



Phonics for Ruislip Gardens Children

Warm-up discussion

- How did you learn to read?
- What was your favourite book as a child?
- What was the first book that you remember?
- Did you read it yourself?
- Did someone else read it to you?



**What is phonics and how can I help
my child at home?**

Phonics is all about using ...

skills for
reading and
spelling

+

knowledge
of the
alphabet

Learning phonics will help your child to become a good reader and writer.

Daily Phonics for Foundation Stage and Key Stage 1

- This school uses a systematic, synthetic teaching of phonics
- 20 minute session
- Fast paced approach
- Includes games, songs and rhymes

There are 6 phonics phases which children work through.

Phonic terms your child will learn at school

- Phoneme
- Grapheme
- Digraph
- Trigraph
- CVC
- Segmenting
- Blending
- Tricky words

Glossary

- **Phonemes:** the smallest units of sound that are found within a word
- **Grapheme:** the spelling of the sound
- **Digraph:** two letters that make one sound when read
- **Trigraph:** three letters that make one sound
- **CVC:** stands for consonant, vowel, consonant
- **Segmenting:** breaking up a word into its sounds
- **Blending :** putting the sounds together to read a word
- **Tricky words:** words that cannot easily be decoded

Phase 1: Getting ready for phonics

- Tuning into sounds
- Listening and remembering sounds
- Talking about sounds

Music and movement

Rhythm and rhyme

Sound effects

Speaking and listening skills

How can I help at home?

- Nursery rhymes, songs, action rhymes
- Add sound effects to stories
- Music and movement: rhythm, guess the instrument
- Talking about sounds: listening walks, loud/soft, high/low, silly noises
- Speaking & listening: silly sentences “Happy Harry hops”, mimics, animal sounds

Phase 2: Learning phonemes to read and write simple words

Children will learn their first 19 phonemes and will use these to read and spell simple 'consonant-vowel-consonant' (CVC) words:

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	l	f	ff	ll	ss

Phase 2: Learning phonemes to read and write simple words

Some simple 'consonant-vowel-consonant' (CVC) words:

sat	tap	dig	duck	rug	puff	hill	hiss
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All these words contain 3 phonemes.

Saying the sounds

- Sounds should be articulated clearly and precisely
- Stretchy sounds - e.g. ssssss, mmmmmm, llllllll, nnnnnn, shhhhhh, rrrrrr, zzzzzzz, vvvvvv
- Bouncy sounds - e.g. /c/ /t/ /p/ /b/ /d/ /g/
- Unvoiced - /t/, /h/ and /p/
- No schwa-ing! c not “cuh”

Phonics Words

Your children will learn to use the term:

Blending

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

Blending

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

Phonics Words

Your children will learn to use the term:

Segmenting

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

Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/

How can I help at home?

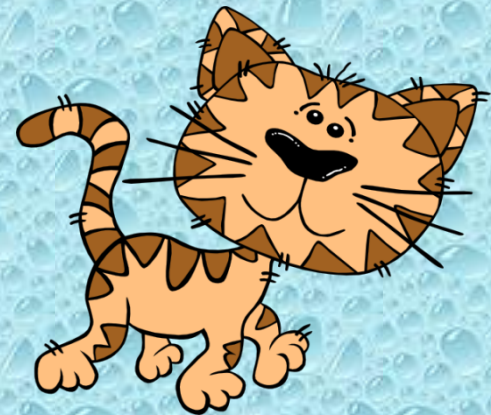
- **Oral blending: The Robot Game**
- Children need to practise hearing a series of spoken sounds and merging them together to make a word. For example, you say **'b-u-s'**, and your child says **'bus'**.
- **"What's in the box?"** is a great game for practising this skill.

Phonics Words

Your children will learn to use the term:

phoneme

Phonemes are sounds that can be heard in words e.g. c-a-t



Phonics Words

Your children will learn to use the term:

grapheme

This is how a phoneme is written down

Phonics Words

Your children will learn to use the term:

digraph

This means that the phoneme is written
using two letters

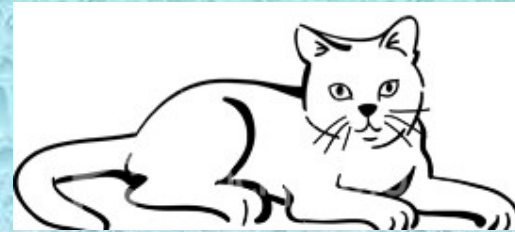
e.g. **ll**, **ff**, **ck**, **ss**

Phonics words

Phoneme frame and sound buttons

c	a	t
---	---	---

• • •



f	i	sh
---	---	----

• • —



Phoneme frames game

How would you write the following words in phoneme frames?

log

duck

fill

Answers

l	o	g
---	---	---

• • •

d	u	ck
---	---	----

• • -

f	i	ll
---	---	----

• • -

Tricky Words

There are many words that **cannot** be blended or segmented because they are irregular.

For example:

the **was** **said** **you** **some**

How can I help at home?

- Play 'I spy' using sounds instead of letter names
- Play 'How many sounds?' or 'What sound did you hear?'
- Sound-talk/ robot talk/puppet talk
- Simon says
- Reverse the segmenting and blending
- Stress that this oral work prepares the way for later
- For older children you can play the same with syllables instead of phonemes

Next steps

- Letter names are introduced through alphabet songs in this phase.
- It is expected that letter names will be known by the end of the Foundation Stage
- Children should be able to recognise letters by name on an alphabet frieze including lower and upper case letters

Phase 3: Learning the long vowel phonemes

- Children will learn another 26 phonemes:

j	v	w	x	y	z	zz	qu			
ch	sh	th	ng	ai	ee	igh	oa	oo	ar	or
ur	ow	oi	ear	air	ure	er				

- They will use these and the ones from phase 2 to read and spell words:

chip	shop	thin	ring	pain	feet	night
boat	boot	look	farm	fork	burn	
town	coin	dear	fair	sure		

- Letter names are introduced through alphabet songs

Phonics Words

Your children will learn to use the term:

trigraph

This means that the phoneme is written using three letters

e.g. **igh** , **ear** , **ure**

**Using your phoneme frame,
write these words:**

ring chick

night

Answers

r	i	ng
---	---	----

ch	i	ck
----	---	----

.

