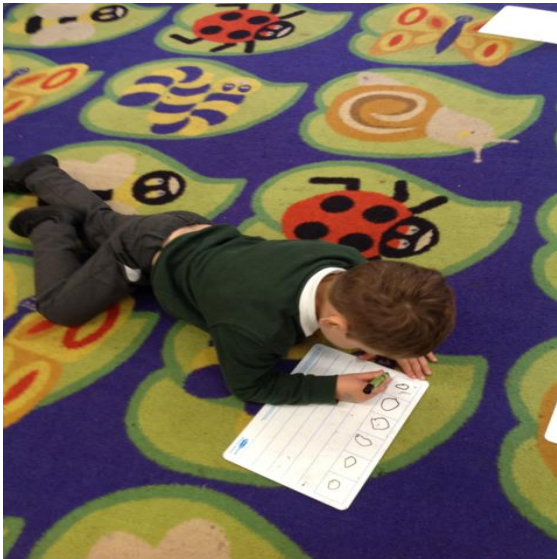


Teaching and Learning Phonics at Blackboys CE Primary School



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Aims

- ▶ To share how phonics is taught to our youngest pupils.
- ▶ To develop parents' confidence in helping their children with phonics and early reading.
- ▶ To teach the basics of phonics and some useful phonics terms.
- ▶ To outline the different stages in phonic development.
- ▶ To share strategies for how to practise phonics and reading at home.



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



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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.

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Daily Phonics

- Every day the children have 20 minute sessions of phonics.
- Fast paced approach teaching something new each session.
- Lessons encompass a range of games, songs and rhymes.
- We use the Letters and Sounds planning document to support the teaching of phonics.



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CVC

- ▶ It stands for consonant, vowel, consonant.
- ▶ These are the first words that your child will read, eg. cat, mat, sat, hot, tin, pet...



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Segmenting

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

bed = /b/ /e/ /d/

tin= /t/ /i/ /n/

mug= /m/ /u/ /g/



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Blending

- ▶ 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



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Phoneme

Phonemes are sounds that
can be heard in words

e.g. c-a-t



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Grapheme

This is how a phoneme is written down.

At this stage we always use lower case letters. Capitals are introduced later.



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Digraph

This means that the phoneme
comprises of two letters

e.g. ll, ff, ck, ss



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Phoneme frame and sound buttons

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

• • •

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

• • —



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Tricky Words

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

the was said you some



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Trigraphs

This means that the phoneme comprises of three letters

e.g. igh , ear, ure



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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

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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.

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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**

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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**

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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.



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Learning all the variations!

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

burn

first

term

heard

work



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Learning all the variations!

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

meat **bread**

he **bed**

bear **hear**

cow **low**



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Teaching the split digraph

tie

time

toe

tone

cue

cube

pie

pine



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Is there anything I can do at home?

y

e

s



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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'.

Simon Says

Instead of saying the words, sound it out, eg Simon Says..
Put your hands on your h-ea-d.

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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 trai
- ▶ rain rayn
- ▶ boil boyl
- ▶ boy boi
- ▶ throat throwt
- ▶ snow snoa

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Mr Thorne Does Phonics!

