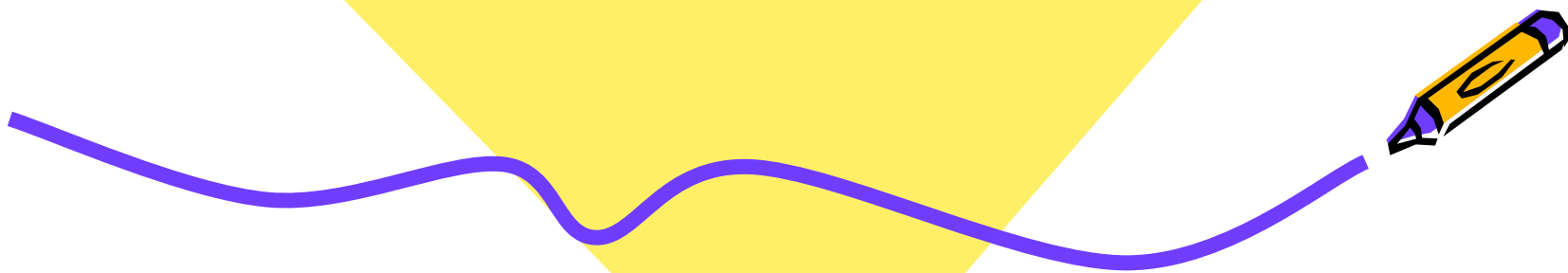


Reading

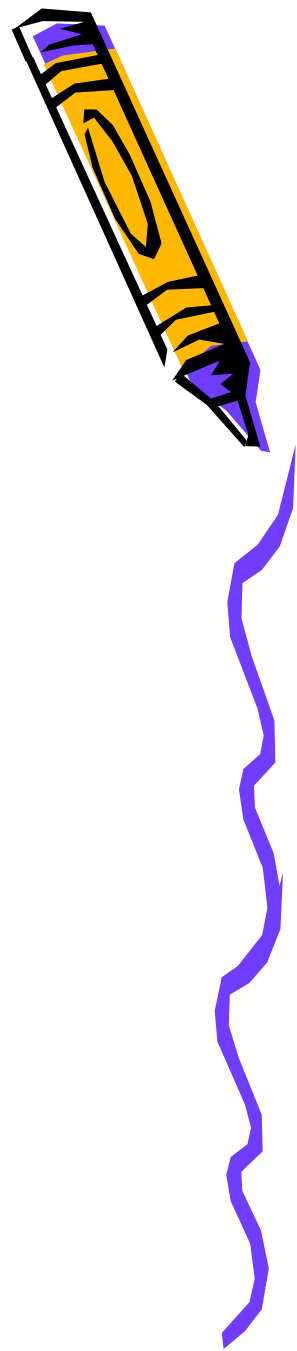


# Daily Phonics Sessions

- Your child will have a daily 20 minute Phonics session.
- Within this session they will be taught letter sounds through a variety of songs and games.



# Phonic terminology: some definitions

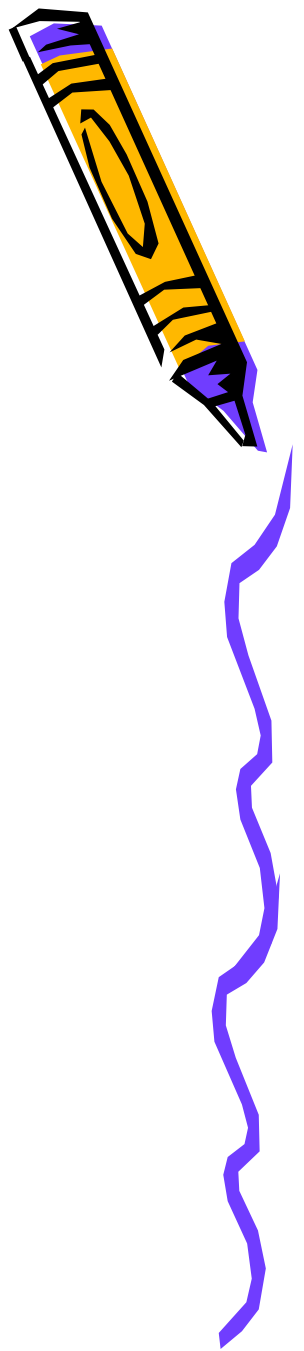


A *phoneme* is the smallest unit of sound in a word.

