

Teaching and Learning Phonics



**Padnell Infant
School**

'Mighty oaks from tiny acorns grow'

Aims

- To share how phonics is taught
- To develop parents confidence in helping their children with phonics and reading
- To teach the basics of phonics and some useful phonic terms
- To outline the different stages in phonic development
- To show examples of activities and resources we use to teach phonics
- To give parents an opportunity to ask questions

Why phonics?



- The aim is to secure essential phonic knowledge and skill so that children can progress quickly to independent reading and writing.
- Reading and writing are like a code: phonics is teaching the child to crack the code.
- Gives us the skills of blending for reading and segmenting for spelling.

Phonics Teaching

10-20 minutes of daily phonic sessions (depending on their age) at the appropriate phase for the class

Letters and Sounds planning document to support the teaching of phonics

Six phonic phases

Brisk pace of learning

Ambitious, enjoyable and multi-sensory sessions that encompass a range of songs, rhymes and games

Progress is monitored carefully. Teaching is adapted to achieve optimum progress for every child

A Four Part Lesson

	Monday	Tuesday	Wednesday	Thursday	Friday
Review/ revise					
Teach					
Practise					
Apply					

Progression in Phonics

Phase One

Through speaking and listening activities, children will develop their language structures and increase their vocabulary.

Adult
directed

Child
initiated
learning

Environment

Phase 1 - Seven Aspects

- Aspect 1:** Environmental sounds
- Aspect 2:** Instrumental sounds
- Aspect 3:** Body percussion
- Aspect 4:** Rhythm and rhyme
- Aspect 5:** Alliteration
- Aspect 6:** Voice sounds
- Aspect 7:** Oral blending and segmenting

Ongoing - throughout all phases



Phase Two

Learning 19 letters of the alphabet and one sound for each.

Blending sounds together to make words.

Segmenting words into their separate sounds.

Beginning to read simple captions.

Phase Two

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

a b c d e f


s a t p i n

Saying the sounds

Sounds should be articulated clearly and precisely

https://www.youtube.com/watch?v=BqhXUW_v-1s

Tricky Words and High Frequency Words



Make sure
the children
know why it's
tricky.

*always correct children on miss-spelling of tricky
words

Alien Words



Nonsense words are a collection of letters that will follow phonic rules, but don't mean anything. Your child will need to read these with the correct sounds to show they understand the phonics rules behind them.

Phase 3

To teach children the remaining 7 letters of the alphabet, one sound for each.

Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters.

Reading captions, sentences and questions.

Phase 3

Set 6	j	v	w	x
Set 7	y	z,zz	qu	

ch	sh	th	ng
ai	ee	igh	oa
oo	ar	or	ur
ow	oi	ear	air
ure	er	ir	

Phase 4

No new grapheme-phoneme correspondences are taught in this phase.

Children learn to blend and segment longer words with adjacent consonants e.g., swim, clap, jump.

Terminology

Consonant Digraph

these are one phoneme:
ch, ng, dge

Adjacent Consonant (also called a cluster)

These are two or
sometimes three separate
phoneme: sn, spr, br, str

Phase 5

Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

The same phoneme can be represented in more than one way, for example:

rain, may, lake

The same grapheme can represent more than one phoneme, for example:

meat, deaf, great

Possible graphemes for the phoneme

/æ/

ay	ai	a-e	ea	aigh	eigh	e-e	ey	ei
----	----	-----	----	------	------	-----	----	----

day maid take great straight eight fete they veil

Year 1 Phonics Screening

- ▶ A screening check for year one children to encourage schools to follow a rigorous phonics programme.
- ▶ Aimed at identifying the children who need extra help are given the support.
- ▶ Assesses decoding skills using phonics
- ▶ 40 items to be read (20 real words, 20 nonsense words)
- ▶ If children do not pass in Year 1 they have to retake the test at the end of Year 2.

Phase 6 - Spelling

Working on spelling, including prefixes and suffices, doubling and dropping letters.

Vocabulary

What does 'blending' mean?

blending

Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word.

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

What does 'segmenting' mean?

segmenting

Children need to be able to **hear** a whole word and **say** every sound they **hear**.

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/

Segmenting

Number of Phonemes

	1	2	3	4	5	6	7
rat	r	a	t				
rate	r	/ae/	t				
blink	b	l	i	n	k		
strap	s	t	r	a	p		
sprint	s	p	r	i	n	t	
shelter	sh	e	l	t	er		

Phonemes and Graphemes

Terminology

phoneme

smallest unit of sound in a
word

grapheme

a letter or sequence of
letters that represents a
phoneme

What is a digraph?

digraph

two letters, which make
one phoneme

A consonant digraph contains 2
consonants:

sh, ch, th, ll

A vowel digraph contains at least one
vowel:

ai, ee, ar, oy

What is a trigraph?

trigraph

three letters, which make one
phoneme

e.g. igh, ear, air

Split digraph?

A digraph in which the two letters are not adjacent - e.g. 'make'.

tie

time

toe

tone

*ensure the children know the digraph before it is split

Sound Buttons

Terminology

This is when dots and dashes are marked under a word to show knowledge of the sounds

sh o p
_ . .

Phoneme Fingers

Terminology

This is when the phonemes are counted and the matching number of fingers are held up



Ways you can help at home

- ▶ Ask your child to find items around the house that represent phonemes, i.e., 'oo' - spoon, bedroom
- ▶ Play matching pairs with high frequency words or individual graphemes
- ▶ High frequency words on the stairs
- ▶ Play tricky word bingo
- ▶ Flashcard letters and words - how quickly can they read them?
- ▶ Notice graphemes/ words in the environment
- ▶ Go on a listening walk around the house/ when out and about

Helpful Websites

www.phonicsplay.co.uk

www.familylearning.org.uk

www.letters-and-sounds.com

www.bbc.co.uk

www.ictgames.com