

# Phonics

Oakdale Primary School

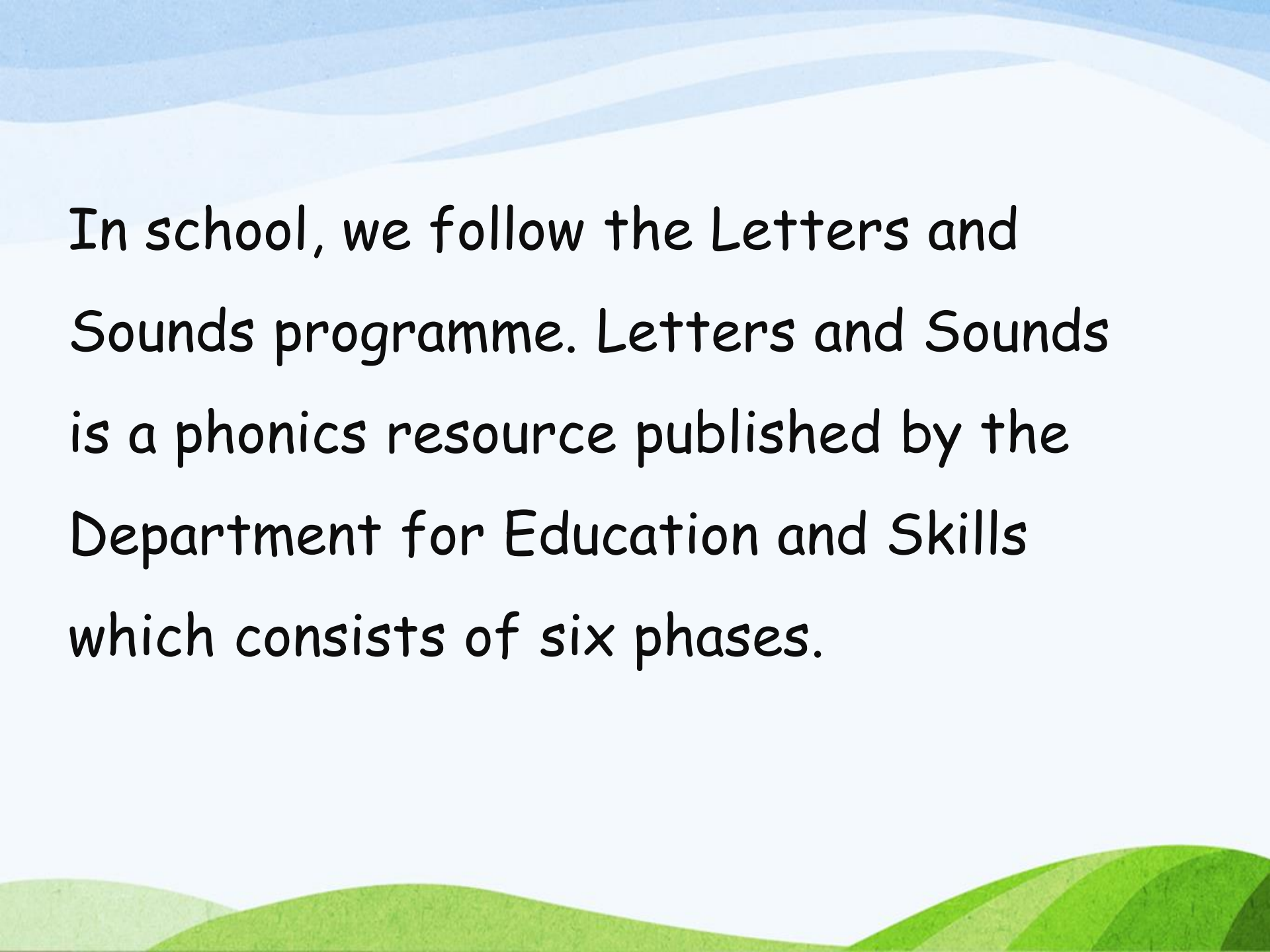
# Why Phonics?

- Research shows that when phonics is taught in a structured way - starting with the easiest sounds and progressing through to the most complex - it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7.
- Almost all children who receive 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.
- Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia

It iz tiem too gow hoam sed  
v kator pilla.


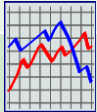
But iy doat wont 2 gow  
howm sed th butt or flie.

Iy wot to staiy heyr.



In school, 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.

# Terms you child will learn in school

Term	Meaning	Example
<b>Phonemes</b> 	The smallest units of sound that are found within a word ( What you hear)	Bed Happy Fish Chip
<b>Grapheme</b> 	The spelling of the sound ( what you see)	Th, sh, ch, igh
<b>Diagraph</b>	Two letters that make one sound when read	Th, sh, ch, ng,
<b>Trigraphs:</b>	Three letters that make one sound	igh, air, ear, ure
<b>Split digraphs</b>	When a <b>digraph</b> is <b>split</b> by a consonant it becomes a <b>split digraph</b> .	Made, these, hide, home, cute, a-e, e-e, i-e, o-e, u-e
<b>CVC</b> <b>CVCC / CCVC</b>	Stands for consonant, vowel, consonant	Cat, mat, hat, Fast, cart, hang Chat, flat, shin
<b>Tricky Words</b>	Words that cannot easily be decoded.	The was said you some

# Phonics in our school

- Every child in Reception, Year 1 and Year 2 have a daily phonics lesson which is usually 30 minutes long.
- Fast paced approach
- Lessons encompass a range of games and activities
- There are 6 phonics phases which the children work through at their own pace

# Blending Words

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

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug



# Segmenting



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

Chat = ch / a / t

Cat = c / a / t

Dad = d / a / d



Have a go! Sound buttons

sad

boil

# Phase 2: Getting ready for phonics

- *Phase 1: getting ready for phonics, speaking and listening etc*
- Children will learn their first 19 phonemes:
- Set 1: s a t p    Set 2: i n m d
- Set 3: g o c k    Set 4: ck (as in duck) e u r
- Set 5: h b l f    ff (as in puff) ll (as in hill)    ss (as in hiss)
- They will use these phonemes to read and spell simple "consonant-vowel-consonant" (CVC) words:
- sat, tap, dig, duck, rug, puff, hill, hiss
- All these words contain 3 phonemes.

# Phase 3 : Learning Long vowel phonemes

- Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.
- They 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 phonemes (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

## Phase 4:

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

- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have **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**

# Phase 5

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, u-e

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant,  
but/put, cow/blow, tie/field, eat/bread,  
farmer/her, hat/what, yes/by/very,  
chin/school/chef, out/shoulder/could/you.

# Learning all the variations!

Learning that the same grapheme can represent more than one phoneme:

meat

bread

bear

hear

cow

low

Learning that the phonemes can look the same but sound different:

book

moon

# Phase 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words and suffixes,
- Children might learn about past tense, rules for adding 'ing'
- 'tion' and 'sion' words

# Common Exception Words

Words that are not phonically decodable:

the to are go he



# High Frequency Words

Most frequent words in written materials:

a and it in

# Year 1 Phonics Test /40

grit

start

best

hooks

blan



steck



hild



quemp



# How can you help at home?

## READING

- Read every day with your child
- Do not read the words for them, encourage to sound and blend
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.
- MODEL good reading
- And most importantly

ENJOY SHARING BOOKS WITH YOUR CHILDREN!