

Phonics and Reading



Miss Maloney
October 12th


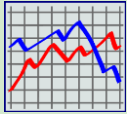
Aims for our session

- To show the role phonics plays in early reading at our school.*
- To show examples of activities and resources we use to teach phonics.*
- Discuss how you can help at home.*
- Answer any questions.*

In April of 2021 the DFE stated that moving forward all phonics schemes must be validated.

- they wanted to ensure high-quality phonics teaching to improve literacy levels to:
- give all children a solid base upon which to build as they progress through school
- help children to develop the habit of reading widely and often, for both pleasure and information

Terms your child will learn in school

Term	Meaning	Example
Phonemes 	The smallest units of sound that are found within a word (What you hear)	Bed Happy Fish Chip
Grapheme	The written form of the sound (what you see)	Th, sh, ch, igh
Digraph 	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
CVC CVCC / CCVC	Stands for consonant, vowel, consonant	Cat, mat, hat, Fast, cart, hang Chat, flat, shin
Tricky Words	Words that cannot easily be decoded.	The was said you some

We follow the revised Little Wandle Letters and Sounds programme.

- Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:
- recognise the sounds that each individual letter makes; identify the sounds that different combinations of letters make – such as ‘sh’ or ‘oo’;
- and blend these sounds together from left to right to make a word.
- Children can then use this knowledge to ‘de-code’ new words that they hear or see. This is the first important step in learning to read.

Letters and Sounds

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is one of the most effective ways of teaching young children to read.

Almost all children who receive systematic teaching of phonics will learn the skills they need to tackle new words.

Phonics in our school

- Every child in the foundation stage and KS1 learns daily phonics at their level. Some children may need phonic support into Year 3 as we all learn at different speeds
- There are five levels
- Fast paced cumulative approach
- Lessons encompass a range of games and activities
- We use the revised Little Wandle Letters and Sounds planning document to support the teaching of phonics.
- This also helps us to identify those children who need extra support as we all learn at different speeds

Phase 2: Phase 1 is now incorporated into Nursery.

- *Phase 2: Children begin with:*
 - Week 1: s a t p Week 2: i n m d
 - Week 3: g o c k Week 4: ck (as in duck) e u r
 - Week 5: h b l f
-
- This enables the children to begin to write CVC word e.g. pin.

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

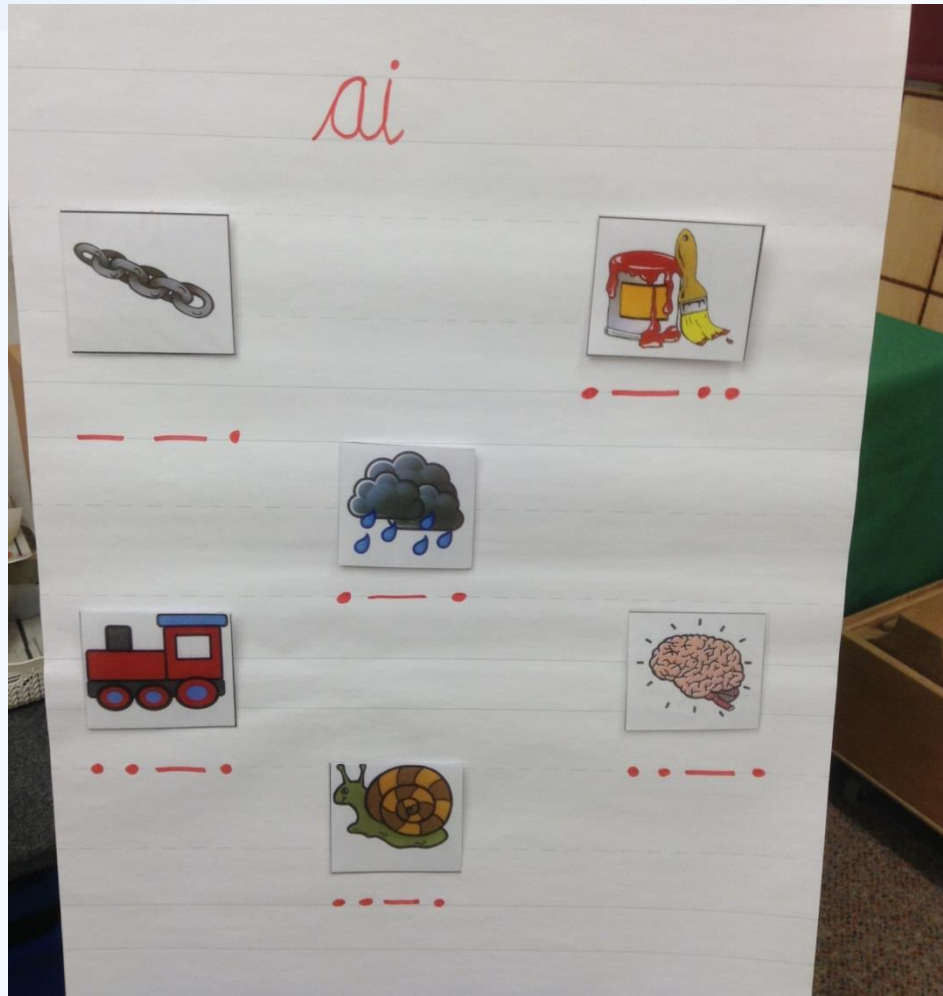
Children need to be able to hear a whole word and say every sound that they hear .

