



Heathwood Lower School
Leighton Buzzard



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*Phonics
at Heathwood
Open Morning
October 2019*

The Importance of Phonics

Being able to read is an important skill children will learn during their early schooling and has far reaching implications for life long confidence and well being.

(Letters and Sounds Principles)

Phonics is the building blocks for successful reading, writing and spelling (Mr Dicker)

Try reading this!

It iz tiem too gow hoam sed v
kator pilla.

But iy doant wont 2 gow owm
sed the butt or flie.

Iy wont to staiy heyr.

The Rose Review

- The independent review of early reading, conducted by Jim Rose, confirmed that 'high quality phonic work' should be the prime means for teaching beginner readers to learn to read (and spell).
- The review also highlighted the importance of developing, from the earliest stages, children's speaking and listening skills - ensuring that beginner readers are ready to get off to a good start in phonic work.

What is phonics?

Phonics is cracking the English code

Phonics is the link between letters and the sounds they make.

Using a highly structured programme working through 6 progressive phases, children are taught:

- The full range of common letter/sound correspondences.
- To hear separate sounds within words.
- To blend sounds together.

What are speech sounds?

How many letters?	26
How many sounds (phonemes)?	44
How many spellings of the sounds?	144

When using phonics, it is important to say the phonemes correctly

<https://www.youtube.com/watch?v=BqhXUWv-Is>

Some definitions

Phoneme - The smallest unit of sound in a word. The sound.

Grapheme - what we write to represent the sound/phoneme - for some phonemes this could be more than one letter.

e.g. t ai igh

Oral blending

Hearing a series of spoken sounds and merging (blending) them together to make a spoken word - at this point no text is used.

For example, when a teacher calls out b/u/s, the children blend together and say bus.

This skill is usually taught and practised before introducing printed words in text.

Blending

Now text is introduced.

Recognising the letter sounds in a written word, for example c-u-p, and then blending them in the order which they are written, to read the word 'cup'.

Four time rule.

sit

leg

mop

can

fit

shape

Segmenting

- Breaking up a word you want to spell into phonemes.
- Spelling the word rain, you would segment (break up) into the sounds (phonemes) you can hear.
- You then use a grapheme to represent each sound as you write it down.

Digraph

Two letters which make one sound.

A consonant digraph contains two consonants next to each other, but they make a single sound.

e.g. sh (ship), ch (chat), ck (chick), th (thin), ll (hill)

A vowel digraph contains at least one vowel but the two letters still make a single sound.

e.g. ai (rain), ee (meet), ar (car), oy (joy), or (fork)

Trigraph

Three letters that make one sound.

e.g. igh (sight), ure (sure).

Glossary

Phonemes

- Sounds.
- In spoken English there are 44 phonemes.
- Phonemes are represented in writing by graphemes.

Graphemes

- A letter or group of letters representing a sound.

Segmenting and blending

- Segmenting - Breaking words down into phonemes to spell
- Blending - Building words from phonemes to read

Digraphs and Trigraphs

- A digraph is a two letter grapheme where two letters represent one sound eg. 'sh' in ship.
- A trigraph is a three letter grapheme where three letters represent one phoneme e.g 'igh' night.

Adjacent Consonants

- These are CVCC or CCVC words

VC, CVC, CCVC, CVCC

- VC - Vowel consonant
- CVC - Consonant, vowel, consonant
- CVCC - Consonant, vowel, consonant, consonant
- CCVC - Consonant, consonant, vowel, consonant

Letters and Sounds

- Throughout the EYFS and KSI we follow a progression set out in the Letters and Sounds document.
- Daily phonics lessons.
- Phase 1 begins in pre-school and nursery settings as well as the first couple of weeks in Foundation.

Phase 2

This phase begins in Reception and lasts approx 6 weeks.

In this phase the children learn 19 letter sounds.

The children move on from oral blending and segmenting to blending and segmenting with letters.

Taught in daily sessions of approx 20 mins.

Opportunities for children to use and apply their phonic skills throughout the day.

Emphasis on multi-sensory approach.

Phase 2 Sound Progression

We teach one set of letters per week as follows...

Set 1: s a t p

Set 2: i n m d

Set 3: g o c k

Set 4: ck e u r

Set 5: h b f, ff l, ll ss

Sounds and Actions

When the children are taught a new sound they are introduced to the oral sound - phoneme, the written sound - grapheme and an action. For example:

Sound: *s*

As in the word: *sun*

Action: Weave hand in an *s* shape, like a snake, and say *ssssss*

High Frequency Words

The children will learn to read 75 words. Some of these words will be decodable others will be tricky!

- **Decodable** - Words that the children can sound out.

- E.g. **cat, had**

- **Tricky** - Words that the children cannot sound out. They do not make sense!

- E.g. **to, the, go.**

Sound Talk

Segmenting (for spelling)

We teach the children to break up 'segment' words into sounds to spell words.

c a t - cat



Blending (for reading)

The children are taught to blend the sounds together to read words.

c a t - cat



Letter Formation

The children are taught to form the letters correctly. They practice writing the letters formally and practically.

We provide lots of activities to develop the children's fine motor skills and prepare them for writing.



Phase 3

In this phase the children will:

- Learn 25 sounds, most of them comprising of 2 letters.
- Learn the letter names during this phase.
- Learn to read some more tricky words
- Begin to spell some of these words.

