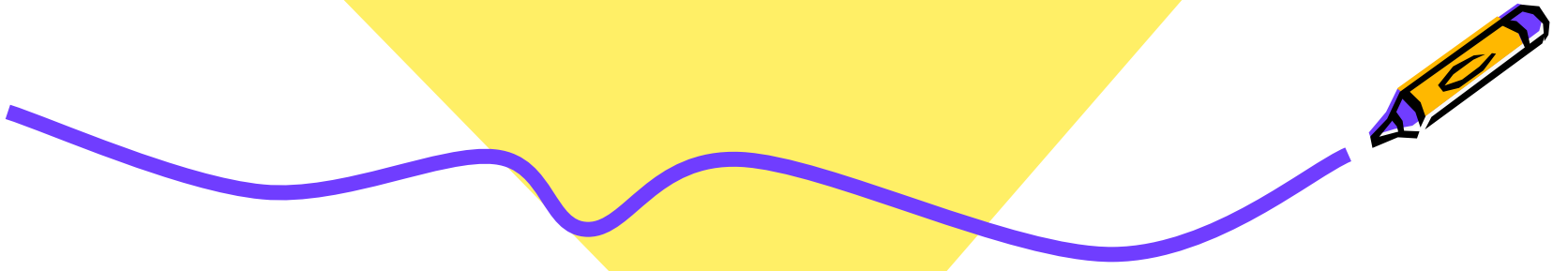




# Phonics and Early Reading



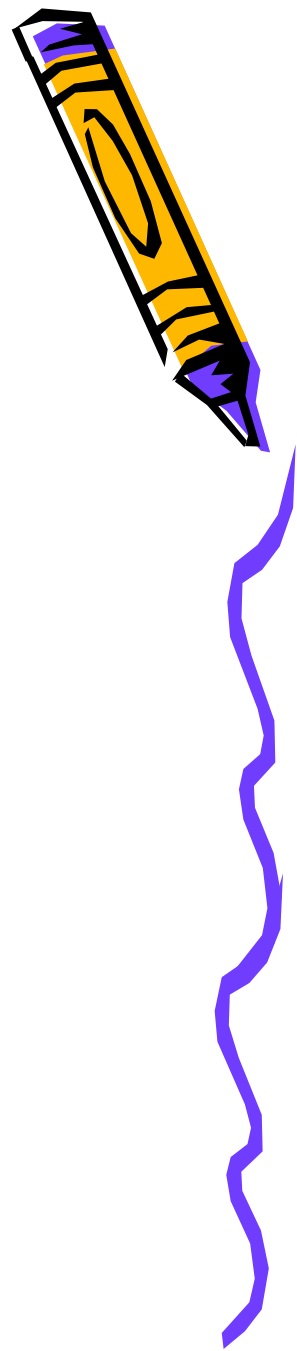
Successful readers and writers have lots of early opportunities to:

- Talk and Listen
- Share books and have stories read to them
- Play listening games
- Sing songs and rhymes

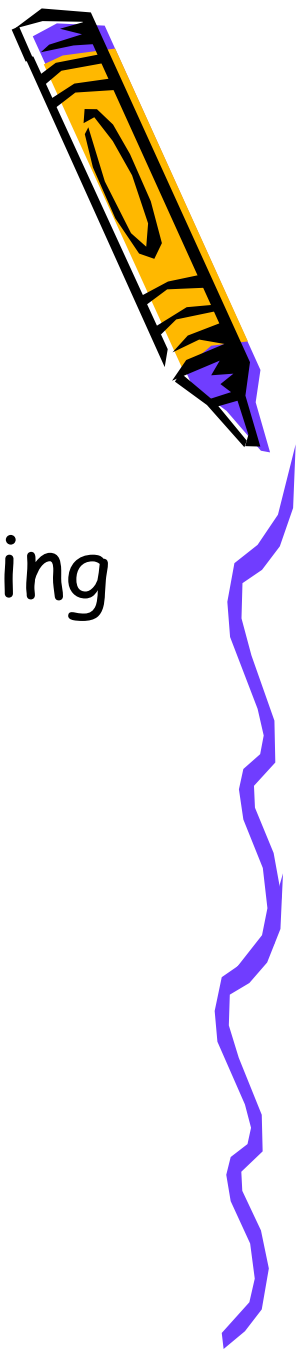
All these things will help to build up connections in the brain, an enjoyment of language and confidence to try things out.



