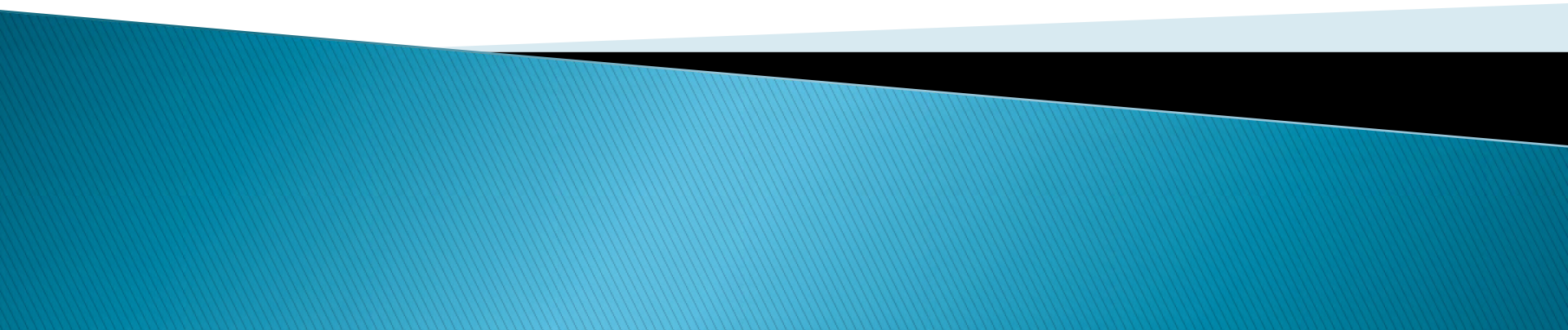
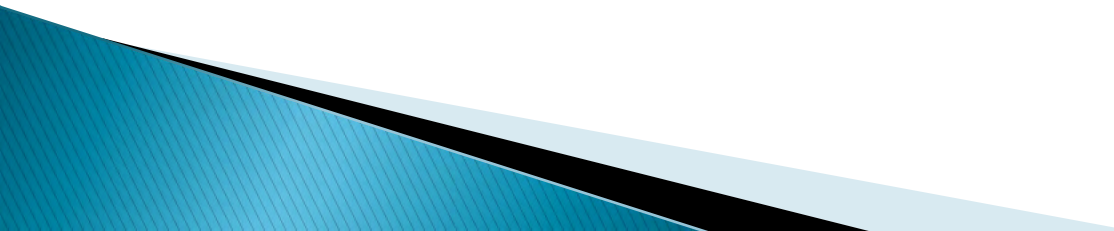


Progress in Phonics













































2017



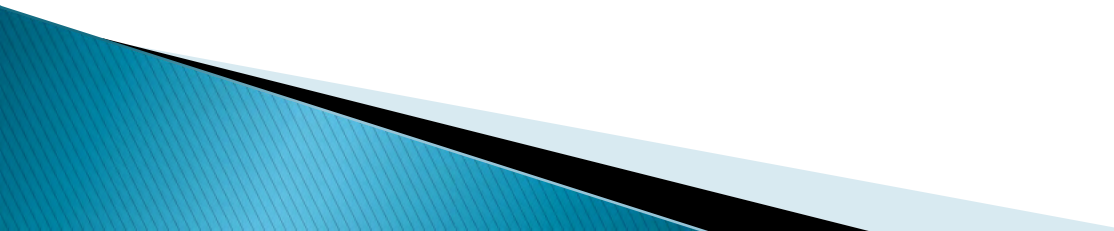
What is Phonics?

