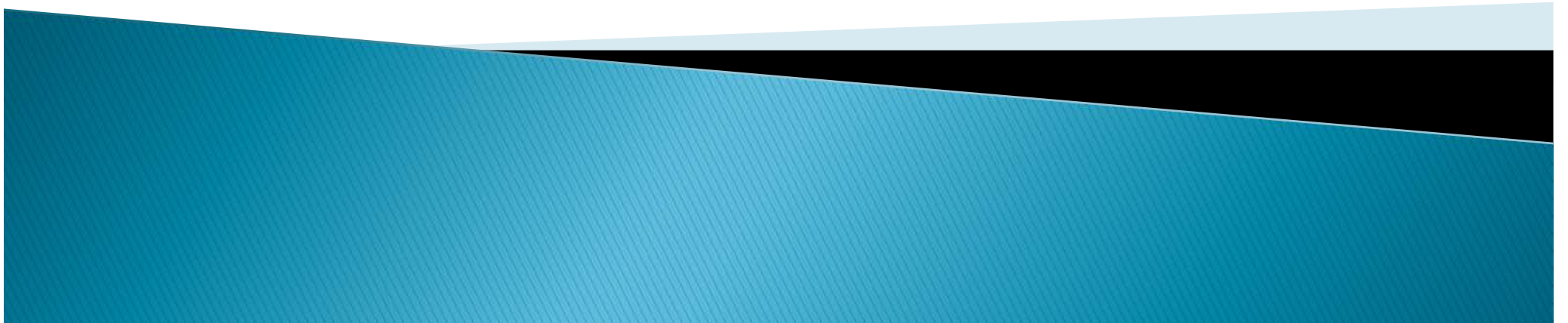
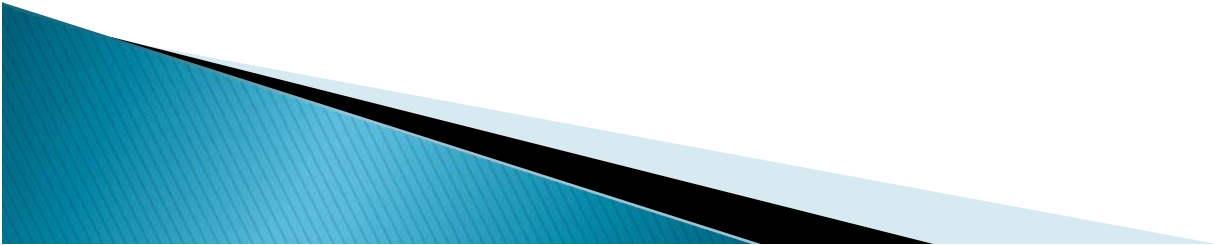


# Progress in Phonics











































2019



# What is Phonics?

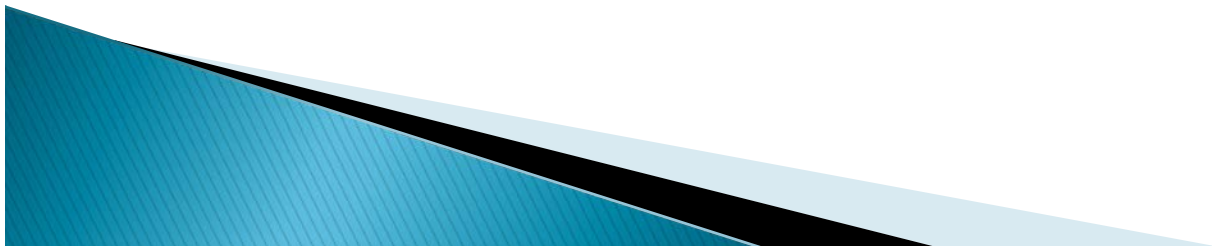
- ▶ Children have a 25 minute phonics lesson every day.
  - ▶ They are taught to read and write by breaking down words into separate sounds or 'phonemes'.
  - ▶ They are encouraged to use these strategies to read and write in other lessons. Spelling and handwriting is also included.
  - ▶ There are 26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

