

Phonics Meeting for Parents / Carers

Key Stage 1

October 2016

Welcome

Aims

- To support your understanding of phonics
- To share some of the terminology and teaching practices we use with the children
- For you to feel empowered to help your child with their reading and spelling at home

Why teach phonics?

- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills
 - e.g. **cat** can be sounded out for reading and spelling
- We use a synthetic scheme called '**Letters and Sounds**' as our teaching resource.

Why synthetic phonics?

“Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers”

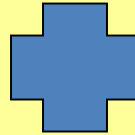
Sir Jim Rose, Rose Review of Reading 2006

- Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

Phonics at a glance

Phonics is...

**Skills of
segmentation and
blending**



**Knowledge of
the alphabetic
code.**

Phonics Consists of:

- Identifying sounds in spoken words
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.

Some Definitions

A Phoneme

This is the
smallest unit of
sound in a word.



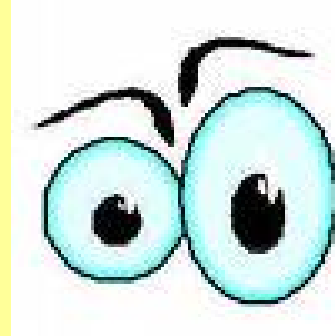
How many phonemes can you hear in

cat?

Some Definitions

A grapheme

These are the **letters** that represent the **phoneme**.



*Children need to practise recognising the **grapheme** and saying the **phoneme** that it represents.*

The **grapheme** could be 1 letter, 2 letters or more!

i

ie

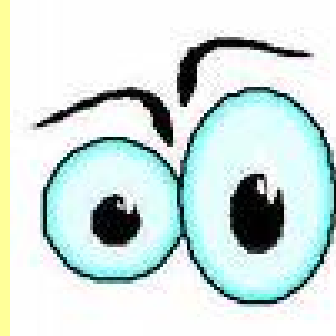
igh

Definitions

- A **phoneme** you hear



- A **grapheme** you see



A word always has the same number of
phonemes and **graphemes**!

Letter names

- It is important to differentiate between letter names (graphemes) and the sounds they represent (phonemes).
- Children must know the letter names and should use them when talking about how a word looks or how it is spelt.

How to say the sounds

- Saying the sounds correctly with your child is extremely important.
- The way we say a sound may well be different from when you were at school.
- We say the shortest form of the sounds (pure sounds).

The 44 phonemes

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
										
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										

This is where it gets tricky!

- Phonemes are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way (cat, kennel, choir)
- The same grapheme may represent more than one phoneme (me, met)

Blending

- Recognising the letter sounds in a written word, for example

c-u-p
● ● ●

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'

Segmenting

- 'Chopping Up' the word to spell it out
- The opposite of blending
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound to form the words *him* and *stork*

Segment and blend these words...

- drep
- blom
- gris

Nonsense games like this help to build up skills - and are fun!

Once children are good with single letter graphemes...

- DIGRAPHS - 2 letters that make 1 sound

ll ss zz oa ai

- TRIGRAPHS - 3 letters that make 1 sound

igh dge

Segmenting Activity

- Using 'sound buttons' can you say how many phonemes are in each word.
 - shelf
 - dress
 - sprint
 - right

Did you get it right?

- shelf = sh - e - l - f = 4 phonemes
- dress = d - r - e - ss = 4 phonemes
- sprint = s - p - r - i - n - t = 6 phonemes
- right = r - igh - t = 3 phonemes

Tricky Words

- Words that are not phonically decodeable

e.g. was, the, I

(These are 'red words' in the Read, Write Inc books)

- Some are 'tricky' to start with but will become decodeable once we have learned the harder GPCs

e.g. out, there

How do we teach phonics?

When does it happen in our school day?

- In Year 1 we mix up the three classes so that children work with others with similar phonic knowledge. This happens at 10:30.
- In Year 2 we teach phonics as part of our daily literacy lesson

Plus some children are taught extra phonics sessions with Mrs. Wharton and Mrs. Whitwell at 11:30.

Letters and Sounds

- *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning.
- Children have time to practise and rapidly expand their ability to read and spell words.
- They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.

Lesson format

- In each year group, phonic lessons follow the same format:
- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes or high frequency or tricky words will be taught.
- **Practise:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences.


Phonic learning is fun!