c-u-p

c-a-t

d-o-g



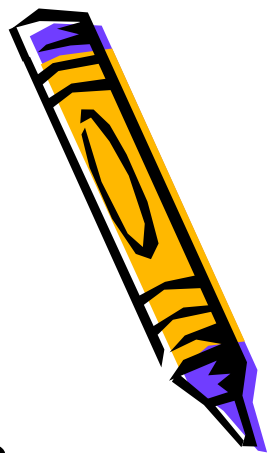
# *Grapheme*

Letter(s) representing a phoneme

t

ai

igh



# *Digraph*

Two letters, which make one sound

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy

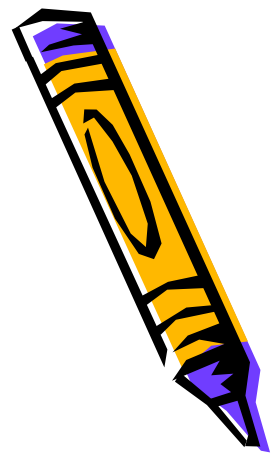


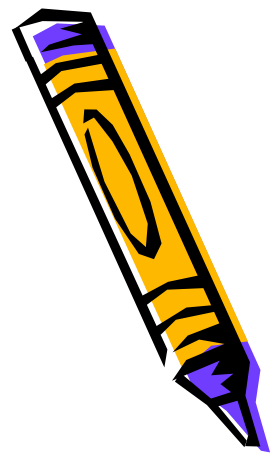
# Consonant digraphs

ll      ss      ff      zz  
hill    hiss    puff    fizz

sh      ch      th      wh  
ship    chat    thin    whip

ck    qu      ng      nk  
quick    sing      think





## *Split digraph*

A digraph in which the two letters are not adjacent (e.g. **ma**ke).



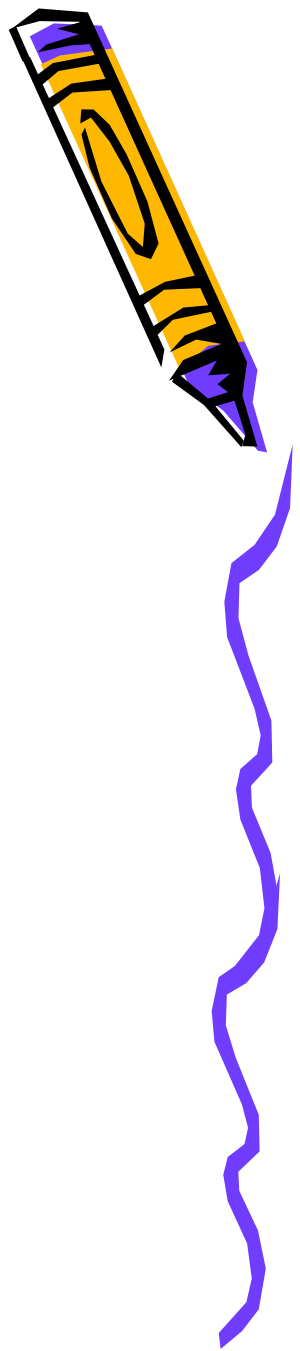


# *Trigraph*

Three letters, which make one  
sound

igh

ear

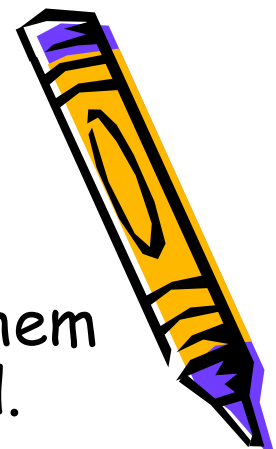


# Oral Blending

Hearing a series of spoken sounds and merging them together to make a spoken word - no text is used.

*For example, when a teacher calls out 'b-u-s', the children say 'bus'.*

This skill is usually taught before blending and reading printed words.