# The 44 phonemes

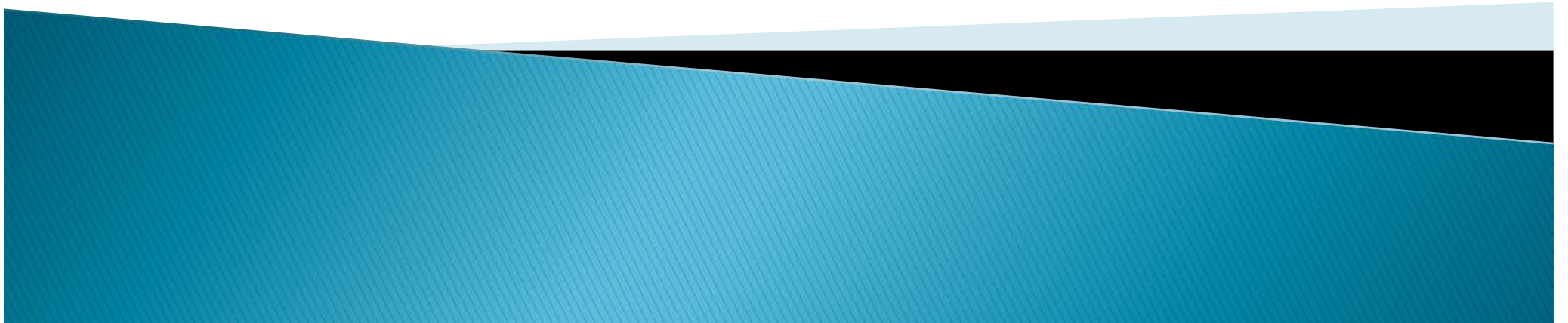
/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
										
