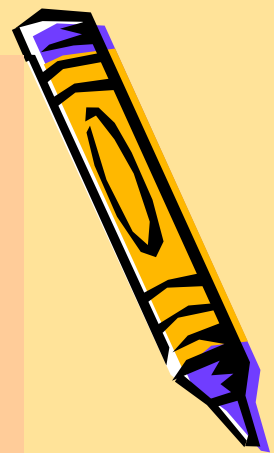


Teaching and Learning Phonics at Blackboys CE Primary School



Aims

- 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 outline the different stages in phonic development
- To show examples of activities and resources we use to teach phonics
- To give parents an opportunity to ask questions



What is phonics and
how can I help my
child at home?



Phonics is all about using ...

skills for
reading and
spelling

+

knowledge
of the
alphabet

Learning phonics will help your child
to become a good reader and writer.



Every child in KS1 learns daily
phonics at their level

Phonics gradually progresses to
learning spellings - rules etc.



Daily Phonics

- Every day the children have 20 minute sessions of phonics.
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use the Letters and Sounds planning document to support the teaching of phonics.
- There are 6 phonics phases which the children work through at their own pace



Phonic terms your child will learn at school



- **Phonemes:** The smallest units of sound that are found within a word
- **Grapheme:** The written representation e.g. a
- **Diagraph:** Two letters that make one sound
- **Trigraphs:** Three letters that make one sound
- **CVC:** Stands for consonant, vowel, consonant.
- **Segmenting** is breaking up a word into its sounds.
- **Blending** : Putting the sounds together to read a word
- **Tricky words:** Words that cannot easily be decoded (sounded out).



Phase 1: Getting ready for phonics

1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds
 - Music and movement
 - Rhythm and rhyme
 - Sound effects
 - Speaking and listening skills



Phase 2:

Learning phonemes to read and write simple words



- 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.



Phonics Words

Your children will learn to use the term:

Segmenting

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



Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/



Phonics Words

Your children will learn to use the term:

Blending

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



Blending



/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug



Phonics Words

Your children will learn to use the term:

phoneme

Phonemes are sounds that can be heard in words

e.g. c-a-t



Phonics Words

Your children will learn to use
the term:

grapheme

This is how a
phoneme is written
down



Phonics Words

Your children will learn to use the term:

digraph

This means that the
phoneme comprises of
two letters

e.g. ll, ff, ck, ss



Phonics words

Phoneme frame and sound buttons



c	a	t
---	---	---



. . .

f	i	sh
---	---	----



. . -



Phoneme frames activity



log

duck

fill



Answers

l	o	g
---	---	---

• • •

d	u	ck
---	---	----

• • —

f	i	ll
---	---	----

• • —



Tricky Words



There are many words that **cannot** be blended or segmented because they are irregular.

the

was

said

you

some



Phonics Words

Your children will learn to use the term:

Trigraph

This means that the phoneme comprises of three letters
e.g. igh , ear, ure



Phase 3:

Learning the 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



Let's play some games
that you can do at home!

- Finger twister
- Cups
- Magnetic letters
- whiteboards
- Parking car game



Phase 4:

Introducing consonant clusters: reading and spelling words with four or more phonemes

- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have **consonant clusters** at the beginning:
spot, trip, clap, green, clown

...or at the end: **tent, mend, damp, burnt**

...or at the beginning and end! **trust, spend,**

twist



Phase 5

- Teach new graphemes for reading
- ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,
- a-e, e-e, i-e, o-e, u-e

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant,
but/put, cow/blow, tie/field, eat/bread,
farmer/her, hat/what, yes/by/very,
chin/school/chef, out/shoulder/could/you.



Learning all the variations!

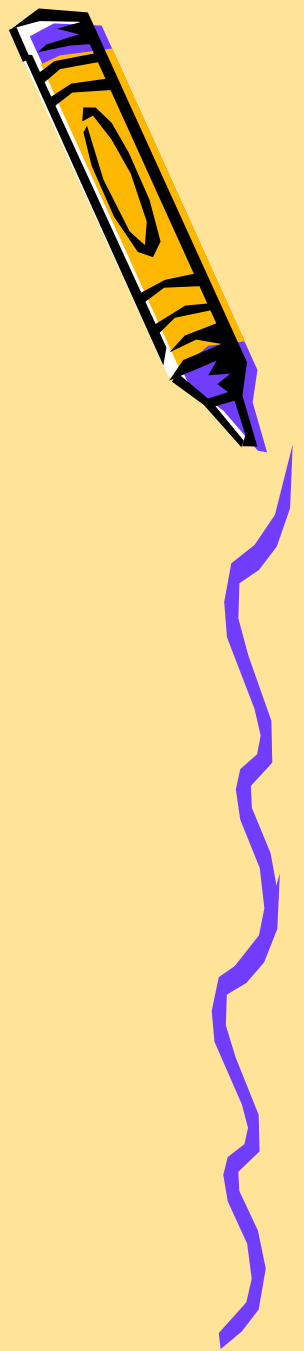
Learning that the same phoneme
can be represented in more
than one way: *burn*

first

term

heard

work



Learning all the variations!

