

Phonics

Parent's and carer's
training

8th February 2017



Phonics as a Requirement

- In April 2007 "Letters and Sounds" is published by the DfE as "materials that concentrate on activities to promote speaking and listening skills, phonological awareness and oral blending."
- In September 2011 Government announces plans for statutory Phonics screening in Year 1
- 18th June 2012 the first Phonics screening checks are administered



Aims of the Session

- To share how phonics is taught at Ardley Hill Academy
- To develop parent's and carer's confidence and understanding of phonics in order that they can help their children with phonics and reading at home
- To teach the basis of phonics and understand the terminology
- To outline the different stages in phonic development
- To show examples of resources and activities we use at Ardley Hill
- To give parents and carers opportunities to ask questions



What is phonics?

Phonics helps children develop good reading and spelling by:

- Identifying **sounds** in spoken words
- Blending **phonemes** (sounds) into words for reading
- Recognising the **spelling** of these phonemes
- **Segmenting** words into phonemes and recognising the **graphemes** for spelling
- Synthetic phonics is simply the ability to convert a letter or letters into sounds that are then blended together into a word e.g.
ch **ch**op sh **sh**ip



- English is broken down into 44 phonemes (sounds)
- Saying the sound correctly with your child is very important
- We say the shortest form of the sound
- https://www.youtube.com/watch?v=BqhXUW_v-1s

tuh t duh d puh p huh h



Terminology

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



- How many **phonemes** can you hear in **cat**?



- **Grapheme** - The letter or letters representing a phoneme **oi** **igh** **e**



Segmenting

- **Segmenting**: 'Chopping up' the word to spell it out or read it.

Identifying the individual sounds in a spoken word

e.g. duck d u ck



Blending

- Blending is recognising the letter sounds in a written word

For example- c - u - p

The **phonemes** have been read and now they need to be **merged** in order to determine the word **cup**.



Your turn...

Segment and blend these words...

drep

plon

stríb

Now you know how the children feel. A good approach is to ask the children if **they can help you** with some blending at story time.

At Ardley Hill we use **'phonics play'** to help the children to read these 'nonsense words'.

<http://www.phonicsplay.co.uk/PicnicOnPluto.html>



Digraph

Once children are good at single graphemes they learn about digraphs -

Two graphemes making one phoneme

(letters)

(sound)

A consonant digraph contains two consonants

sh

ck

th

ll

shoe

clock

bath

small



Vowel Digraph

- A vowel digraph contains **at least one vowel**

ai	ee	ar	oi	aw
train	beef	car	coin	paw



Trigraph

- Three graphemes that make 1 phoneme

igh

dge (j)

air

high

bridge

chair



Split Digraph

- A digraph in which two letters that make 1 sound are not next to each other

a-e

o-e

i-e

cake

cone

bike



Alternative Graphemes

A phoneme can be spelled in more than one way

Sound 'c' can be spelled 'cat, kennel, choir'

The same grapheme might represent more than one phoneme

me met



Tricky Words

- Tricky words are those words that are not phonetically decodable. The only way these words can be learnt properly is by sight, practise and exposure.
- I go no to you people all was



Phonics at Ardley Hill

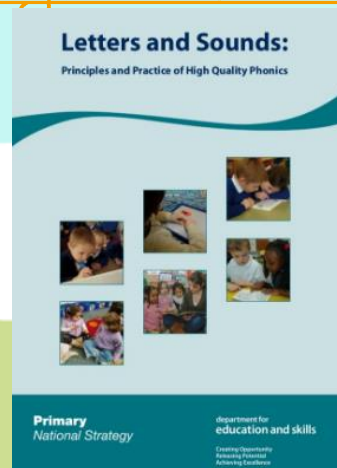
- Every child in Pre School has **daily phonics** sessions about **10 minutes long**- exposing them to environmental sounds, phonemes and graphemes
- Every child in FS has **daily phonics** sessions about **20 minutes long**- embedding their learning across the curriculum.
- Children in KS1 have **daily phonics** lessons, phonics is constantly embedded in their work across the curriculum and like all other year groups some children may receive **extra support**.



What do we use?

- At Ardley Hill we follow 'Letters and Sounds' and supplement that with concise 4 step phonics planning and resources on Phonics Play.
- We also use Jolly Phonics to help the children learn the sounds at a much faster rate. They incorporate actions, songs and a visual stimulus. This is a great way of learning the sounds yourself.

<https://www.youtube.com/watch?v=OYckBK9RTkU>



Screening Test

The Phonics Screening Test is a national statutory assessment which all pupils in year 1 are required to complete.

- The test takes place the week commencing **Monday 12th June 2017**
- Children will sit with an adult they know in an environment they are relaxed in and read a selection of words. Some are '**alien**' and some are **real**. The layout is something the children will be **familiar** with.
- The children who achieve the pass mark or above will be deemed to have met the required standard. This mark has previously been **32/40**.
- Where children have not met this standard they will **resit the test in year 2**.



geck



chom



tord



thazz



moat

shape

hair

crate



Sound Buttons

- Words have sound buttons beneath them to help children to recognise the phonemes and blend them to read the word.

cup
● ● ●

duck
● ● ck

CVC

CVCC



Your turn...