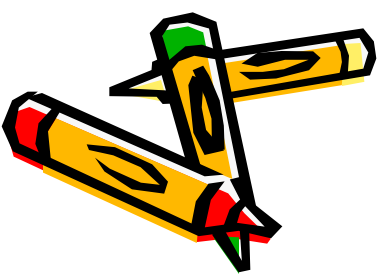


# Blending to read

Recognising the letter sounds in a written word, for example

c-u-p

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

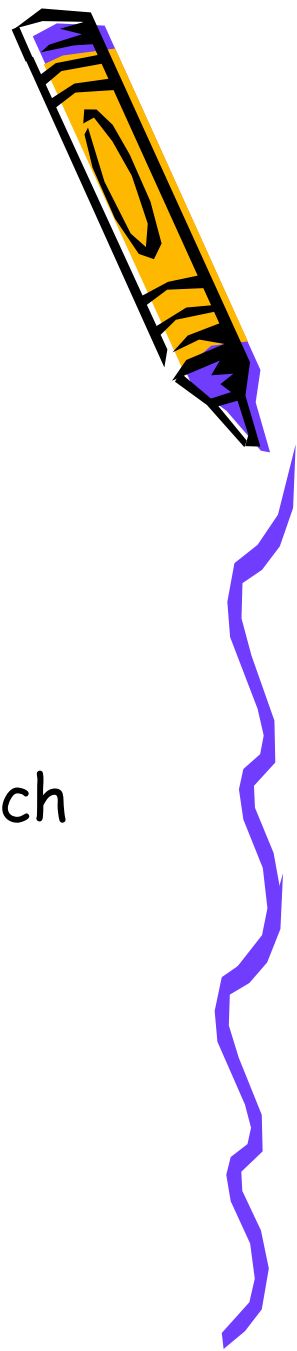


# Segmenting for spelling

Identifying the individual sounds in a spoken word

h-i-m

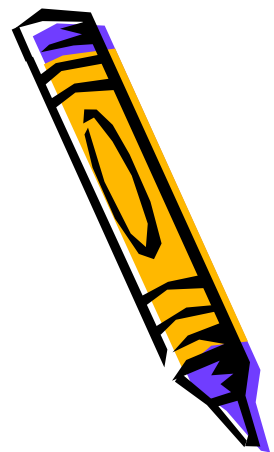
and writing down or **manipulating letters** for each sound to form the word 'him'.



# Letters and Sounds

## Phase One

- Develops speaking & listening skills
- Predominantly happens in Nursery/ Pre school but also in YR if required
- Different aspects increase in complexity
  - Aspect 1 - General sound discrimination - environmental
  - Aspect 2 - General sound discrimination - instrumental sounds
  - Aspect 3 - General sound discrimination - body percussion
  - Aspect 4 - Rhythm and rhyme
  - Aspect 5 - Alliteration
  - Aspect 6 - Voice sounds
  - Aspect 7 - Oral blending and segmenting



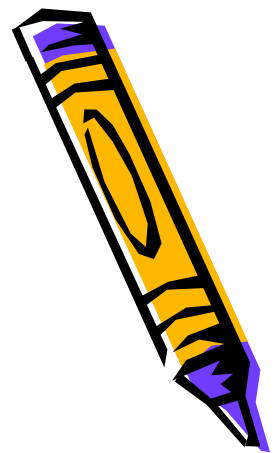
# Letters and Sounds

## Phase Two

- In Phase 2, letters and their sounds are introduced one at a time.
- Focus on recognising and blending sounds
- Usually a set of letters is taught each week, in the following sequence:
  - 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



# Jolly Phonics Songs



Useful resource you can use at home... just Google 'jolly phonics songs in order' for a YouTube video.