Since 2007 phonics has been one of the main ways that we teach early reading



# What is phonics and how is it taught?



- Knowledge of the alphabetic code
- The skills of segmenting and blending
- Children have a daily 15-20 minute phonics session
- Follow the Letters and Sounds Scheme introduced by the DFE in 2007



# Some Definitions

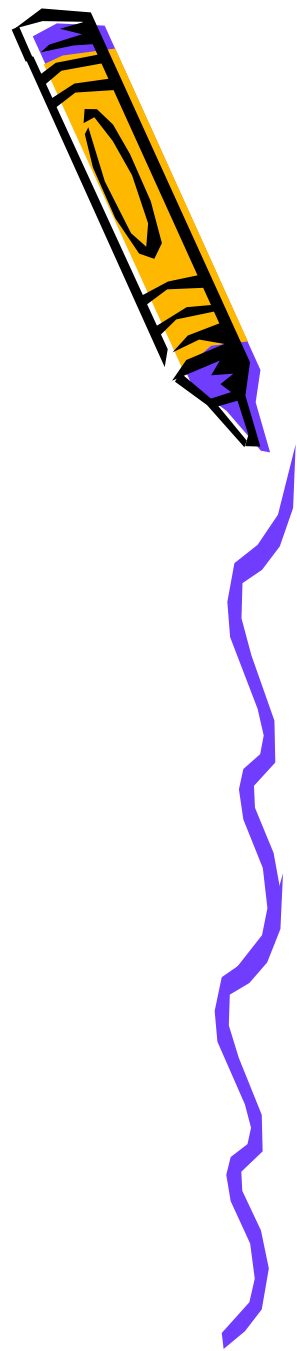
## A Phoneme

This is the smallest unit of sound in a word.



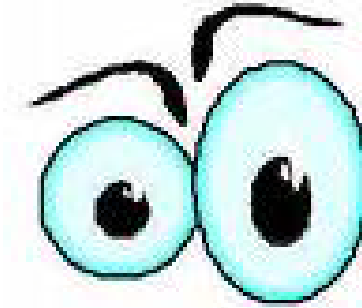
How many phonemes  
can you hear in

cat?



## A grapheme

These are the letters  
that represent the  
phoneme.



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

eg c ai igh augh

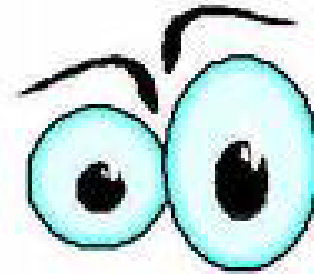
Children need to practise recognising the  
grapheme and saying the phoneme that it  
represents.



