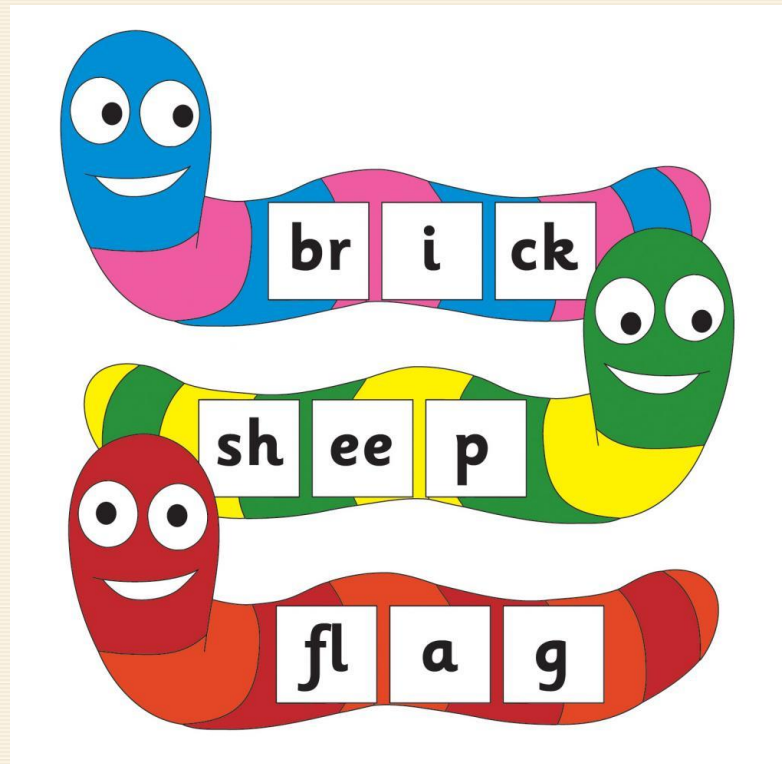
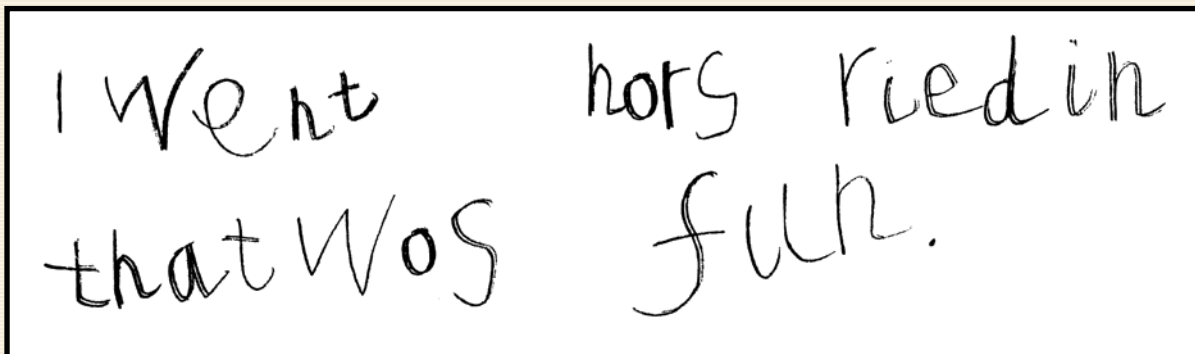


Phonics for Parents



Why teach phonics?

- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills
 - e.g. **cat** can be sounded out for reading and spelling



I went hors ried in
that wos fun.

Why synthetic phonics?

“Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers”

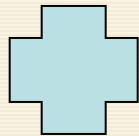
Sir Jim Rose, Rose Review of Reading 2006

- Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

Phonics at a glance

Phonics is...

Skills of
segmentation and
blending



Knowledge of the
alphabetic code.

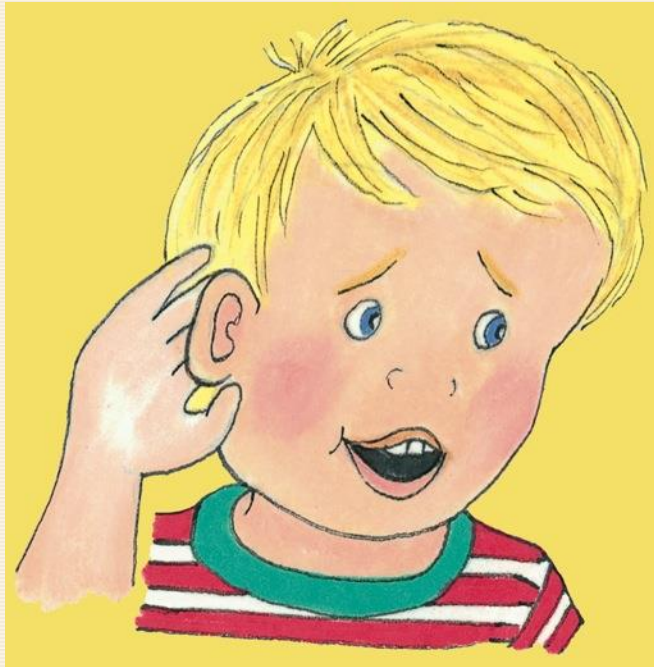


Phonics consists of:

- Identifying sounds in spoken words
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.

