

WHAT IS PHONICS?

Aims of Today...



- ✓ To share with you how phonics is taught in Lowbrook's Early Years Foundation Stage.
- ✓ To suggest ways you can help your children at home.
- ✓ To share resources, practical ideas and websites.
- ✓ To explain how we teach high frequency words / tricky words

Letters and Sounds

Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6

What scheme do we use at Lowbrook?

We follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.

We run the Letters and Sounds programme alongside Jolly Phonics which is very visual and practical, and works well within Phases 2 to 5 of Letters and Sounds. We also incorporate some elements of the Ruth Miskin programme.



**Everything starts
with reading!**

**Being able to read is
the most important
skill children will
learn during their
early schooling and
has far-reaching
implications for
lifelong confidence
and well-being.**



Why Teach Phonics?

- ✓ It is proven that high quality daily phonics teaching secures the skill of word recognition.
- ✓ Once mastered, most children are able to read fluently and automatically.
- ✓ Once children are fluent readers, they are able to concentrate on the meaning of the texts that they read.
- ✓ Children can then move from learning to read to reading for pleasure and purpose.
- ✓ Phonics also teaches skills for spelling and therefore improves standards in a child's writing, as well as improving general academic performance.



What is Phonics?

Phonics is the link between letters and the sound they make.

Using a highly structured programme working through 6 progressive phases, children are taught:

- ✓ The full range of common letter / sound correspondences
- ✓ To hear separate sounds within words.
- ✓ To blend sounds together.

What does phonics consist of?

- Identifying sounds in spoken words.
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.

Although there are 26 letters in the English alphabet, there are 44 speech sounds.



It iz tiem too
gow hoam sed
r katorpilla.
But iy doant
wont too gow
howm sed th
butt or flie. Iy
wont too staiy
hear.

Early Learning Goal: 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.

Some definitions

Phoneme: The smallest unit of sound in a word.

Grapheme: The graphical representation of a sound/phoneme - what the sound looks like when it's written. For some phonemes, this could be more than one letter, e.g. ai, igh

Digraph: A phoneme represented by two letters which make one sound, e.g. sh tk ch

Trigraph: A phoneme represented by three letters that make one sound.

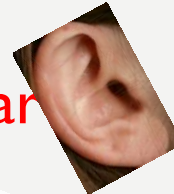
CVC: Consonant, vowel, consonant.

Segmenting: Breaking up a word into its sounds.

Blending: Putting the sounds together to read a word.