A phoneme you hear



A grapheme you see



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



# More Definitions



- DIGRAPHS - 2 letters that make 1 sound

ll ss zz oa ai

- TRIGRAPHS - 3 letters that make 1 sound

igh dge



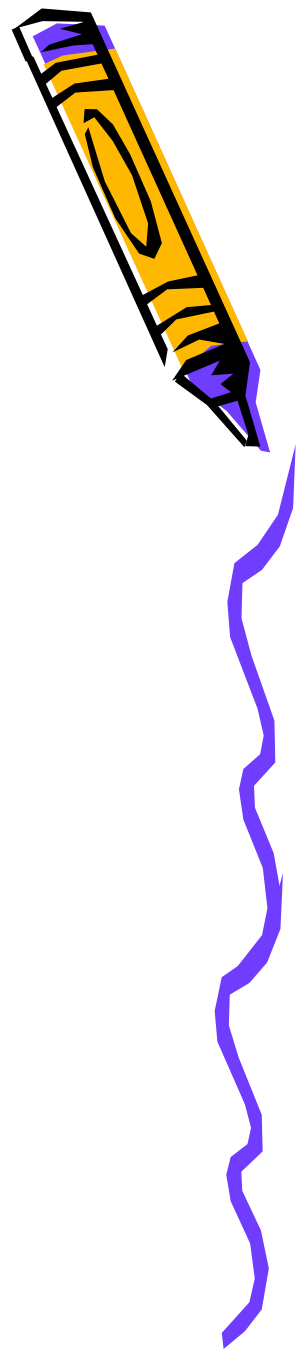


# BLENDING

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

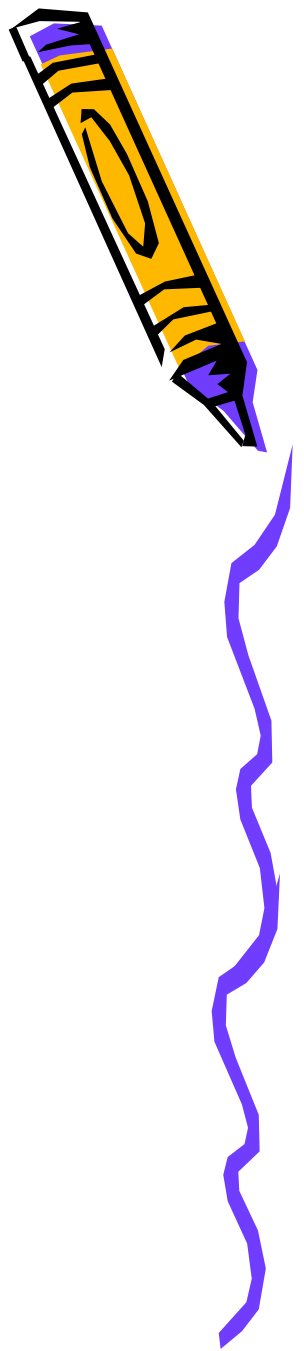
c-u-p

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

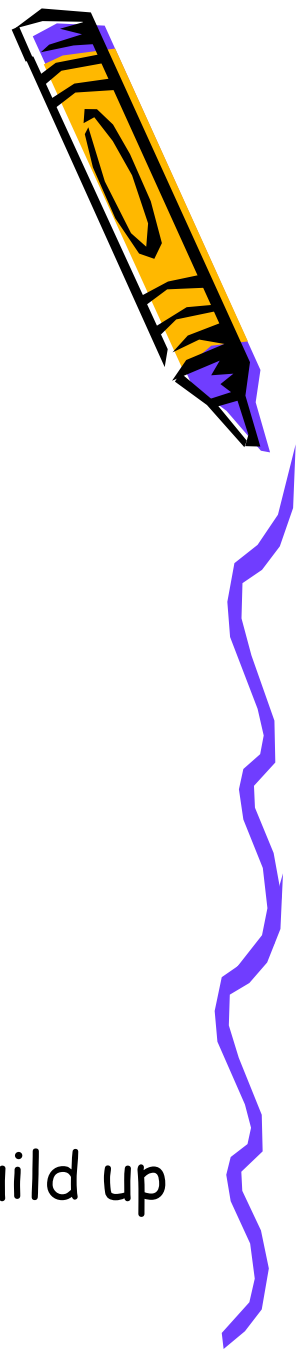


# SEGMENTING

- ‘Chopping Up’ the word to spell it out
- The opposite of blending
- Use your ‘robot arms’



Segment and Blend these  
words...

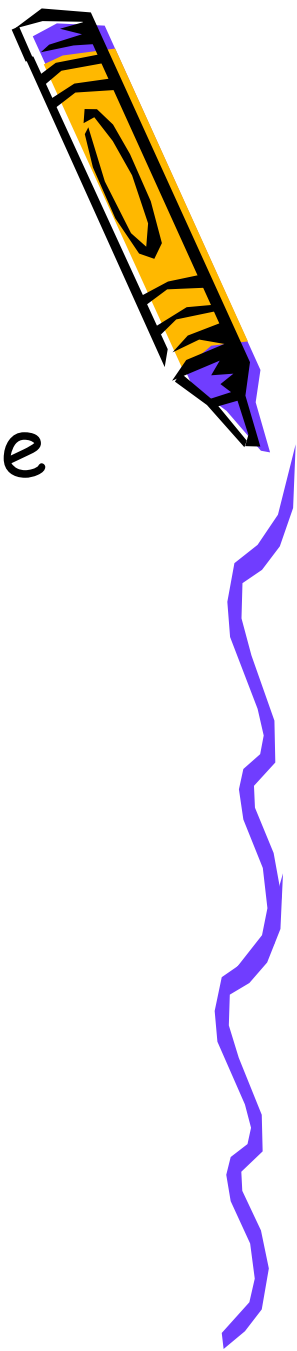


- drep
- blom
- gris



Nonsense games like this help to build up  
skills - and are fun!

# Segmenting Activity



- Use your 'robot arms' to count the phonemes in each word.