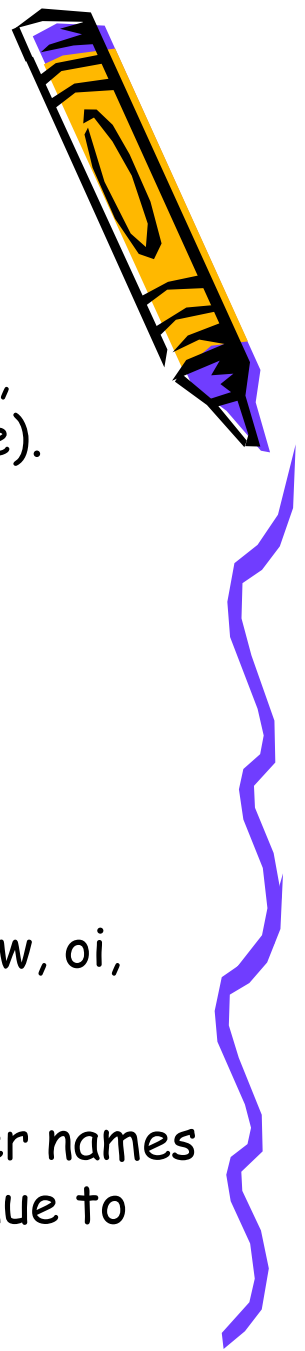


# Letters and Sounds

## Phase Three

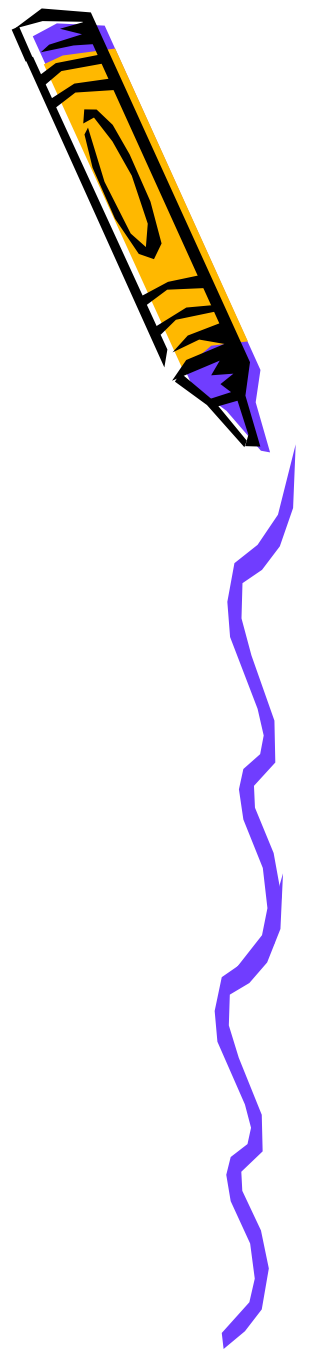
- Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).
  - Set 6: j, v, w, x
  - Set 7: y, z, zz, qu
  - Consonant digraphs: ch, sh, th, ng
  - Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words





# Articulation of phonemes



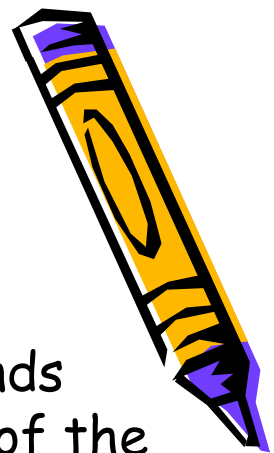
[https://www.youtube.com  
/watch?v=BqhXUW\\_v-1s](https://www.youtube.com/watch?v=BqhXUW_v-1s)



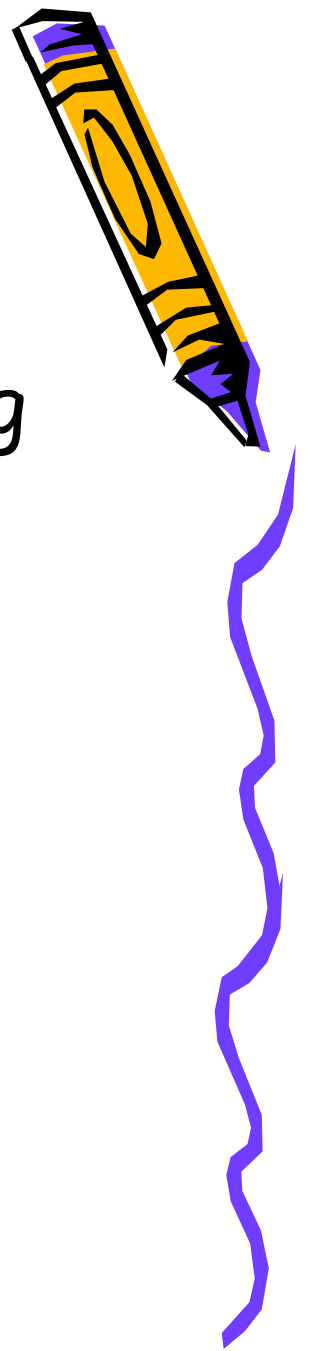
# Letters and Sounds

## Phase Four

- When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.
- Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.
  - In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.



