

Teaching and Learning Phonics at Gayton Primary School



s 	t 	p 	n 	m 	a 	e 	i 	o 
g 	d 	ck 	r 	h 	u 	ai 	ee 	igh 
b 	f 	l 	j 	v 	oa 	oo 	oo 	ar 
w 	x 	y 	z 	qu 	or 	ur 	ow 	oi 
ch 	sh 	th 	th 	ng 	ear 	air 	ure 	er 



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



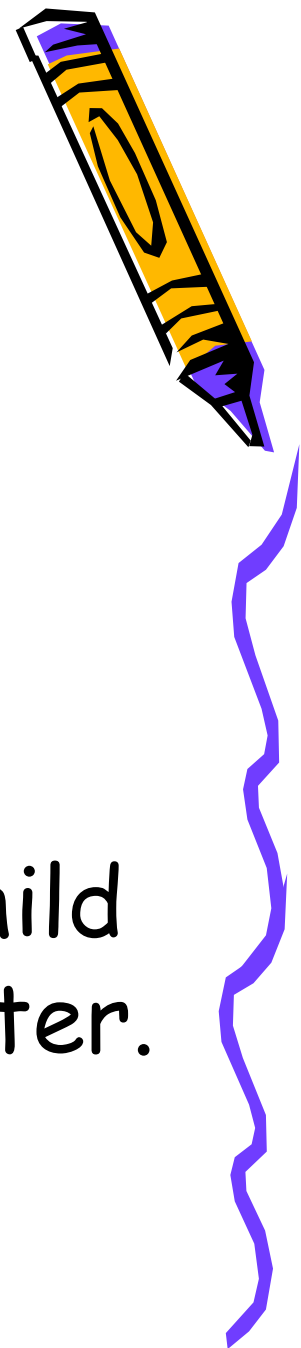
Phonics is all about using ...

skills for
reading and
spelling

+

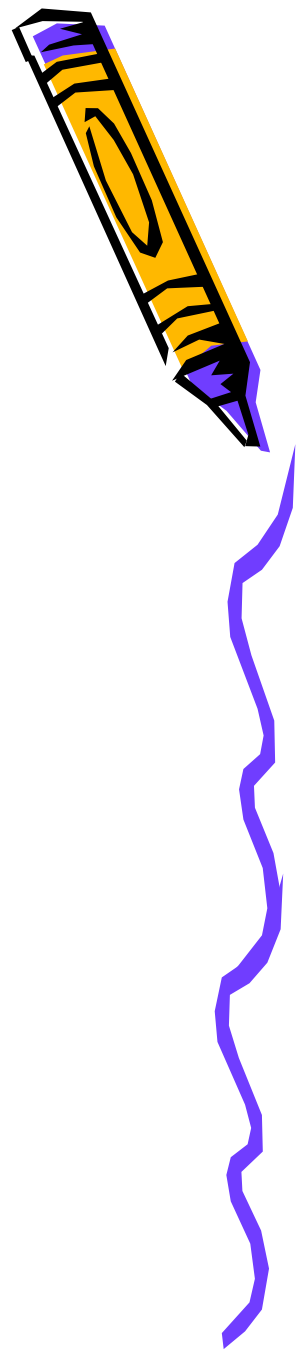
knowledge
of the
alphabet

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



At Gayton we follow 'Letters and Sounds' as a programme.

