

Teaching and Learning Phonics at Newdigate school



Aims

- To share how phonics is taught.
- To teach the basics of phonics and some useful phonics terms
- To develop parents' confidence in helping their children
- To outline the different stages in phonic development
- To show examples of activities and resources we use to teach phonics

To give parents an opportunity to ask questions

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

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.

Every child in FS and KS1 learns daily
phonics at their level

Phonics gradually progresses to learning
spellings – rules etc.

Daily Phonics

- Every day the children have 20 minute sessions of phonics
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use the Jolly phonics programme in early years, followed by the 'Letters and Sounds' programme
- There are 6 phonics phases which the children work through at their own pace

Phonic terms your child will learn at school

- **Phonemes:** The smallest units of sound that are found within a word
- **Grapheme:** A *grapheme* is a letter or a number of letters that represent a sound (phoneme) sh ch
- **Diagraph:** Two letters that make one sound when read
- **Trigraph:** Three letters that make one sound
- **CVC:** Stands for consonant, vowel, consonant.
- **Segmenting:** breaking up a word into its sounds.
- **Blending :** Putting the sounds together to read a word
- **Tricky words:** Words that cannot easily be decoded.

Phonics Words

Your children will learn to use the term:

phoneme

Phonemes are sounds that
can be heard in words

e.g. c-a-t



Phonics Words

Your children will learn to use the
term:

grapheme

This is how a phoneme
is written down



Phonics Words

Your children will learn to use the term:

digraph

This means that the phoneme
comprises of two letters
e.g. ll, ff, ck, ss



Phonics Words

Your children will learn to use the term:

Trigraph

This means that the
phoneme comprises of
three letters

e.g. igh , ear, ure



Phonics Words

Your children will learn to use the term:

Blending

- Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word .



Blending

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

Phonics Words

Your children will learn to use the term:

Segmenting



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

Segmenting

bed = /b/ /e/ /d/

tin= /t/ /i/ /n/

mug= /m/ /u/ /g/

Tricky Words

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

the

was

said

you

some

Phase 1: Getting ready for phonics

Phase 1 is divided into seven aspects.

(environmental, instrumental, body percussion, rhythm and rhyme, alliteration, voice sounds)

Each aspect contains **three** strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

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.

Phonics words

Phoneme frame and sound buttons

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

• • •



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

• • —



Phoneme frames activity

log duck

fill

Answers

l	o	g
---	---	---

.

.

.

d	u	ck
---	---	----

.

.

—

f	i	ll
---	---	----

.

.

—

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'.

“What’s in the box?” is a great game for practising this skill.

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**

Saying the sounds

- Sounds should be articulated clearly and precisely.

https://www.youtube.com/watch?v=BqhXUW_v-1s

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

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.

•

Learning all the variations!

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

burn

first

term

heard

work

Learning all the variations!

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

meat

bread

he

bed

bear

hear

cow

low

Teaching the split digraph

tie

time

toe

tone

cue

cube

pie

pine

Phase 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.
- Children might learn about past tense, rules for adding 'ing' and irregular verbs

Is there anything I can do at
home?

y

e

s

How can I help at home?

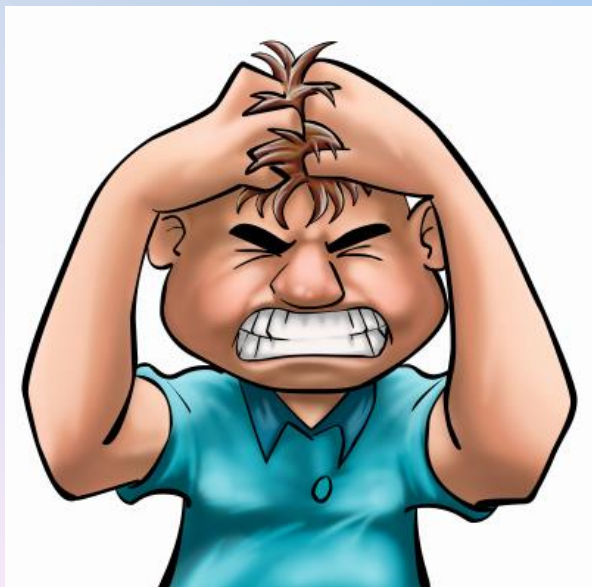
- When spelling, encourage your child to think about what “looks right”.
- Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.
- **tray** **tra**
- **rain** **rayn**
- **boil** **boyl**
- **boy** **boi**
- **throat** **throwt**
- **snow** **snoa**

At home

- Practise the phonemes together.
- Use them to make different words at home and play phonics games
- Read everyday with your child if possible but don't get stressed! Let your child read a page and then you read a page. Talk about the story, play games with the text.

Don't forget...

Learning to read should be
fun for both children and
parents!



Thank you for your time

- Please take some time to look at the phonics resources that your child enjoys.
- I will be here to answer your questions.
- Quick question – how many phonemes in ‘frog’?