Phase 3 Letter Progression

Set 6: j c w x

Set 7: y z,zz, qu

ch (chip)

sh (shop)

th (thin, then)

ng ring)

ai (rain)

ee (feet)

igh (night)

oa (boat)

oo (boot/look)

ar (farm)

or (for)

ur (hurt)

ow (cow)

oi (coin)

ear (dear)

air (fair)

ure (sure)

er (corner)



Phase 4

In this phase:

- No new grapheme/phoneme correspondences introduced
- The children will practice the sounds that they learnt in Phase 3
- The children will learn to read words with adjacent consonants, cvcc, ccvc words. e.g. tent,
- The children will learn to read more tricky words.

Year 1 - Phase 5

In this phase:

- The children will learn alternative graphemes for spelling.
- The children will be introduced to alternative pronunciations for reading.
- The children will get quicker at recognising the high frequency words.
- The children will be taught to read more 'Tricky' words.

Alternative Graphemes

- **ai** - rain ay - day a-e - make
- **ee** - feet ea - eat e-e - these
- **oa** - coat oe - toe o-e - home
- **igh** - light ie - tie i-e - like
- **oo** - moon ue - blue ew - new u-e - rule
- **or** - corn aw - saw au - Paul
- **ow** - cow ou - out
- **oi** - coin oy - boy
- **ur** - curl ir - girl
- **w** - wet wh - when
- **f** - fish ph - photo

The children learn phonemes which sound the same but are written differently.

We call them sound families.

Alternative Pronunciations

- **i** - fin, find
- **o** - hot, cold
- **c** - cat, cent
- **g** - got, giant
- **u** - but, put
- **ow** - cow, blow
- **ie** - tie, field
- **ea** - eat, bread
- **er** - farmer, her
- **a** - hat, what
- **y** - yes, by, very
- **ch** - chin, school, chef
- **ou** - out, shoulder, could, you

The children learn graphemes that look the same but are pronounced differently.

Year 1 Phonics Screening Test

- ❑ Every Year 1 child in the country takes a statutory phonics screening check in the same week.
- ❑ The check is very similar to tasks the children already complete during phonics lessons.
- ❑ The focus of the check is to provide evidence of children's decoding and blending skills, not to test their vocabulary.

Examples of words

in

at

beg

sum

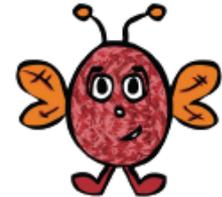
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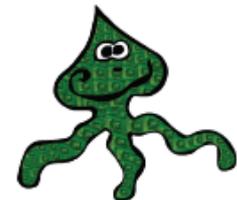
vap



osk



ect



Your turn!!!

ot



vap



osk



ect



*Don't forget
to use your
phonics!*

s i t
• • •



Year 2 - Phase 6

The children will become more fluent readers and increasingly accurate spellers

They will learn to make spelling choices. For example when words can be spelt in more than one way, for example: sea, see.

They will learn to add endings to words, such as: ed, ing.

They will learn strategies for spelling longer words.

Word Endings

The children will learn the spelling rules for adding suffixes at the end of words:

-s **-es** - cats, runs, bushes, catches

-ed **-ing** - hopped, hopping

-ful - careful, painful, restful

-er - runner, reader, writer

-est - biggest, slowest, lastest

-ly - sadly, lately, brightly

-ment - payment, advertisement

-ness - darkness, happiness

Y - funny, smoky, sandy

Spelling Strategies

1. **Syllables** - Break a word into smaller bits to spell phonetically,

e.g. Sep-tem-ber.

2. **Base words** - Find words within words,

e.g. woman - wo+man, smiling - smile+ing.

3. **Analogy** - Use knowledge of known words to help,

e.g. could: would, should.

4. **Mnemonics** - Make up a sentence to help remember a word.

e.g. - because - **b**ig **e**lephants **c**ant **u**se **s**mall **e**xits

Could, should, would - **o**h **y**ou **l**ucky **d**uck

How can you help?

REMEMBER: *Phonics is at the heart of being a good reader. Continue to read with your child each night and encourage them to:*

- ❑ *Sound out, re-read to check it makes sense, and use pictures for clues.*
- ❑ *Ask questions about the book;*
- ❑ *And most importantly **ENJOY READING!***

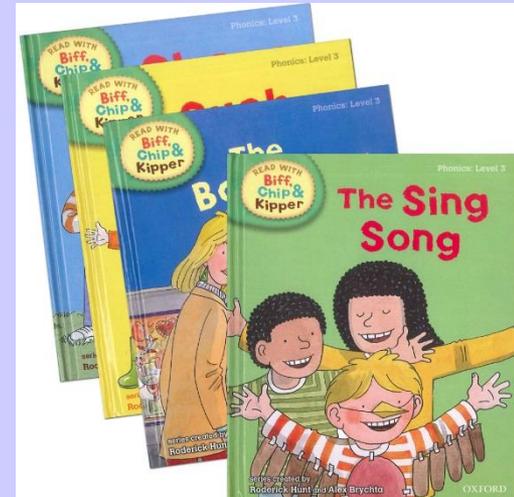


Reading

The children will be encouraged to read with phrasing and fluency.

The children will learn to read words in three ways.

1. Reading familiar words automatically
2. Sounding them out quickly and silently in their head
3. Sounding them out aloud



Useful Websites

www.phonicsplay.co.uk

www.lcfclubs.com/englishzone/phonicszone

www.bbc.co.uk/schools/wordsandpictures/phonics/

<http://www.letters-and-sounds.com/>

www.familylearning.org.uk/phonics_games.html

There are also lots of phonics activities on Education City and Purple Mash - which your children have log ins for in their diaries.