



**WEST
ST LEONARDS**
PRIMARY ACADEMY

Phonics Curriculum Update

Overview of the session

- What is phonics and why use phonics?
- 'Letters and Sounds' and how it is taught within school.
- Build our confidence in the pronunciation of sounds.
- Government Phonics Screening Check.
- Practical ideas for helping your child with phonics at home.

What is phonics?

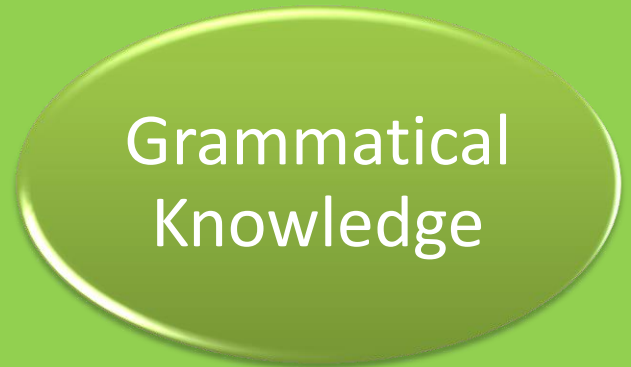
- Links sounds to letters and letters to sounds.
- Key to both reading and writing.



High Quality phonic teaching secures the skill of word recognition and then, once mastered, enables children to read fluently and automatically. Once children are fluent readers they are able to concentrate on the meaning of the text.

The simple view of reading shows that both are necessary to achieve fluent reading.

However the balance between word recognition and language comprehension shifts as children acquire secure and automatic decoding skills and go from learning to read to reading to learn for pleasure and purpose.



What is letters and sounds?

- A method of teaching phonics recommended by the government and used by the majority of schools as a structure for teaching phonics.



The key to success!

- Children need to be able to hear and distinguish individual sounds within a word.
- They need to be able to speak clearly to create the sounds for themselves.
- This helps to avoid confusion between similar sounds. For instance, 'th' and 'f' are not the same sound!
- I have a fat thumb and a thin finger.

The sequence of learning – generally !



Listen for a sound.

Use the sound in speech.

Read the sound.

Write it as part of a word.

Some technical words!

A phoneme is a sound that you hear and say.

- A phoneme can be represented by one letter (grapheme) or by a group of 2 or more letters. **e.g. sh, igh, ea.** The same sound (phoneme) can be spelt in more than one way. **e.g. cat, kennel, choir, sack**

A grapheme is how the sound is written.

Sometimes we use digraphs – when there is more than one letter that makes a sound. *‘sh’ ‘th’ ‘ch’ for example.*

Key skills for using phonics

Blending – s a t s a t sat

Segmenting can you find the graphemes to
make this word? tap t a p



Segmentation for spelling

Hearing individual phonemes within 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.

For example a child may write:

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

It is important that children understand that blending and segmenting are reversible.



Skills used in phonics

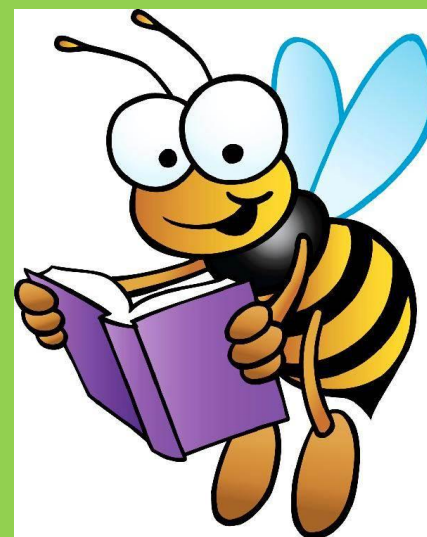
Blending for reading

Merging 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 in a word and then merge them together to say the word.

sh – o – p

t – ai – l



Phase progression

Phase 1 – preparing the ground (phonic awareness – listening, alliteration, oral blending and segmenting, learning letter names, rhythm and rhyme) Taught in Nursery but continued alongside Phase 2 in Reception.

Phase 2 – knowledge of common consonants and vowels, blending and segmenting CVC words. Learning to read some tricky words. (Reception – up to 6 weeks)

Phase 3 – Knowledge of one grapheme for each of the 44 phonemes, blending and segmenting CVC words. Learning to read and spell tricky words. (Reception – up to 12 weeks)

Phase 4 – Blending and segmenting previously learnt graphemes. Revision phase. (Reception – 4-6 weeks)

Phase 5 – Learning alternative graphemes. Learning to spell and read tricky words. (Throughout Year One)

Phase 6 – Revision, consolidation, building fluency in reading. Focus on spelling (suffixes, past tense, spelling strategies – spelling tests) (Throughout Year 2)

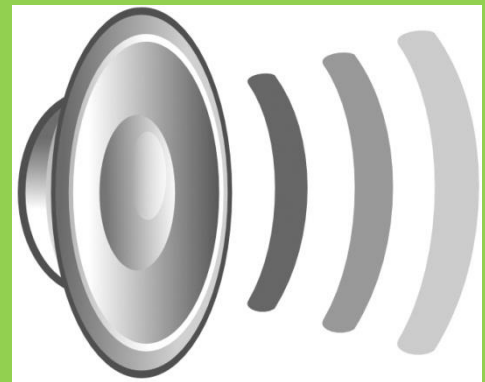
The phases of learning. (From letters and sounds.)