- ▶ Children have a 25 minute phonics lesson every day.
 - ▶ They are taught to read and write by breaking down words into separate sounds or 'phonemes'.
 - ▶ They are encouraged to use these strategies to read and write in other lessons. Spelling and handwriting is also included.
 - ▶ There are 26 letters, 44 different sounds and 140 different ways to write them to learn!
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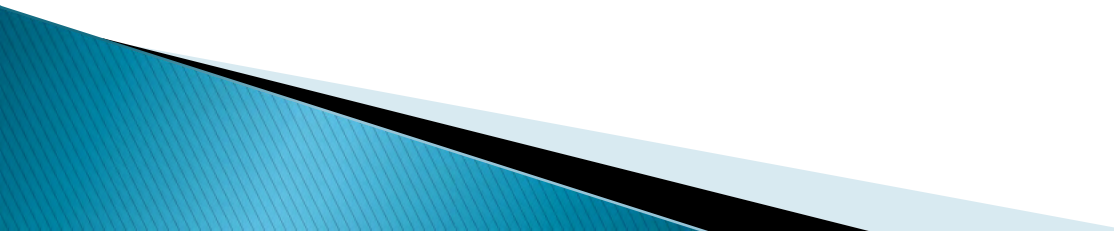
The 44 phonemes

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
										
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										

Letters and Sounds

- ▶ Letters and Sounds is a phonics resource published by the Department for Education and Skills.
 - ▶ Letters and Sounds has six phases.
 - ▶ At Spixworth Infants, we follow the Letters and Sounds programme and supplement this with the memory hooks of actions, pictures and songs from the Jolly Phonics programme.
- 

Technical Vocabulary

- ▶ A phoneme is the smallest unit of sound in a word. A phoneme may be represented by 1, 2 or 3 letters
 - ▶ A grapheme is the written representation of a sound
 - ▶ e.g. t ai igh
- 

Technical Vocabulary

- ▶ A digraph is two letters, which make one sound
- ▶ A consonant digraph contains two consonants e.g. sh th ck ll
- ▶ A vowel digraph contains at least one vowel e.g. ai ee ar oy
- ▶ A split digraph is a digraph in which the two letters are not adjacent e.g. i_e a_e o_e e_e u_e

Sound buttons

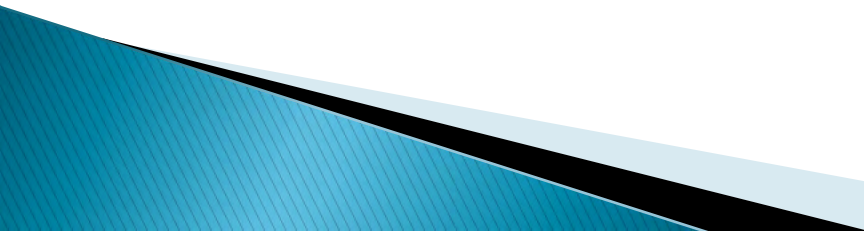
▶ chop
— . .

soap
. — .