- 6 Phases
- From Reception to Year 2
- Jolly Phonics - actions with a sound



Every child in Reception, year 1 and year 2 learn daily phonics at their level



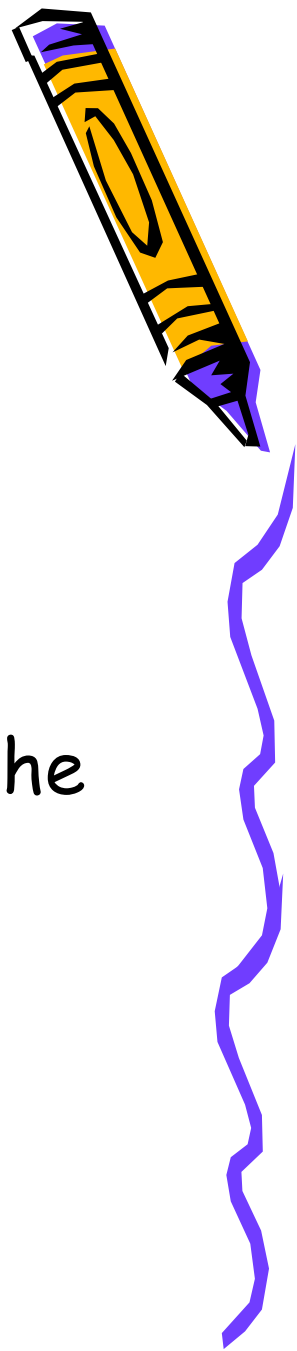
Phonics gradually progresses to learning spellings - rules and alternative spellings.

Each lesson follows the process -
Introduction, Recap, Teach, Practise,
Apply.



Daily Phonics

- Every day the children have 20 minute sessions of phonics.
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use Letters and Sounds to support the teaching of phonics and Jolly Phonics.
- There are 6 phonics phases which the children work through at their own pace



Sounds

The English language is made up of 44 different sounds.

There are only 26 letters so some sounds are represented by more than 1 letter. Eg 'th' makes different sounds in 'think' and 'that'.

Children are taught to recognise the individual sounds and how these sounds are written.



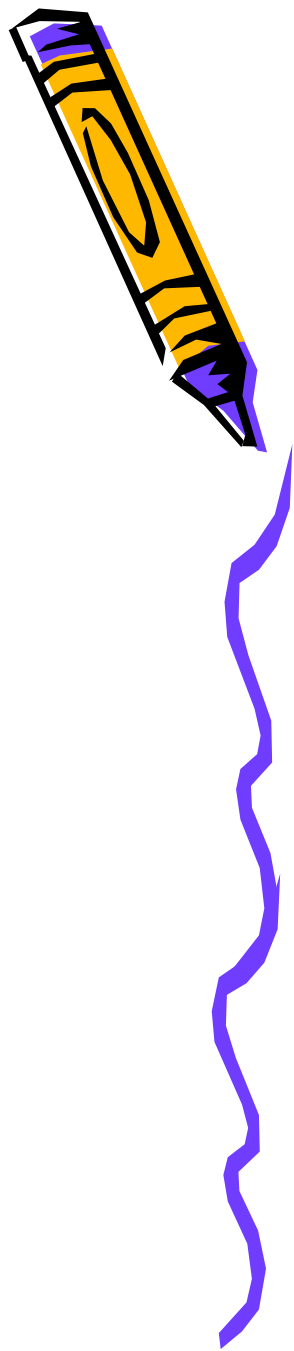
Saying the sounds

- Sounds should be articulated clearly and precisely.

<http://www.teachfind.com/national-sounds-%E2%80%93-articulation-consonants>

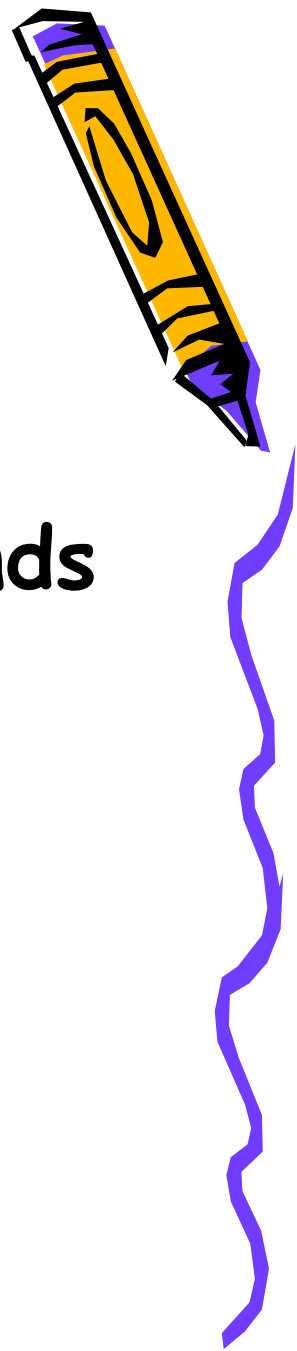


Where is my
child working?