- shelf
- dress
- sprint
- string



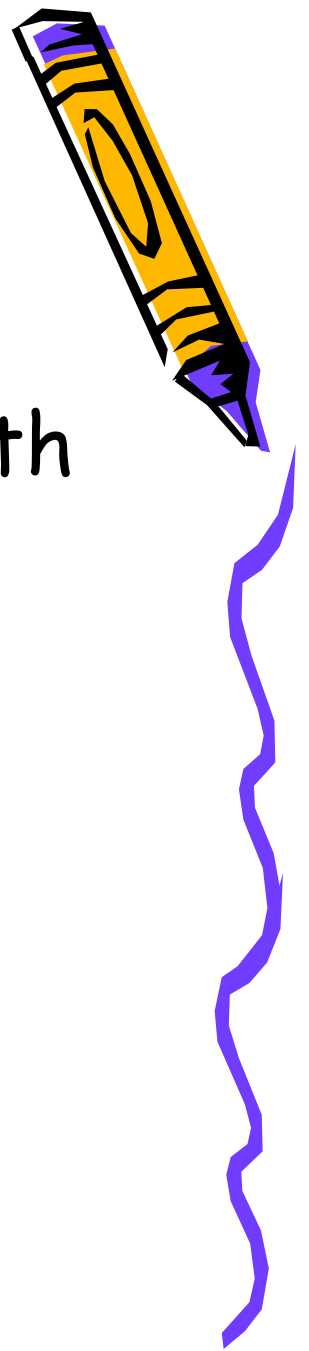
# Did you get it right?

- shelf = sh - e - l - f = 4 phonemes
- dress = d - r - e - ss = 4 phonemes
- sprint = s - p - r - i - n - t = 6 phonemes
- string = s - t - r - i - ng = 5 phonemes



# Letters and Sounds

(What we do)



- A highly structured programme with 6 progressive phases

- Children are taught:

The full range of common letter/  
sound correspondences.

To hear separate sounds within  
words.



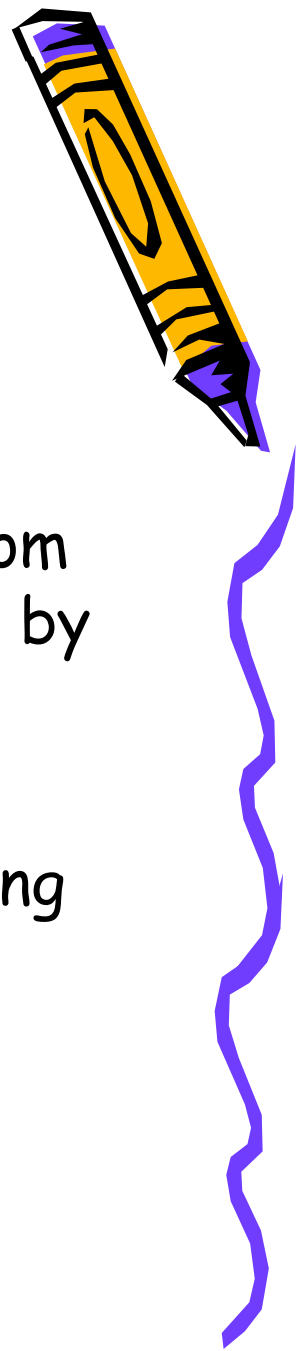
To blend sounds together.

# Phase 1 (Nursery)

- \* Showing an awareness of rhyme and alliteration.
- \* Hearing sounds in the environment.
- \* Exploring and experimenting with sounds and words.
- \* Discriminating speech sounds in words.
- \* Beginning to orally blend and segment phonemes.



# Phase 2 (Reception )



- Using common consonants and vowels,
- Understanding that words are constructed from phonemes and that phonemes are represented by graphemes.
- Blending for reading and segmenting for spelling simple cvc words.