The children learn and practise their phonemes in lots of fun ways:

- Sound talking and rhyming.
- Using phoneme frames, "sound buttons" and whiteboards to spell words.
- Playing games - table games or interactive games on the computer.
 - *Phonics Play* website has lots of games and activities.
 - Bingo, Buried Treasure, Dragon's Den
- Being phoneme "detectives".
- Reading and writing sentences. Silly sentences are great fun!



s a t p i n m d g o c k c k e u r h b f f l l s s



--	--	--	--

j v w x y z z z q u c h s h t h n g a i e e i g h o a
o o a r o r u r o w o i e a r a i r u r e e r

a	b	c	d	e	f	g	h	i	ck	ff	ll
j	k	l	m	n	o	p	q	r	ss	zz	qu
s	t	u	v	w	x	y	z	sh	ch	th	

ch i n s a t



Letters and Sounds Phases

Phases 1- 4 - Reception

Phase 5 – Year 1

- The children will learn new graphemes for reading and spelling.
- They will learn best fit spellings.
E.g. ai, a-e, ay all make the same sound in words
- They will continue to read and spell tricky words.

Phase 6 – Year 2

- Recognising phonic irregularities and becoming more secure with less common grapheme – phoneme correspondences.
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
- Teaching spelling long words
- Finding and learning the difficult bits in words

Year 1 spellings

After half term we will be sending high frequency words home to practise reading and spelling. We will continue using the animal sheets that the children used in Reception and build upon these through the year.

Year 2 spellings

- Children have initially been learning and reviewing high frequency words.
- After half term they will be given spellings based on particular GPCs and spelling 'rules' or patterns.
 - e.g. writing past tense verbs by adding ed.
- A good understanding of the language around phonics and spelling is useful here.

Year 1 phonic test

grit

start

best

hooks

blan



steck



hild



quemp



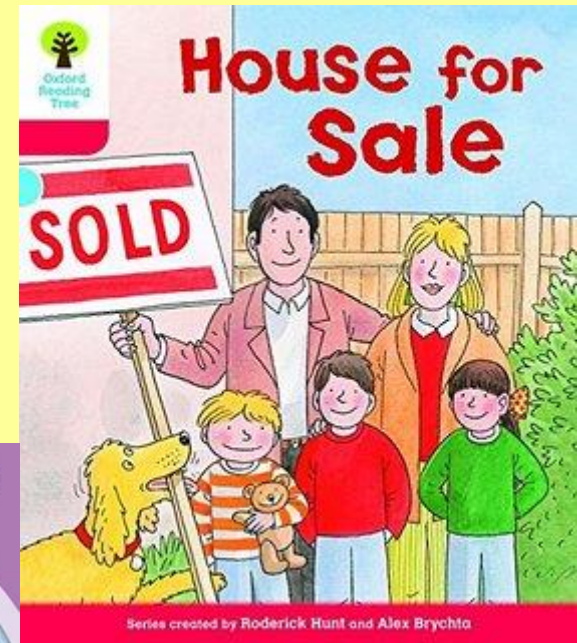
How can I help?

- Play 'I spy'
- Continue to play with magnetic letters, using some two-grapheme (letter) combinations,
eg: *r-ai-n* = *rain* **blending** for reading
rain = *r-ai-n* **segmenting** for spelling
- Praise your child for trying out words
- Look at tricky words and aim for quick recall, not decoding
- Look for phonic games
- Play pairs with words and pictures
- Sing an alphabet song together

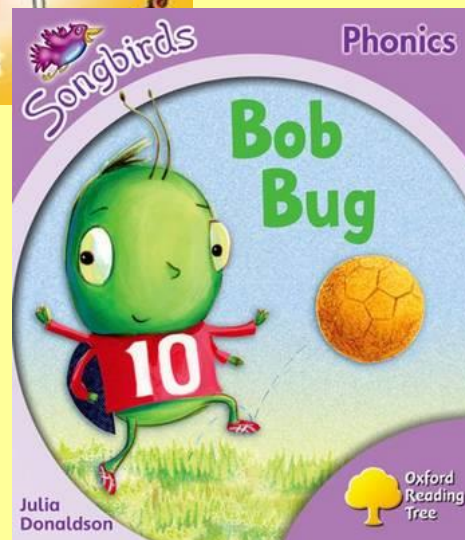
Our reading scheme

Read Write Inc

Oxford Reading Tree



Songbirds



Reading at home

Please...

- Continue to read with your child every day.
- Check your child's reading record after their reading day. If their teacher has set a challenge or question, please help your child to answer it. Make a note of when your child has read to you and if they have finished their book(s). They will only be able to change their books if you have written that they have finished them.
- Talk about the book with your child and check that they understand what they have read.
- Feel free to read parts of the book to your child. Enjoy sharing the book.
- Think about the best time to practise reading.

REMEMBER: Phonics is not the only thing needed to become a fluent reader.

- Please encourage them to:
- Sound out new words
- Reread the sentence if they have stopped to decode words.
- Use pictures for clues.
- Ask and answer questions about the book.

And most importantly **ENJOY READING!**



Thank you.