



All About Phonics

Our strategies, approaches to teaching, coverage and expectations for the end of the year.

There are many different teaching strategies and programs to teach phonics. As a school we have taken elements from a number of them and created our own, continuing to follow the progression of Letters and Sounds.

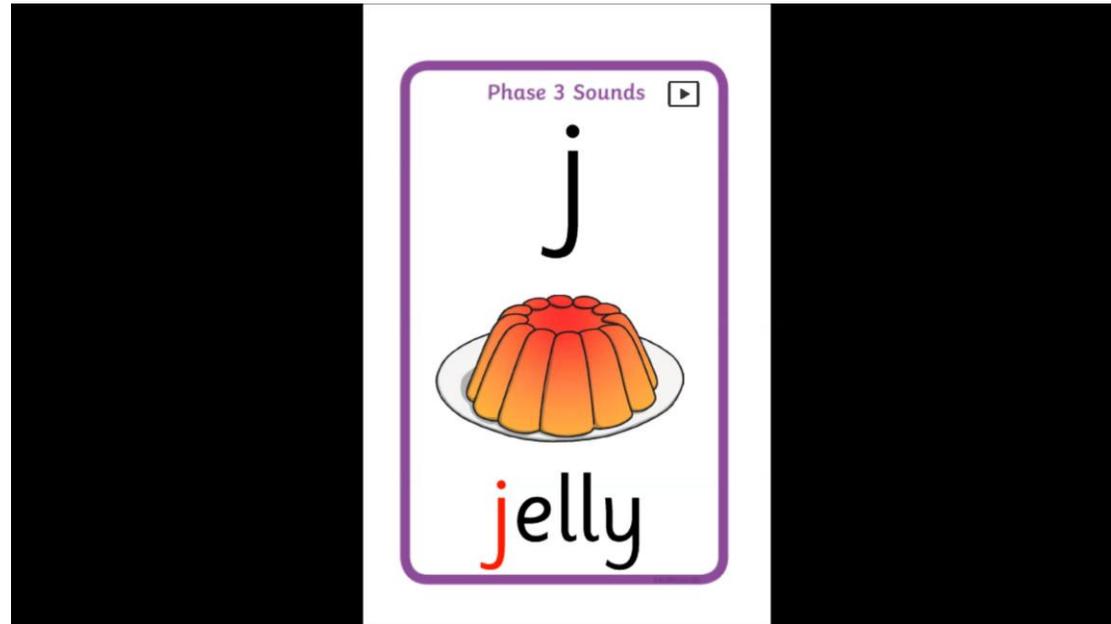
So what is phonics?

- ★ Phonics is a way of teaching children to read quickly and skillfully.
- ★ Children are taught how to:
 1. Recognise the sounds that each individual letter makes; these are called phonemes (eg – s, a, t)
 2. Identify the sounds that different combinations of letters make –such as ‘sh’ or ‘oo’; these are called digraphs (two letter sounds) and trigraphs eg ‘igh’ (three letter sounds).
 3. Blend these sounds together to say the word correctly.
- ★ Children are taught ‘common exception words’ alongside this, we call these ‘tricky words’ in Reception – these are words that can not be phonetically read and need to be learnt by sight. (Rainbow cards)

Mnemonics (the study and development of systems for improving and assisting the memory.)

Each phoneme has a corresponding action and picture to go with it. This helps your child to remember the sounds better as it is multi-sensory.

Phase 2 and 3 phonemes and actions videos can be found on our school website under literacy-phonics. The children will know all of these by the end of Reception.



Segmenting (identifying each phoneme/sound in a word)

It is really important that the children say the 'pure sounds'. When saying the phonemes with your children do not add 'uh' to the end of each one!