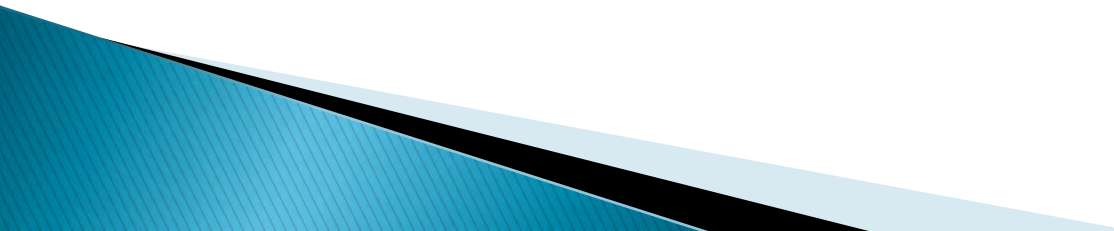
Technical Vocabulary

- ▶ A trigraph is three letters, which make one sound
e.g. igh air ear

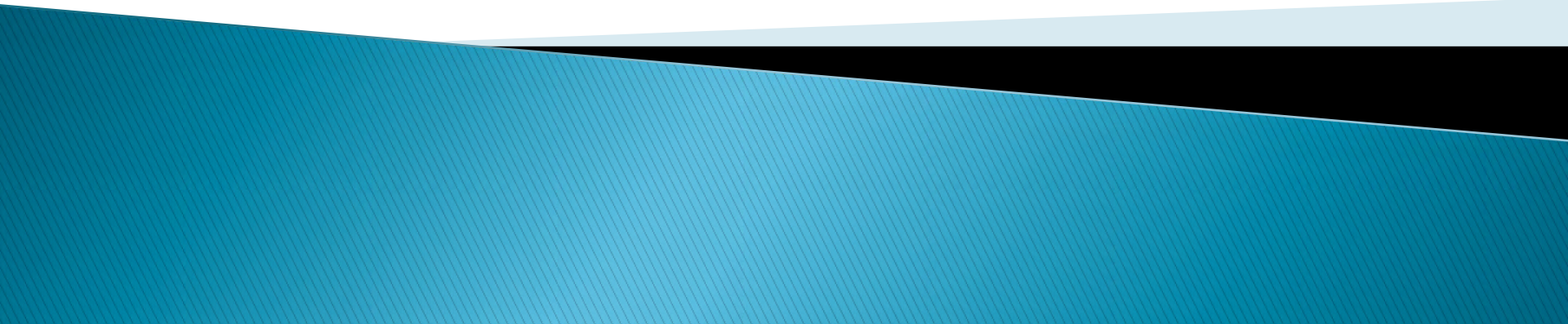
Technical Vocabulary

- ▶ Oral Blending – hearing a series of spoken sounds and merging them together to make a spoken word (no text is used) for example, when an adult says ‘b–u–s’, the children say ‘bus’.
 - ▶ Blending – recognising the letter sounds in a written word, for example c–u–p, and merging them in the order in which they are written to pronounce the word ‘cup’.
 - ▶ Segmenting – identifying the individual sounds in a spoken word (e.g. h–i–m) and writing down or manipulating letters for each sound to form the word ‘him’.
- 

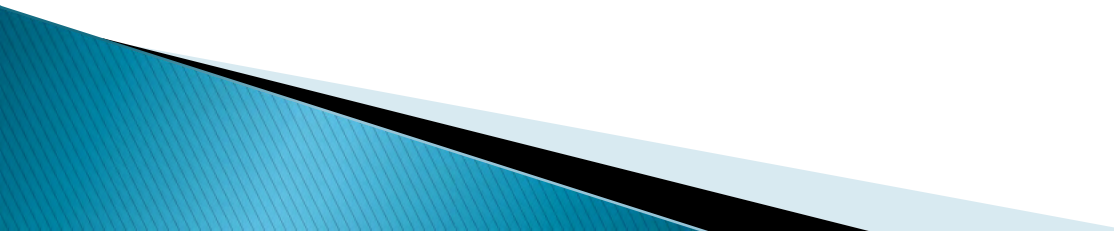
Technical Vocabulary

- ▶ CVC stands for consonant, vowel, consonant such as c-a-t and sh-i-p
 - ▶ CVCC and CCVC are words with more than two consonants such as w-e-n-t and f-r-o-g
- 

