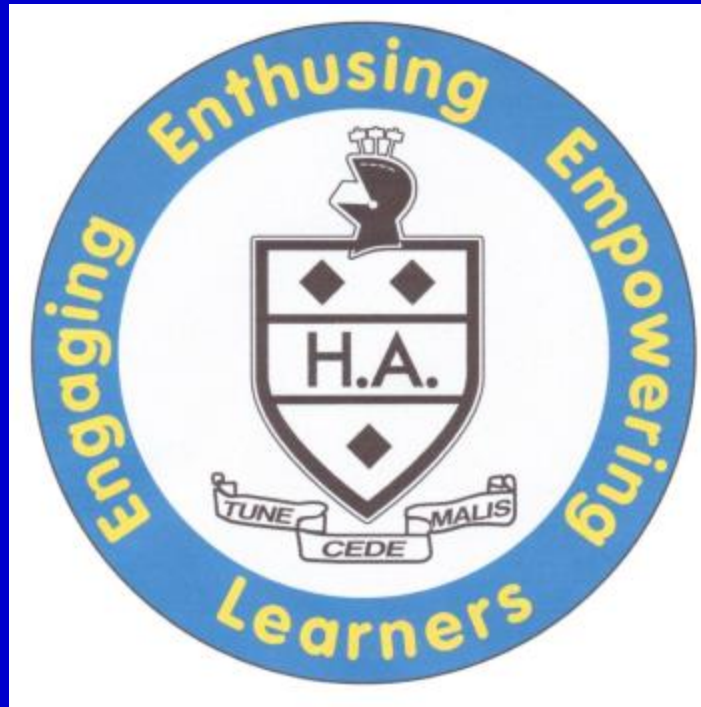


Highnam Academy English Curriculum Evening Phonics and Spelling

12th January 2017



Aims of the session



- To share how phonics is taught
- To outline the different stages in phonic development
- To show examples of activities and resources we use to teach phonics
- To look at ways you can support your child with phonics and spelling at home



What is phonics?

a method of teaching reading and spelling by linking sounds with the letters of the alphabet.

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

Daily Phonics



- Every day the children have 20 minute sessions of phonics
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- There are 6 phonics phases which the children work through, throughout Reception, Year 1 and 2.

oo oo oo oo

moon

spoon

broom

hoop

toot

oo oo oo oo

oo oo oo oo

moon

spoon

broom

hoop

toot

F-O-N-K-I-S

Phonic terms



- **Phoneme:** The smallest unit of sound that is found in a word
- **Grapheme:** The spelling of a sound
- **Digraph:** Two letters that make one sound when read, e.g. ai, oy
- **Split digraph:** Two letters that make a sound but are split up by a consonant, e.g. bike, mole
- **Trigraph:** Three letters that make one sound, e.g. air, eer
- **CVC:** Stands for consonant, vowel, consonant, e.g. pen, cup



- A phoneme can be represented by one or more letters e.g. c, ck, ee, igh
- The same phoneme can be represented/ spelled in more than one way e.g. rain, may, lake
- The same spelling may represent more than one sound e.g. mean/deaf, fear/bear/earth



The English Lesson by Richard Krogh

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you,
On hiccough, thorough, slough and through.
Beware of heard, a dreadful word
That looks like beard, but sounds like bird,
And dead: it's said like bed, not bead
For goodness sake don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt).

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



Phase 2

s, a, t, p

i, n, m, d

g, o, c, k

ck, e, u, r

h, b, f, ff, l, ll, ss



Phase 3

j, v, w, x

y, z, zz, qu

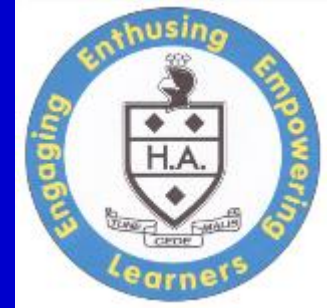
Consonant digraphs:

ch, sh, th, ng

Vowel digraphs and trigraphs:

ai, ee, igh, oa, oo, ar, or, ur, ow, oi,
ear, air, ure, er

Phase 4



This phase doesn't introduce any new sounds

There is a focus on words that have
consonant clusters:

spot, trip, clap, green

tent, mend, burnt

trust, sprint, twist



Phase 5

Children will be taught alternative spellings of sounds.

Vowel digraphs

wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew,
oe, au

Split digraphs

a_e, e_e, i_e, o_e, u_e

Phase 6



- The following spelling patterns: dge, kn, gn, wr, le, el, al, il, tion,
- Spelling rules for suffixes

~s ~es ~ing ~ed
~er ~est ~y ~en
~ful ~ly ~ment ~ness

- Homophones (e.g. there/their/they're)
- Apostrophes to mark contracted spellings (I've, don't)



There are 44 phonemes (sounds) in spoken English.

In order to read an unfamiliar word, you must ‘sound out’ each phoneme and then merge or blend the sounds together.