Some Definitions

A Phoneme



This is the smallest unit
of sound in a word.

How many phonemes can you hear in

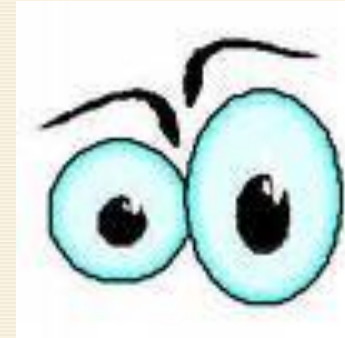
cat?

The phonemes

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

A grapheme

Phonemes are represented by graphemes.



A grapheme can consist of 1, 2 or more letters.

Children need to practise recognising the grapheme and saying the phoneme that it represents.

rain

How to say the sounds

- Saying the sounds correctly with your child is extremely important
- The way we say sound may well be different from when you were at school
- We say the shortest form of the sounds

Phonics in practice

Blending to read

Recognising the letter sounds in a written word,
for example

c-u-p

and merging or 'blending' them in the order in
which they are written to pronounce the word
'cup'

Can you read these words?...

- vap
- blom
- osk
- gris
- drep
- queeb

Blending for reading
in action!

'Alien' words are fun
way to develop
blending skills.



Phonics in practice

Segmenting

Is 'Chopping Up' the word to spell it out and is the opposite of blending.

The skill is identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the words.



Segmenting Activity

- Using 'sound buttons' can you say how many phonemes are in each word?
 - shelf
 - dress
 - sprint
 - string
- shelf = sh - e - l - f = 4 phonemes
- dress = d - r - e - ss = 4 phonemes
- sprint = s - p - r - i - n - t = 6 phonemes
- string = s - t - r - i - ng = 5 phonemes

Tricky Words

Words that are not phonically decodable
e.g. was, the, I



Some are 'tricky' to start with but will become decodable once we have learned the harder phonemes e.g. out, there

Phonics at St Peter's



Our Scheme

We use a synthetic phonics scheme called **'Letters and Sounds'** as our teaching resource supported by the **'Jolly Phonics'** approach to learning sounds

Letters and Sounds is divided into six phases, with each phase building on the skills and knowledge of previous learning.

They are also taught to read and spell 'tricky words' across phases 2-6.

Lesson format

In each year group, phonic lessons follow the same format:

- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes or high frequency or tricky words will be taught.
- **Practice:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences

Phase 2

Sounds are introduced in sets

- 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



How many words can you make?

s a t p i n m d

Make as many
VC (at) &
CVC (sat) words as
you can!



Phase 3

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, '**oa**' as in **boat**
- practise blending and segmenting a wider set of CVC words, for example, **fizz**, **chip**, **sheep**, **light**
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.

What happens when?

Autumn term part 1 (September – October)

- Introduce the phonemes in sets 1-5 of Phase 2
- Focus on hearing and recognising the individual phonemes
- Home learning based on games to develop hearing, recognising and saying phonemes
- Some children may be ready to blend, many may not

What happens when

Autumn term part 2 (October - December)

- Revise all phonemes in Phase 2
- Add in tricky words – to be learned by sight
- Develop blending skills using phase 2 phonemes
- Develop segmenting/ spelling/ writing skills
- Home learning focus on recognising key tricky words and blending practice

Reading books

In order to begin to read independently and meaningfully children need:

- To know and recognise the most frequent 'core' words. These are often tricky words e.g. I, the, you, come.
- To be able to blend some phonemes together to sound out unknown words e.g. up, dog, pond.
- Children will begin our formal reading scheme when they have developed a core sight vocabulary and have started to blend.

Supporting phonics at home

Phonics home learning:

- Spoken work
- Game based
- 5 – 10 minutes 3 times a week

Sound books as record keeping

Learn the Jolly Phonics songs and actions and sing them together!



Resources for home

Jolly phonics letter sounds pronunciation video (British English)

<https://www.youtube.com/watch?v=-ksblMiliA8>

Jolly phonics songs (in phase 2 order)

<https://www.youtube.com/watch?v=-ksblMiliA8>

Phonics play

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