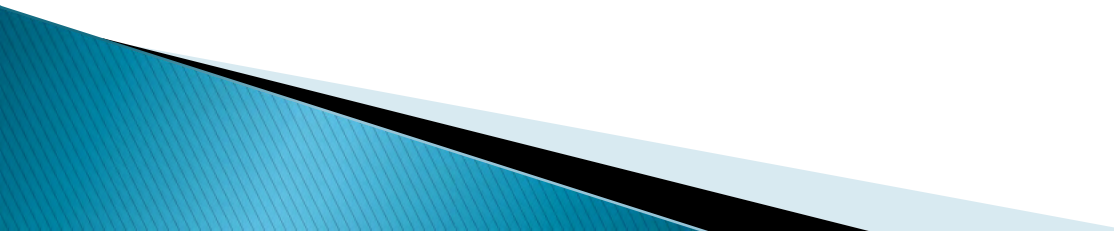
The Six Phases of Letters and Sounds



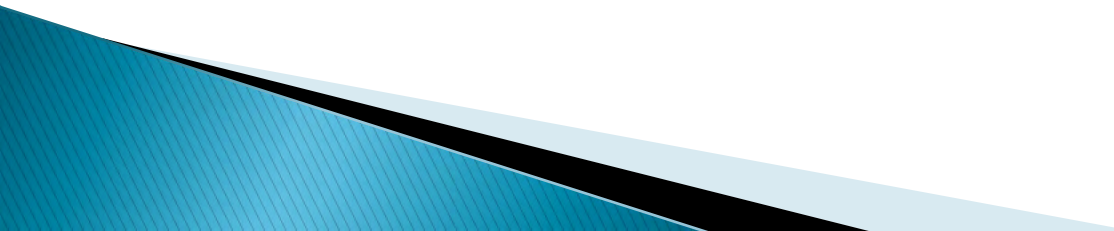
Phase 1

- ▶ Begins at home and in the pre-school setting
 - ▶ Focus on developing a rich language
 - ▶ Listening to and identifying everyday sounds
 - ▶ Rhymes, songs and games support development
- 

Ways to support at Phase 1

- ▶ Play hide and seek with a ticking clock
 - ▶ Make animal noises
 - ▶ Sing songs
 - ▶ Read and retell stories
 - ▶ Put on a play or puppet show
 - ▶ Share books
 - ▶ Make an orchestra – remember that the musicians must play/stop when the conductor tells them to
 - ▶ Play memory games
 - ▶ Join in with imaginary play
- 

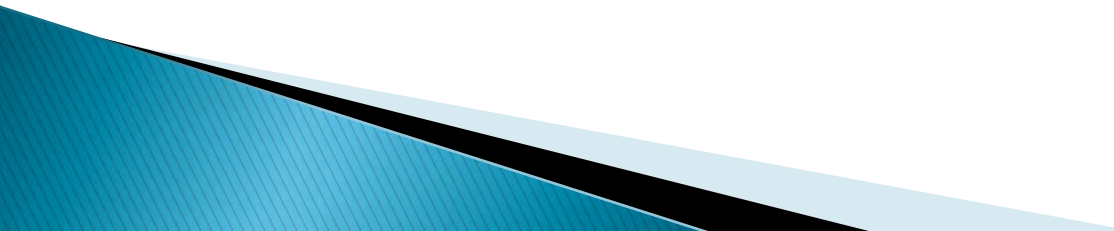
Phase 2

- ▶ Children are taught 23 *phonemes* (sounds) and their *graphemes* (written letters)
 - ▶ Pictures and actions and songs help them remember these
 - ▶ Children practise blending and segmenting simple words
 - ▶ Some tricky words are taught the, to, I, go, no
- 

Ways to support at Phase 2

- ▶ Sing the alphabet song
- ▶ Magnetic letters on the fridge
- ▶ Foam letters in the bath
- ▶ Write letters in the sand/mud/snow
- ▶ A space to write with pens/pencils/crayons/chalk
- ▶ Use lower case letters, only use a capital for the first letter of a name or beginning of a sentence
- ▶ Play Simon says touch your h-ea-d
- ▶ Play I spy

Phases 3 and 4

- ▶ Children are taught all letter names and how to write them correctly
 - ▶ They learn further phonemes and graphemes including those with two or more letters for example /oa/ as in boat
 - ▶ They continue to practise blending and segmenting words and use them in sentences
 - ▶ They learn to read and write tricky words
- 

Ways to support at Phases 3 and 4

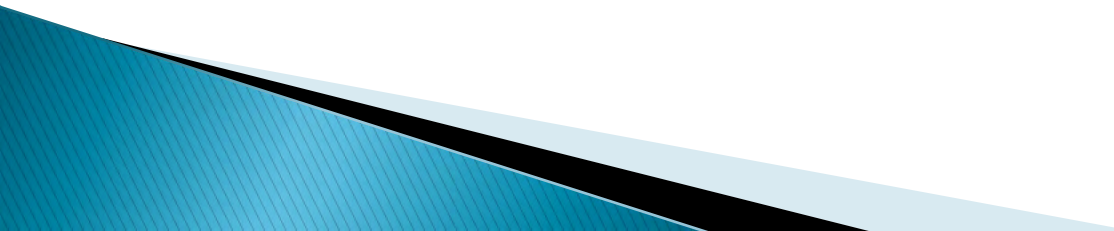
Writing

- ▶ Involves coordination – catch a ball, pick up pebbles, thread, cut, stick, pour...
- ▶ Move and strengthen hands and fingers – Incy wincy spider, play dough, use chop sticks, tweezers or pipettes

Pronunciation

- ▶ Some sounds are easier to hear than others
- ▶ How old should your child be when you correct ‘nana to banana?/horsey to horse?
- ▶ What is the first sound in the word train?
- ▶ The mat is red. “Is it a /v/?”