Phase 1:

Getting ready for phonics



1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds

Music and movement

Rhythm and rhyme

Sound effects

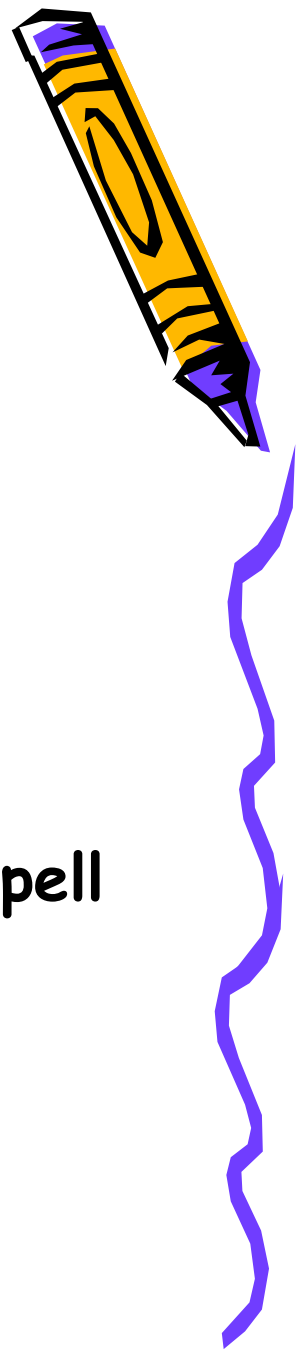
Speaking and listening skills

Alliteration



Phase 2:

Learning phonemes to read and write simple words



- 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 the 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, out/shoulder/could/you.



Alternative pronunciations

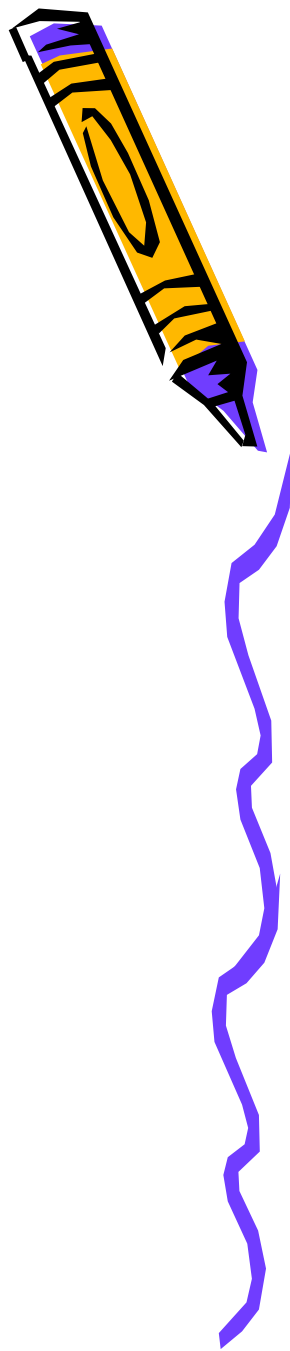
Learning that the same phoneme
can be represented in more
than one way: *burn*