Phase 1 listening for sounds. (This happens in
nursery and reception.)

Phase 2 learning simple graphemes for simple
phonemes. S A T P I N

There are some simple digraphs in phase 2

CK SS LL



So where is my child?

- In phase three children learn a wider range of graphemes and digraphs – for instance, ear, air, ng, oo
- When phase 3 is finished the children will know a grapheme for every sound in the English language.
- (However – this may not always be the correct grapheme.)

Phase 4.

- In year one children go onto phase 4. Here they practise applying their knowledge of the graphemes in both writing and reading.
- For instance.....
- Reading 'Can a duck quack?'
- Writing 'Get the bed in the van.'



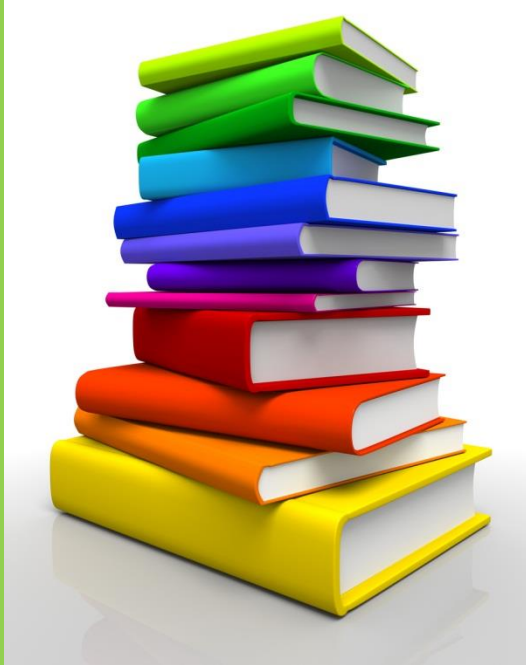
When phonics doesn't work.....

Phonics gives children the tools to decipher text for themselves and to create their own writing.

However, it is not possible to read and write using phonics alone.

There are lots of words that do not conform to phonetic rules – unfortunately they are common words! We call these words tricky words.

Some examples!



was
you
they
are
all



Alongside the teaching of phonics “tricky” high frequency words are not segmented but taught as whole words, recognised on sight.

Now it gets complicated!!

Phase 5.

- Generally taught during year one.
- The alternative grapheme!
- In phases 3 and 4 the children learn and use a grapheme for every sound.
- But now in phase 5 they learn that sometimes there are different ways of writing the same sound.



Examples.

a ai ay eigh a_e

s ss c ce

oo ew ue



These are different ways of writing the same sound.

Keeping up so far....???!!!

There are also different ways of pronouncing the same grapheme – for instance the grapheme
ea.

tea head break



How you can help....

Reading with your child. Stuck on a word?

Some strategies to help.

- If your child is stuck on a word say it to yourself slowly to work out the phonemes. Racing. R a c l ng then write the word on a piece of paper and put sound buttons under it. Then the child has been supported to segment the sounds and should be able to blend them appropriately.
- A tricky word? Difficult to blend?
- Ask the child to read the rest of the sentence and predict the missing word – look at the picture predict the word. Many tricky words the initial sound is correct there are lots of p____ (people)

Practise our sounds

Careful pronunciation of sounds is very important to ensure we are good language models to children. (Enunciation)

https://www.youtube.com/watch?v=BqhXUW_v-1s

Sounds should be pronounced softly and in a clipped, short manner.

Otherwise: **Spelling Cat**

e.g. Cur- a -tur

Good resources for using at home

- Display an alphabet poster or chart in the kitchen.
- Magnetic letters on the fridge.
- Sound mats for use when writing.
- A set of Flashcards of sounds for using in games.
- Good quality story books and Non Fiction books.



Sound mats and tricky words.

Handout – children use sound mats for writing and for reading in class.

They are handy for grown ups too because sometimes we are not sure about graphemes etc.



Typical lesson

4 part lesson - usually up to 20 minutes.

1. Revisit/Review – practise previously learned letters or graphemes
2. Teach – Teach new graphemes. Teach one or two new tricky words.
3. Practise – Practise blending and reading words with new GPC. Practise segmenting for spelling words with new GPC.
4. Apply – Read or write a caption or sentence using one or more tricky words and words containing the grapheme.

Phonics Screening check – Year 1

- A **statutory** assessment for all children in Year 1

- It is designed to confirm whether individual children have learned phonic decoding to an appropriate standard.



What does the check consist of?

- 40 words that children read 1:1 with a teacher
- A combination of real words and psuedo-words or 'alien' words.
- The check will be divided into two sections:

Section 1:

Phonemes that are usually introduced first to children learning to decode using phonics.

Simple word structures.

Section 2:

Phonemes that are usually introduced later and graphemes that correspond to more than one phoneme.

More complex word structures, including two syllable words.

The psuedo-words are shown to the children alongside pictures of imaginary creatures to ensure they are not trying to match the pseudo-word to a word in their vocabulary.

We called these alien words.

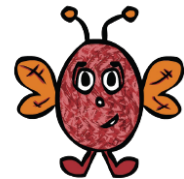
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Useful websites for Phonics

www.phonicsplay.com