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										

# 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 ditties from Read Write Ink.

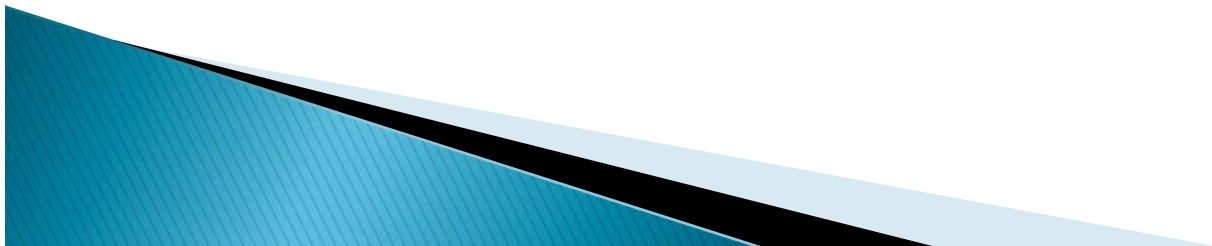


# The Six Phases of Letters and Sounds



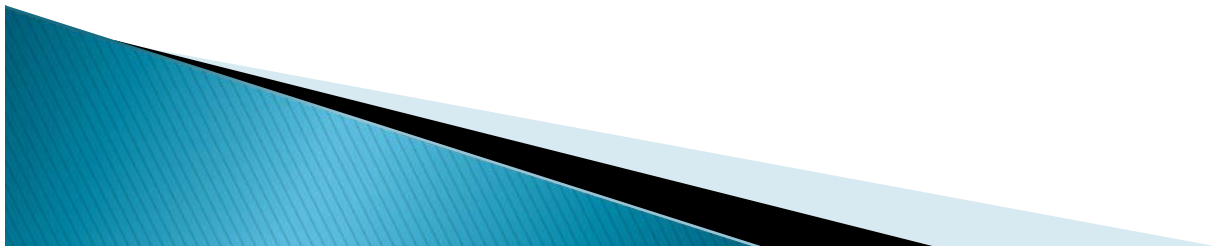
# Phase 1

- ▶ 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



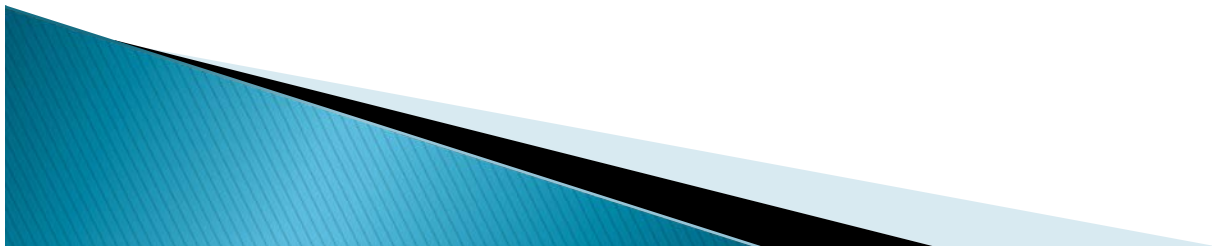
# Ways to support at Phase 1

- ▶ 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

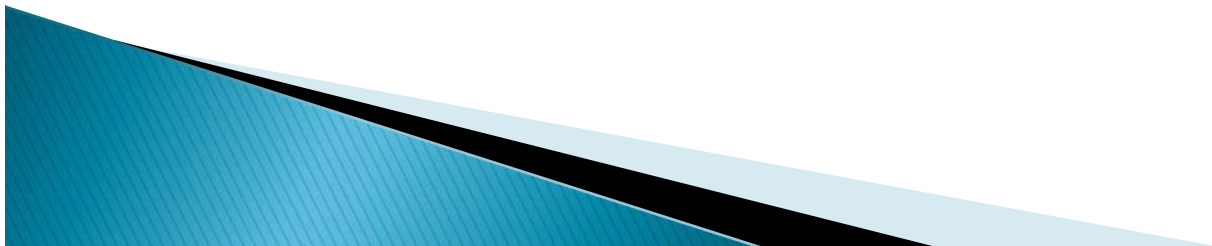
- ▶ Children are taught the *phonemes* (sounds) for a number of *graphemes* (written letters)
- ▶ Pictures and actions and songs help them remember these
- ▶ Children practise blending and segmenting simple words
- ▶ Some tricky words are taught (the, to, I, go, no)