A phoneme you hear



A grapheme you see





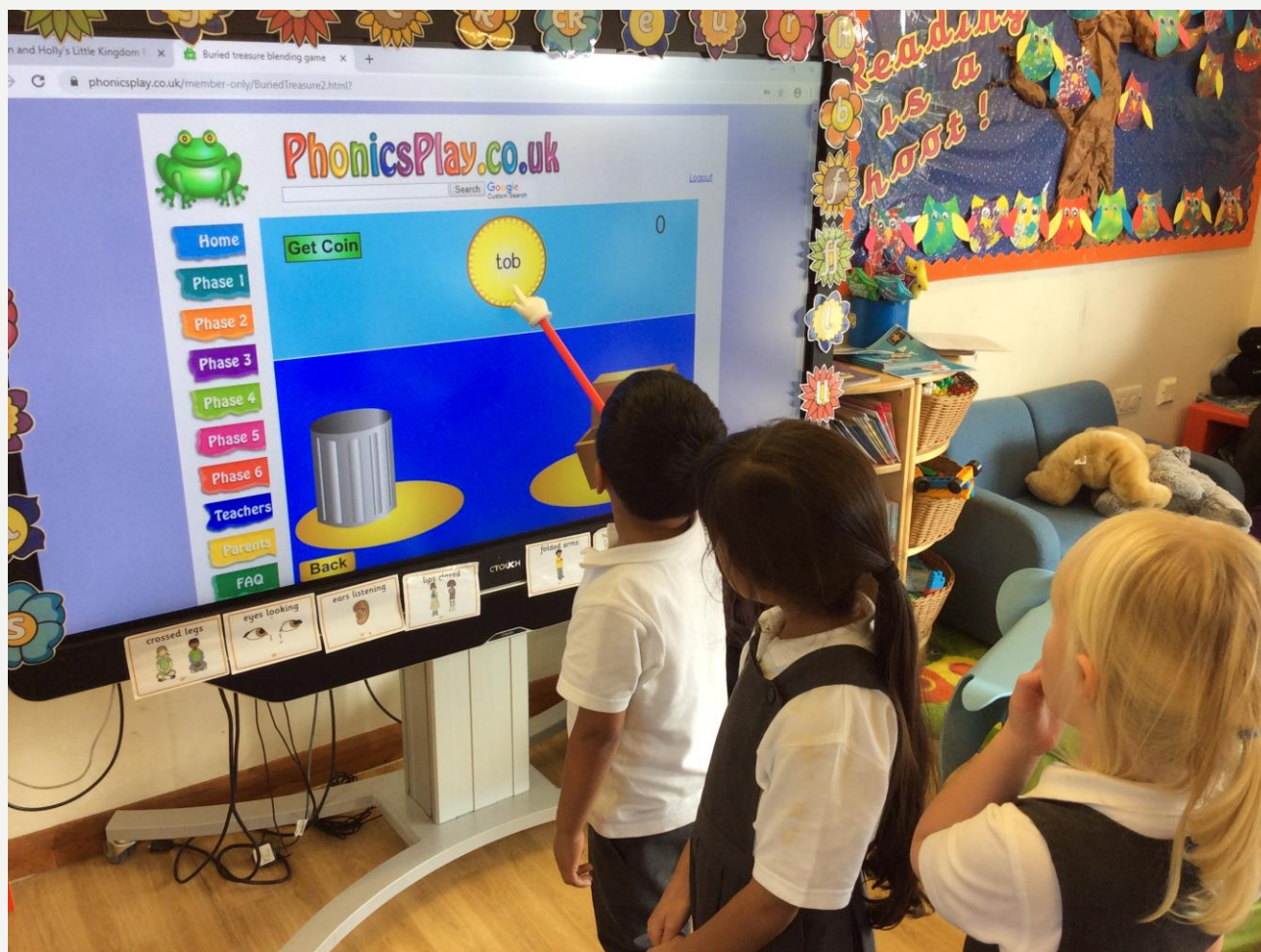
Phase 1

- ✓ Showing awareness of rhyme and alliteration.
- ✓ Distinguishing between sounds they hear.
- ✓ Exploring and experimenting with words and sounds.
- ✓ Orally blend and segment.



Phase 2

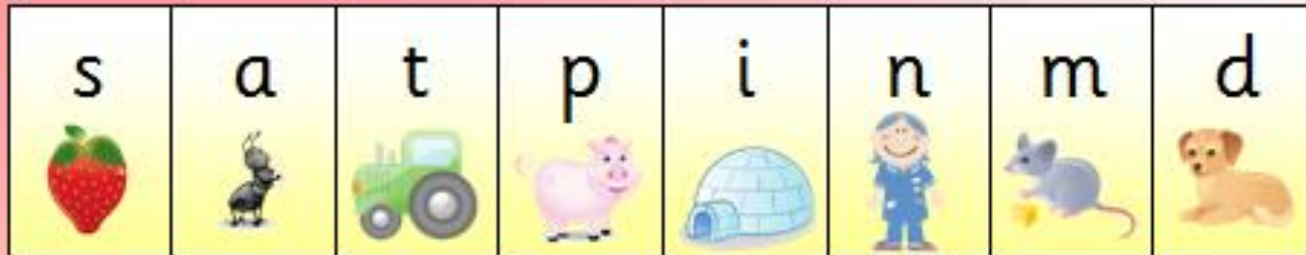
- ✓ Using common consonants and vowels.
- ✓ Blending for reading and segmenting for spelling.
- ✓ Understanding that words are made from sounds and that sounds are represented by letters.



Phase 2

Although some children will have been introduced to the first 6 sounds (SATPIN) at nursery/pre-school, Phase 2 introduces 19 grapheme-phoneme-correspondences (GPCs) in total. As soon as children have learnt a small number of grapheme/phoneme correspondences, blending and segmenting can begin.

Phase 2 Sounds



Phase 2

Sounds in the order they are taught...

Phase 2

High frequency words - words which occur most frequently in written material, for example, "and", "the", "as" and "it". They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence.