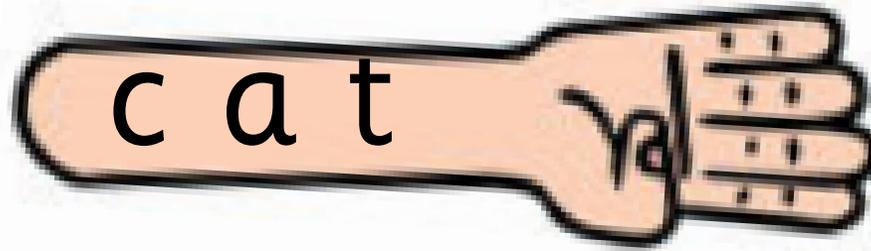
c a t

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Blending strategies – saying all of the phonemes in one go (reading the word)

- ★ We currently use blending arms to support blending the sounds together
- ★ As the children gain more confidence in blending, we will move to phoneme fingers towards the end of the year, ready for year 1.



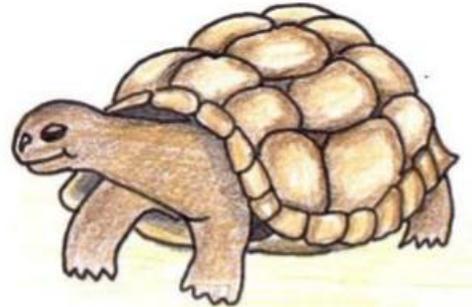
d o g



Blending to read

Almost all children who have good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

t-or-t-oi-se





Are there any questions about segmenting or blending to read?

Handwriting

- ✦ Phonics teaching is closely linked to handwriting.
- ✦ We start each phonics session with letter formation practice.
- ✦ If a child cannot form a letter then this forms a barrier to them being able to write words and spell accurately as their concentration is often assigned to the physical process of forming a letter.
- ✦ It's important to stop a child to remind them if they are forming a letter wrong and reference the letter starters in each case.

Handwriting

- ★ These are the 4 letter starters identified as being fundamental to each letter of the alphabet
- ★ The children must draw one of these first when writing any letter.

The curly curly caterpillar

The zig-zag monster



The one-armed robot

The long-legged giraffe



Handwriting

★ Each letter starter corresponds to a letter and we learn these throughout the year.

	<u>Normal</u>	<u>Ascender</u>	<u>Descender</u>	<u>Rule breakers</u>
	aco	d	qg	fse
	VWX			z
	mnr	bhk	p	
	iu	lt	jy	

Formation Friday

- ★ We focus on the formation of capital letters alongside lower-case letters every Friday
- ★ We also focus on number formation using rhymes

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz



The importance of home learning – you are vital!

Phonics work best when children are given plenty of encouragement when learning to enjoy reading books.

With all books, encourage your child to ‘sound out’ unfamiliar words and then blend them together from left to right. Once your child has read an unfamiliar word talk about what it means and provide lots of praise for using their phonic skills correctly.

Try to make time to read with your child every day. Five minutes a day is better than half an hour a week. Grandparents and older brothers and sisters can help too.



Practice segmenting the sounds in everyday words then ask them to blend that word:

“Time for b e d.”

“Get your c oa t.”