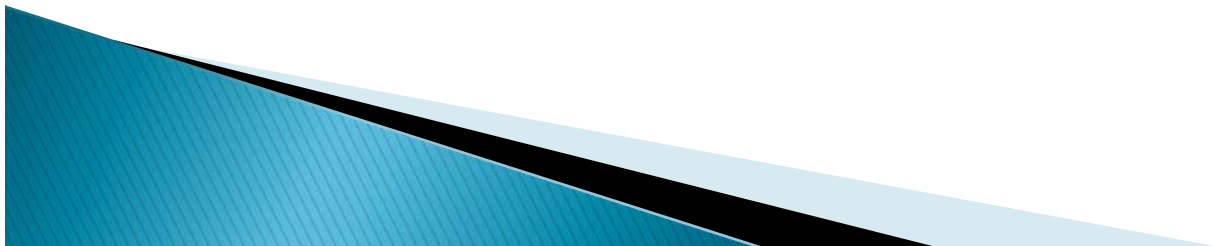
# Ways to support at Phase 2

- ▶ 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



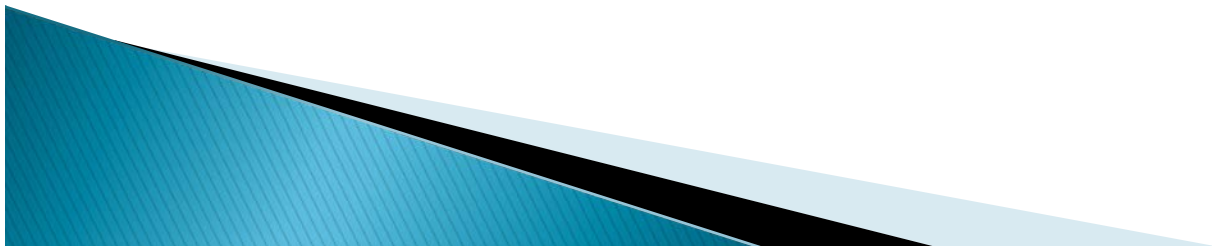
# Ways to support at Phases 3 and 4

## 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

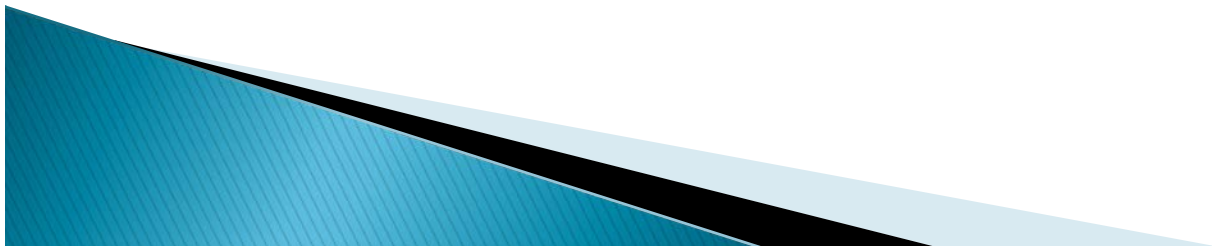
## Pronunciation

- ▶ 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

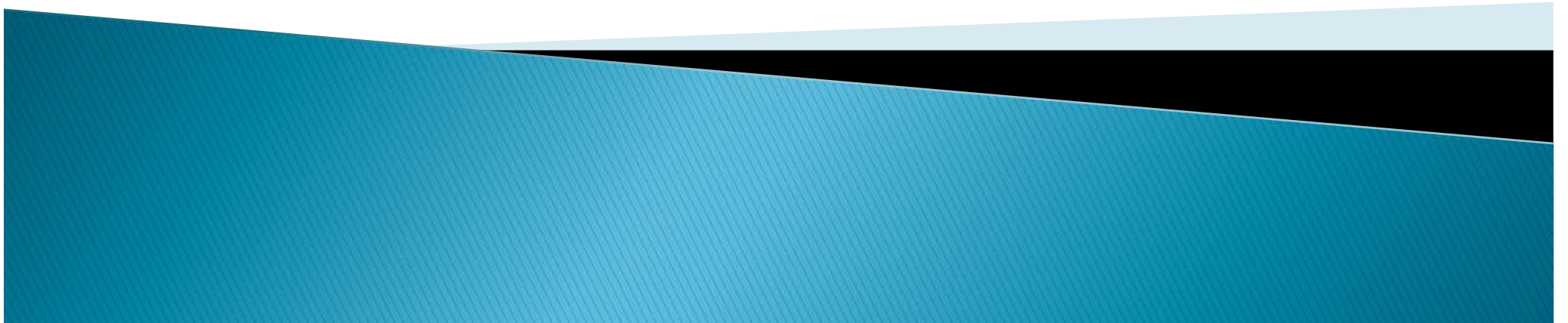


# Phase 5 (throughout Year 1)

- ▶ 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

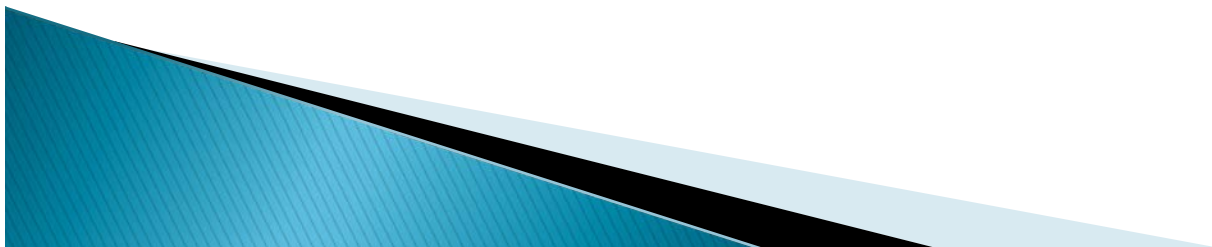


# Phonics Screening Check

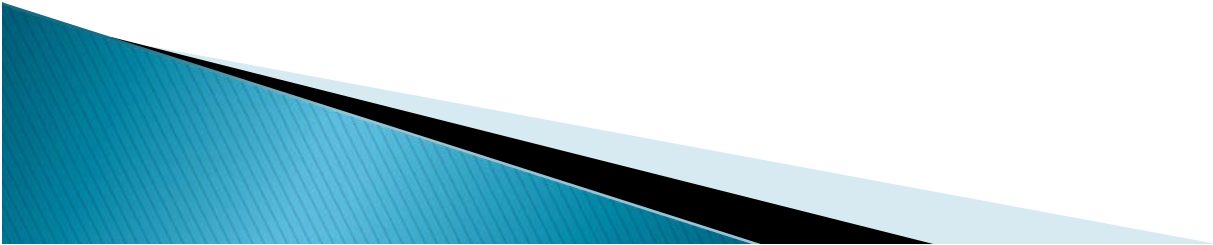


# Why are the children being screened?

- ▶ 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



# 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
- 