So it’s important that children learn the connections between the 44 phonemes and the 26 letters of the alphabet.

s ss c	a	t tt -ed	p pp	i y	n nn	b bb	k c ck	f ff ph	g gg
h	j g dg	l ll	m mm	r rr	d	v	w	y	o
e ea	x	qu	z zz s se ze	ch tch	sh s ss t (before ion, ial)	u o o-e	ai ay a-e	th (that)	th (thin)
igh ie y i-e i	oa ow o oe o- e	oo ew ue u-e	oo u	ar a	or aw au ore al	ur er ir or (after w)	ow ou	oi oy	ee ea e ie
ure	ear eer ere	air are ear	ng n (before k)						

Saying the sounds



Sounds should be articulated clearly and precisely.

Blending

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



/b/ /e/ /d/ = bed

/t/ /ea/ /m/ = team

/ch/ /ur/ /ch/ = church

Segmenting



Children need to be hear a whole word and then break
word down into sounds

bed = /b/ /e/ /d/

team = /t/ /ea/ /m/

church = /ch / /ur/ /ch/

The Year 1 Phonics Screening Check



Phonics screening check for six-year-olds

The screening check that has been proposed is for a 'simple reading check at age six'. The idea is that it would help to ensure that children have 'mastered the basic skills of early reading'. Those 'basic skills' are:

- recognising individual letters and groups of letters
- knowing which letter(s) are representing which sounds
- blending individual sounds together to read words.

“

Children have to learn how the sounds of spoken English are represented by letters or groups of letters.

”

“

The check should help teachers to identify children who may be struggling with phonic decoding early on and who need speedy intervention to catch up.

”

Y1 Phonic Screening



thorn

groiks



shrubs

yune



waiting

baim



turnip

girst



Year 1 ~ Phonics





What the children find difficult...

Reading nonsense words and trying to make sense of them. For example...

strom



became

storm



What's next?

As children become confident at blending/sounding out words, they will reach the stage of not needing to break the word down into individual phonemes. They will look for parts/chunks of the word they can read. E.g.

fan – tas – tic

They will also look for words within words. E.g.

donkey

And they will be able to read words 'on the run'.

By the end of Year 2...



- paints
- world
- Saturday
- hurried
- peaceful
- rainbow
- baking
- teddies



Key words

- Key words are the words which occur most often in text e.g. the, she, a, was etc.
- A lot of the key words are not always phonetically plausible and are tricky to read and spell.
- There is no easy way to teach these words. Children learn to read and spell these words through practice and repetition.
- Revisit them over and over again ~ make it fun!

Games for reading and spelling words



- Flashcards
- Copy, Cover, Close eyes, Check
- Trace the word with your finger on the carpet, in the air, on your arm, another child's back
- Tricky word bingo
- Word finding
- Snap/matching pairs



Here are some examples of the sort of activities we plan in our phonic sessions that you could play at home with your child.



Jump in the hoop

Give your child a selection of objects (e.g. a spoon, toy car, train, sock, cup, book, pen, etc.)

Place a letter in a hoop.

Child to look for an object that begins with that letter and then jump in the hoop holding that object.

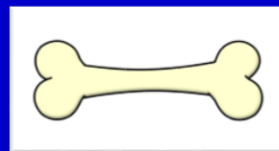
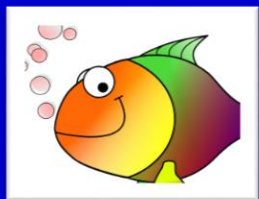
Make it more difficult by asking them to find a word that ends in a particular letter.



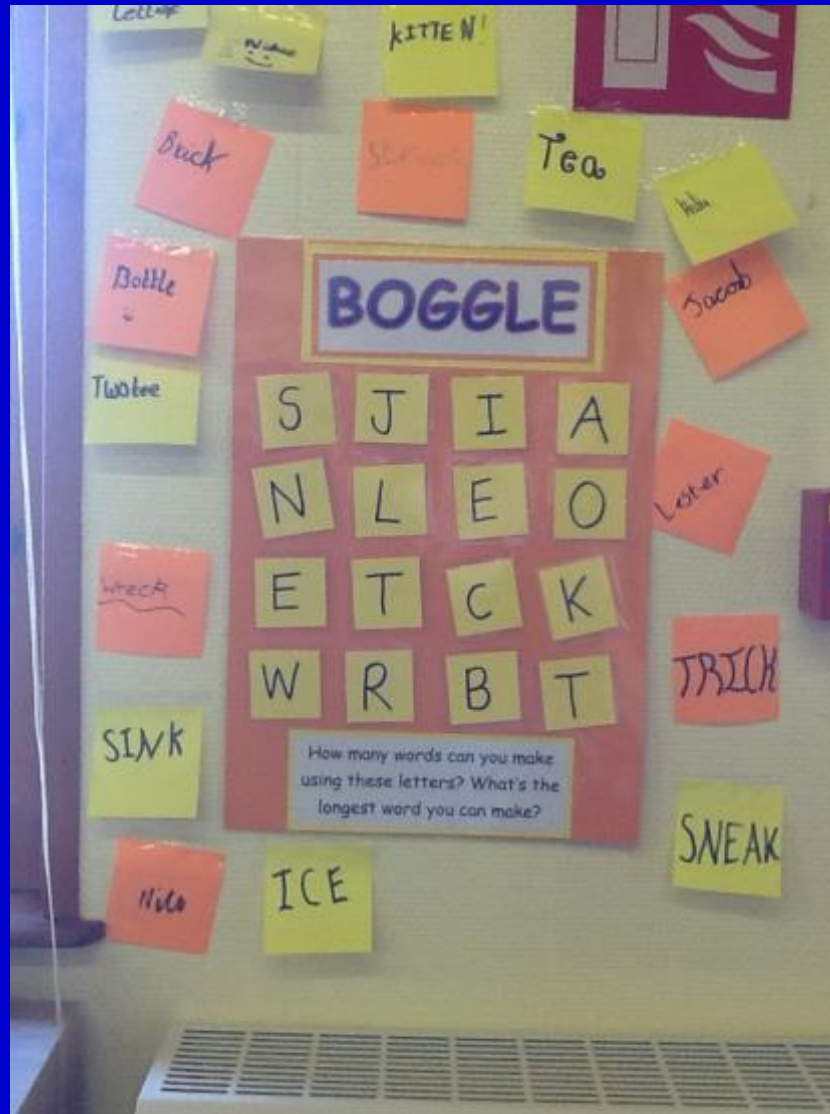
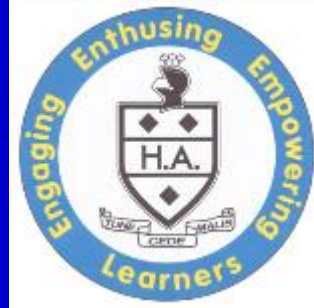