Phase 3 and 4 challenges

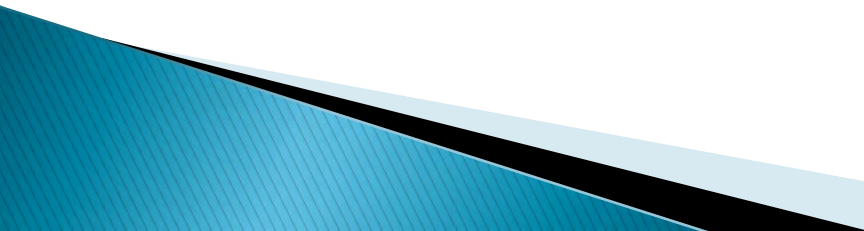
- ▶ How many words can you think of that rhyme with gate?
 - ▶ What were these children trying to say?
 - V
 - Crismus
 - Wort
 - Chain
 - Vejtbl
 - wunsupnatiem
- 

Phase 5 (throughout Year 1)

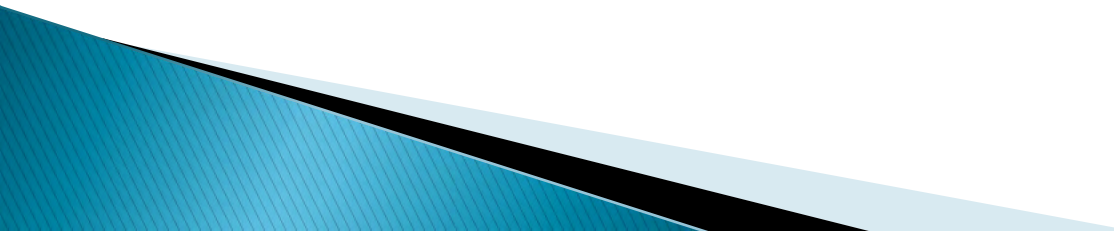
- ▶ Children are taught that many sounds can be spelled in more than one way. This develops their knowledge of spelling choices. (The phoneme /f/ can be written as /f/, /ff/, or /ph/)
- ▶ They learn that most letters and combinations of letters can represent more than one sound. This supports their reading development. (The grapheme /ea/ can be read as /ee/ as in leaf or /e/ as in bread)
- ▶ At the end of Year 1, and the end of Phase 5, children's phonic skills are screened

Phonics Screening Check

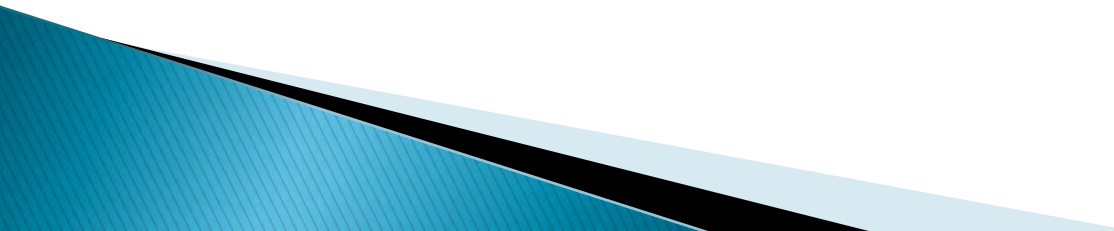
Why are the children being screened?

- ▶ Every Year 1 child in the country is required by the government to take the phonics screening check in the same week in June
 - ▶ The check confirms whether your child has made expected progress in their phonic learning
 - ▶ The purpose of the check is to provide evidence of children's phonic skills, not to test their vocabulary
- 

What will they be expected to do?

