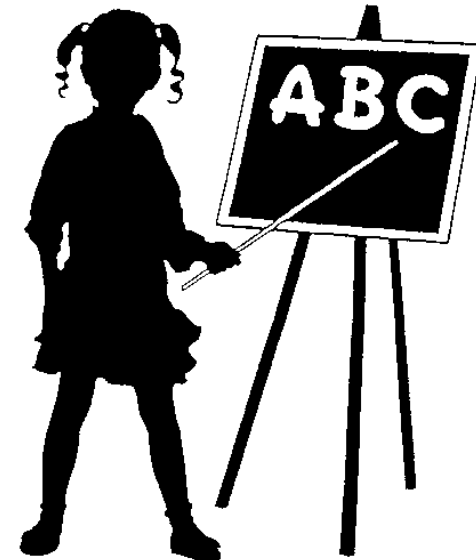


Phonics

Welcome.

Please help yourself to
refreshments.



Aims

To understand why phonics is important for reading and spelling

To find out how we teach phonics at Holmbush

To find out about the Year 1 Phonic Check

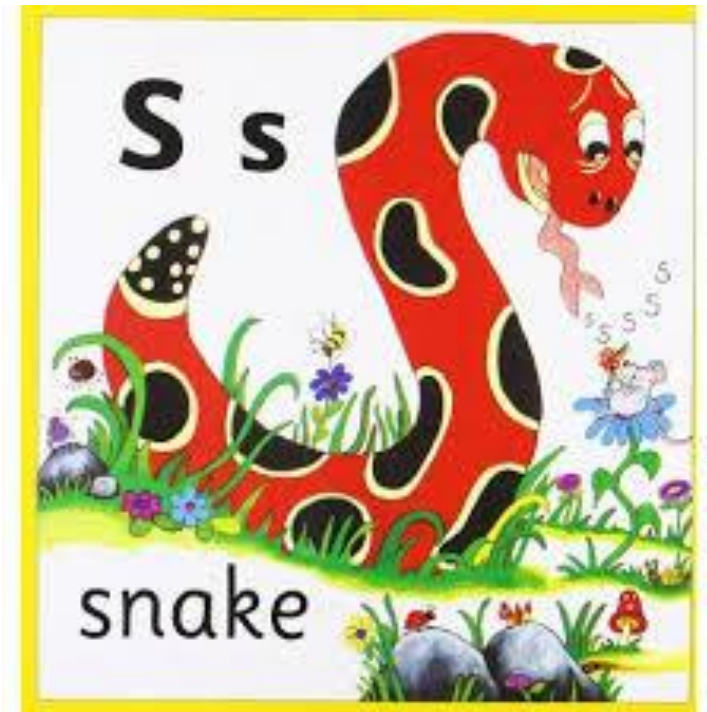
To learn how to support your child at home

What is Phonics?

Phonics is a method of teaching people to read by linking **sounds** with **symbols**.

There are **44 sounds** in the spoken English language. However we only have **26 letters** to represent these sounds. There are **175 spellings** of these sounds!

