

Phonics:

How can I help my child to learn to read?



MS DE-VEER
LOWER SCHOOL DEPUTY HEADTEACHER

Aims of the session



- **Phonics glossary**
- **Reading Pyramid**
- **Reading support at home**
- **Handwriting**
- **Resources**

What is phonics?



Phonics is a method of teaching children how to read and write by matching spoken sounds to individual letters or groups of letters.

- × Taught daily (20/30 minute session)
- × Systematically: children are taught the most common sounds and words first
- × Written language is basically a code, by teaching children phonics we help them crack the code.
- × When children understand that letters correspond to sounds they can use their phonic knowledge to sound out to read words.

Glossary of Terms



DECODE



VERB
decoding

Decoding is when you use your phonic knowledge to sound out letters, then blend the sounds together to read the word.

To be able to decode a word children need to be able to:

recognise the letters

know the sounds they represent

blend the sounds

See it

Sat

Sound it out and blend it

S-a-t

Say it

Sat

To be able to encode a word children need to be able to:

hear the sound

know the letter(s) that represents it

write the letter(s)

Encoding is listening to the individual sounds in a spoken word to help spell.

Say it

Sat

Sound it out

S-a-t

Write it

Sat

Glossary of Terms



PURE SOUNDS

Try not to add
'uh' to the end of
the sound.

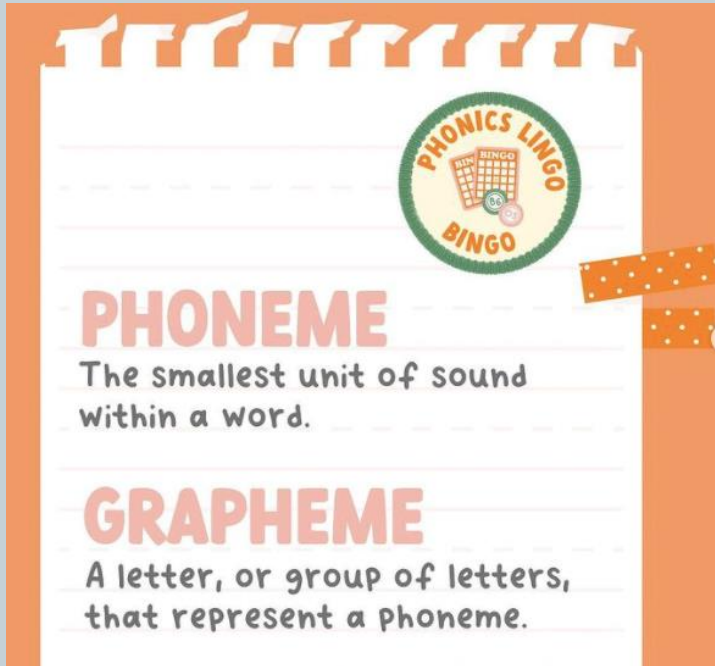
When you teach your child a
sound, try to say it clearly
without adding any additional
sounds to the end.

Avoid adding an 'uh' sound e.g.
ffff rather than fuh.
mmmm rather than muh

Ruth Miskin Read Write Inc. (RWI)



Glossary of Terms



PHONICS LINGO BINGO

PHONEME
The smallest unit of sound within a word.

GRAPHEME
A letter, or group of letters, that represent a phoneme.

The phonemes (sounds) can be represented by individual letters or groups of letters (graphemes).

1 letter e.g. c

2 letters e.g. ch

3 letters e.g. air

digraph = 2 letters one sound

trigraph = 3 letters one sound

Glossary of Terms



Blending and Segmenting

During Phase 1, children blend and segment orally with sounds. During Phase 2 they begin to blend and segment with letters.

Blending - pushing sounds together to make a word.

Segmenting - breaking a word into individual sounds.

TRICKY WORDS

to

I

into

no

go

the

Phase 1



Nursery

PHASE ONE – NURSERY

- 1 Environmental Sounds
- 2 Instrumental Sounds
- 3 Body Percussion
- 4 Rhythm and Rhyme
- 5 Alliteration
- 6 Voice Sounds
- 7 Oral blending & segmenting

READING STAGES

Children are taught phonics every day in Reception. If they are finding reading tricky they might have gaps in their phonological or phonemic awareness.



Phase 2



Reception (6 weeks)

Letter progression (one set per week)

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



the	to	I
no	go	into

- Introduction of single sounds
- combine visual with sound and letter formation
- quick pace: revisit, teach, practise, apply

Phase 3



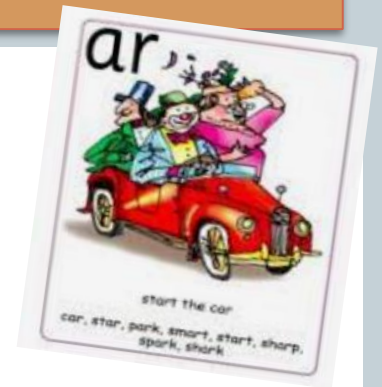
Reception (12 weeks)

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



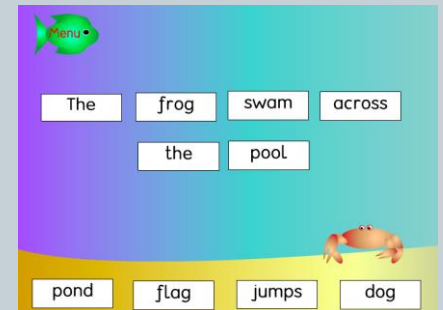
- Introduction of digraphs and new tricky words
- Revisit and recap of Phase 2 sounds
- Quick pace: revisit, teach, practise, apply
- Emphasis on segmenting to spell and blending to read

Phase 4











Reception (6 weeks)

- Children now know 42 phonemes (sounds).
- They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words, and segment 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.