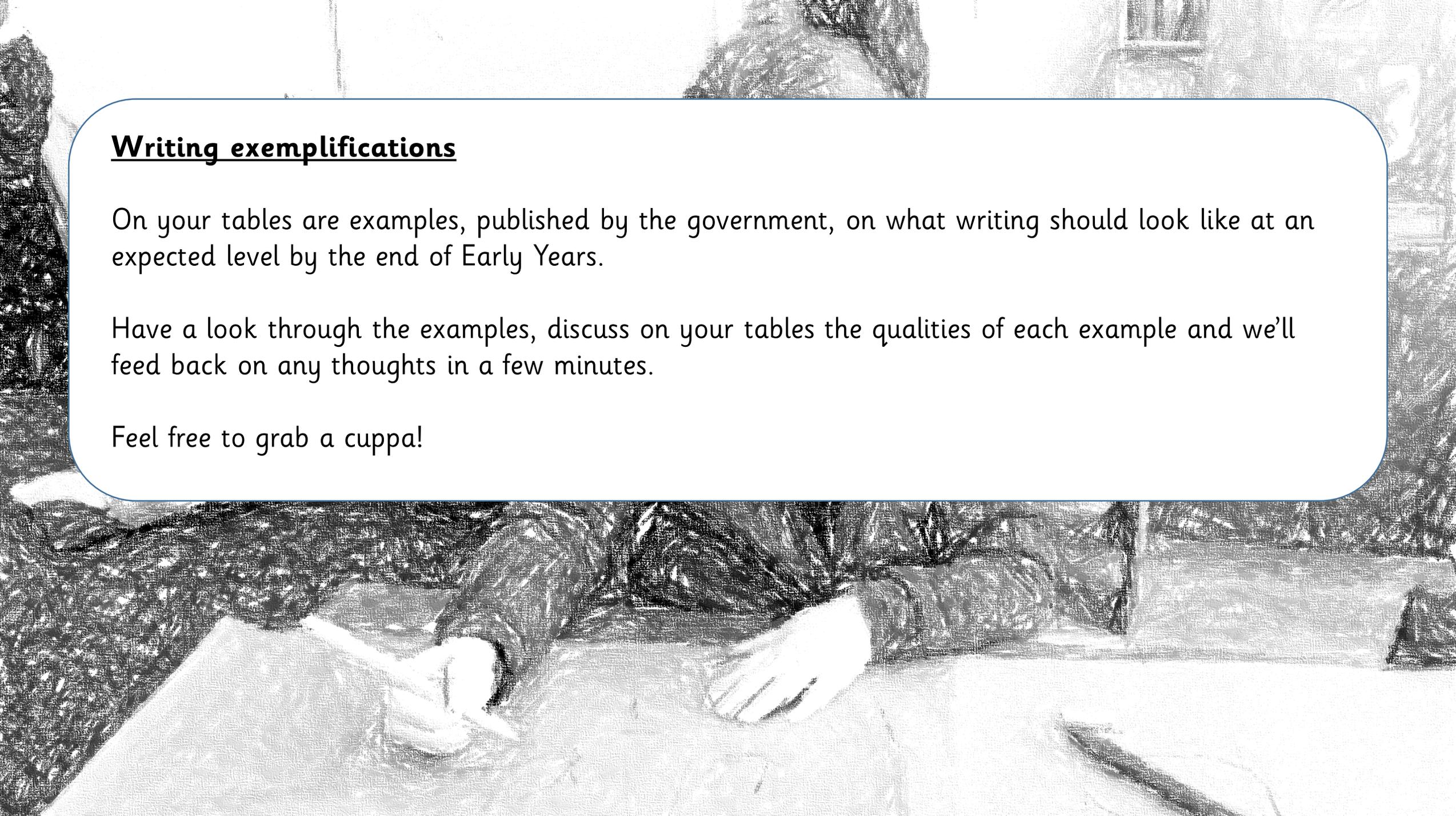
Where does it go from here?

Once your child is forming letters correctly, segmenting the phonemes in words and blending them to read, the final goal in the early years curriculum in order for a child to meet the expected level of development by the end of the year is for them to read and write sentences accurately.

ELG10 – Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

So what does this look like?



Writing exemplifications

On your tables are examples, published by the government, on what writing should look like at an expected level by the end of Early Years.

Have a look through the examples, discuss on your tables the qualities of each example and we'll feed back on any thoughts in a few minutes.

Feel free to grab a cuppa!

Exemplifications

ELG10 – Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Oh sata day I
Went to the
met rodoam.