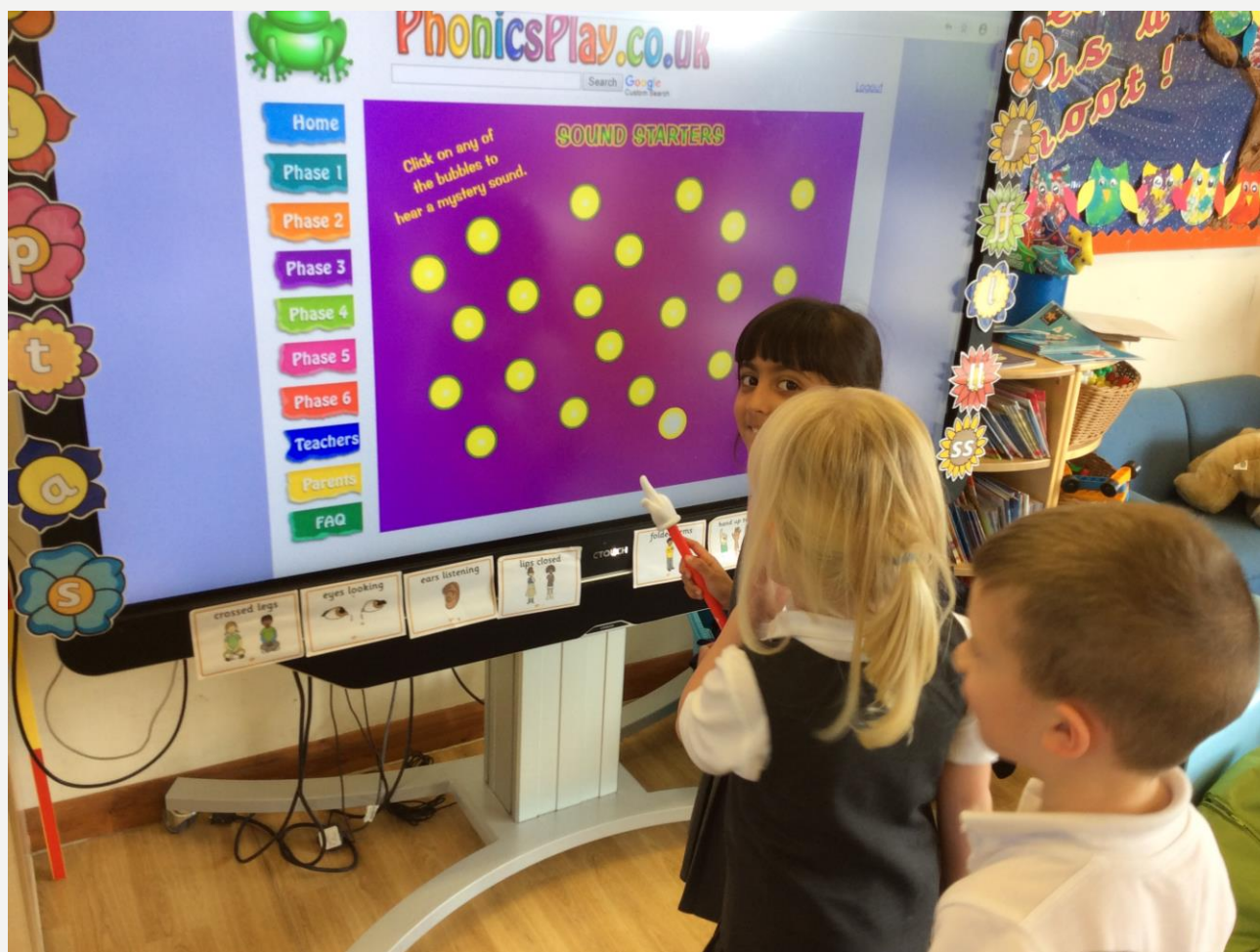
a	on	his	go
dad	up	to	an
I	back	him	as
mum	if	had	can
big	but	in	off
it	of	no	not
at	into	got	get

I
no
the
to
go
into

Phase 2

Tricky words - words which cannot be sounded out correctly using the taught phonics sounds. The only way these words can be read and spelt correctly is by learning them and having plenty of practice.










Each week, the children learn high frequency and tricky words – these are the red words in their homework books.



Phase 3

- ✓ Reading and spelling a range of CVC words.
- ✓ Using all the letters and consonant digraphs (ch, sh, ng, th).
- ✓ Using long and short vowel phonemes.