- 

 Mummy Bear made
 porridge but the porridge ^{porridge}
 is hot. the three bear
 go for a walk. ^{with}
 Goldilocks came to
 the cottage and
 it ^{was} like bear ^{porridge}
 she ^{heard} the chair ^{again}.
- 






- Benjamin

Phonics



How to support your child

- Join us at coffee mornings and Parent Reading!
- Read anything, anywhere.
- Make it enjoyable
- Find books they enjoy
- Visit the library
- Talk about books
- Be a positive role model
- Dedicate time to reading

Phonics

How to support your child

There are many different activities you can do with your child to help them develop their listening, speaking, reading and writing skills.

- **Listening walks, where you take time to stop and pay attention to the sounds you can hear;**
- **Clapping a rhythm for your child to repeat;**
- **Playing ‘What’s That Word?’, saying the word like a robot e.g. b-i-n;**
- **Don’t forget to practise saying or singing the alphabet with your child;**
- **Playing Buried Treasure is very helpful;**

Phonics



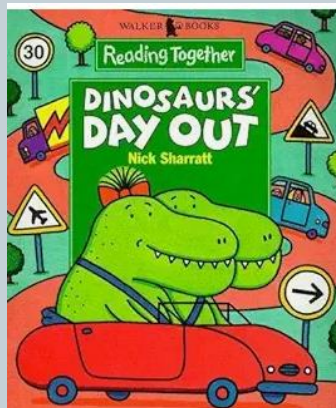
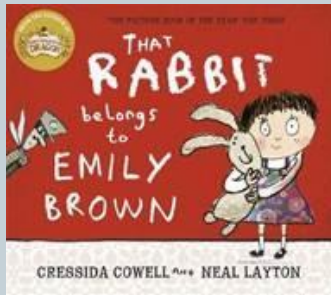
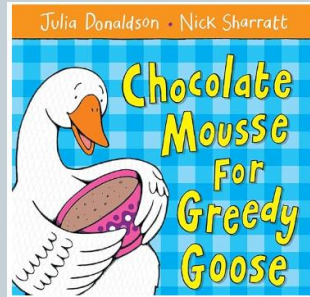
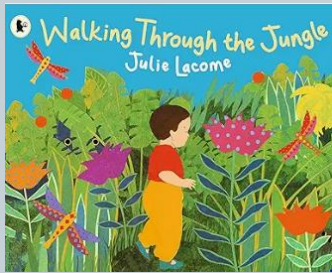
How to support your child

- Weekly home readers will include a phonics book targeted to your child's level. You will notice this book as you will see (P) written in the home school diary.
- Weekly phonics and letter formation homework will cover the sounds that we learned that week.
- When your child is confident you can move on to writing the words.

Top Tips



Find books they like



Browse the library

Show all eBooks

Covers Detail

All Ages

Oxford Level 3

Book type

Series



e



e



e



e



e



e



e



e

Phonics



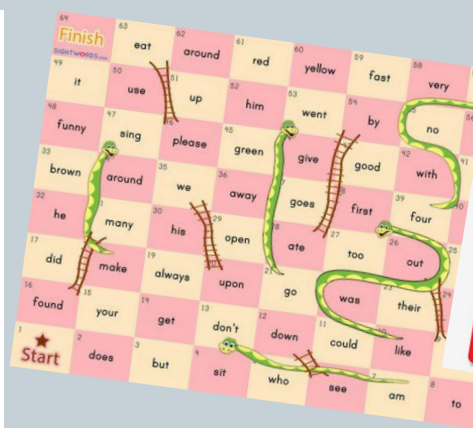
Make it fun!



Autumn Scavenger Hunt

How many can you find? Date _____

<input type="checkbox"/> RED LEAF	<input type="checkbox"/> YELLOW LEAF
<input type="checkbox"/> BROWN LEAF	<input type="checkbox"/> ORANGE LEAF
<input type="checkbox"/> GREEN LEAF	<input type="checkbox"/> TWIG
<input type="checkbox"/> PINE CONE	<input type="checkbox"/> CONKER
<input type="checkbox"/> WILD BERRIES	<input type="checkbox"/> FEATHER
<input type="checkbox"/> ACORN	<input type="checkbox"/> WINGED SEED
<input type="checkbox"/> WILDFLOWER	<input type="checkbox"/> BARK



Phonics



Resources and links



- Mini Writers club
- Five Minute Mum



- Letters and Sounds



- The Book Trust book finder
- Oxford Owl

PhonicsPlay

Step 1: Choose an age/stage



Useful links

- <http://www.oxfordowl.co.uk/question/index/3>
- <http://www.phonicsplay.co.uk/ParentsMenu.html>
- <http://www.letters-and-sounds.com/>
- <http://www.bbc.co.uk/schools/wordsandpictures/index.shtml>
- <http://www.bigbrownbear.co.uk/magneticletters/>
- http://www.phonicsinternational.com/hear_the_sounds/hear_the_sounds_1.htm

Any further questions?



THANK YOU