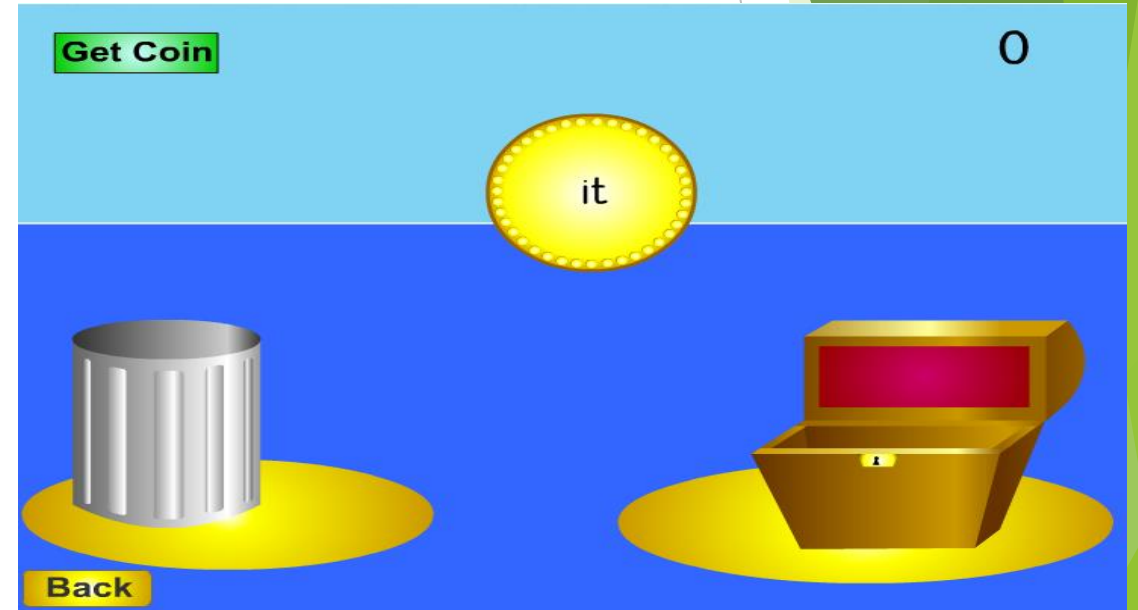
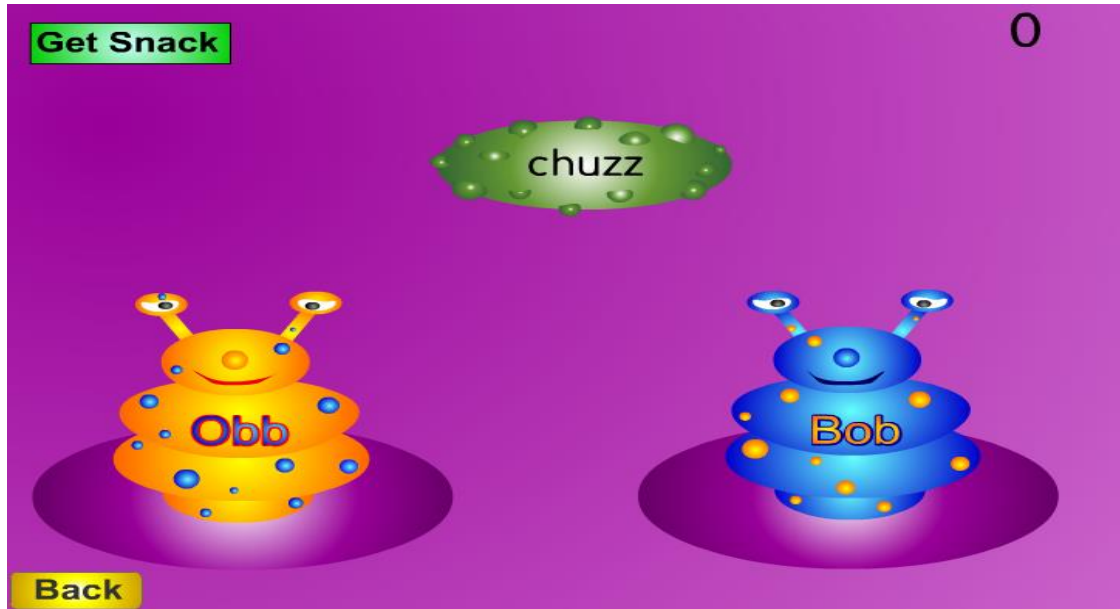
<https://www.youtube.com/watch?v=OhRxww2Wmpl>