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
● ●

Whatever phase the children are on there will always be a review element.

- 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 to read and spell words:
chip, shop, thin, ring, pain, feet, night,
boat, boot, look, farm, fork, burn,
town, coin, dear, fair, sure

The children will need to know what a vowel and consonant is.

- Vowels are *a,e,i,o,u*
- sometimes 'y' does the job of a vowel in words like my, by, sky.
- Once they know the terminology they are able to build CVC word like 'cat'. Moving forward to make CCVC words such as 'ship'.
- Knowledge of their vowels and consonants also helps in both reading and writing as they learn about spelling rules.

Tricky words

Each stage of phonics also has a set of tricky words.

These are words that don't follow the rules and don't sound out as the children expect them to e.g. said, would, could should.

The learners are also given the opportunity to write simple sentences that include the digraphs/trigraphs they have been learning about.

Repetition is important to embed the learning into the long term memory.

Introducing alternative spellings for phonemes.

- During phase 5 alternate spellings for each phoneme are introduced e.g. ee/ea/e-e/ey.
- There is constant revision of previous phase digraphs.
- There is a higher focus on split digraphs e.g. o-e as in bone, pole, alone.

Reading in our school

At the beginning of each school year the class teacher will hear each child read.

This also gives an indication of how confident their understanding of what they are reading is.

If the children come across an unfamiliar word they are encouraged to see if they can identify any digraphs or trigraphs in the word e.g.

Decodable books

Each phonics phase has a corresponding set of books that will feature the sounds that the children are learning at that time.

This allows teachers to read with a small group, emphasise the current learning.

It also gives the children a chance to be successful. They can identify the sounds within a word and it boosts their confidence.

Reading in our school

- Reception starts with Lilac books which have no text but gives the children a chance to develop their reading behaviours. The later colours Copper, Topaz and Ruby were bought to assist those children who are confident readers to bridge the gap so that their reading materials are suitable. The children may need encouragement to choose the right text – the 5 finger rule.
- From year 2-6 there are two whole class reading sessions per week. A specific reading skill is identified and a corresponding text chosen. The pre-read session helps to identify unusual vocabulary, words in bold or italics etc. The second session is a comprehension section. Guiding the learners in answering questions about the text.

The 5 finger rule.

Five Finger Rule

0-1 = too easy

2-3 = just right

4 = okay to try

5+ = too hard



- Open a book to any page. Start reading. Hold up a finger every time you see a word you do not know. •

Reading strategies

- Remember phonics is not the only strategy to help children read some readers develop a phenomenal sight recognition word bank.
- Ensure you give the child time.
- Don't ask them to sound out irregular words e.g. said.
- Look at the illustrations.
- Some children find it easier to use a piece of card to isolate the sentence they are working on.
- Read around the word e.g. he kicked the ball over the fence.
- Repeat the sentence after the child so that they can hear how it should sound.

Any questions?