first

term

work

mixer



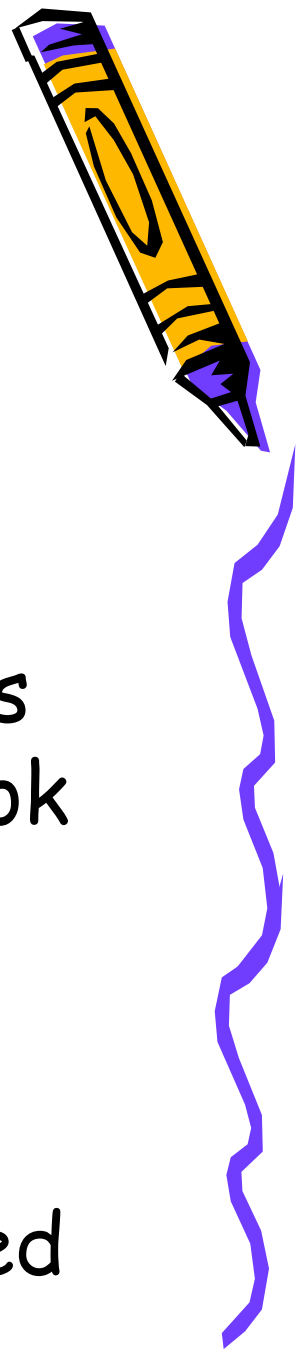
Phase 6

Reinforces phase 5

Focuses on spelling and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.



Adding suffixes eg s, es, ing, ed



Terminology

What is a phoneme?!

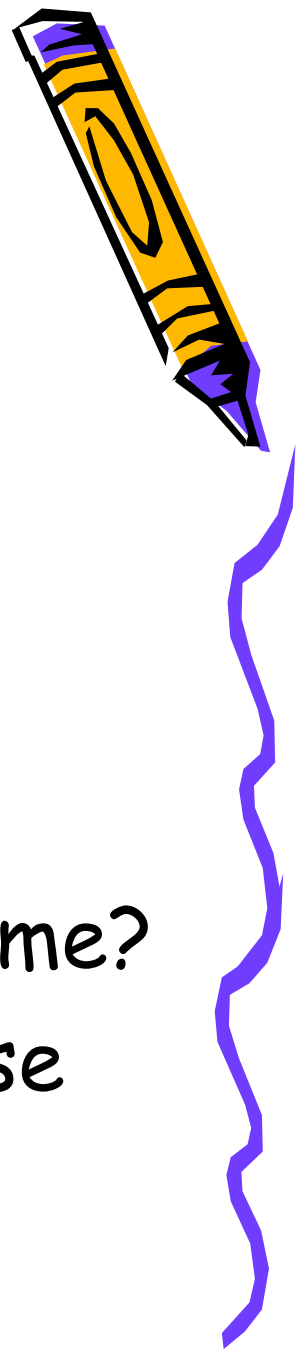
How do I blend?

What is segmenting?

What does CVC mean?

What is a sound button or phoneme frame?

Don't worry - we're here to answer these
questions!



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'.



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 comprises of
two letters

e.g. ll, ff, ck, ss



Phonics words

Phoneme frame and sound buttons

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

.

.

.



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

.

.

—



Tricky Words



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

the

was

said

you

some



Phonics Words

Your children will learn to use the term:

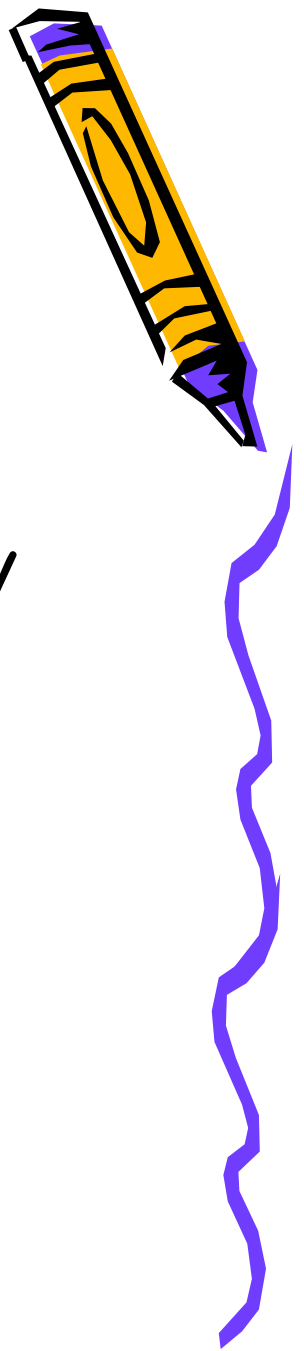
Trigraph

This means that the phoneme comprises of three letters
e.g. igh , ear, ure



Split Digraph

Two letters that make one sound but they are split up!



