

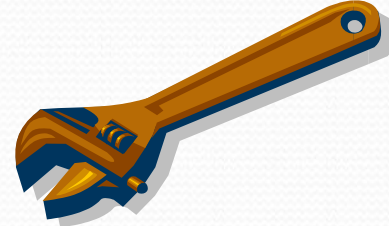


Phonics

Helping children
read and write

Autumn 2016

Tools to read



The Wider Picture

Inspiring a love of reading

Reading & writing for a purpose

Book of the week

Picture of the week

Flashcards

Grammatical Cues

Contextual Cues (information from pictures or from sentences surrounding the unknown word.)

Letters & Sounds

Phases- There are 6 phases

Phase 1 (In Nursery and during rest of school life)

Exploring sounds, rhythms, pattern, rhyme and alliteration.

Phase 2 (Reception)

Children learn the first 19 sounds and how to segment and blend cvc words.

Phase 3 (Reception)

Children learn next 25 sounds and how to segment and blend cvc words.

Phase 4 (Reception)

Children practise sounds taught plus reading and writing ccvc & cvcc words.

Phase 5 (Year 1&2)

Learning different ways of writing the sounds e.g cloud now.

Phase 6 (Year 2)

Children apply their phonic skills and knowledge to recognise and spell an increasing number of complex words and spelling patterns.

Phase 1

- **Aspect 1 - General sound discrimination - environmental**

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

- **Aspect 2 - General sound discrimination - instrumental sounds**

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

- **Aspect 3 - General sound discrimination - body percussion**

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

- **Aspect 4 - Rhythm and rhyme**

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

- **Aspect 5 - Alliteration**

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

- **Aspect 6 - Voice sounds**

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice - /c/-/u/-/p/ cup, with the children joining in.

- **Aspect 7 - Oral blending and segmenting**

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

The activities introduced in Phase 1 are intended to continue throughout the following phases, as lots of practice is needed before children will become confident in their phonic knowledge and skills.

The 44 phonemes

/s/	/a/	/t/	/p/	/i/	/n/	/m/	/d/	/g/	/o/	/c/k/ck
/e/	/u/	/r/	/h/	/b/	/f/ff	/l/l	/ss/	/j/	/v/	/w/
/x/	/y/	/z/zz	/qu/	/ch/	/sh/	/th/th	/ng/	/ai/	/ee/	/igh/
/oa/	/oo/oo	/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/er/	

BLENDING

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

w-i-n

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

SEGMENTING

- 'Chopping Up' the word to spell it out
e.g. man = m-a-n
- The opposite of blending
- Use your 'ROBOT ARMS'

Phonics in environmental print- Make it meaningful!

Shopping lists

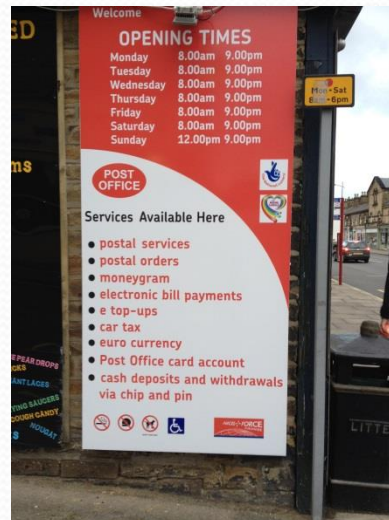


Road signs



Shop signs

Cards/letters



Segment and Blend these words...

drop

blom

hachithamp

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

Robot Talk!

Time for a b-a-th

Would you like some ch-i-p-s?



Once children have learnt single phonemes...

- DIGRAPHS – 2 letters that make 1 sound

ll ss zz oa ai

- TRIGRAPHS – 3 letters that make 1 sound

igh air

TRICKY WORDS

- Words that can not be worked out phonetically
- e.g. was, the, I
- Some are 'tricky' to start with but can be worked out phonetically once we have learned the harder phonemes
- e.g. out, there,

Now you have the knowledge....

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise – get them to have a ‘good guess’.
- Ask your child’s teacher if you want to know more.