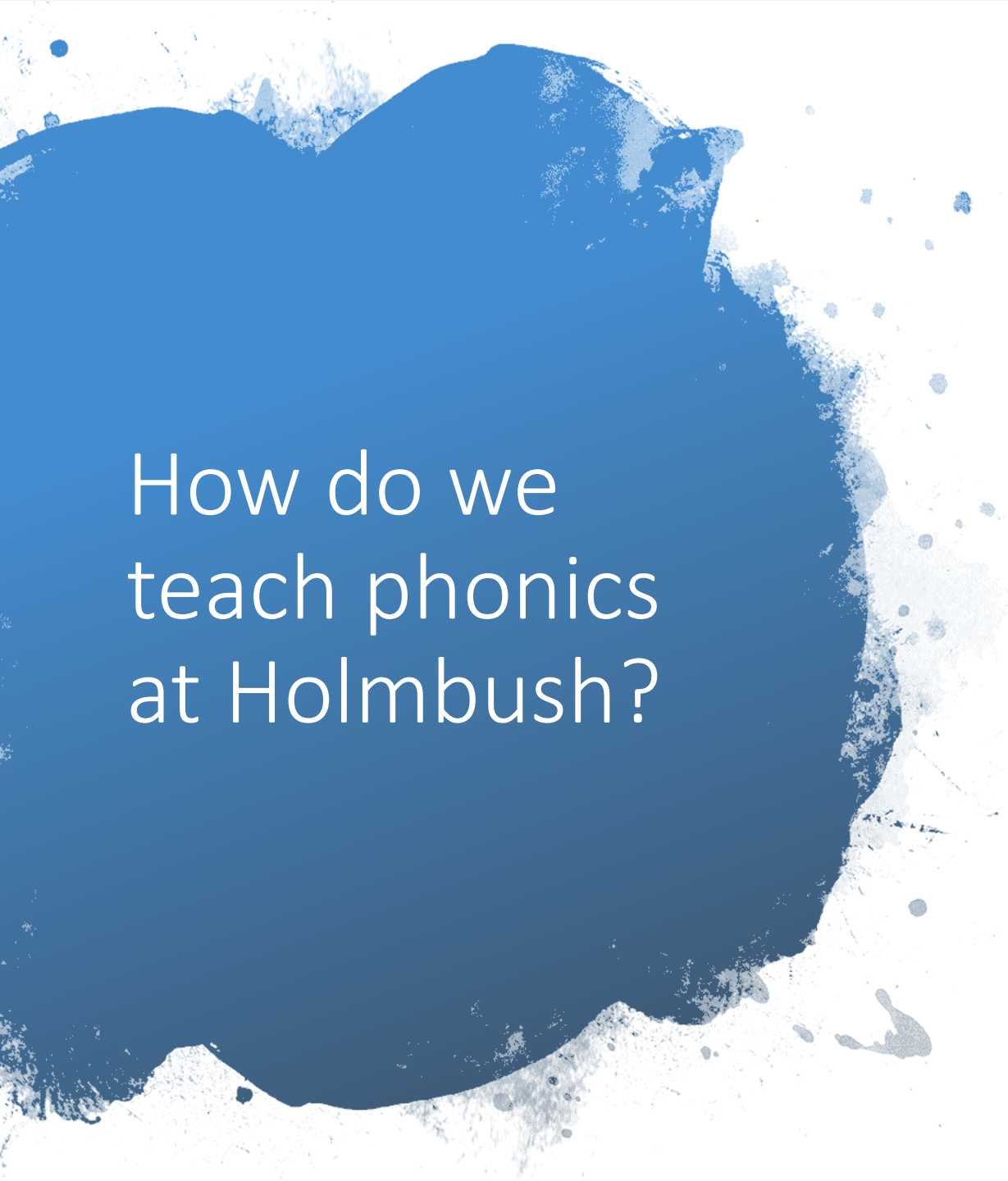
1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar



Phonics for reading and spelling

We convert letters to sounds when **reading** aloud (decoding words)

We convert sounds to letters when we are **spelling** (encoding for writing)



How do we teach phonics at Holmbush?

- We follow the '**Sounds-Write**' programme.
- Children are introduced to the **initial code** in Reception.
- They move through the **extended code** in Y1 and Y2.
- We teach phonics for **30mins** every day.
- Children are encouraged to use their phonic knowledge in all reading and writing activities **throughout the day**.
- In **Key Stage 2** children continue to develop their phonic knowledge through spelling patterns.

Developing speaking and listening skills

In Nursery and Reception, children will listen carefully to environmental sounds, musical instruments and sing songs/nursery rhymes.

All these activities will help children to hear the difference between sounds (eg 'v' and 'th' and 'f') and experience rhyme and rhythm – key skills to support learning phonics.



Introducing the sounds – Initial Code

- Unit 1: **a, i, m, s, t**
- Unit 2: **n, o, p**
- Unit 3: **b, c, g, h**
- Unit 4: **d, f, v, e**
- Unit 5: **k, l, r, u**
- Unit 6: **j, w, z**
- Unit 7: **x, y, ff, ll, ss**

From the very beginning children will be learning to write the letters and spell words using these sounds.





Learning the Letters

This involves:

- distinguishing the shape of the letter from other letter shapes (sorting)
- recognising and saying a sound associated with the letter shape
- recalling the shape of the letter (or selecting it from a display) when given its sound
- writing the shape of the letter with the correct movement, orientation and relationship to other letters
- Names of letters are not used until Year 2

Introducing the skills

- **Blending** - the ability to push sounds together to build words.

Example: /d/ /o/ /g/ - dog



- **Segmenting** - the ability to pull apart the individual sounds in words.

