



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.

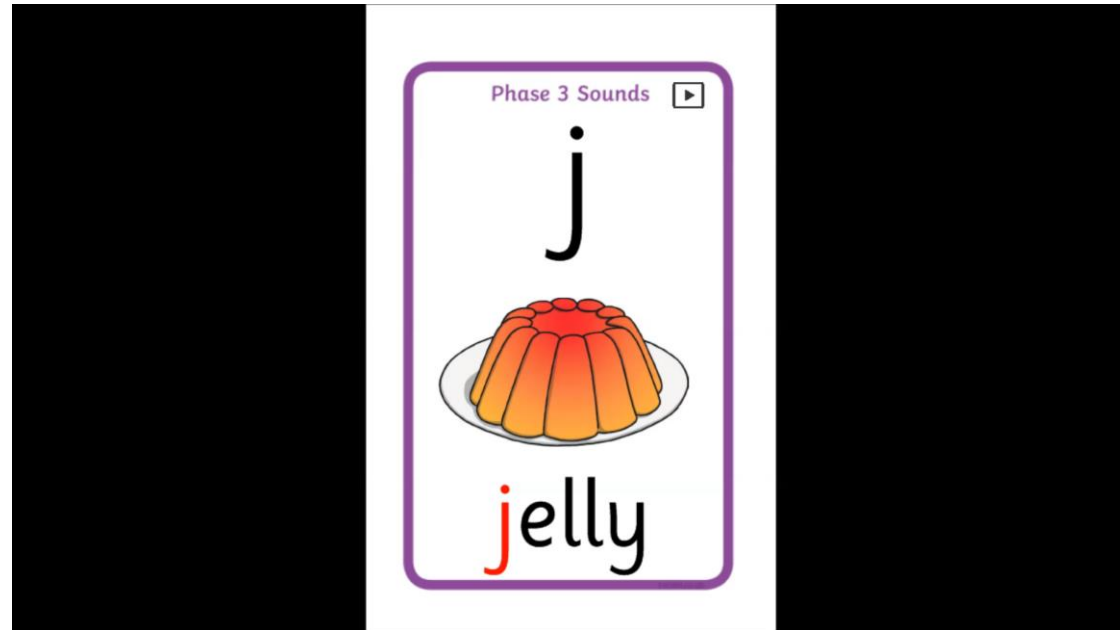
So what is phonics?

- ★ 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

• • •



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

- ✦ We currently use phoneme fingers to support blending the sounds together
- ✦ We encourage the children to segment each phoneme onto each finger then visually blend those fingers

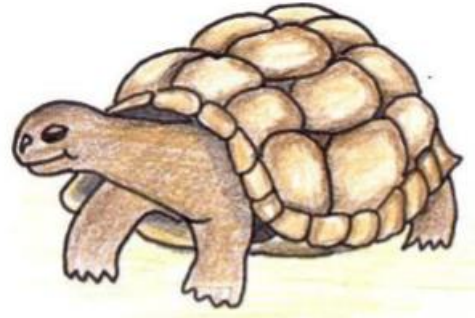
d o g



Blending to read

Almost all children who have good teaching of phonics will learn the skills they need to tackle new words. Once the children are confident in grapheme phoneme correspondence they can segment the majority of 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



Reading books

- ★ We read 1:1 with every child each week to assess their attainment and identify anything that they may be struggling with. We use this knowledge to pitch our lessons appropriately. When a child shows a new skill we will evidence this on Tapestry but this may not occur every week.
- ★ When reading 1:1 we ensure children are segmenting and blending the sounds in words.
- ★ We refer to the phonics wall if a child gets stuck on a phoneme and don't push a child to carry on reading if they are struggling to recognise the majority of phonemes.
- ★ To encourage a love of reading, we hold conversations around characters, feelings, what children like most about the story or who their favourite character is and why.
- ★ We change books every Monday. This allows a child to digest the story fully and provides them with the opportunity to see a book as enjoyment, not stress related to reading words.
- ★ Our home reading books correspond to the phonics progress made. These may seem simple to some children however it is an OFSTED requirement that books match phonics progression. If you'd like more advanced books you are free to visit the reading Café, Mondays after school in the library, accessed via the lower playground.
- ★ We have launched a reading wall. If you read and record in reading diaries or on Tapestry 3 times per week, your child moves up the wall. At the end of the half-term, any child at the top will get a reward.