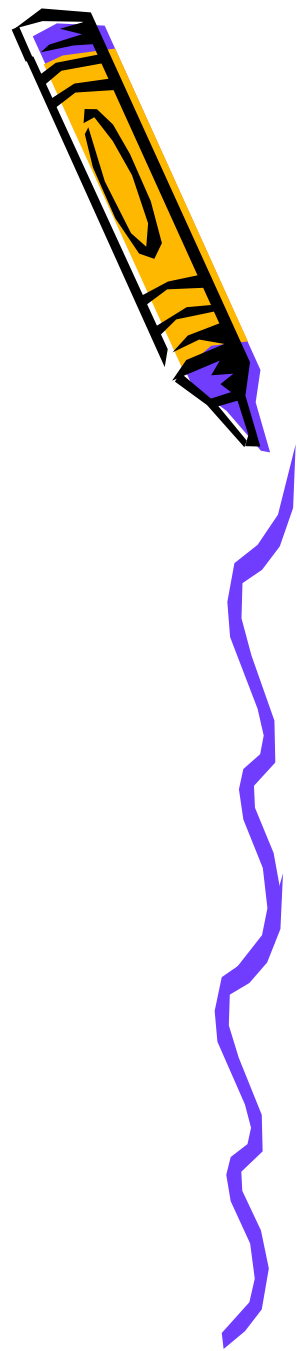




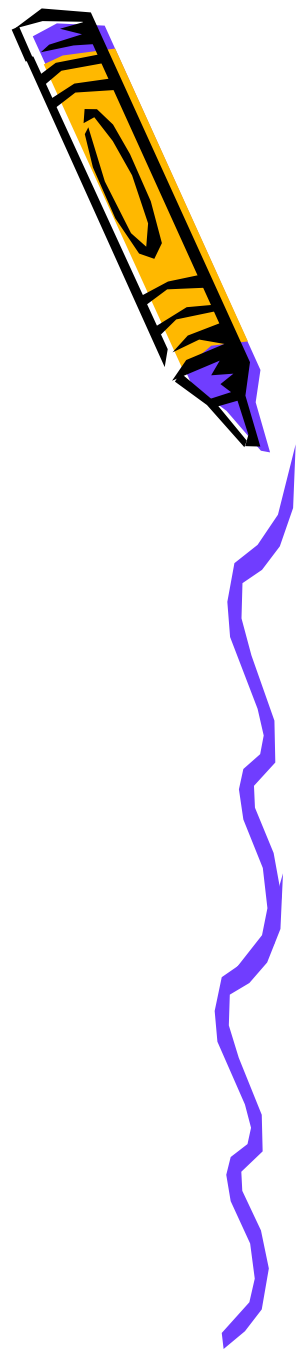
Which picture does the label match?



dog



# Letter sets (phase 2 )



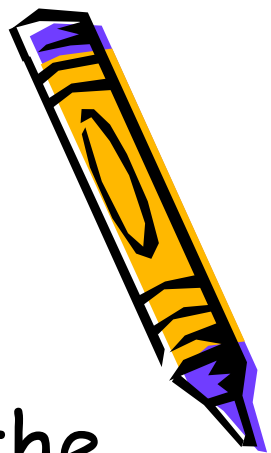
- Set 1 - s, a, t, p,
- Set 2 - i, n, m, d,
- Set 3 - g, o, c, k,
- Set 4 - ck, e, u, r,
- Set 5 - h, b, f, ff, l, ll, ss,



# Phase 3 (Reception )

Knowing one grapheme for each of the  
44 phonemes.

There are 44 phonemes in the English  
language!



Letter Progression:

Set 6 - j, v, w, x

Set 7 - y, z, zz, qu

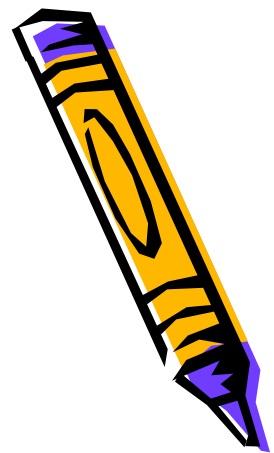
Consonant digraphs:

ch, sh, th, ng.

Vowel digraphs and trigraphs:

ear, air, ure, er, ar, or, ur, ow,

oi, ai, ee, igh, oa, oo



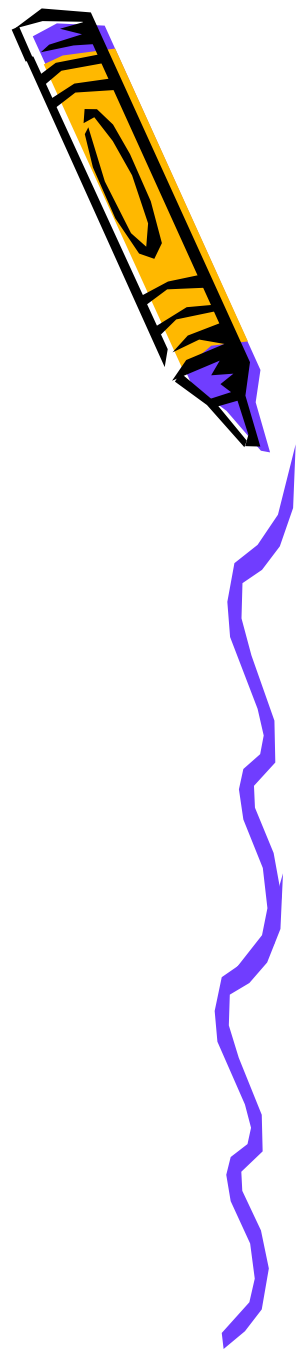
# Phase 4 ( Reception/Year 1 )



- Segmenting adjacent consonants in words and applying this in spelling. Eg past, step, spend , train
- Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.



