

Phonics Meeting for Parents

Reading and Writing

Literacy	
ELG 09	Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.
ELG 10	Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



So why teach phonics?

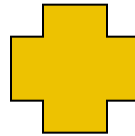
- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience as well as one of the main aims of the Reception year.
- Phonics helps children to develop good reading and spelling skills.
- We use a synthetic scheme called '**Letters and Sounds**' as our teaching resource.



Phonics at a glance

Phonics requires ...

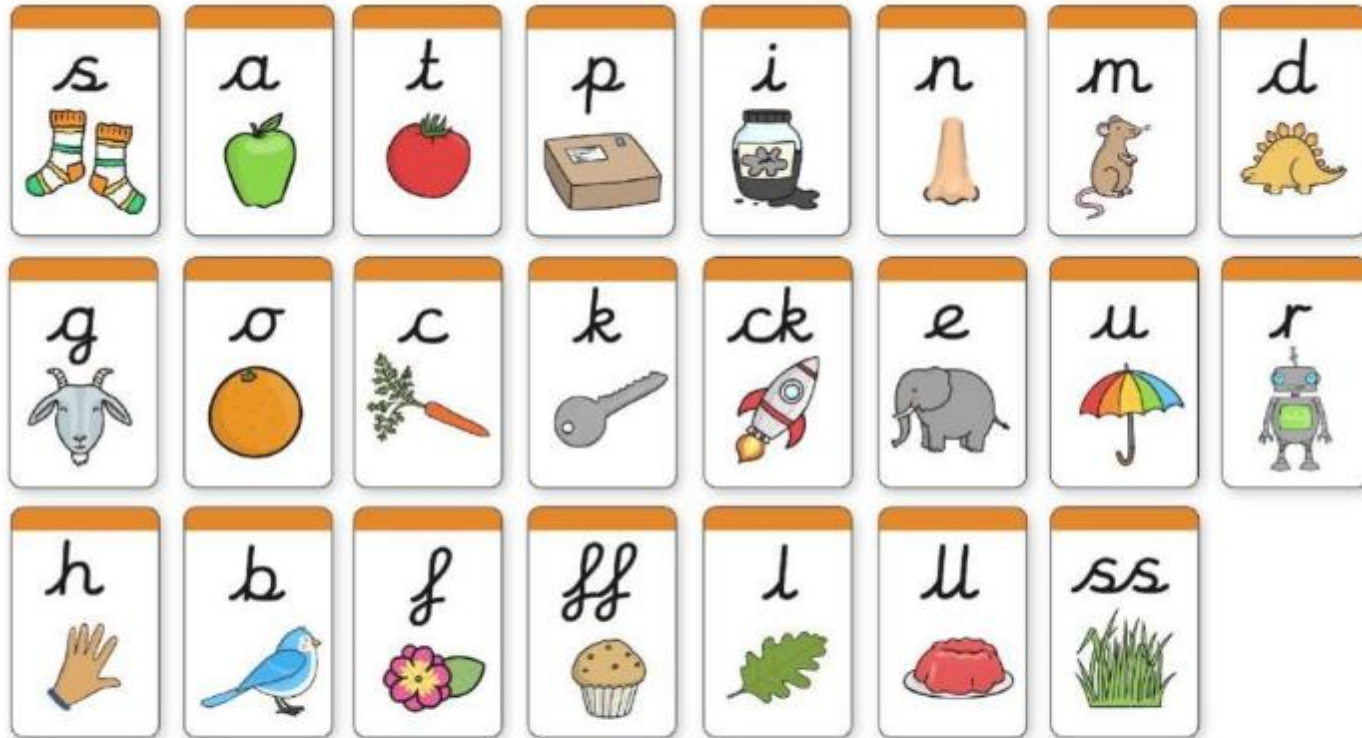
**Skills of
segmentation and
blending**



**Knowledge and
pronunciation of
the alphabetic
code.**

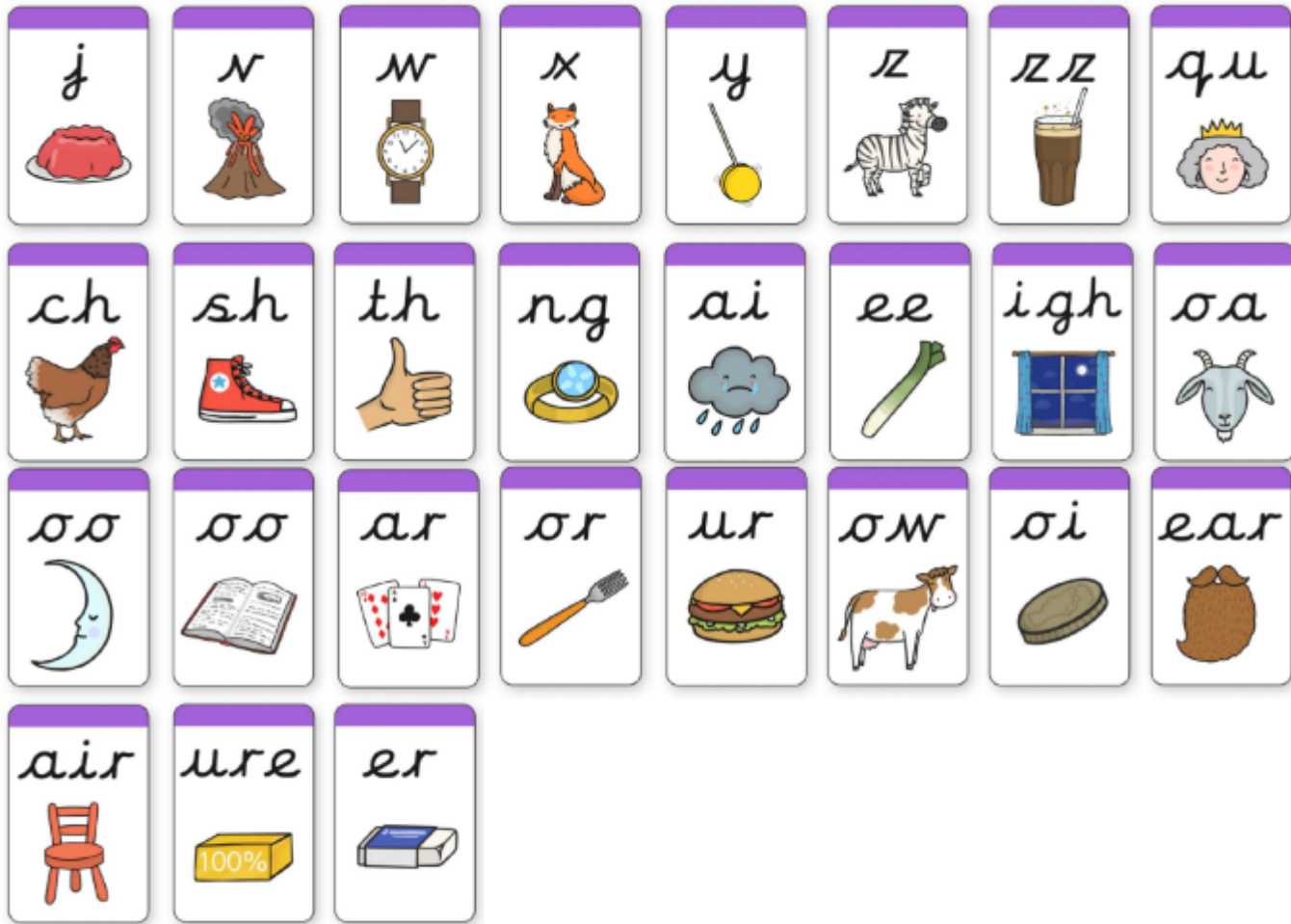


The alphabetic code



My Phase 2 Sound Mat





Articulation of sounds

- https://www.youtube.com/watch?v=BqhXUW_v-1s
- <https://www.youtube.com/watch?v=-ksblMiliA8>



How to say the sounds

- Saying the sounds correctly with your child is extremely important.
- The way we say the sound may well be different from when you were at school.
- We say the shortest form of the sounds
- We do not add an uh to sounds
- c not cuh / l not luh



- A phoneme you hear



- A grapheme you see



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



Segmenting and blending

Once the children can recognise a set of sounds we begin using these to read and write words.

Blending and segmenting are difficult skills that have to be mastered before children can apply their Phonics skills.

We practise these skills even before the children begin to read through games and activities.



Blending

- Recognising the letter sounds in a written word, for example

c-u-p

and merging or 'blending' them in the order in which they are written or heard to pronounce the word 'cup'



Segmenting

- ‘Chopping Up’ the word to spell it out
- The opposite of blending
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and then progressing to writing down letters for each sound (phoneme) to form the word.



Playing alien words can be fun!



osk



blom



gris

Nonsense games like this help to build up blending and segmenting skills – and are fun!

<https://www.phonicsplay.co.uk/BuriedTreasure2.html>



Once children are good with single phonemes...

- DIGRAPHS – 2 letters that make 1 sound

ll ss zz oa ai

- TRIGRAPHS – 3 letters that make 1 sound

igh dge



Tricky Words

- Words that are not phonically decodable
e.g. was, the, I
- Some are 'tricky' to start with but will become decodable once we have learned the harder phonemes
e.g. out, there,





Letters and Sounds

- *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell ‘tricky words’, which are words with spellings that are unusual.