You might find these questions and prompts useful to guide reading.

Before reading the book:

Encourage the child to handle the book and hold it the correct way around.



Can you find the front cover?

What can you see on the front cover?



What might this book be about?

Can you find/point to the title?

What might happen in the story?



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During the reading of the book:

Encourage the child to talk about the pictures and what is happening in the story. They may also like to turn the pages, join in with repeated words and phrases, and listen to/identify any words that rhyme.



What is happening on this page?

What might happen next?



What does this word mean?

Do you like ...?

What might happen at the end of the story?



Can you turn to the next page?



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After reading the book:

Encourage the child to talk about what happened in the book.



What happened in the story?

What happened to this character?



What did you find out?

Did you like this book? Why?

What was your favourite part?



Who was your favourite character?



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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.”

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

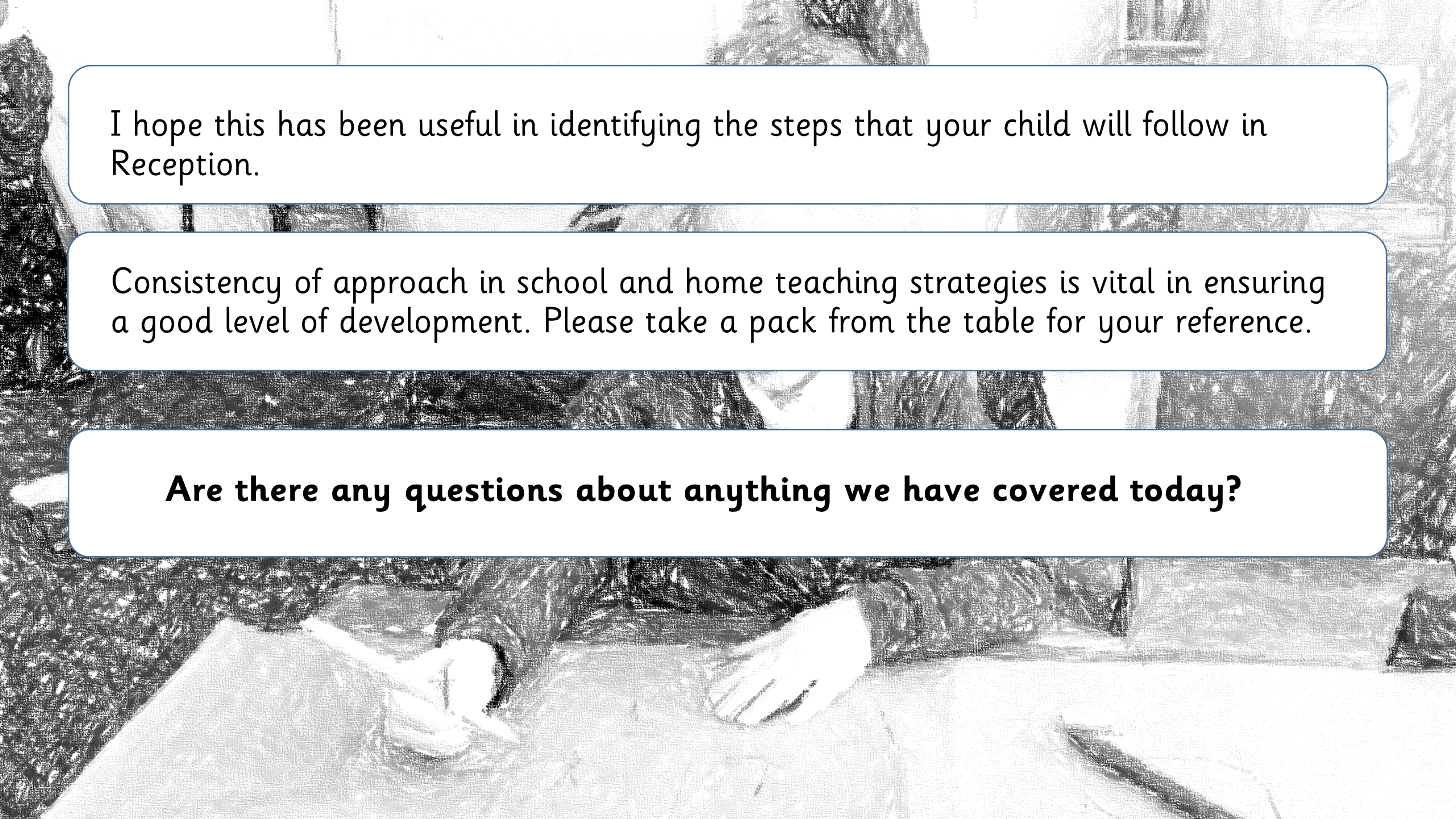
★ Each letter starter corresponds to a letter and we learn these throughout the year.