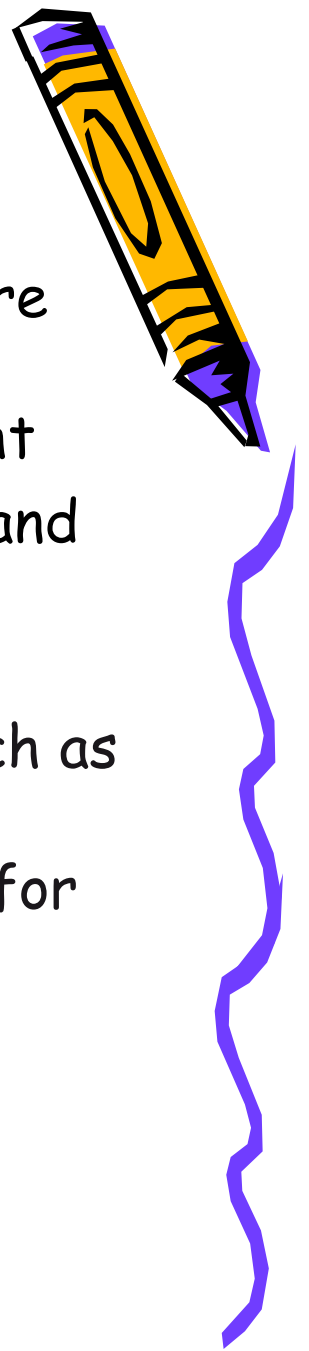
# Phase 5 (throughout Year 1)



- Reading phonetically decodable two-syllable and three-syllable words eg dolphin, yesterday
- Alternative ways of pronouncing the graphemes they have already learnt eg bread, peach, frown, throw
- Alternative ways of spelling phonemes eg train, stay, cake, eight, acorn  
high, try, spike, find, tie



# Phase 6 Year 2

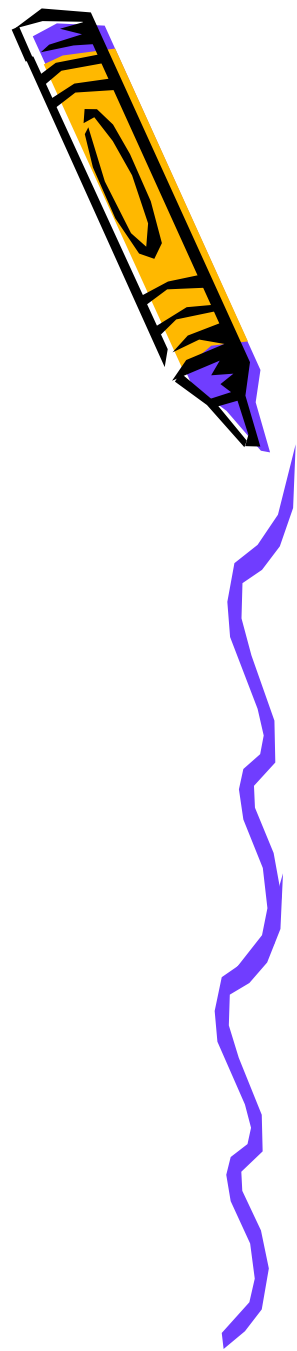


- Recognising phonic irregularities and becoming more secure with less common grapheme - phoneme correspondences: augh as in caught, eigh as in eight
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
- Introducing and teaching the past tense
- Investigating and learning how to add prefixes such as un to change the meaning of words
- Investigating how to add suffixes such as s or es for plural words, and ed for using past tense.
- Spelling long words
- Finding and learning the difficult bits in words



In addition to this, each week the children learn to read and write 'tricky' words (those that are not phonetically decodable) eg was, said