# CVC Words



We will start by focusing on blending  
VC and CVC words

V vowel phoneme

C consonant phoneme

at, on, if

C consonant phoneme

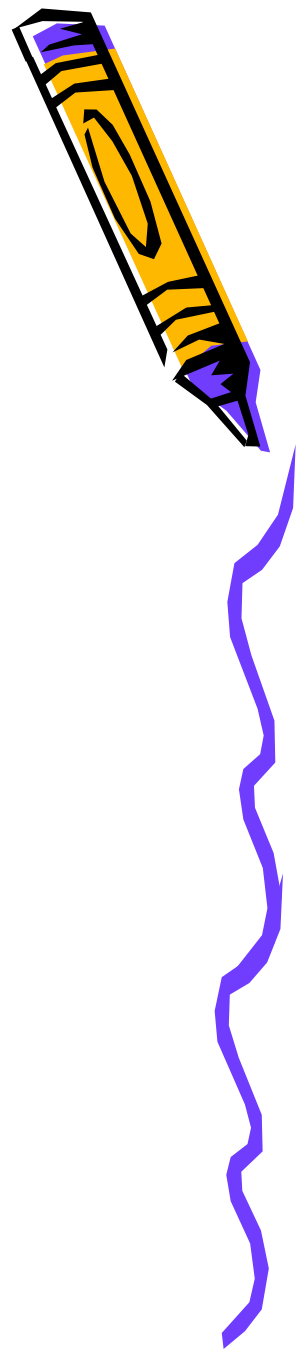
V vowel phoneme

C consonant phoneme

pig, cat, dog



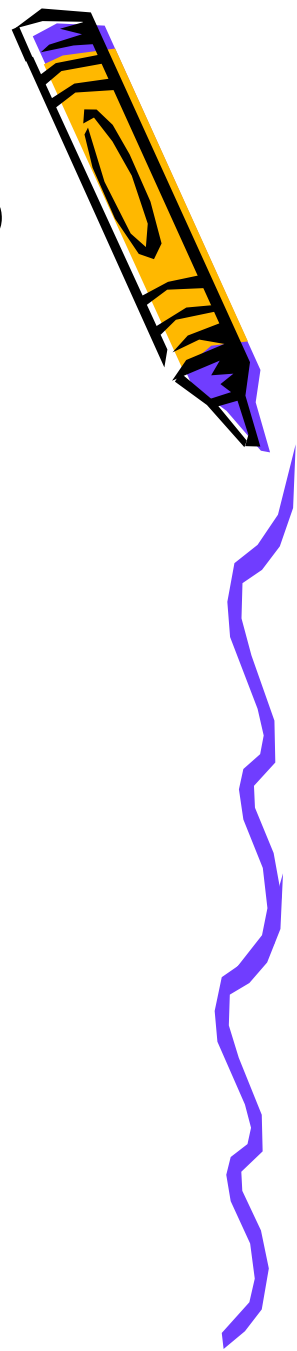
# CVC words - clarifying some misunderstandings



- pig
  - ship
  - boy X
  - fill
  - song
  - day X
  - whizz
- chick
  - car X
  - cow X
  - whip
  - for X
  - miss
  - huff



Once children are confident with VC  
and CVC words we will then move on to  
CCVC, CVCC, CCCVC and CCVCC



