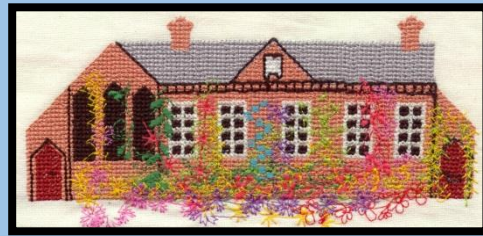


# Phonics

Church Aston Infant School



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# What is phonics?

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.

# Why teach phonics?

- 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 the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7.

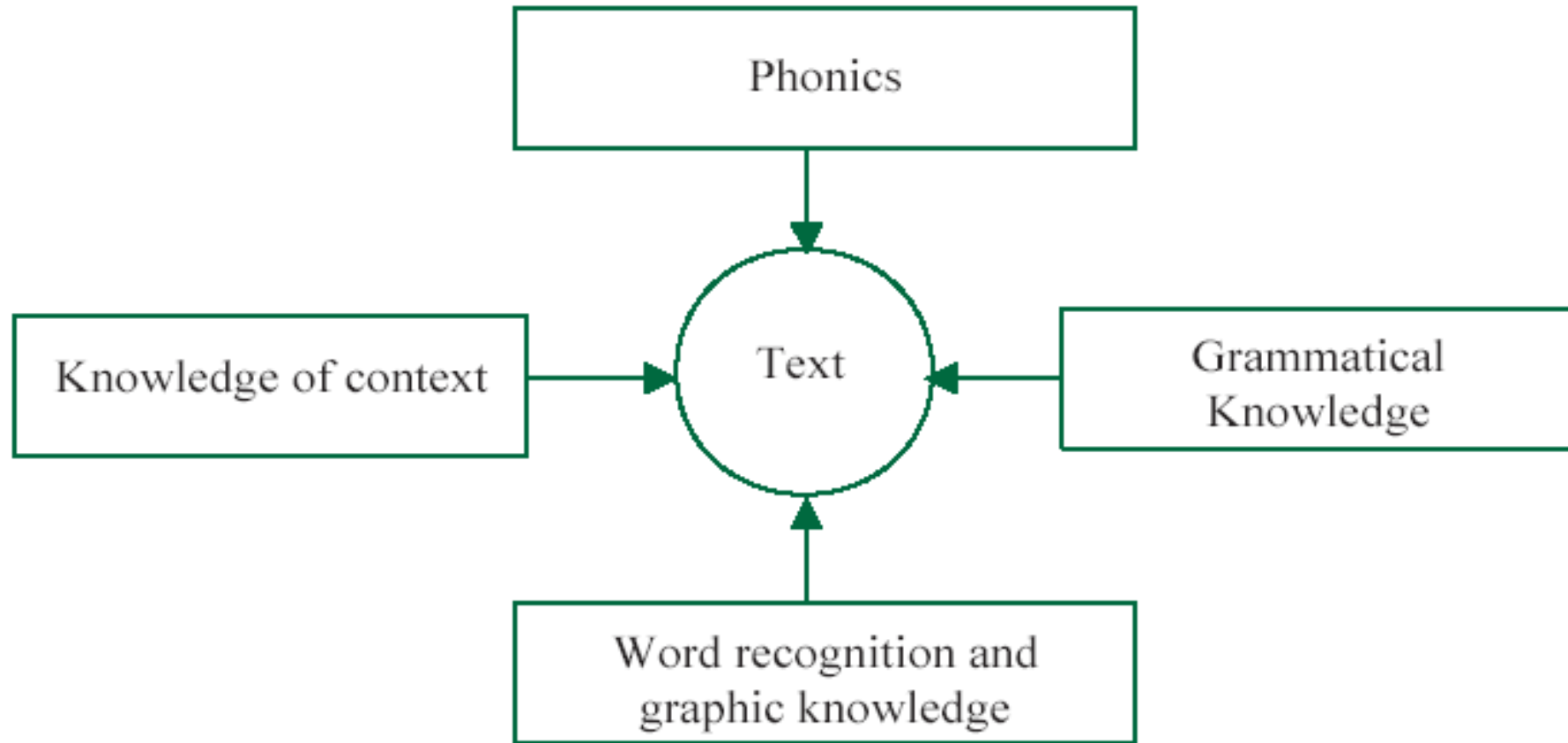
# Why teach phonics?

- Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

# Why teach phonics?

- Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia.