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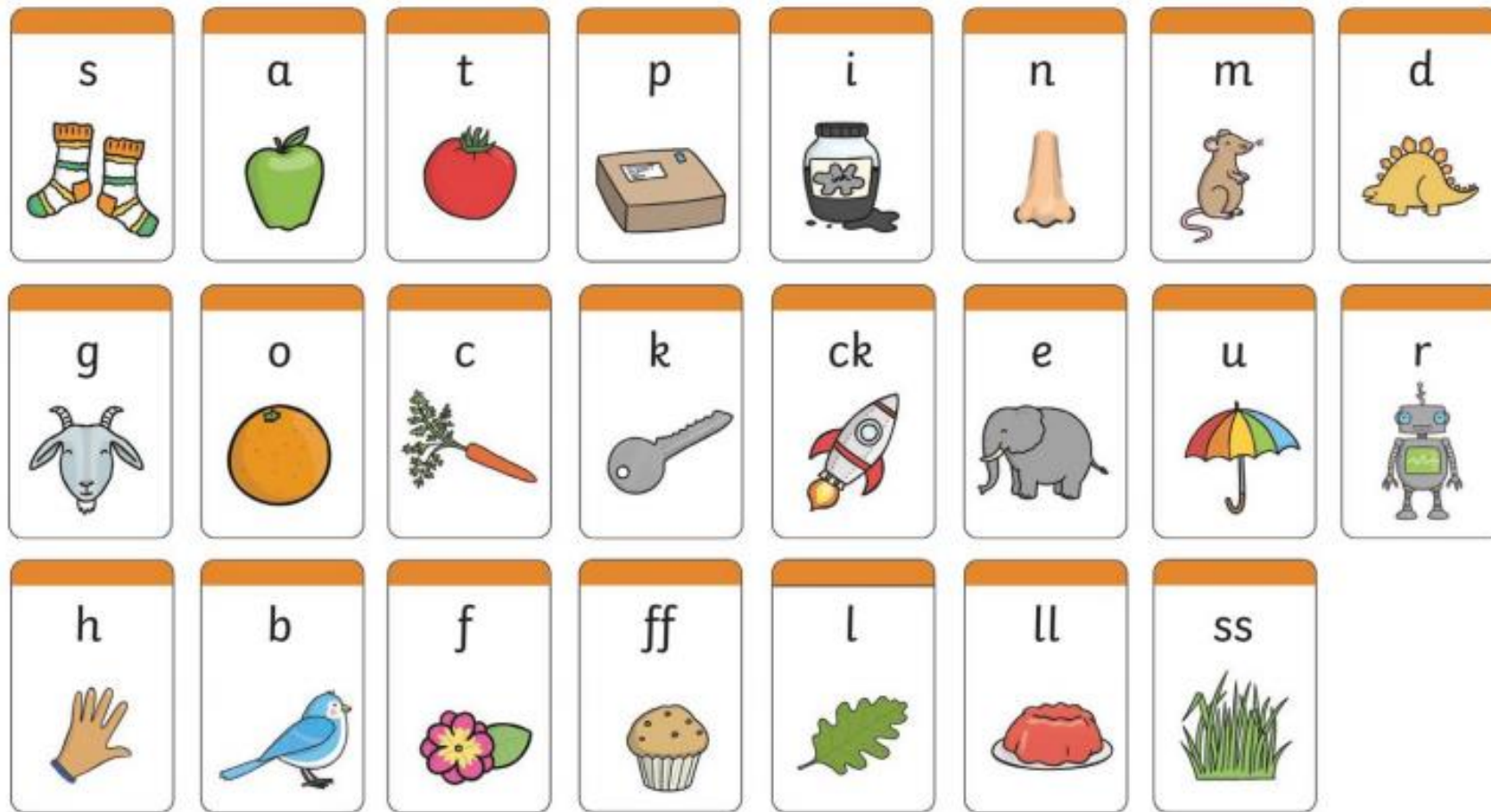


<http://www.phonicsplay.co.uk>



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Phase 2 Sound Mat



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Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					




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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

 www.twinkl.co.uk



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Reading with your child

- ▶ Reading is not all about decoding and fluency, try to talk about the text with your child and ask them questions about what they have read. This encourages comprehension.
- ▶ Encourage your child to use the pictures to help them. That is what they are there for in early reading books.
- ▶ Try echo reading, where you read a sentence and your child “echoes” it back to you.
- ▶ Take it in turns to read, one sentence each or a page each.
- ▶ You do not need to read a whole book at a time. It is quality not quantity that is important.



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Don't forget...

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



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