Teaching the split digraph

tie

time

toe

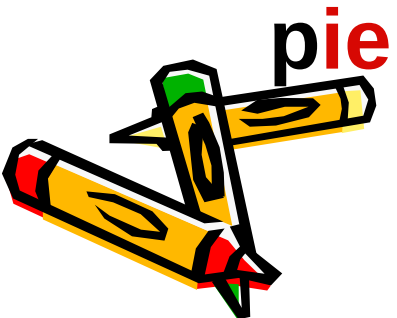
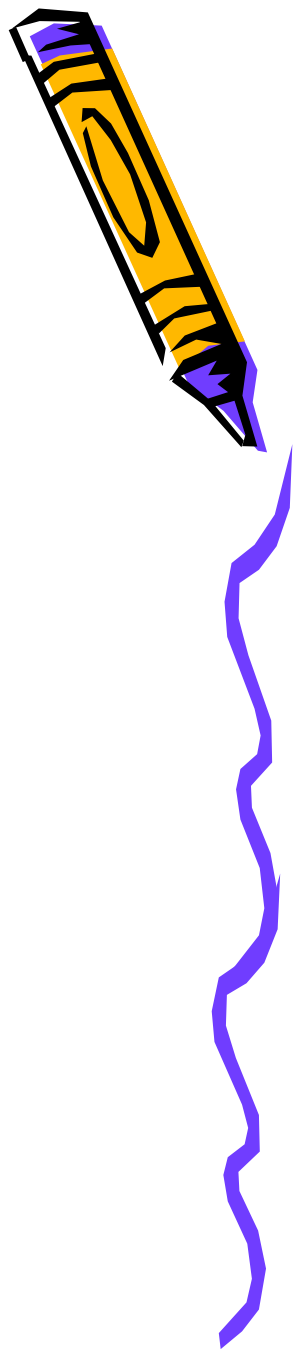
tone

cue

cube

pie

pine



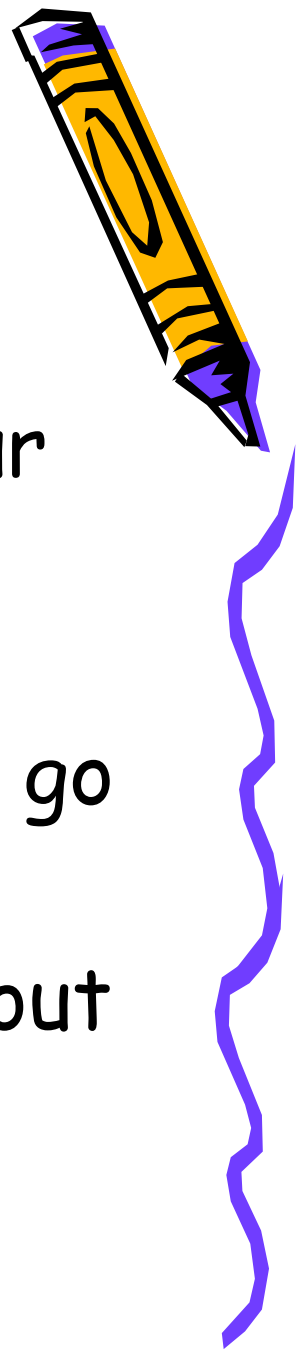
Phonic terms your child will learn at school



- Phonemes: The smallest units of sound that are found within a word
- Grapheme: The spelling of the sound e.g. th
- Digraph: Two letters that make one sound
- Trigraphs: Three letters that make one sound
- CVC: Stands for consonant, vowel, consonant.
- Segmenting is breaking up a word into its sounds.
- Blending : Putting the sounds together to read a word
- Tricky words: Words that cannot easily be decoded.
- HFW: High frequency words - common words that are important to learn



Phonic Screening in Year 1



- Teacher does the test 1:1 with your child
- There are 40 words that get increasingly more difficult as they go through
- They do not **HAVE** to sound them out but it does help them.