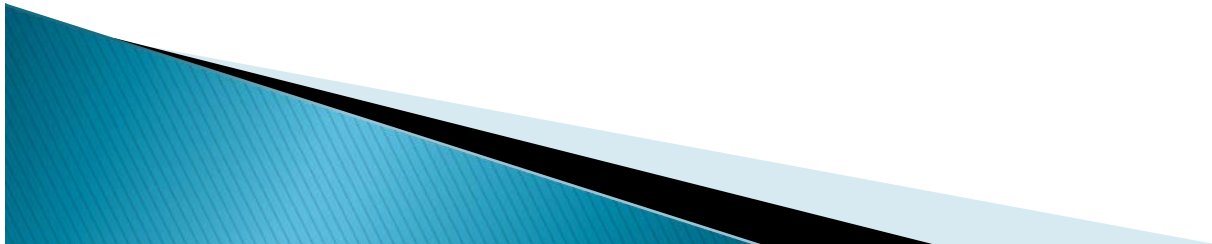
# Ways to support at Phase 5 and 6

- ▶ 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

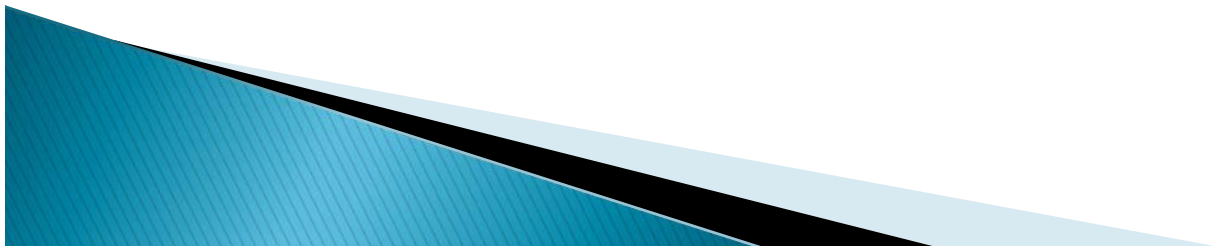


# Technical Vocabulary

- ▶ A phoneme is the smallest unit of sound in a word. A phoneme may be represented by 1, 2, 3 or 4 letters

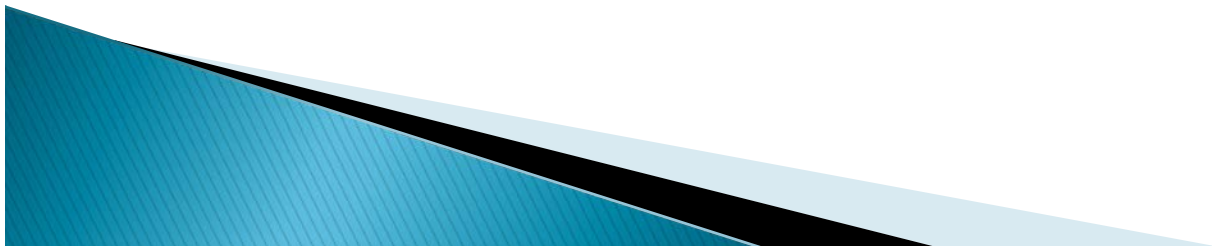
e.g.    t      ai      igh      ough

- ▶ A grapheme is the written representation of a sound



# Technical Vocabulary

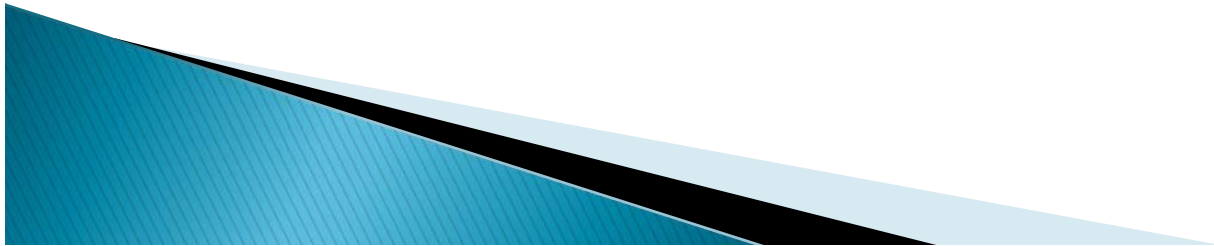
- ▶ A digraph is two letters, which make one sound
- ▶ A consonant digraph contains two consonants e.g. sh th ck ll
- ▶ A vowel digraph contains at least one vowel e.g. ai ee ar oy
- ▶ A split digraph is a digraph in which the two letters are not adjacent  
e.g. i\_e a\_e o\_e e\_e u\_e