black

ccvc

strong

cccvc

felt

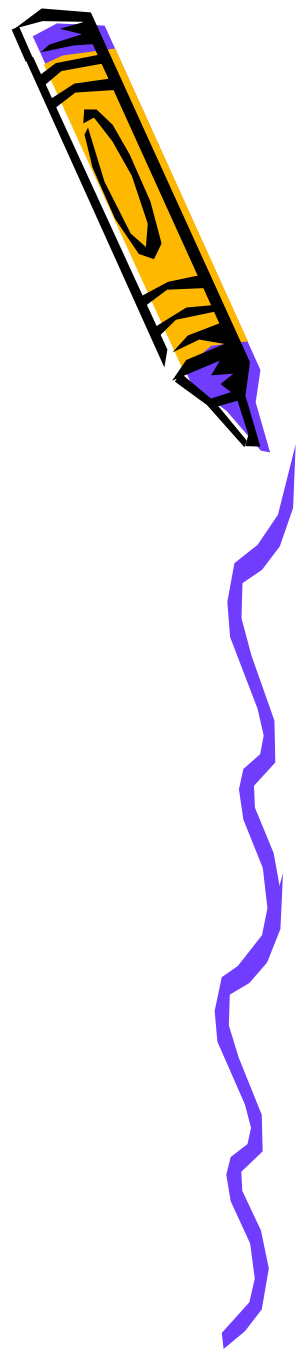
cvcc

blank

ccvcc



The same phoneme can be represented in more than one way



a	a-e	ai	ay	ey	eigh
e	e-e	ea	ee	y	
i	i-e	ie	igh	y	
o	o-e	oa	oe	ow	
u	u-e	ue	oo	ew	
oo	u	oul			
ow	ou	ough			
oi	oy				
ar	a				
or	aw	ore	a	ough	
air	are	ear			
eer	ear				



Sometimes one grapheme can represent more than one phoneme.

meat

bread

he

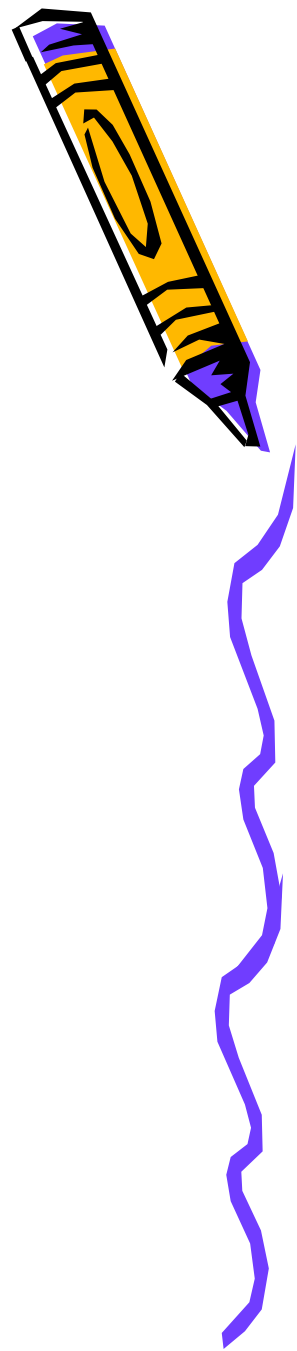
bed

bear

hear

cow

low



# Different Strategies

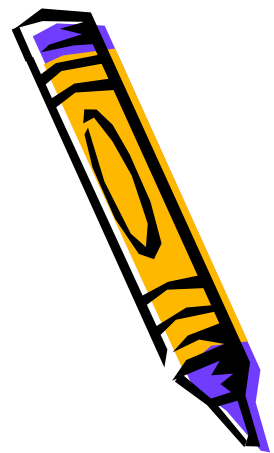


- We understand that not every child will engage with phonics as a way of learning to read which is why we play lots of games and other strategies.





# Tricky Words



- Within each Phase there are a set of 'tricky words'. These are sight words which the children learn by memory as they cannot be segmented and blended phonetically.

*Phase 2- to, the, no, go, I, into*

- In class we will play lots of games to support this e.g. Splat
- There are also some songs which can be found on YouTube.



# Reading Books

- We will not be giving out reading books straight away.
- It is more important that you focus on the weekly sounds we send out (currently Phase 2).
- Children need to gain confidence recognising sounds, tricky words, and blending CVC words first.



# Reading at Home

- This is a fantastic way to support your child's learning, such as by:
  - Sharing different materials together - books, magazines, recipes, postcards etc.
  - Encouraging them to make up stories.
  - Asking them to repeat their favourite ones.
  - Changing stories they know really well too!
  - Using different character voices.
  - Using puppets or pictures to tell stories.



# Thank you

We really appreciate your time today.

If you ever have any questions about your child's reading, please just come and see us.