Tricky words: I, to, the

Phonetically plausible words: Sataday, metrodoam

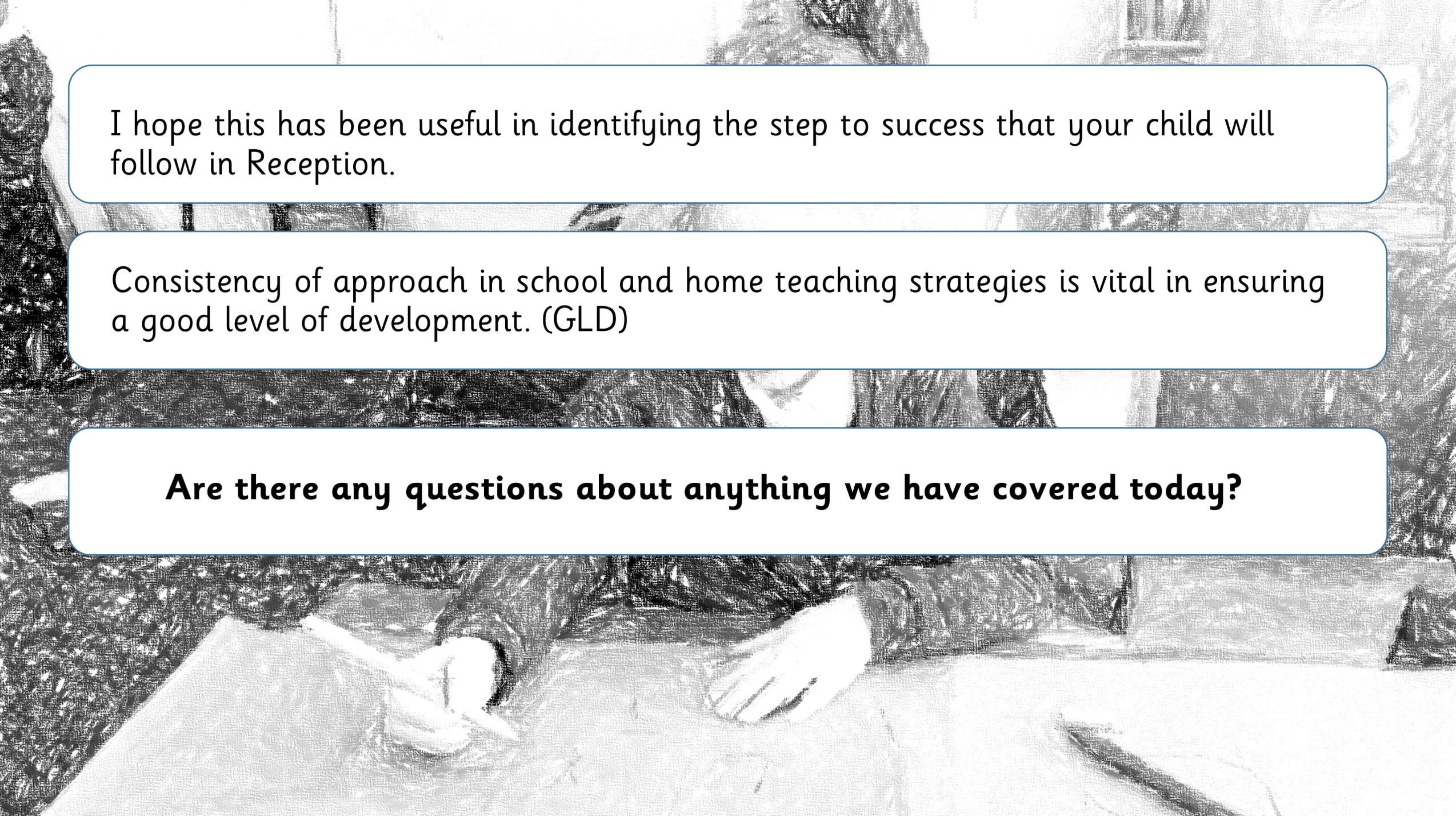
Letters that can be distinguished and read by others.

What if your child is doing more than expected?

Some children enjoy writing more than others, it might come more naturally to them or they have an particular aptitude for it. These children might achieve 'Exceeding' in writing by the end of the year.