Example: pig - /p/ /i/ /g/



- **Manipulation** – the ability to insert sounds into and delete sounds out of words.

Example: Sound swapping – cat – cot – cut - cup

Blending for reading

Encourage your child to use a finger to follow the word from left to right when blending

Encourage **quick 'smooth'** blending with '**pure**' sounds (model how to do this). Talk about the sounds being 'hooked' together; if they become unhooked the word falls apart!

Start with simple 2/3 letter words.

Beware of 2 or 3 letter spellings (e.g. sh, igh)

From single syllables to polysyllables

We start with single syllable words

- CVC words - cat
- Progress to CVCC/ CCVC – went/ slip
- Move to CCVCC - crunch

Polysyllabic words

- 2 syllables – window
- 3 syllables - barbeque

The Extended Code

Vowels	
ae – David cape train say steak/ vein grey straight eight	or – for jaw more warn pour roar walk Paul caught
air – air stare bear where	bought water
ar – farm palm father laugh	oy – joy coin
e - tread friend said any	ow – down house bough
ee – he tree funny seat grief these key taxi ceiling	u – young son blood
eer – cheer fear here	oo – look should put
er – fern sir turn work earn vicar	oo - hoop to you blue fruit shoe ruin through chew brute
i – gypsy English build	Schwa – amuse the cushion upon
ie – icy pie nine sky night buy	
o – want	
oe – only toe home oak own soul though	



Schwa

- An unstressed vowel
- The most common vowel sound in spoken English
- It sounds like 'uh' - blowing out of breath
- E.g. the **e** about moment **e**

Extended Code

Consonants	
b - rubber	ng - blink
d - ladder	p - apple
f – photo tough	r – write carrot rhyme
g – juggle ghost guest rogue	s – city choice loose scene castle
h – whole	sh – chef issue action special passion
j - gentle large fudge suggest	t – bitter doubt passed
k – school queen account trekking acquire unique	th – them breathe
ch – stitch	v – have revving
l – bottle panel plural pupil petrol	w – penguin
m – hammer comb hymn some	z – snooze is cheese possess
n – dinner knot sign gone	

Phonics Screening Check - Year 1

confirms that pupils have learnt phonic decoding to an appropriate standard

Identifies pupils who will need extra help to improve their decoding skills





Consists of 20 real words and 20 pseudo-words that a child reads to their teacher

Takes place in June.

If a child doesn't reach the required standard, they are re-tested in Year 2.

Phonics Screening check





From this...

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

...to this

Check 1

Section 1

stip	
prool	
darps	
thand	

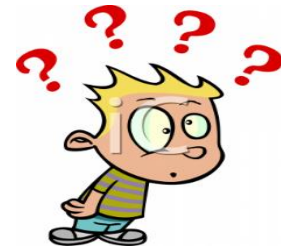
MEGOLAB

Practice for the Phonics Screening Check

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Why is it difficult for children?

- Confusing the letters (eg b/d , p/q)
- Difficulty linking the spelling/letter to the correct sound.
- Difficulty blending the sounds in the correct order (eg slip – silp)
- Not noticing 2 letter spellings in words and sounding out one letter at a time (eg s-h-o-p).
- Not saying the sounds correctly (eg saying 'muh' for 'm')



How can you help at home?



- ✓ Encourage your child to pronounce sounds correctly when speaking, by **modelling** the correct pronunciation.
- ✓ Use 'pure' sounds when learning letter sounds and blending <https://www.youtube.com/watch?v=DWQ6MeccRCU>
- ✓ Play games such as 'I spy' (either something beginning with ... or I spy a c-oa-t).
- ✓ Flash cards – with or without pictures.
- ✓ Matching games such as Snap, Bingo, Pairs (with letters or words).
- ✓ Using magnetic letters on the fridge to sort or make words.
- ✓ Singing nursery rhymes and encouraging your child to fill in the missing rhyme.

Reading



The most important thing you can do is read **to** your child every day!

- ✓ Model how you follow the print from left to right by following the print with your finger.
- ✓ Talk to your child about the characters and the story to check they understand what is happening.
- ✓ Encourage them to join in the familiar parts. Re-reading favourite books will build

As they begin to recognise words, you can point them out in books.

Research shows that a child who reads for pleasure will do better at school, even in subjects like maths. Not only that, but if a family read books together, it's a great way to bond, talk about the day, and have a lot of fun!