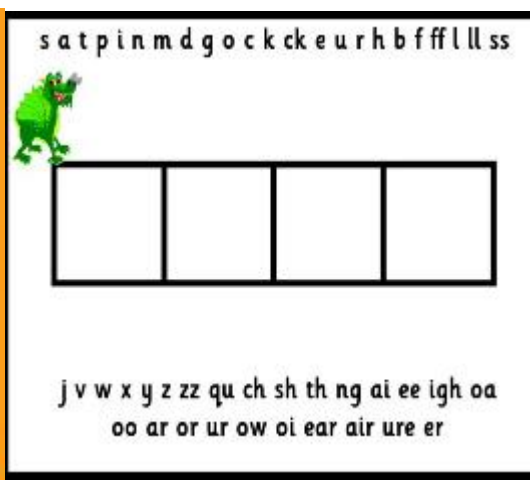
Lesson format

- In each year group, phonic lessons follow the same format:
- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes or high frequency or tricky words will be taught.
- **Practice:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences.

Phonic learning is fun!

The children learn and practise their phonemes in lots of fun ways:

- Sound talking and rhyming.
- Playing games – table games or interactive games on the computer.
- Using phoneme frames, “sound buttons” and whiteboards to spell words.
- Sorting phonemes.
- Making words with phonemes.
- Being phoneme “detectives”.
- Reading and writing sentences. Silly sentences are great fun!





Phase 1 – Nursery and throughout school

- Taught through speaking and listening activities
 - Split into 7 aspects:
 1. General sound discrimination – environmental.
 2. General sound discrimination – instrumental.
 3. General sound discrimination – body.
 4. Rhythm & rhyme.
 5. Alliteration (e.g. silly sausages sizzle slowly).
 6. Make your own voice sounds (e.g. going down a slide/ keep everyone quiet/ buzz like a bee).
 7. Oral blending (ready to read) & segmenting (ready to write).



Phase 2 - Reception

- In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'. They will also be taught the phonemes (*sounds*) for a number of graphemes (*letters*).
- This phase teaches blending to read & segmenting to spell.



Phase 2

- Sounds are introduced in sets
 - ❖ 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
- Vowel consonant (VC) & consonant vowel consonant (CVC) words.
- Learning to read some tricky words: **the to l no go into**

Children can now begin to form real words

s a t p i n m d

Make as many consonant vowel consonant
(CVC) & vowel consonant (VC) words as you
can!





Phase 3 - Reception

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, '**oa**' as in **boat**
- practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.



Phase 4 – Reception/Year 1

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:

No further sounds taught at this phase.

Reading & spelling words containing adjacent consonants
e.g. **crunch, float, groan.**

- **CVCC** words: **tent, damp, toast, chimp**
- For example, in the word ‘**toast**’, **t = consonant, oa = vowel, s = consonant, t = consonant.**
and **CCVC** words: **swim, plum, sport, cream, spoon**

Reading & spelling two syllable words

Learning some tricky words:

Tricky words

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

How can I help?

- Read together and practise reading with your child every night.
- Practise key words for reading and spelling.
- Play 'I spy'
- Continue to play with magnetic letters, using some two-grapheme (letter) combinations, eg: blending for reading *rain = r-ai-n* segmenting for spelling
- Praise your child for trying out words.
- Look at tricky words.
- Play pairs with words and pictures.

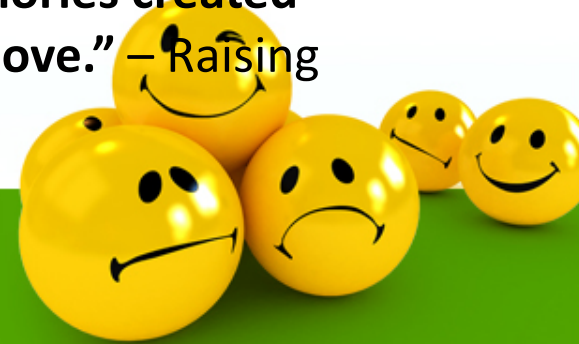


REMEMBER: Phonics is not the only thing needed to become a fluent reader.

- Please continue to read with your child each night and encourage them to:
- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.

And most importantly **ENJOY READING!**

“Children fall in love with books because of the memories created when they snuggle up and read with someone they love.” – Raising readers



Useful website addresses and apps

www.phonicsplay.co.uk

www.oxfordowl.co.uk

<https://www.teachyourmonstertoread.com/>

Mr Thorne on youtube

Apps

Hairy phonics

Hairy letters

Read with fonics



Remember.....

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”

— Dr. Seuss, I Can Read With My Eyes Shut!