	<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	

Number Formation

★ We focus on number formation using rhymes to help the children remember.

<p>Around and round and round we go,</p>  <p>When we get home we have a zero.</p>	<p>Start at the top and down we run,</p>  <p>That's the way we make a one.</p>	<p>Around and back on a railroad track</p>  <p>Two, two, two</p>	<p>Around the tree and around the tree,</p>  <p>That's the way we make a three.</p>	<p>Down and over, down some more</p>  <p>That's the way we make a four.</p>
<p>Down and around then a flag on high</p>  <p>That's the way we make a five.</p>	<p>Down we go and make a loop,</p>  <p>Number six makes a hoop.</p>	<p>Across the sky and down from heaven,</p>  <p>That's the way we make a seven.</p>	<p>Make an 's' and do not wait</p>  <p>When it's joined up you have an eight.</p>	<p>Make a loop and then a line,</p>  <p>That's the way we make a nine.</p>



I hope this has been useful in identifying the steps 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. Please take a pack from the table for your reference.

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.cookridgeprimary.co.uk

If you would like guidance on creating a Tapestry post, please speak to us after this. Our interface is different to yours but we can assist you with this.

You can find the phonics videos under:

Children: Subject Guidance: English: Phonics

Thank you all for coming!

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 a good level of development (GLD) is for them to read and write sentences accurately. We expect all children to have accomplished this by the end of the year

ELG10 – Writing

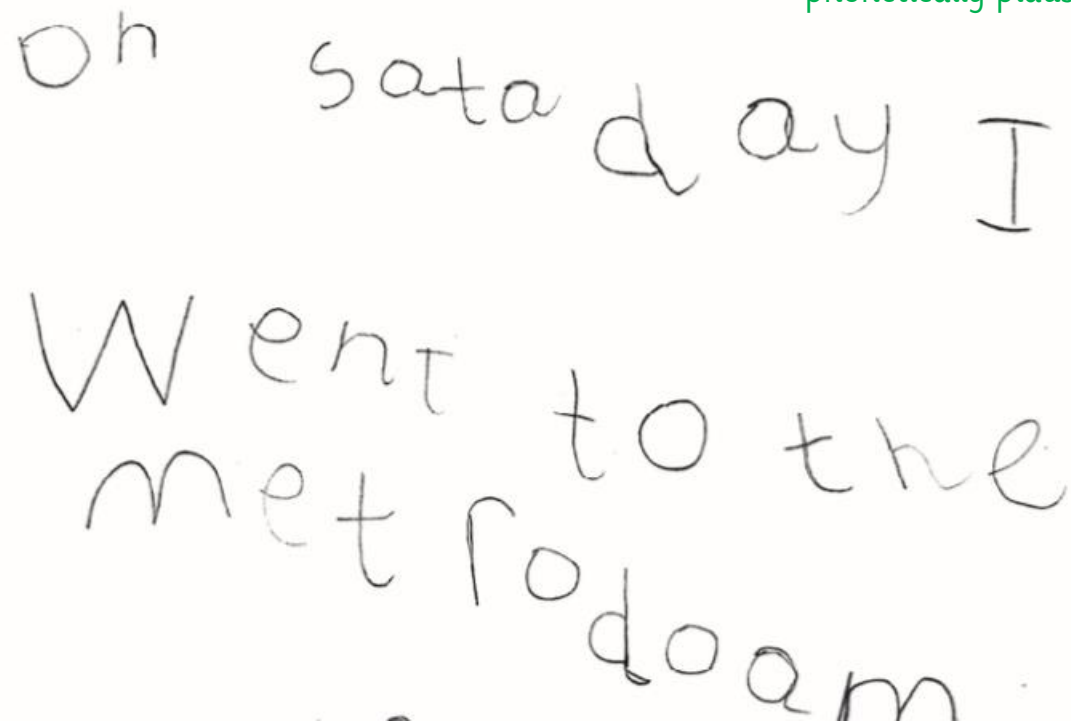
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

So what does this look like?

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
metrodoam.

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'.