Exceeding descriptor – Writing

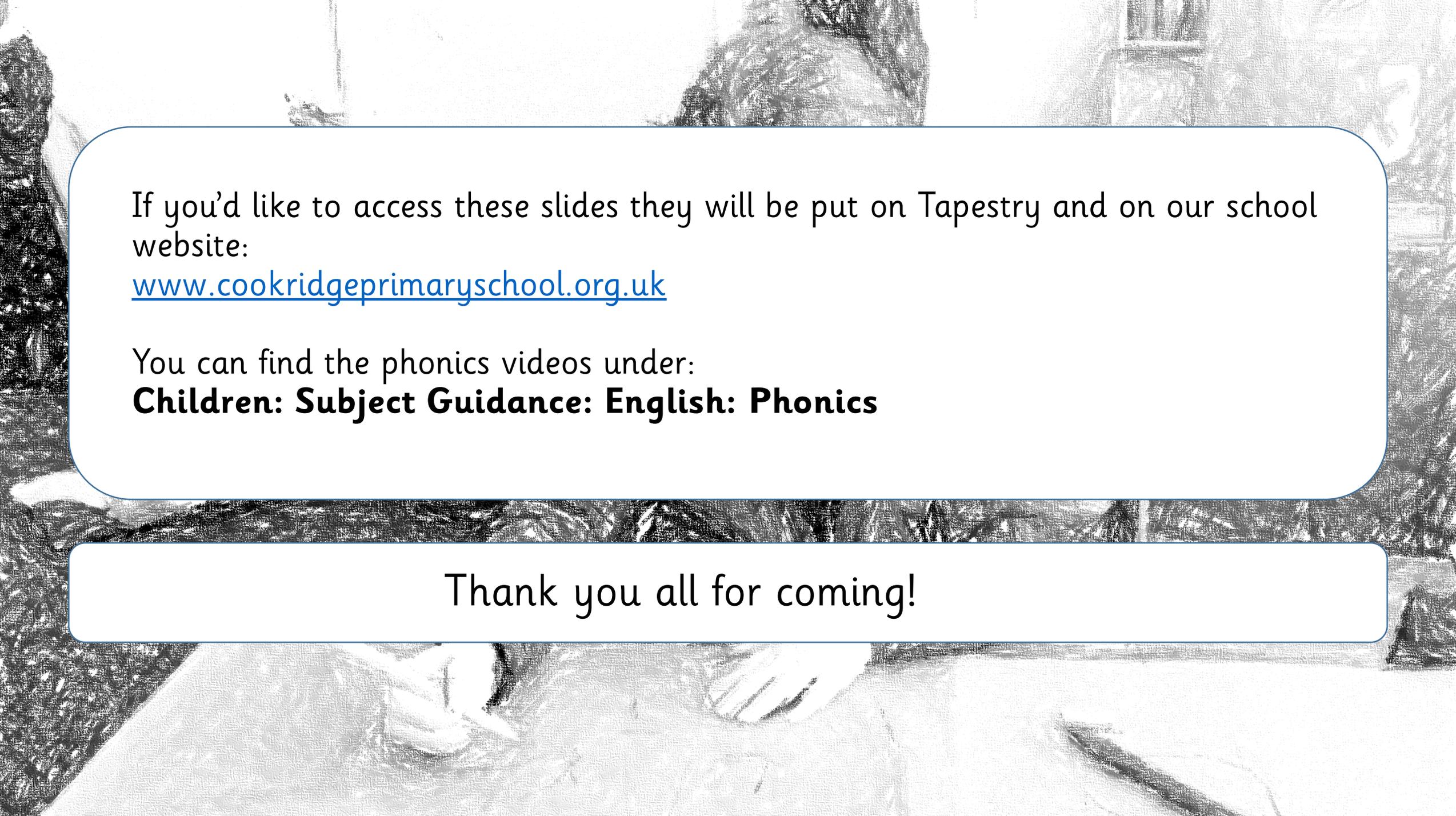
Children can spell phonically regular words of more than 1 syllable as well as **many** irregular but high frequency words. **They use key features of narrative in their own writing.** E.g. 'Dear chicks' or 'They all lived happily ever after'.



I hope this has been useful in identifying the step to success that your child will follow in Reception.

Consistency of approach in school and home teaching strategies is vital in ensuring a good level of development. (GLD)

Are there any questions about anything we have covered today?



If you'd like to access these slides they will be put on Tapestry and on our school website:

www.cookridgeprimaryschool.org.uk

You can find the phonics videos under:

Children: Subject Guidance: English: Phonics

Thank you all for coming!