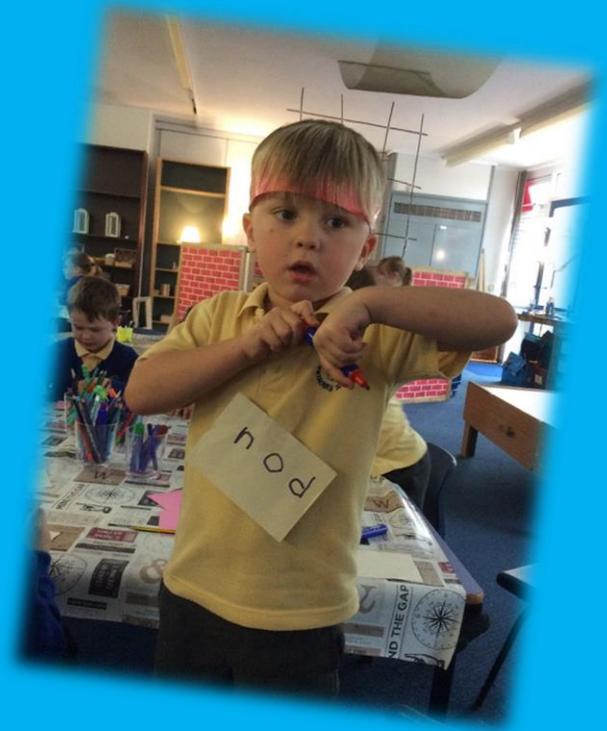


Phonics Information Session



Aims of the session

- Why do we do teach phonics?
- The importance of Phase 1
- A typical phonics lesson
- Graphemes and phonemes
- Blending and segmenting
- Pure sounds
- Help at home



Why do we teach phonics?

- Phonics is recommended as the first strategy used to help children read and write
- Words are made up from small units of sounds called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read and spell words



Phase 1

Sound discrimination:

- <https://www.youtube.com/watch?v=QgEhqsC7w9c&index=11&list=PL-NtaWzW5Jn2c7V1CyqiMh7vxFri8fPQ2>
- It is important that the children have plenty of experience of listening to adults modelling oral blending before they are introduced to grapheme-phoneme correspondences. For example, when giving children instructions or asking questions the adult can segment the last word into separate phonemes and then immediately blend the sounds together to say the word (e.g. It's time to get your c-oa-t, coat! or Touch your t-oe-s, toes! Who can touch their f-ee-t, feet?) Use only single-syllable words for oral blending.
- Don't rush onto Phase 2 i.e. satpin before children are secure in oral blending and segmenting.

A typical phonics lesson

- We teach a phonics session every day which is then reinforced in the areas of learning and in small group activities.
- We use a clear progression based on the 'Letters and Sounds' document.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf
- In each session the children revisit what they have already learnt, learn a new sound, and then apply it either through reading or writing.
- We teach both letter names and letter sounds.
- The sessions include lots of opportunities for blending sounds together to read, and segmenting words to write

A typical phonics lesson

- Each letter is taught with the correct formation and then practised in lots of different ways. We ensure the children are saying the sound correctly; using the pure sound.
- The children get lots of opportunities to read and write words in a sentence so they can learn what a sentence is and what a good sentence needs. They can then apply this independently in the areas of provision in the classroom.
- We try to make our phonics sessions active and fun with lots of games to apply what they have learnt. Each sound is linked to a readwriteinc rhyme and picture; giving a more multi sensory approach.

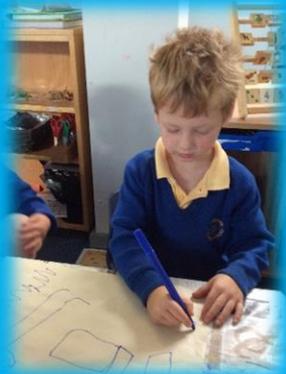


Rhymes for letter formation



<http://www.thebellbird.cambs.sch.uk/wp-content/uploads/2014/12/Letter-formation-chart.pdf>

<http://www.copenhagen.islington.sch.uk/wp-content/uploads/2013/10/Read-Write-Inc-Phonics-sound-list-and-rhymes.pdf>



Graphemes and Phonemes

Phoneme

A sound in a word

Grapheme

A letter or sequence of letters that represents a phoneme

- These words each have three phonemes (separate sounds).
- Each of these phonemes is represented by a grapheme. A
- grapheme may consist of one, two, three or four letters.

kn	igh	t
f	i	sh
b	ir	d
1	2	3

Sound Buttons

c a t



sh i p



ch

i



ck

- under a single letter sounds
- under sounds containing more than one letter

Pin

fish

think

Blending and Segmenting



In phonics lessons children are taught three main things:

- **GPCs**

They are taught *GPCs*. This stands for grapheme phoneme correspondences. This simply means that they are taught all the phonemes in the English language and ways of writing them down. These sounds are taught in a particular order.

- **Blending**

Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

- **Segmenting**

Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.

Pure Sounds!

- It is important that children are encouraged to pronounce the pure sounds.
- /c/ /a/ /t/ rather than 'cuh-a-tuh'
- Pronouncing pure sounds helps children with blending and segmenting accurately.
- <https://www.youtube.com/watch?v=LITw0oiLNys>

The difference between letters and sounds

- 26 letters in the alphabet
- 44 phonemes (sounds) in the English Language
- Some letters work together to make a different sound:
- sh ee ay



Year One Phonics Screening Check

- 1:1 with class teacher
- Reading real and nonsense words
- E.g star, teg, ind, shog, back, short, think, jair, brown, rude, splat, fighters, sprale, smape, kigh, sproin, shune, smile, scarf
- <http://www.satspapers.org.uk/Page.aspx?TId=21>

Help at home

- We ask our parents to read with their child at home as often as they can, little and often is best. The children can continue to take home books from our reading area to share with their parents alongside this. In year one children can bring up to six reading books per week home.
- Please do not worry if your child has not brought home a reading book yet. Children 'hear the blend' when they are ready! Some children may not be ready but then make rapid progress and end up skipping a reading level!
- Above all we hope to start a life long love of reading

Help at home

- The most important thing you can do to help your child is to support them to be effective communicators. Model good speaking and listening skills and encourage the same from them!
- Read with and to your child as often as you can and talk about what you have read.
- Help your child to learn the names and sounds of letters; please ensure you use the 'pure' sound.
- Help your child form the letters correctly; remember we only use capital letters at the beginning of a name or sentence.
- Encourage your child to write for a purpose, applying their phonic knowledge rather than copy writing.