


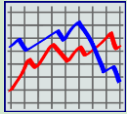
# Phonics and Reading



# Aims for our session

- To share how phonics is taught.
- To develop parents' confidence in helping their children with phonics and reading
- To teach the basics of phonics and some useful phonics terms
- To show examples of activities and resources we use to teach phonics

# Terms your child will learn in school

Term	Meaning	Example
<p>Phonemes</p> 	The smallest units of sound that are found within a word (What you hear)	<p>Bed</p> <p>Happy</p> <p>Fish</p> <p>Chip</p>
Grapheme	The spelling of the sound (what you see)	Th, sh, ch, igh
<p>Digraph</p> 	Two letters that make one sound when read	Th, sh, ch, ng,
Trigraphs:	Three letters that make one sound	igh, air, ear, ure
Split digraphs	When a digraph is split by a consonant it becomes a split digraph.	Made, these, hide, home, cute, a-e, e-e, i-e, o-e, u-e
<p>CVC</p> <p>CVCC / CCVC</p>	Stands for consonant, vowel, consonant	<p>Cat, mat, hat,</p> <p>Fast, cart, hang</p> <p>Chat, flat, shin</p>
Tricky Words	Words that cannot easily be decoded.	The was said you some

# Phonics in our school

- Every child in the foundation stage and KS1 learns daily phonics at their level.
- In reception – 15 to 20 minute daily sessions
- Fast paced cumulative approach
- Lessons encompass a range of games and activities
- We use the Letters and Sounds planning document to support the teaching of phonics.

# Phase 2: Getting ready for phonics

- *Phase 1: getting ready for phonics, speaking and listening etc*
- *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.*
- *Youtube: Sounds of the English Phonic Code -Synthetic Phonics.wmv*

# Blending Words

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

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug





# Segmenting

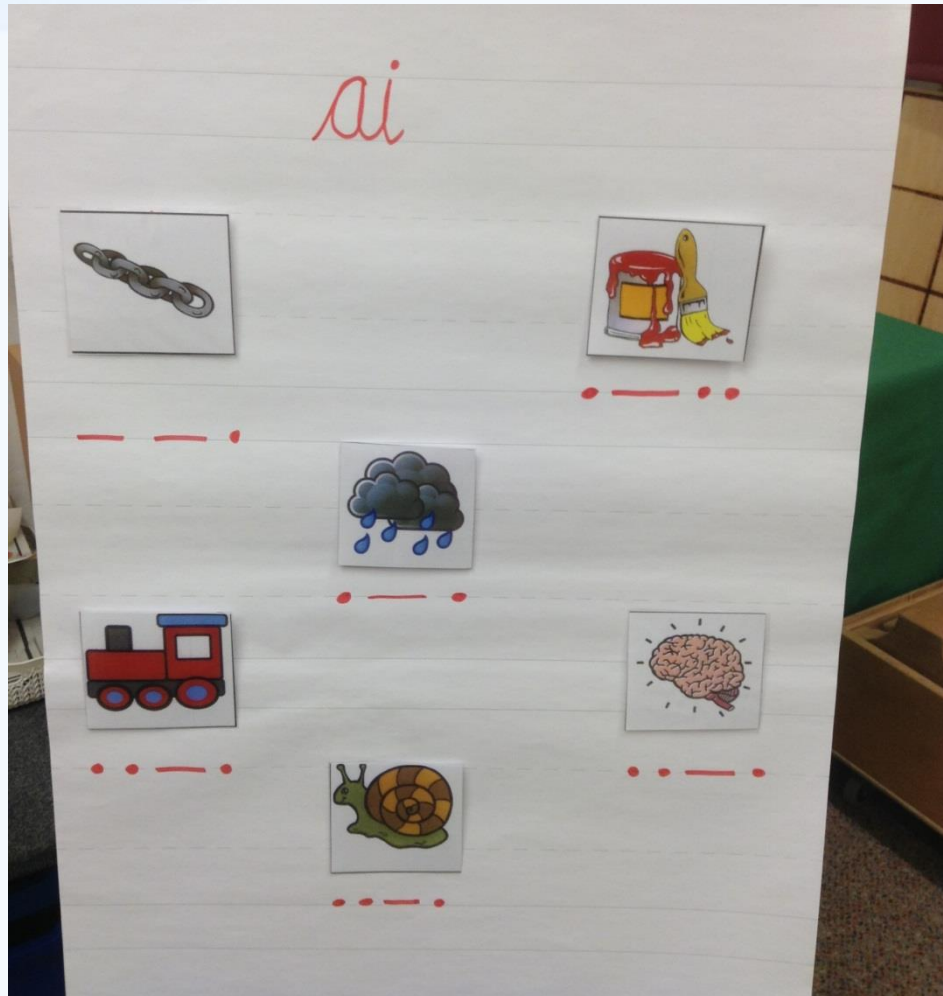
Children need to be able to hear a whole word and say every sound that they hear .

Chat = ch / a / t

Cat = c / a / t

Dad = d / a / d

# Sound buttons and Phoneme frames



Fish

Cat

Chip

in

Duck

Fishing



Have a go! Sound buttons

sad  
● ● ●

king  
● ●

# Have a go! Phoneme frames

pig

p

i

g

# Phase 3 : Learning 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

# How can you help at home?

## READING

- Read every day with your child
- Do not read the words for them, encourage to sound and blend
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.
- MODEL good reading
- And most importantly **ENJOY SHARING BOOKS WITH YOUR CHILDREN!**

# How can you help at home?

## WRITING

- Encourage the use of phonics mats
- Spelling of simple words should be corrected, longer words are ok to be spelt incorrectly as long as they are sounded out correctly
- Break up into the syllables
- Praise your child for trying out words
- Look at tricky words and try to think of ways to remember them (was, they, would, because)
- Play phonics games at home