

# Phonics Training



# 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
- 18<sup>th</sup> June 2012 the first Phonics screening checks are administered
- NOTE- 2020 and 2021 checks did not/will not go ahead due to lockdown



# 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](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 **oí** **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 **2 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 constantly embedded in their work across the curriculum and like all other year groups some children may receive **extra support**.

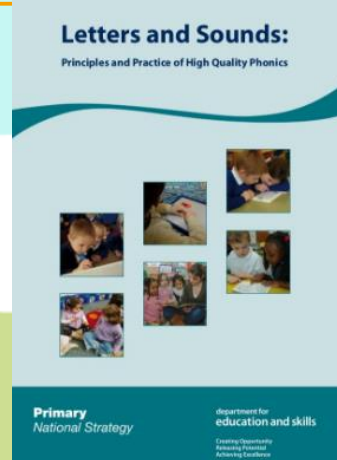




# What do we use?

- 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=\\_s-1sxzjPX8](https://www.youtube.com/watch?v=_s-1sxzjPX8)



# Screening Check

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

- The test takes place in June
- 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!



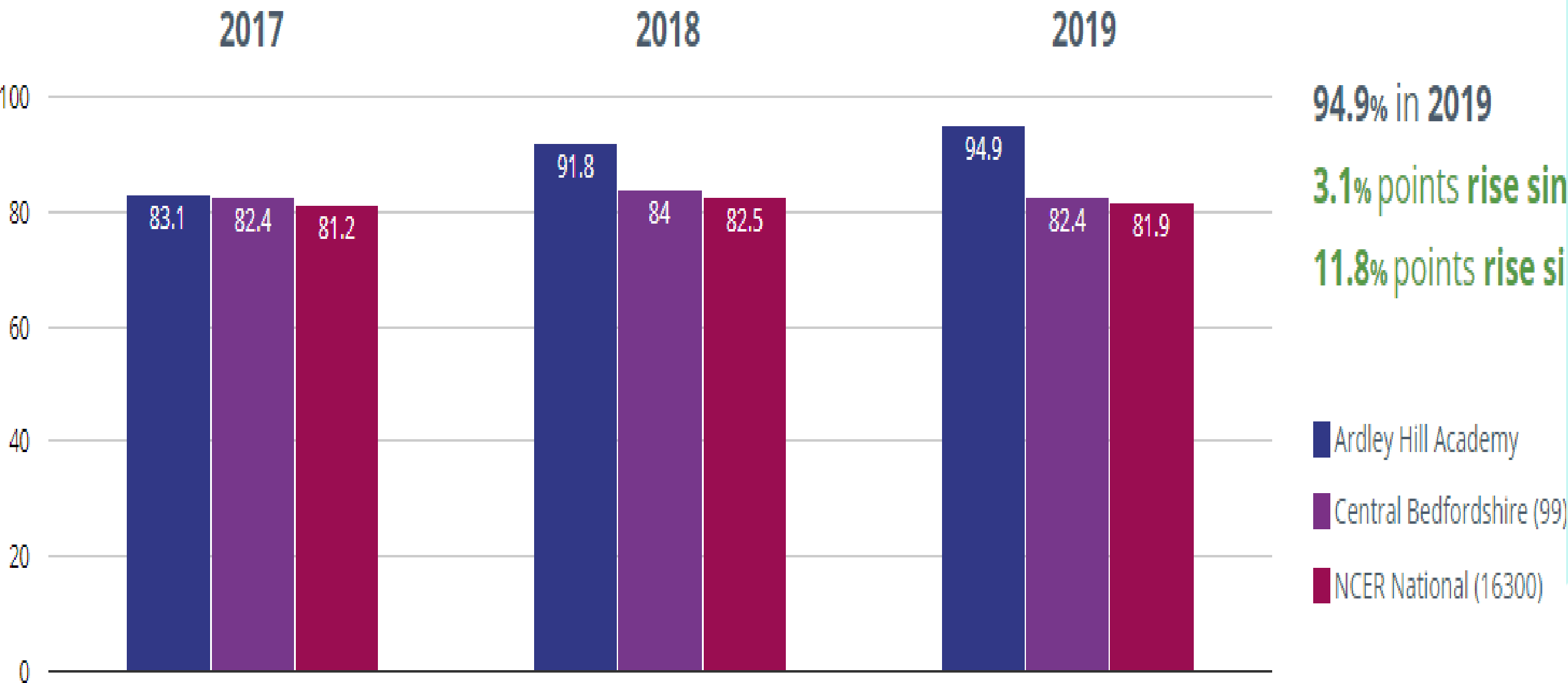
# Results

Year	National Average *	Ardley*
2012	58	46
2013	69	33
2014	74	50
2015	77	50
2016	81	68
2017	81	83
2018	82	92
2019	82	95

- Percentage of children reaching pass mark or above
- We are now scoring well above the National Average in the country



# Results



# Subject Knowledge Links

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](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>

<http://www.ardleyhill.org.uk/information/phonics-2/>

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>