

Phonics

Parents and carers
training

22nd May 2018



- The Rose Report emphasises the importance of phonics as the prime approach to teaching word recognition for the vast majority of children, **including those with English as an additional language**. Moreover, high-quality phonic teaching, can **substantially reduce** the number of children who fall below age related expectations.

Sir Jim Rose, former HMI director of inspection at Ofsted, into the teaching of reading in primary schools in England.



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-

Online resource

▪ 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 language is broken down into 44 phonemes (sounds)
- Saying the sounds correctly with your child is extremely important
- We say the shortest form of the sounds



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**.



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

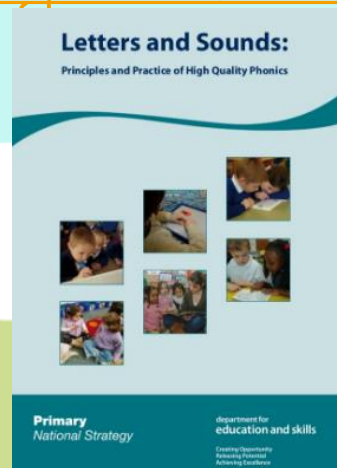
- Every child in **Pre School** has **daily phonics** sessions about **10 minutes long**- exposing them to environmental sounds, phonemes and graphemes
- Every child in FS has **daily phonics** sessions about **20 minutes long**- embedding their learning across the curriculum.
- Children in KS1 have 2 **daily phonics** lessons, phonics is embedded in their work across the curriculum and like all other year groups some children may receive **extra support**.
- The children are assessed on **previous screening tests** to ensure they are progressing and this has the added bonus of them being familiar with the test.



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 11th June 2018**
- 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**.



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shape

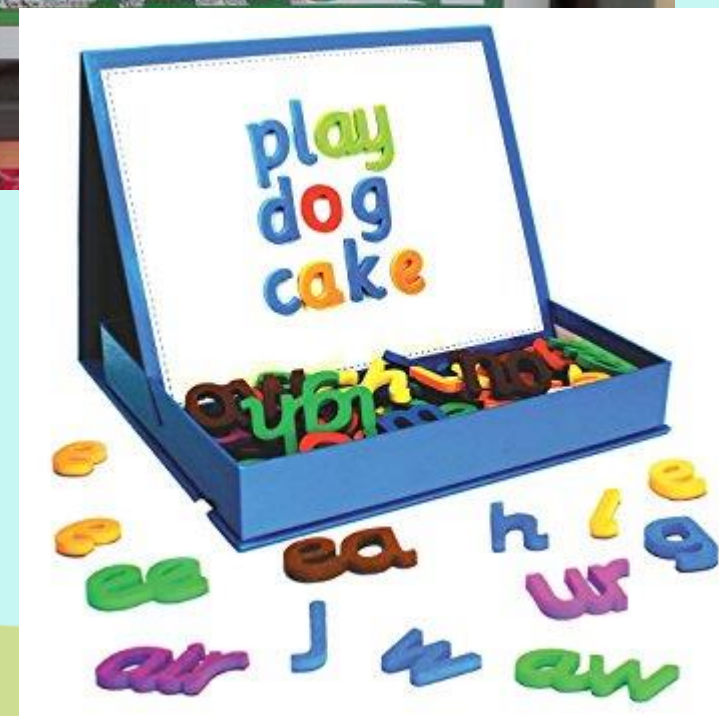
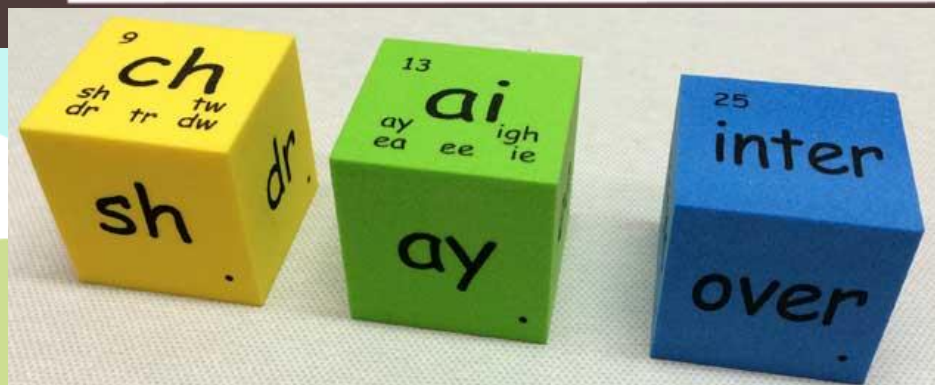
hair