- using 'sound buttons' can you say how many phonemes are in each word?
- shelf ccvcc
- dress
- string
- scratch



■ shelf
— ● ● ●

■ dress
● ● ● —

■ string
● ● ● ● —

■ scratch
● ● ● ● —



Phase 1 (Pre-School)

- Children need to hear sound first and identify sounds in everyday life to help prepare them to hear sounds in words.
- Environmental
- Instrumental
- Body Percussion
- Rhythm and Rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



Phase 2 (Pre-School/EYFS)

- Use common consonants and vowels
- Blending for reading and segmenting for spelling simple CVC words
- Understanding that words are constructed from phonemes and that phonemes are represented by graphemes
 - 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



Phase 3 (Pre-School/FS)

Set 6- j v w x

Set 7- y z zz qu

Consonant digraphs- ch sh th ng

Vowel digraphs- ai ee igh oa oo ar or
ur ow oi ear air ure er



Phase 4 (FS/Year 1)

- This is unit focusing on **consolidation**. There are no new graphemes to learn and the children are now focused on **applying** what they have learnt so far in phases 2 and 3.
- Adjacent consonant (consonant clusters)

cl sp fr dr nt ft lp



Phase 5 (FS/Year 1)

Graphemes-

ay ou ie ea ou ir ue aw wh ph ew oe

au a-e e-e i-e o-e u-e

Alternative Graphemes-

i o c g u ow ie ea er a y ch ou

g garden gentle y yes sky lucky
syllable



Phase 6 (Year 2)

- The main aim of Phase 6 is for children to become more **fluent** readers and more **accurate** spellers. They recognise **irregularities** and become more secure in less common spelling patterns.
- Suffix, prefix, tenses, plurals, compound words...



How can you help your child?

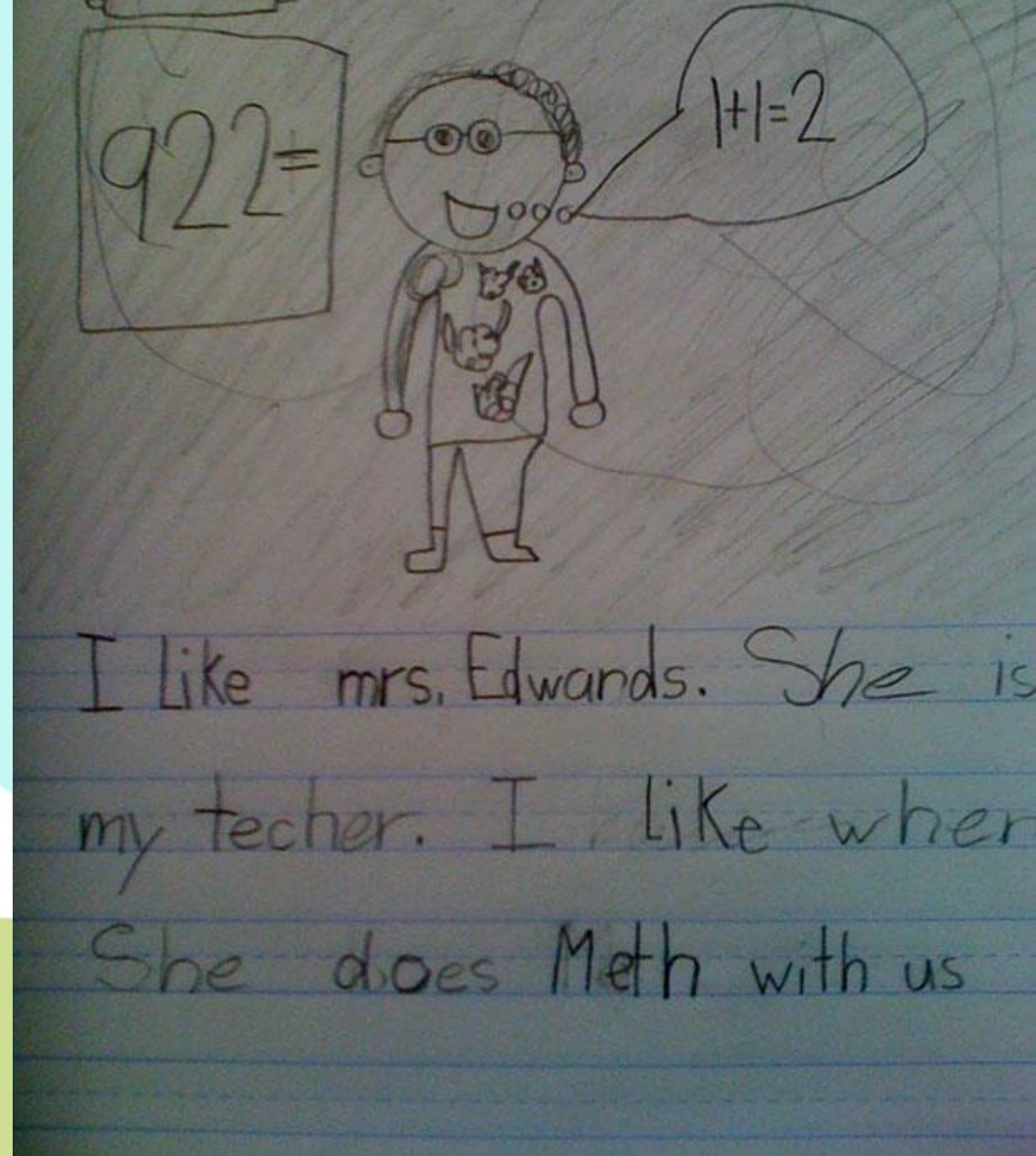
- Swat! Start getting to know the phonics sounds yourself.
- Watch the jolly phonics videos and use the actions at home when writing or reading with your child.
- Explore the phonics play interactive games or other websites- see list
- Load up some apps- see list
- Look at tricky words or choose a tricky word of the week or day for your house

▪ Magnetic letters

▪ Make up your own 'alien' words and draw pictures-bring them in!



Sometimes
phonics can
make our
day just
that little
bit
brighter...



I like Mrs. Edwards. She is
my teacher. I like when
She does Math with us

Any questions?