- ▶ The check is very similar to tasks the children already complete during phonic lessons
 - ▶ Children are asked to ‘sound out’ a word and blend the sounds together e.g. d–o–g ... dog
 - ▶ The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up, ‘nonsense’ words, known as pseudo words
- 

Pseudo words

- ▶ The children will know which are the nonsense words as they will have a picture of an alien next to them
 - ▶ An example pseudo word is **osk**
 - ▶ It is important that the children sound out and blend the sounds and not try to make it into a real word
 - ▶ Remember this is not a reading test!
- 

Example of words

in

at

beg

sum

ot



vap



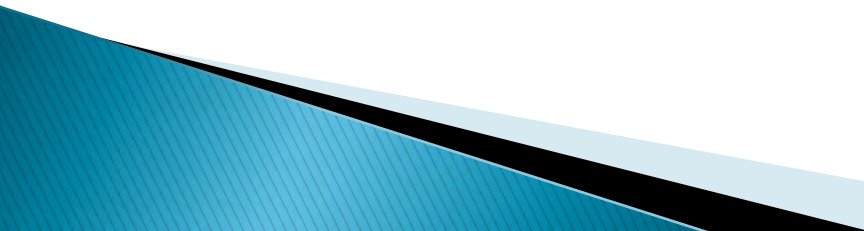
osk



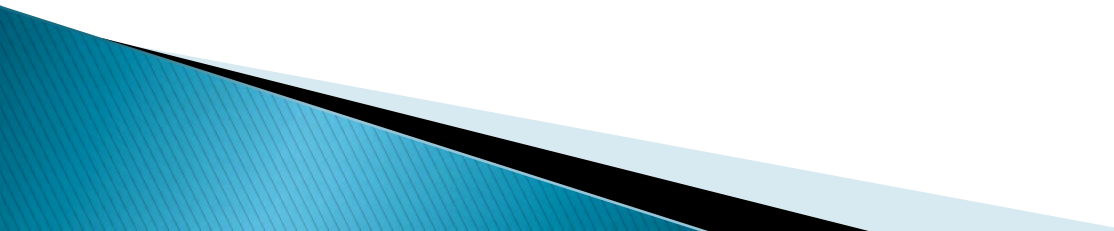
ect




How will it be administered?

- ▶ The screening will take place the week beginning 12th June 2017
 - ▶ A teacher will conduct the checks with the children
 - ▶ The children will complete the check one to one in a quiet area of the school
 - ▶ We are not permitted to indicate to the children at the time whether they have correctly sounded out and/or blended the word
- 

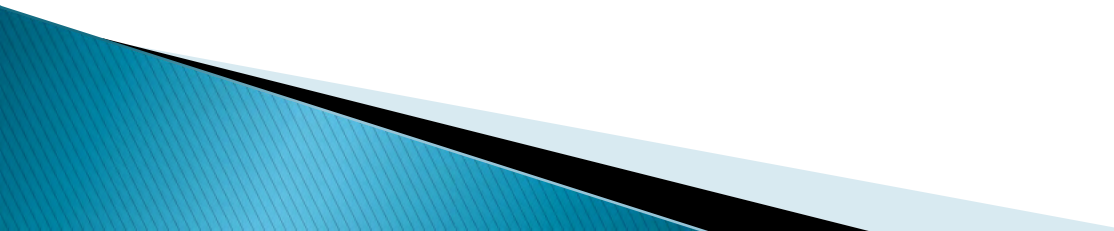
Administration

- ▶ The screening consists of 40 words which get progressively harder throughout the test
 - ▶ Most children complete the check within 5 – 10 minutes, although there is no time limit
- 

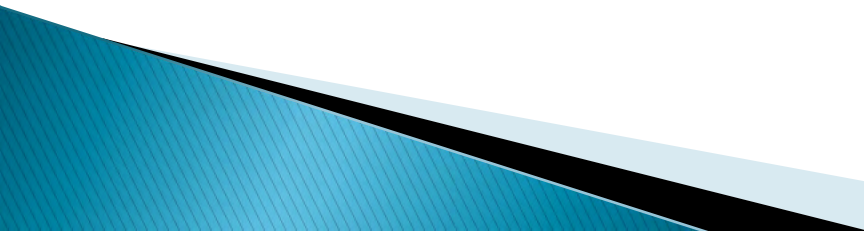
The results

- ▶ You will be informed of your child's results with their school report
 - ▶ The pass rate is not published until all the checks are completed across the country
 - ▶ The pass mark for the last 3 years has been 32 out of 40
 - ▶ You will be informed if your child has either passed or failed
 - ▶ If your child does fail the check they will be required to re-take the screening in Year 2
 - ▶ Remember all children are different and develop at different rates
- 


How can you help?