# Sound buttons

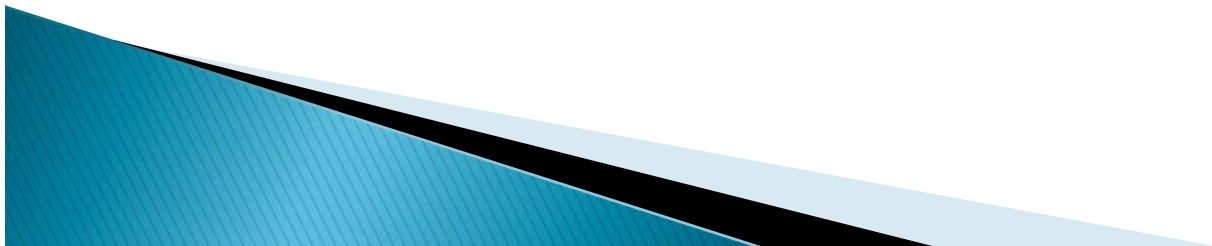
▶ chop  
— • •

soap  
• — •

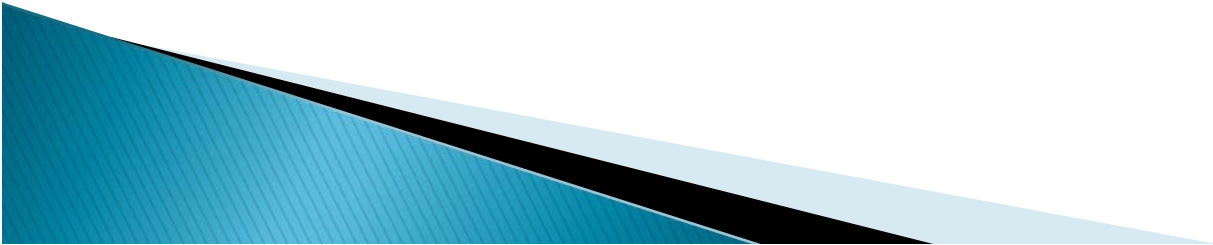


# Technical Vocabulary

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

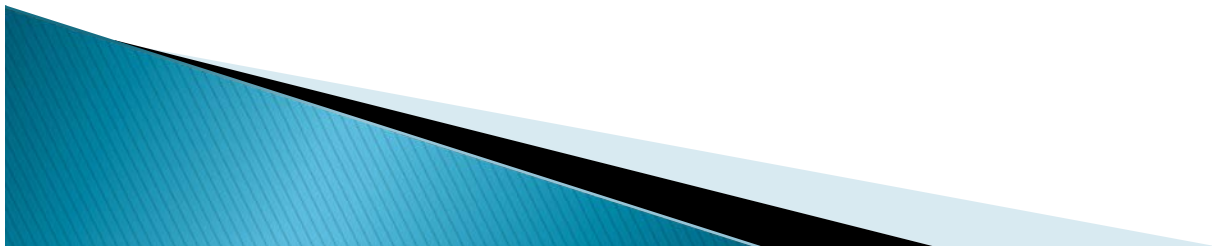


# Technical Vocabulary

- ▶ 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

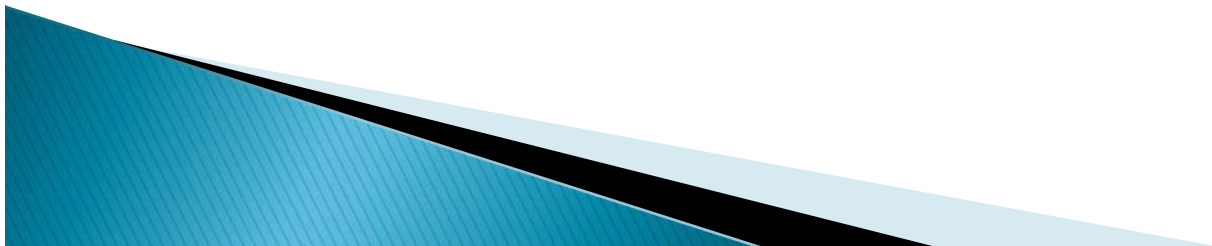
- ▶ CVC stands for consonant, vowel, consonant such as c-a-t and sh-i-p
- ▶ CVCC and CCVC are words with more than two consonants such as w-e-n-t and f-r-o-g