Learning that the same grapheme
can represent more than one
phoneme:

meat

bread

he

bed

bear

hear

cow

low



PHONEME SPOTTER

- <http://www.phonicsplay.co.uk/member-only/aiAltSpellings.html>

WORD SORT

- <http://www.phonicsplay.co.uk/member-only/aiAltSpellings.html>



Teaching the split digraph

tie

time

toe

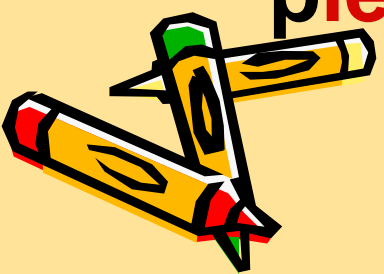
tone

cue

cube

pie

pine



YEAR 1 PHONICS SCREENING

grit

start

best

hooks

blan



steck



hild



quemp



Phase 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.
- Children might learn about past tense, rules for adding 'ing' and irregular verbs
- 'tion' and 'sion' words



Is there anything I can
do at home?



y	e	s
---	---	---



How can I help at home?

Oral blending: the robot game

Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say 'b-u-s', and your child says 'bus'.



How can I help at home?



- When spelling, encourage your child to think about what “looks right”.
- Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.

- **tray**

- **rain**

- **boil**

- **boy**

- **throat**

- **snow**

trai

rayn

boyl

boi

throwt

snoa



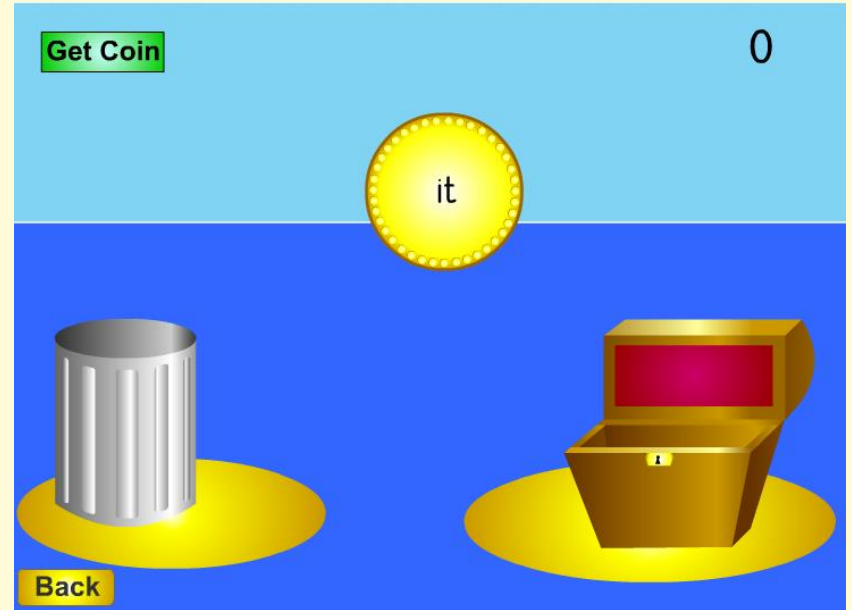
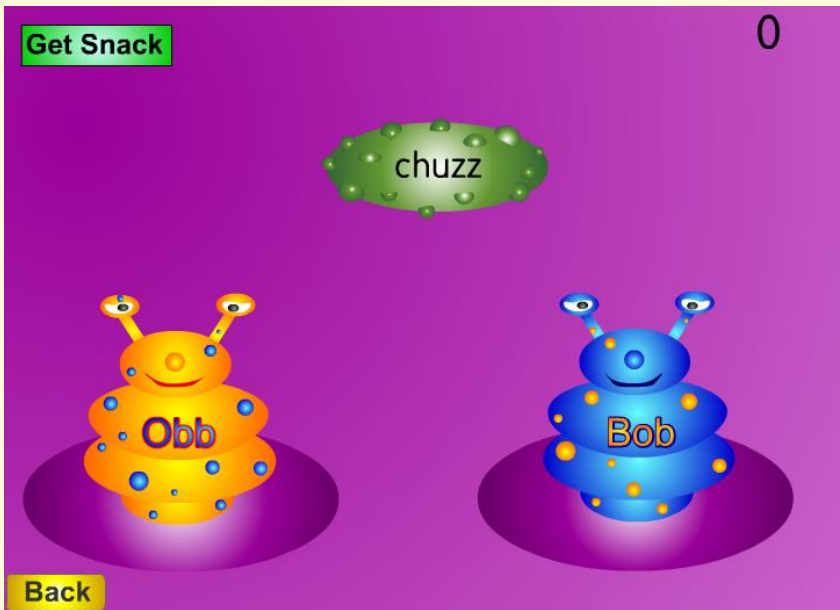
Mr Thorne Does Phonics!

- <http://mrthorne.com/home/phonics/letters-and-sounds/>

























RESOURCES

<http://www.phonicsplay.co.uk>



RESOURCES

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

My Phase 5 sound mat

Don't forget...

Learning to read
should be fun for
both children and
parents.