# How phonics works alongside other strategies



# Key Principles of phonics

- Sounds (phonemes) are represented by letters (graphemes)
- A phoneme can be represented by one letter or by a group of two or more letters e.g. sh, igh, oo
- The same phoneme can be spelt in more than one way e.g. cat, kennel, choir, sack
- The same spelling (grapheme) may represent more than one phoneme e.g. mean & deaf, crown & flown, field & tie
- The English language is made up of 44 phonemes, represented by 26 letters in about 140 combinations



# Skills used in phonics

## Blending for reading

Merging sounds (phonemes) together to pronounce a word. In order to read an unfamiliar word, a child must link a phoneme to each letter or letter group (grapheme) in a word and then merge them together to say the word.

sh – o – p

t – ai – l

## Segmenting for spelling

Hearing individual phonemes in a word

e.g. crash has 4 phonemes c – r – a – sh

In order to spell a word a child must segment a word into the individual phonemes and choose a letter or letter combination to represent the phonemes.

e.g. a child may write:

‘The cat was blak. It had a wiet tayl and a pinc noas.’

# Pronunciation

- It is important to pronounce the sounds very carefully to ensure we are good role models to children
- Sounds should be pronounced softly and in clipped, pure manner

[http://www.youtube.com/watch?v=5J2Ddf\\_00m8](http://www.youtube.com/watch?v=5J2Ddf_00m8)

Children do also learn the letter names as well as the sounds but the sounds are the most important at this stage of reading

# Tricky words

Alongside the teaching of phonics, 'tricky' words are also taught. These are not segmented but taught as whole words, recognised on sight

e.g. was, you, all, are, said, the

# How we teach phonics at Church Aston

- 20 minutes every day
- Different groups depending on stage of learning
- Fast paced
- Flashcards, games, rhymes, whiteboard activities, writing activities
- Use 'Letters and Sounds' alongside 'Ruth Miskin' Read Write Inc
- Revisit / Review- practise previously learnt letters or graphemes
- Teach – new graphemes and 1 or 2 tricky words
- Practise – blending and reading words with new graphemes
- Apply – read or write a caption or sentence with the tricky word(s) and words containing the grapheme

# Letters and Sounds

- 'Letters and Sounds' is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.
- There are 6 overlapping Phases in 'Letters and Sounds'.

# Letters and Sounds

Phase 1 (Nursery / Reception):

Learning about different types of sounds and focusing on careful listening. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.

# Letters and Sounds

Phase 2 (Reception):

Learning 19 letters of the alphabet and one sound for each.

**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

Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.



# Letters and Sounds

## Phase 3 (Reception):

- The remaining 7 letters of the alphabet (j, v, w, x, y, z, zz, qu)- one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.

# Letters and Sounds

Phase 4 (Reception):

No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

# Letters and Sounds

## Phase 5 (Year 1)

Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know (e.g. ai, ay, a-e), plus different ways of pronouncing the graphemes they already know (e.g. eat, bread).

# Letters and Sounds

Phase 6 (Year 2 and beyond):

Working on spelling, including prefixes and suffixes (e.g. adding -ing and -ed, tion and sion), doubling and dropping letters etc.

# Spellings

- Spellings to learn at home are given weekly to children in Year 1 and Year 2
- They are linked to the phonic work the children have been doing in school
- They may include words containing the graphemes or spelling patterns learnt that week, high frequency words and tricky words

# Phonic Screening Check- Year 1

How does the check work?

- The child will sit with their teacher and be asked to read 40 words aloud.
- The child may have read some of the words before, while others will be completely new.
- The check normally takes just a few minutes to complete and there is no time limit. If the child is struggling, the teacher will stop the check. The check is carefully designed not to be stressful for the child.
- The check takes place in June

# Phonic Screening Check- Year 1

- The check will contain a mix of real words and ‘non-words’ (or ‘nonsense / alien / monster words’).
- The child will be told before the check that there will be ‘non-words’ that he or she will not have seen before. The children will be familiar with this because we already use ‘non-words’ when we teach phonics.
- Non-words are important to include because words such as ‘vap’ or ‘jound’ are new to all children. Children cannot read the non-words by using their memory or vocabulary; they have to use their decoding skills. This is a fair way to assess their ability to decode. The ‘non-words’ are shown alongside a picture of an alien / monster to help remind the children that they are not real words.

# Phonic Screening Check- Year 1

- <https://www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video>



Can you segment these words into the phoneme frame?

s	or	t
---	----	---

pig  
chick

fly  
night

ring  
down

# Answers

p	i	g
---	---	---

f	l	y
---	---	---

r	i	ng
---	---	----

ch	i	ck
----	---	----

n	igh	t
---	-----	---

d	ow	n
---	----	---

# What can you do at home?

- Ask your child which sounds / words / patterns they have been learning
- Practise the sounds they have already learnt
- ‘Spot the sounds’ when you are out and about
- Play games and online activities, e.g. rhyming, I-spy, sound snap
- Practise letter formation / handwriting
- Regular reading, every night if possible