crate



Resources

I spy with my little eye...



How can you help your child?

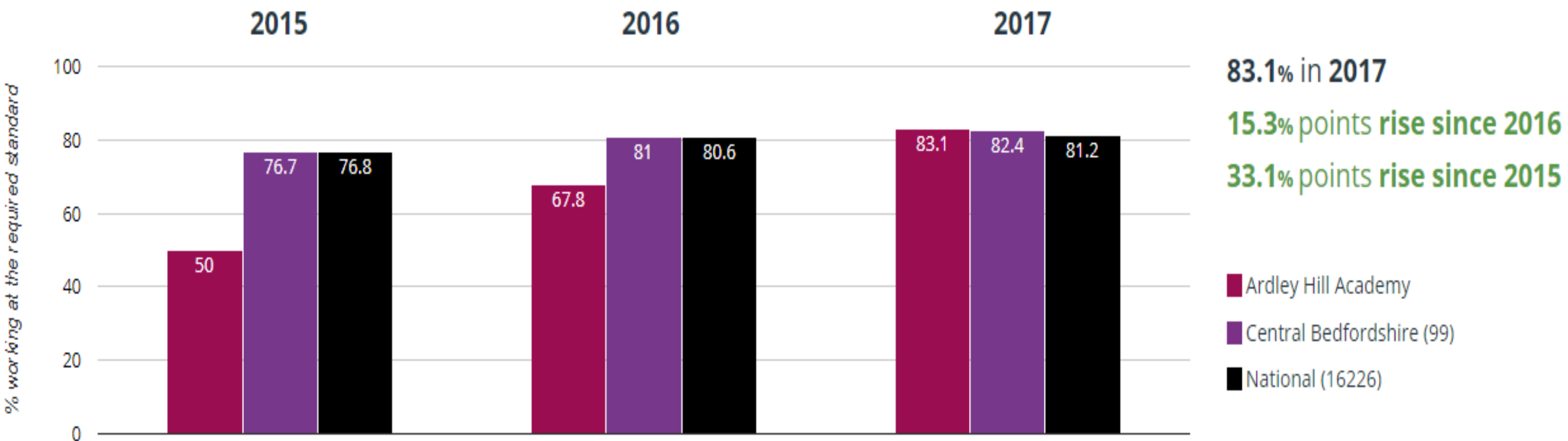
- Swat! Start getting to know the phonics sounds yourself.
- Watch the jolly phonics videos and use the actions at home when writing or reading with your child.
- Explore the phonics play interactive games or other websites- see list
- Load up some apps- see list
- Look at tricky words or choose a tricky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

▪ Magnetic letters

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



Year 1: Working At



■ Standards at the end of key stage 1 in reading and writing have been at or above the national average over time.



■ In the Year 1 phonics screening check in 2017, the proportion of pupils who reached the expected standard was similar to the national average. Currently, Year 1 pupils are on track to exceed national expectations. Strong, coherent guidance from the phonics lead has ensured that the quality of teaching, learning and assessment of phonics has improved markedly since 2015. Pupils are able to access the key stage 1 curriculum with increased ease and confidence.



Any questions?



Subject Knowledge Links

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

<http://www.letters-and-sounds.com/>

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

<http://www.topmarks.co.uk/english-games/3-5-years/letters-and-sounds>