.

—

—

.

—

n	igh	t
---	-----	---

.

—

.

How can I help at home?

- Continue to sing nursery rhymes
- Look for words in the environment that have trigraphs, digraphs, tricky sounds, etc

Phase 4:

Introducing consonant clusters: reading and spelling words with four or more phonemes

- This phase doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes children already know.
- These words contain **consonant clusters**
 - at the beginning: **spot**, **trip**, **clap**, **green**, **clown**
 - or at the end: **tent**, **mend**, **damp**, **burnt**
 - or at the beginning and end! **trust**, **spend**, **twist**

**Write these words on a phoneme
frame**

spot damp

Answers

s	p	o	t
---	---	---	---

d	a	m	p
---	---	---	---

• • • • • • • • • •

Phase 5: introducing more graphemes

- Teach new graphemes for reading:

ay	ou	ie	ea	oy	ir	ue
aw	wh	ph	ew	oe	au	
a-e	e-e	i-e	o-e	e-e		

- Learn different ways to say the same grapheme:

fin/find
but/put

hot/cold
cow/blow

cat/cent
tie/field

got/giant,
eat/bread

Learning all the variations!

Learning that the same phoneme can be represented in more than one way:

burn

first

term

heard

work

Learning all the variations!

Learning that a grapheme can represent more than one phoneme:

meat

br**ea**d

h**e**

br**ed**

bear

h**ea**r

cow

l**ow**



A Real Treat

Tom was very happy. It was the weekend and he was off to the beach with his mum and dad, his puppy and baby Pete.

‘Help me pack the green bag,’ said mum. ‘We need sun cream and lots to eat.’

Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep!

At the end of the street there was a big truck. It had lost a wheel.

‘Oh, no,’ said Tom. ‘We’ll be here for a week!’

Dad went to speak to the driver to see if he could help.



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Teaching the Split Digraph

tie

time

toe

tone

cue

cube

pie

pine

Phase 6

- Focuses on spellings, including prefixes and suffixes, doubling and dropping letters etc.
- Learning about the past tense
- Reading and spelling irregular high frequency words

What does a Phonics lesson look like?

- **Revisit/review**
- Flashcards to practice phonemes learnt so far.
- **Teach**
- Teach new phoneme air
- **Practice**
- Buried treasure
- Air, zair, fair, hair, lair, pair, vair, sair, thair
- **Apply**
- Read captions:
- The goat had a long beard.
- The quack was right in his ear.

The phonics screening check at the end of Year 1

- A quick check to see if your child has made the expected progress
- A child will sit with a teacher he or she knows and be asked to read 40 words aloud
- The child may have read some of the words before, while others will be completely new
- The check normally takes just a few minutes to complete and there is no time limit
- If a child is struggling, the teacher will stop the check
- The check is carefully designed not to be stressful for children

Year 1 Phonics Test

grit

blan



start

steck



best

hild



hooks

quemp



What are 'non-words'?

- The check will contain a mix of real words and '**non-words**' (or 'nonsense words'). The child will be told before the check that there will be non-words that he or she will not have seen before. Many children will be familiar with this because many schools already use 'non-words' when they teach phonics.
- Non-words are important to include because words such as 'vap' or 'jound' are new to all children. Children cannot read the non-words by using their memory or vocabulary; they have to use their decoding skills. This is a fair way to assess their ability to decode correctly.

Sample Phonics Check words

- tox
- bim
- vap
- ulf
- geck
- chom
- tord
- thazz
- blan
- steck
- hild
- quemp
- shin
- gang
- week
- chill
- grit
- start
- best
- hooks

How can I help at home?

- Point out obvious alternative spellings that you see around.
- Develop 'I spy' to include more tricky words.
- Think of made-up words for different sounding phonemes.
- Make up names for imaginary aliens and ask your child to decode them.
- Here is an alien from Mars.
His name is Snork.
How do you think we spell Snork?



Throughout Year Two (and beyond!)

- During this phase, children become fluent readers and increasingly accurate spellers.
- Most of the teaching at this stage revolves around spelling.
- Children should be able to decode quickly and silently because blending and sounding is now well established.
- Spelling should be phonemically accurate.

How can I help at home?

- When spelling, encourage your child to think about what “looks right”
- Try out spellings using wipe clean whiteboards

tray

trai

rain

rayn

boil

boyl

boy

boi

throat

throwt

snow

snoa

How can I help at home?

- Make time to listen to your child talking.
- Try switching off the TV, radio, phone, etc.
- Encourage your child to make up their own stories whilst you write them down.
- Practise the phonemes together.
- Use phonemes to make different words at home and play the phonics games that we have looked at in this session.
- Read every day with your child if possible.

Useful websites

- BBC
www.bbc.co.uk/schools/wordsandpictures
- Primary Tools
<http://primarytools.co.uk/pages/phonics.html>
- Phonics Play www.phonicsplay.co.uk/
- Letters and Sounds www.letters-and-sounds.com/phase-2-games.html
- <http://www.mrthorne.com/>
- <https://www.youtube.com/watch?v=0QwrkowksKk>
SimplyPhonics