# How can you help?

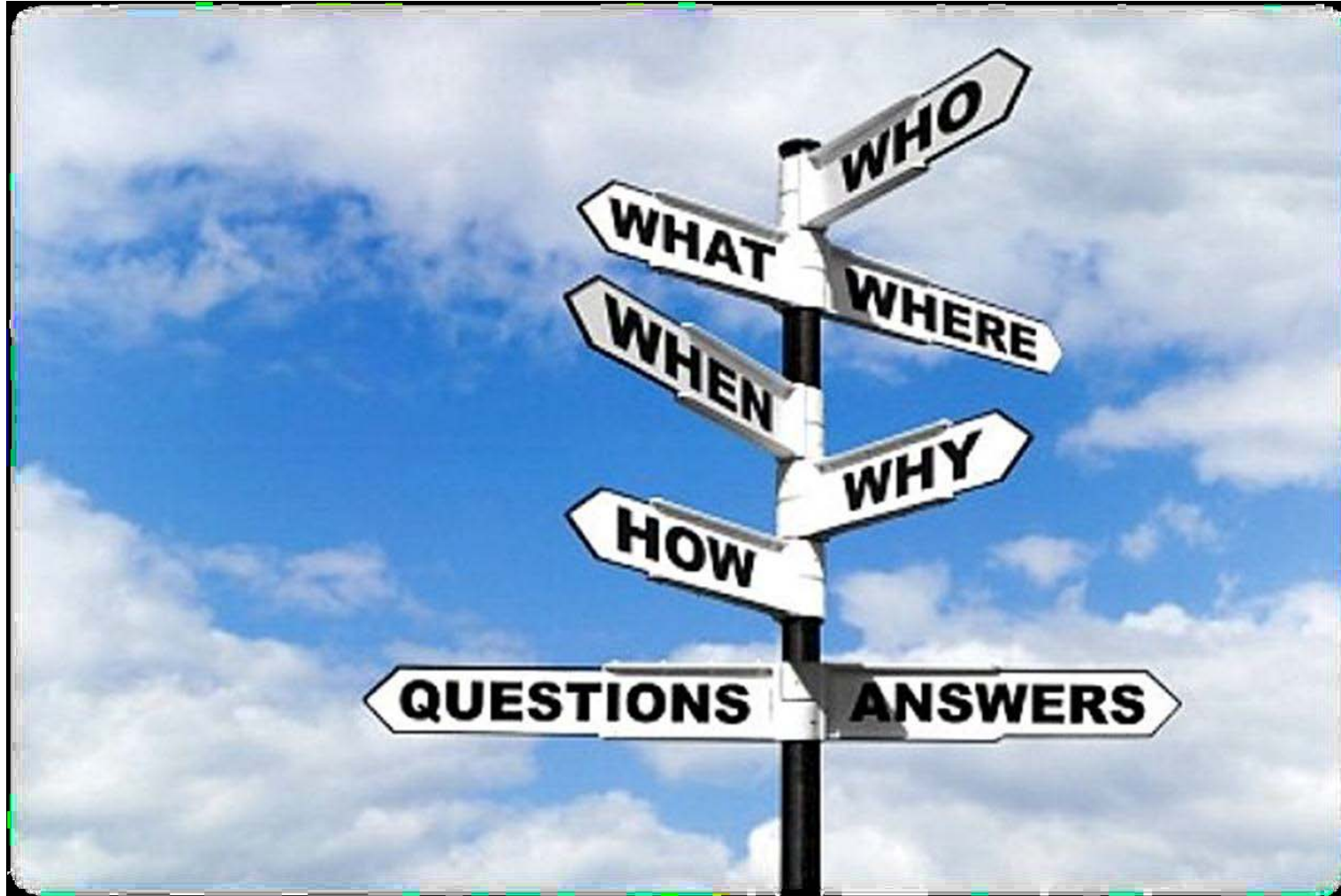
- ▶ Read regularly with your child at home
- ▶ From Reception, practise phonics using your child's blue folder
- ▶ Practice recognition of tricky words using the bookmarks sent home. Then practice writing them!



# Websites

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