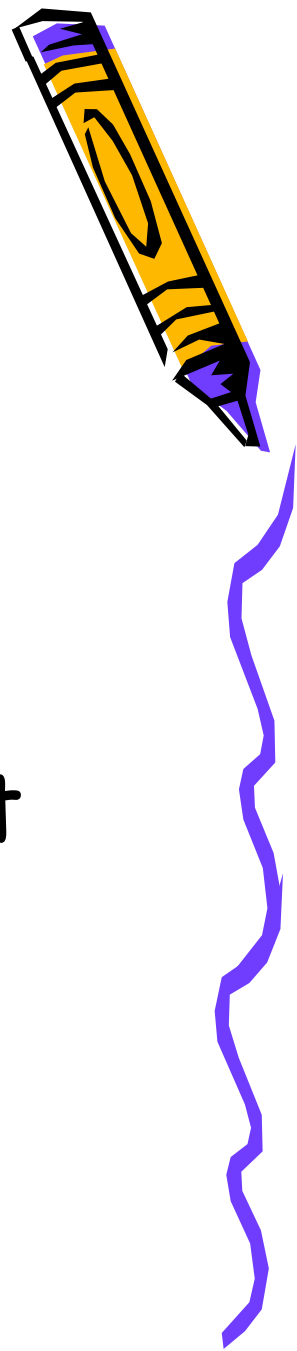
As their phonic knowledge grows some words that were 'tricky' become decodable, eg was, wash



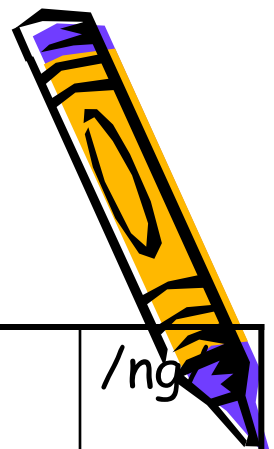






















# Key Points

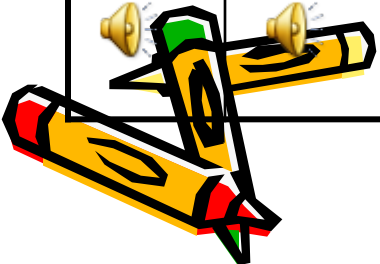
- Correct enunciation
- Correct vocabulary
- It helps if we can use the same vocabulary at home and school at home and at school.



# The 44 phonemes



/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ŋ/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/θ/	/ð/	/ç/
										
/ʃ/	/ʒ/	/ɑ/	/ɛ/	/i/	/o/	/u/	/æ/	/ɛɛ/	/iɛ/	/oɛ/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										



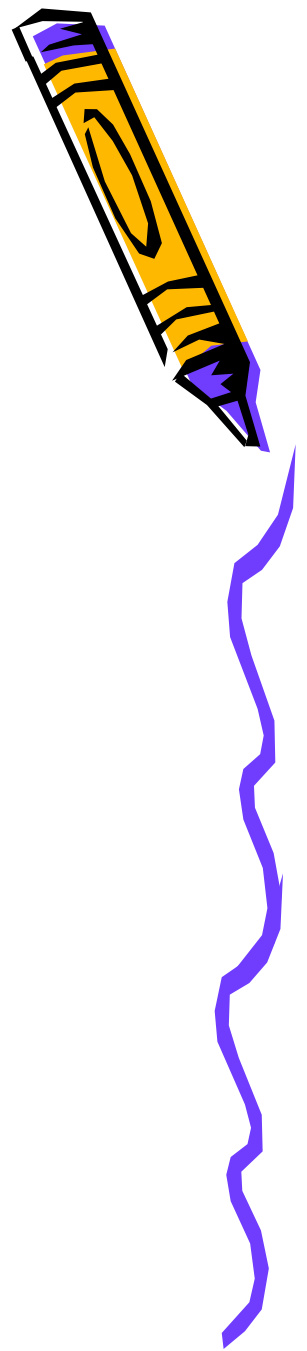
# Reading at Home



- Find a quiet place, away from T.V. etc
- Little and often
- Look at the title, front cover. What could the book be about? Read the blurb on the back
- Talk about the illustrations
- Discuss the characters, what are they thinking / feeling? What might they do next?
- What might happen at the end?
- Encourage children to sound out words they don't know
- Make a note in the reading record



# Reading at Home



- Read a wide variety of different types of books
- Read books by the same author
- Visit the local library
- Read stories to your child
- Let your child see you reading for pleasure



