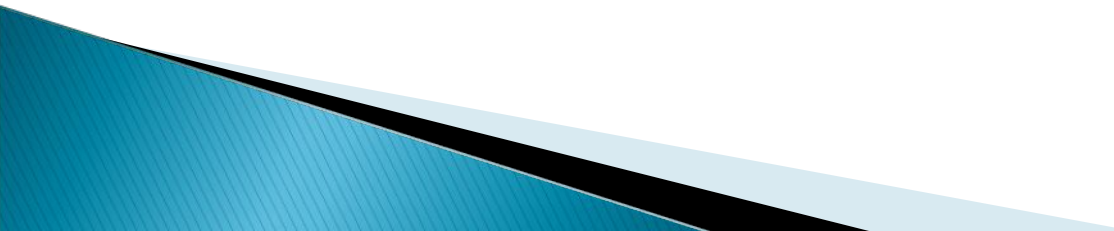
Phase 4 Tricky Words Word Mat

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



Phase 5 (throughout Year 1)

- ▶ Division of words into syllables to spell.
 - ▶ Reading phonetically decodable two-syllable and three-syllable words (thunder, rabbit, pocket)
 - ▶ Using alternative ways of pronouncing and spelling the graphemes (bead, spread/ day, train, cake/ lie, chief)
 - ▶ Spelling complex words using phonetically plausible attempts. (eg: submareen)
- 

- ▶ Adding s and es to words (plural nouns and third person singular verbs)
 - ▶ Adding the endings ing, ed and er to verbs.
 - ▶ Adding er and est to adjectives.
 - ▶ Adding the pre-fix un to the beginning of words.
 - ▶ Compound words.
 - ▶ Common exception words to read and spell.
- 

Phase 5 Tricky Words

oh

Mrs

people

Mr

called

looked

could

asked

their



ink s

Graphemes:

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

Alternative graphemes for:

i, o, c, g, u, ow, ie, ea, er, a, y, ou



Digraphs

▶ A **vowel** digraph contains at least one vowel:

ai ee oy oa

▶ A **split** digraph: a digraph in which the two letters are not adjacent:

a-e e-e i-e o-e u-e y-e

Digraphs

Spot the digraph

cute
keen
clock
cake
goat

The Phonic screen

Year 1 June

A screen of the children's application of the following phonological structures:

CV CCVCC VCC

CVC CCCV

CCVC CCCVC

CVCC CCCVCC

Real 2 syllable words could contain a variety of structures and contain between 5 and 8 letters

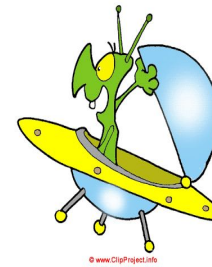
▶ fape



▶ hild



▶ quemp



▶ jound



Reading

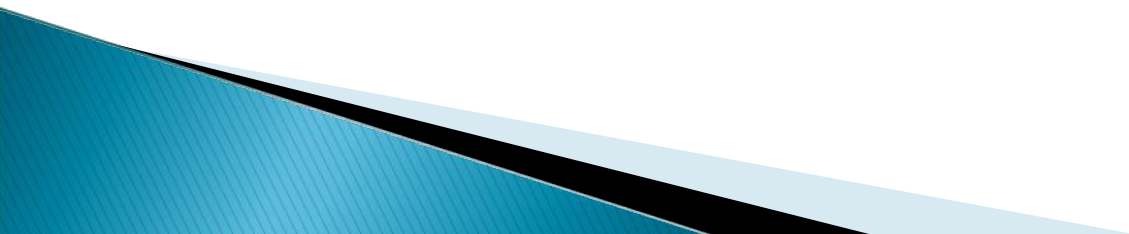
Ultimately we want children to be reading fluently as quickly as possible.

‘Unless children learn to read, the rest of the curriculum is a secret garden’

How you can help

As parents you are your child's most influential teacher with an important part to play in helping your child to learn to read.

Here are some suggestions on how you can help to make this a positive experience.



10 top tips

1. Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

2. Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

3. Maintain the flow

If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds and sound buttons rather than 'alphabet names'.

4. Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

5. Success is the key

Nothing succeeds like success, until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

6. Visit the Library

Encourage your child to use the public library regularly.

7. Regular practice

Try to read with your child on most school days. 'Little and often' is best. You can provide regular quality time for your child.

8. Communicate

Use your child's link book to communicate regularly with positive comments and any concerns.

9. Talk about the books

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

10. Variety is important

Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, and information books.

ENJOY! ENJOY! ENJOY!