Phase 3 Sounds

j	w	x	y	z	zz	qu	ch	sh
								

th	ng	ai	ee	igh	oa	oo	oo	ar
								

or	ur	ow	oi	ear	air	ure	er
							

Phase 3

Sounds in the order
they are taught...

Phase 3

High frequency words - words which occur most frequently in written material, for example, "and", "the", "as" and "it". They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence.

will

with

my

we

that

for

see

you

then

he

too

her

now

them

was

be

she

down

all

they

this

me

look

are

he
she
we
me
be
you
are
her
was
all
they
my

Phase 3

Tricky words - words which cannot be sounded out correctly using the taught phonics sounds. The only way these words can be read and spelt correctly is by learning them and having plenty of practise.

Each week, the children learn high frequency and tricky words – these are the red words in their homework books.



Phase 4

- ✓ This is a consolidation unit.
- ✓ There are no new sounds to learn.
- ✓ Reading and writing of tricky words continue.
- ✓ More focus on CVCC and CCVC words.



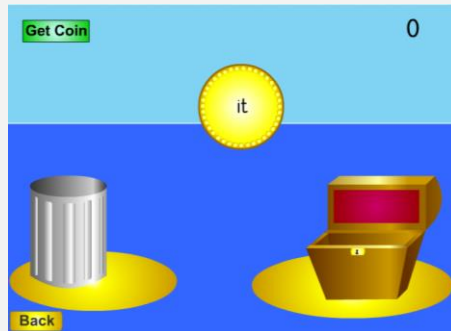
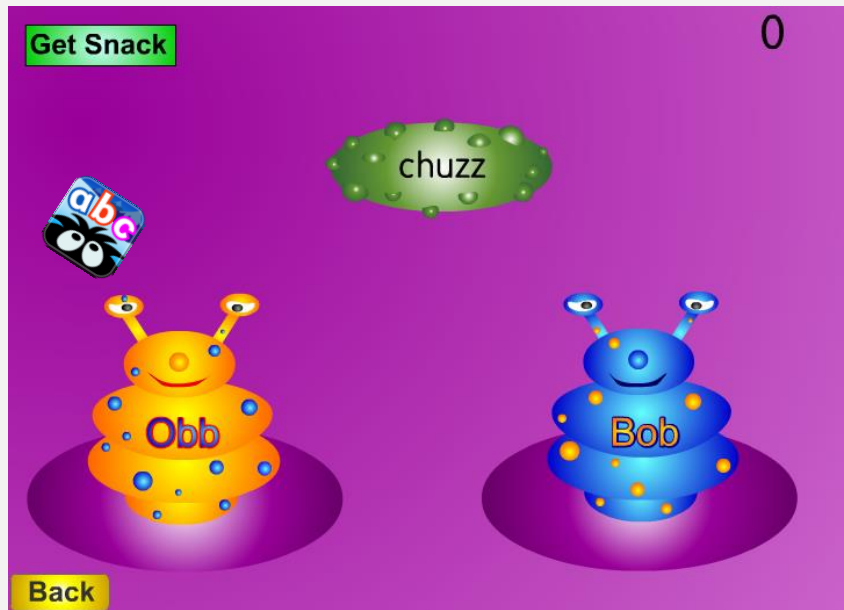
Phase 5

- ✓ Reading phonetically decodable two-syllable and three-syllable words.
- ✓ Using alternative ways of pronouncing and spelling sounds.



Phase 6

- ✓ Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
- ✓ Recognising phonics irregularities and becoming more secure with less common grapheme-phoneme correspondences.
- ✓ Introducing and teaching the past tense.
- ✓ Investigating and learning how to add suffixes.



Apps and Websites

- ✓ www.phonicsplay.co.uk
- ✓ www.educationcity.co.uk
- ✓ www.ictgames.com/literacy
- ✓ <http://www.topmarks.co.uk/Interactive.aspx?cat=40>
- ✓ <https://www.bbc.com/bitesize/topics/zcqqqtfr>
- ✓ Spooky Letters app
- ✓ Crazy Cursive Letters app
- ✓ Froggy Match it Phonics app
- ✓ Hairy Letters app
- ✓ Pirate Phonics app
- ✓ Teach your monster to read app
- ✓ Crazy Cursive app