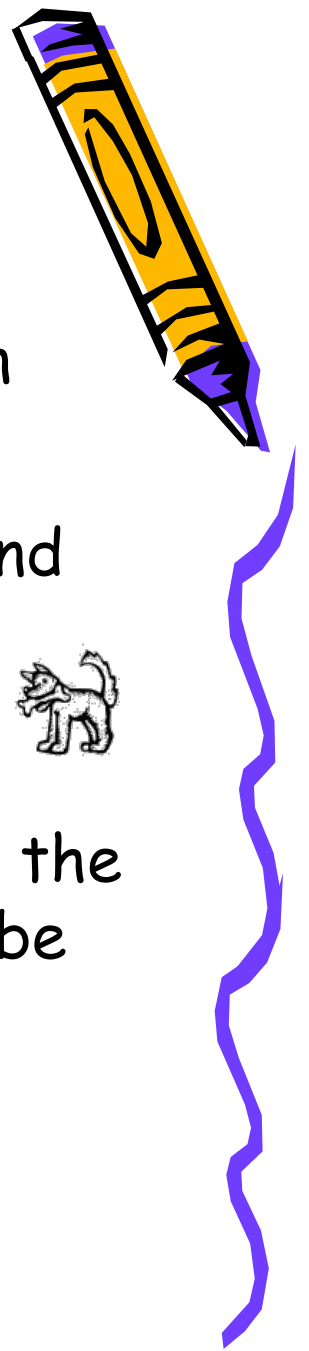
# Year 1 Phonics Screen



- Every Year 1 child in the country will be taking the phonics screening check in the same week in June as well as Year 2 entrants.
- The aim of the check is to ensure that all children are able to read by the end of Year 2.
- This ‘midpoint check’ will ensure that we have a clear understanding of what the children need to learn in Year 2.



# What will the children be asked to do?



- The check is very similar to tasks the children already complete during phonics lessons.
- Children will be asked to 'sound out' a word and blend the sounds together, eg 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.



# Examples of Words

in

ot



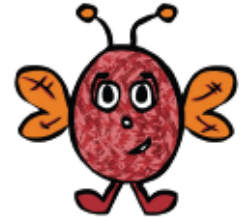
at

vap



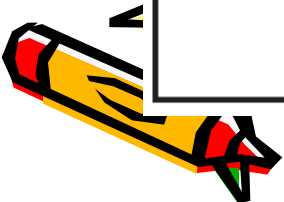
beg

osk



sum

ect



# When will the screening check take place?



- During the week 15<sup>th</sup> June, so it is very important your child is in school during this week.
- The check has been designed so that children of all abilities will be able to take part. It tests graphemes from phases 2 to 5





# How will the check be carried out?



- The children will complete the check one at a time in a quiet area of the school.
- It will be administered by Mr Young and Miss Coventry.
- The children do not have a time limit and will be stopped if they appear to be having an off day.



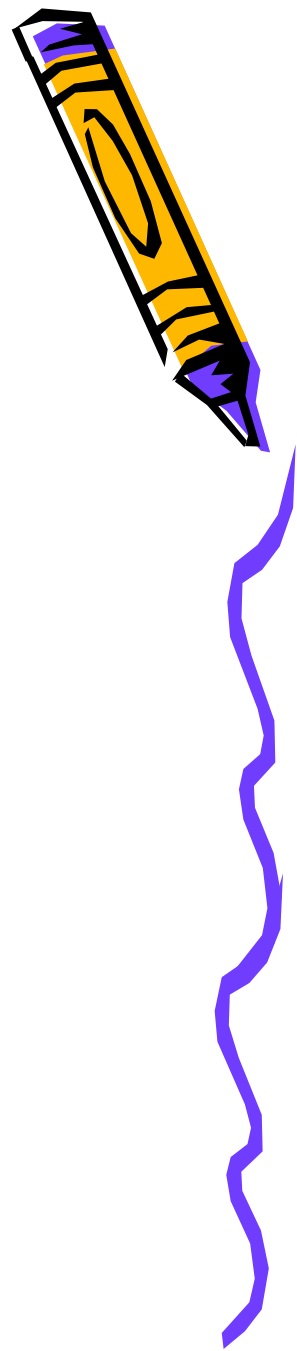
# Now you have the knowledge....



- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise - get them to have a 'good guess'.
- Ask your child's teacher if you want to know more.



# Useful websites



- [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.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- Ipad apps:
- Spellosaur
- Mr Thorne's phonics apps
- Twinkl phonics