- ▶ Read regularly with your child at home
 - ▶ From Reception, practise phonics using your child's yellow folder
 - ▶ In Year 1 practise with the words we send home. This will not only help your child with sounding out and blending but also help them to become familiar with the format of the check (Please make sure these are returned on time to be changed amongst the children)
 - ▶ Make sure you practise digraphs, split digraphs and trigraphs in particular as children tend to find these more difficult
- 

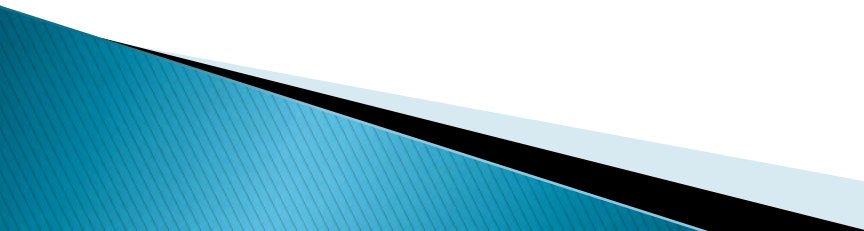
Phase 6 and Beyond (throughout Year 2)

- ▶ Children begin to move beyond phonics to become fluent readers and writers – the overall aim of our phonic programme
 - ▶ They are taught further combinations of letters and learn which representations of phonemes are most likely based on their position within words
 - ▶ They explore spelling patterns and irregularities to determine choices or narrow possibilities
- 

Ways to support at Phase 5 and 6

- ▶ Make sure your child sees you reading and writing
 - ▶ Continue to read to your child – and bring the story to life
 - ▶ When hearing your child read, talk about the meaning of words, alternative words that could be used, look at unusual or unfamiliar spellings
 - ▶ Compose an email together
 - ▶ Leave messages on the fridge, and expect a reply
 - ▶ Support homework activities by giving your child space, time and encouragement/guidance/reward as necessary
- 

Phase 5 and 6 challenges

- ▶ Can you say the 6 ways that the grapheme /ai/ can be read?
 - ▶ Which way would be most likely at the end of a word?
 - ▶ Which words are spelt incorrectly? Can you correct them?
 - ▶ Necessary
 - ▶ Shiny
 - ▶ Probably
 - ▶ Feather
 - ▶ Believe
 - ▶ Caterpillar
- 

Websites

- ▶ www.oxfordowl.co.uk/for-home
- ▶ www.letters-and-sounds.com
- ▶ www.phonicsplay.co.uk
- ▶ www.topmarks.co.uk/english
- ▶ www.familylearning.org.uk/phonics
- ▶ www.ictgames.com
- ▶ www.education.gov.uk/schools/teachingandlearning/pedagogy/phonics
- ▶ www.parentsintouch.co.uk
- ▶ www.bbc.co.uk/schools/parents
- ▶ www.jollylearning.co.uk/
- ▶ www.focusonphonics.co.uk/
- ▶ www.syntheticphonics.com
- ▶ www.read-count.org/index.asp
- ▶ www.early-education.org.uk
- ▶ www.nationalliteracytrust.org.uk/familyreading/parents

Questions



A final thought

I take it you already know
Of tough and bough and cough and
dough?
Others may stumble, but not you,
On hiccough, thorough, lough and
through?
Well done! And now you wish perhaps,
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like beard and sounds like
bird,
And dead: it's said like bed, not bead –
For goodness sake don't call it deed!
Watch out for meat and great and
threat
(They rhyme with suite and straight and
debt).

A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's dose and rose and lose
–
Just look them up – and goose and
choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart –
Come, come, I've hardly made a start!
A dreadful language? Man alive!
I'd mastered it when I was five!