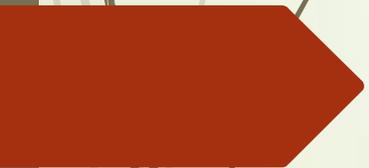


Parents information session – Phonics

Tuesday 7th May 2019



Phonic terminology:

some definitions

- A *phoneme* is the smallest unit of sound in a word
- A *grapheme* is the letter, or letters, representing a phoneme

t ai igh



Blending

Blending is recognising the letter sounds in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'



Segmenting

Segmenting is identifying the individual sounds in a spoken word (e.g. 'him' = h – i - m) and writing down letters for each sound to form the word.



Digraph

Two letters, making one sound

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy



Trigraph

Three letters making one sound

igh

dge



Split digraph

A digraph in which the two letters making the sound are not adjacent, (e.g. make)



Using phonics

For reading:

phonemes [sounds] associated with particular graphemes [letters] are pronounced in isolation and blended together (synthesised).

For writing:

Words are segmented into phonemes orally, and a grapheme written to represent each phoneme.

Teaching sequence & phases - Phase 1

To develop phonological awareness without any teaching of graphic representations (though children may of course know some letters)

- Explore and experiment with sounds and words
- Listen attentively
- Show a growing awareness and appreciation of rhyme, rhythm and alliteration
- Speak clearly and audibly with confidence and control
- Distinguish between different sounds in words
- Develop awareness of the differences between phonemes

Phase 2



To introduce grapheme-phoneme (letter-sound) correspondences, blending & segmenting

- Children know that words are constructed from phonemes and that phonemes are represented by graphemes
- They have knowledge of a small selection of common consonants and vowels.
- They blend them together in reading simple CVC words and segment them to support spelling.

Phase 3

To learn one grapheme for each of the 44 phonemes in the English language, including each of the long vowel phonemes: ee, ai, oa, ie, & both sounds for oo (moon, book) as well as or, ar, er, ow, oy, air, ear

- They recognise letter shapes and say a sound for each.
- They hear and say sounds in the order in which they occur in the word,
- They read simple words by sounding out and blending the phonemes all through the word from left to right.
- They recognise common digraphs and read some high frequency words.



Phase 4

Teaching words containing adjacent consonants (CVCCs, CCVCs, etc.)

e.g. duck, black, flat, strip, chest, spoon, cried, nest

- Children are able to blend and segment adjacent consonants in words
- They apply this skill when reading unfamiliar texts and in spelling.
- Increasing their stock of high frequency words

Phase 5

Teaching children the concept of alternative representations of long vowel phonemes already taught and that some graphemes can be pronounced in more than one way. *(See next pages)*

- ▶ use alternative ways of pronouncing the graphemes and spelling the phonemes corresponding to long vowel phonemes.
- ▶ identify the constituent parts of two-syllable and three-syllable words and be able to read and spell phonically decodable two-syllable and three-syllable words.
- ▶ recognise an increasing number of high frequency words automatically.
- ▶ apply phonic knowledge and skills as the prime approach in reading and spelling when the words are unfamiliar and not completely decodable.

Same letters, different sound *for example*

➤ the letter g can be both hard as in gate and soft as in giant

➤ -ea grapheme

mean

bread

break

-ough grapheme

though

bought

bough

Same sound, different letters

for example

may

seat

pie

make

receive

height

pain

people

night

vein

key

kite



How many different graphemes for the long 'e' sound can you find in this text?

Tom was very happy. It was the weekend and he was off to the beach with his mum and dad, his puppy and baby Pete.

'Help me pack the green bag,' said mum. 'We need sun cream and lots to eat.'

Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep!

At the end of the street there was a big truck. It had lost a wheel.

'Oh, no,' said Tom. 'We'll be here for a week!'

Dad went to speak to the driver to see if he could help.

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Decodable words & tricky words

- Each phase has a set of words that children should be able to read if they are secure in that phase.
 - Each phase also has a set of tricky words that are not decodable, children need to learn them by rote
- 



Phonic Screening

- To diagnose specific gaps
 - for star boxes/ precision teaching / BTG work
- To group children for phonic interventions
- To support children's reading development