

PHONICS

AN INTRODUCTION

SYSTEMATIC SYNTHETIC PHONICS

Phonics is a way of teaching children to read by introducing letters and their correlating sounds.

It is taught systematically, children are gradually introduced to more ways of spelling sounds and each phase builds on existing knowledge.

In phonics, instead of looking at each letter as making an individual sound we look at how combinations of letters can produce sounds.

For example 'ear' is one sound, one syllable and one word but made up of 3 letters.

Using phase 2 and 3 sounds we can make a variety of words:

Hear, tear, fear, shear.

LITTLE WANDLE



Little Wandle is the main scheme that we use to support the children's phonics.

We use it for daily lessons for EYFS as well as year 1.

If children are falling behind it provides support through 'daily keep up' programme to keep boosting their phonics knowledge.

It also supports interventions using rapid catch-up for children in years 2,3,4,5 and 6 who didn't pass their phonics screening in year 1.

All our staff are trained to best support our children by using the corresponding phase books in order to apply their learning.

Phonics Words

Your children will learn to use the term:

phoneme

Phonemes are sounds that
can be heard in words

e.g. c-a-t



Phonics Words

Your children will learn to use the
term:

grapheme

This is how a phoneme
is written down



Phonics Words

Your children will learn to use the term:

digraph

This means that the phoneme
comprises of two letters

e.g. ll, ff, ck, ss



Phonics Words

Your children will learn to use the term:

Trigraph

This means that the
phoneme comprises of
three letters

e.g. igh , ear, ure



Phonics Words

Your children will learn to use the term:

Blending

- Children need to be able to **hear** the separate sounds in a word and then **blend** them together to **say** the whole word .

Blending
/b/ /e/ /d/ = bed
/t/ /i/ /n/ = tin
/m/ /u/ /g/ = mug



Phonics Words

Your children will learn to use the term:

Segmenting



- Children need to be able to **hear** a whole word and **say** every sound that they **hear**.

Tricky Words

These are words that do not follow the usual segmenting and blending pattern. We encourage children to practise reading these as sight words but we also talk about the 'tricky' part of the word.

the

was

said

you

some

PHASE 1

Getting ready for phonics

Phase 1 is divided into seven aspects.

(environmental, instrumental, body percussion, rhythm and rhyme, alliteration, voice sounds)

Each aspect contains **three** strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

PHASE 2

Learning phonemes to read and write simple words

- Children will learn their first 19 phonemes:

Set 1: s a t p **Set 2:** i n m d

Set 3: g o c k **Set 4:** ck (as in duck) e u r

Set 5: h b l f ff (as in puff) ll (as in hill) ss (as in hiss)

- They will use these phonemes to read and spell simple “consonant-vowel-consonant” (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phonemes.

Phoneme frame and sound buttons

c	a	t
---	---	---

.

.

.



f	i	sh
---	---	----

.

.

—



PHASE 3

Learning the long vowel phonemes

- Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.
- They will learn another 26 phonemes:
 - j, v, w, x, y, z, zz, qu
 - ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- They will use these phonemes (and the ones from Phase 2) to read and spell words:
 - chip, shop, thin, ring, pain, feet, night,
 - boat, boot, look, farm, fork, burn,
 - town, coin, dear, fair, sure

PHASE 4

Introducing consonant clusters: reading and spelling words with four or more phonemes

- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have **consonant clusters** at the beginning: **spot**, **trip**, **clap**, **green**, **clown**
...or at the end: **tent**, **mend**, **damp**, **burnt**
...or at the beginning and end! **trust**, **spend**, **twist**

PHASE 5

- Teach new graphemes for reading

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

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant, but/put,
cow/blow, tie/field, eat/bread, farmer/her, hat/what,
yes/by/very, chin/school/chef,
out/shoulder/could/you.

Learning all the variations!

Learning that the same phoneme can be represented in more than one way:

burn

first

term

heard

work

Learning all the variations!

Learning that the same grapheme can represent more than one phoneme:

meat

bread

he

bed

bear

hear

cow

low

Teaching the split digraph

tie

time

toe

tone

cue

cube

pie

pine

PHASE 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.
- Children might learn about past tense, rules for adding 'ing' and irregular verbs

WHAT DOES PHONICS LOOK LIKE IN ARMSTRONG MN

- Start with the sound – whole class
 - Apply the sound in group blending
 - Independent blending
 - Tricky words
 - Apply it in a sentence
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- Throughout the day there will be at least one phonics activity included in carousel learning

PHONICS SCREENING

The phonics screening test will happen in term 2 for year 2 and in term 6 for year 1.

It is set by the government to measure reading ability.

The pass rate has been 32 out of 40 for the last 5 years but may change (although considered unlikely).

It a quick word reading exercise 1:1 with the teacher.

There are a variety of real and pseudo words to read.

Example Of The Check

Practice sheet: Real Words

beg

twinkl.co.uk

at

twinkl.co.uk

sum

twinkl.co.uk

in

twinkl.co.uk

Example Of The Check

Practice sheet: Pseudo Words

vap



twinkl.co.uk

osk



twinkl.co.uk

ot



twinkl.co.uk

ect



twinkl.co.uk

SUPPORT IN SCHOOL

Interventions:

In school we have interventions to support children's phonics.

We have daily keep up to support children on a daily basis.

We also have rapid catch up throughout the school to support children who didn't pass their phonics screening in year 1.

Reading groups:

In year 1 we have reading groups every day.

The children have been placed in their relevant phase groups.

From this we read the appropriate phase book.

TO SUPPORT AT HOME

- Reading regularly is one of the best things you can do to support your child, sharing books, looking at sounds and discussing stories will build up confidence, fluency but most importantly enjoyment!
- Practising recognising the phonics sounds
- Playing games
- Writing in reading records
- Practising tricky words