Alien vs Real



- The test is a mixture of real and alien words (to assess their confidence in phonics)
- They do not need to say if it's real or not just sound it out and blend it

ot



vap



osk



ect

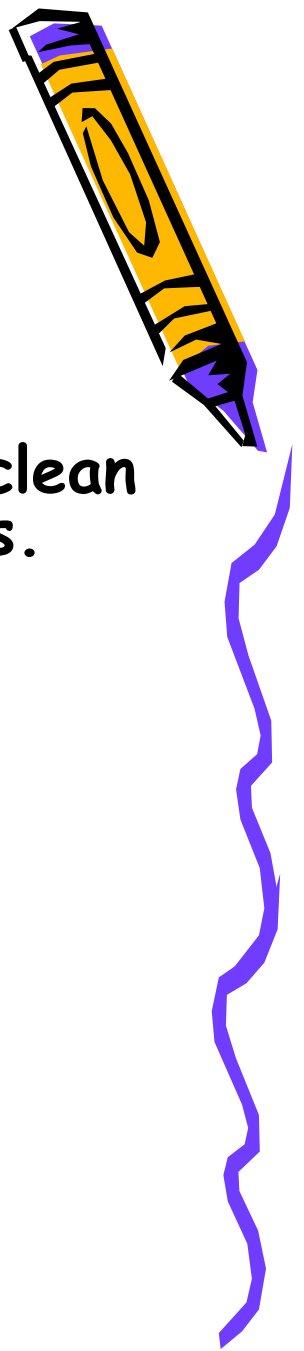


How can I help at home?

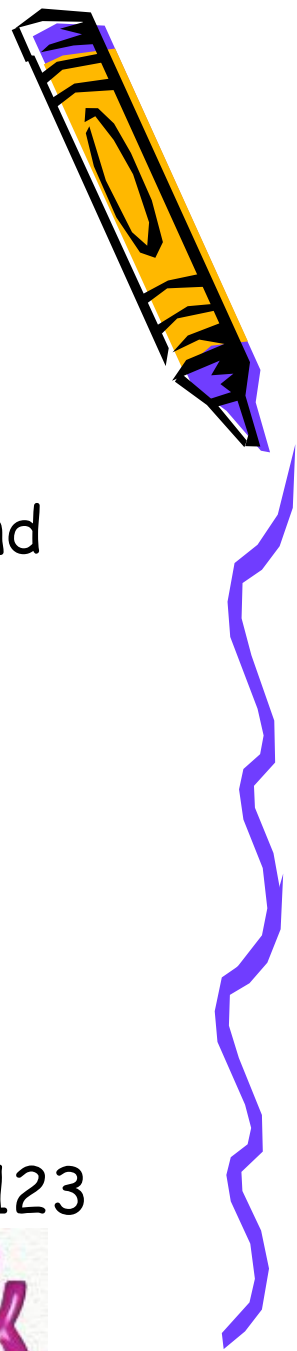
- When spelling, encourage your child to think about what “looks right”.
- Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.

- tray
- rain
- boil
- boy
- throat
- snow

- trai
- rayn
- boyl
- boi
- throwt
- snoa



At home



- Phonics Packs to take home
- Practise the phonemes together - You Tube
- Use them to make different words at home and play phonics games - Phonics Play
- Read everyday with your child if possible
- Make learning spellings fun!
- Practise making up silly alien words
- Experiment with alliteration - name

Username is; gayton

Password is; kingslynn123



PhonicsPlay.co.uk

Don't forget...

Learning to read and
write should be fun
for both children and
parents.