Matching words and pictures game

brush	shed	fish
dish	light	snake
coin	cake	smile
bone	book	toys



Word Games



Hidden words



Write the words that you would like the children to learn, hidden in a series of letters. For example:

sfplhplayknc – play

qrupifwithsaem – with

jbsgsawiyuv ~ saw

The children could highlight or circle the word with a coloured pen. To raise the challenge you could set a time limit on the game.

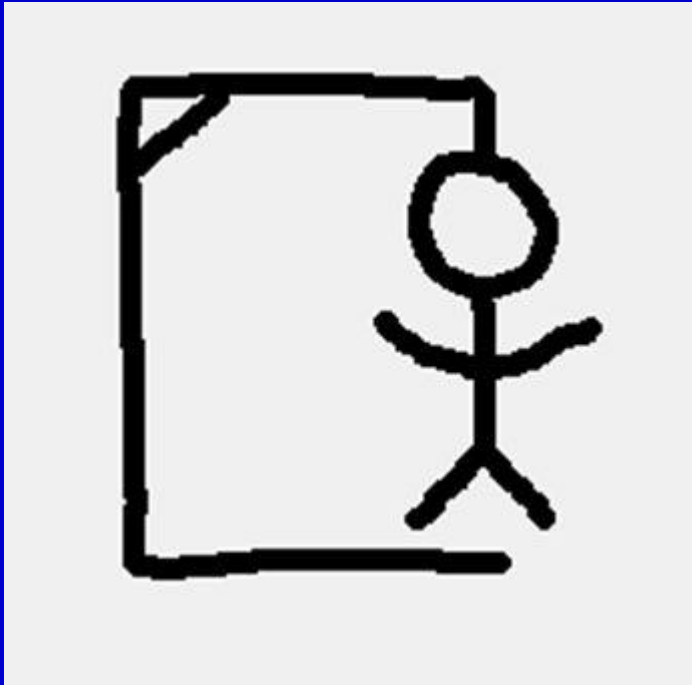
The Robot Game

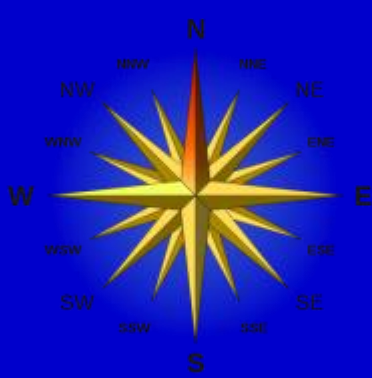


Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say ‘b~u~s’, and your child says ‘bus’.

Hangman





NSEW

Place 4 letter cards around the room.

Hold up an object beginning with one of the 4 sounds.

Children run to the sound the object begins with.



Whiteboard writing

When spelling, encourage your child to think about what “looks right”.

Have fun trying out different options:

tray

trai

rain

rayn

boil

boyl

boy

boi

throat

throwt

snow

snoa



Rhyming games

Ask children to spot rhyming words in stories (Julia Donaldson's books are good for this) and poems.

Challenge your child to think of as many rhyming words as possible. Best, rest, guest, west, vest..... can be part of a game where you take turns to say a rhyming word. The words don't always have to be real – ants, vants, shants, pants..... Make it fun!



Flashcards

Hold up the sound cards one at a time.

Ask your child to say the sound as quickly as possible.

Make it a challenge – how many can they recognise in 30 seconds? Can they beat their score the next day? Can they recognise more than you in that time? Have a competition!

S

Countdown



a t s
e h d
p o f n

How many words can they make from the letters given?



Messages on the fridge

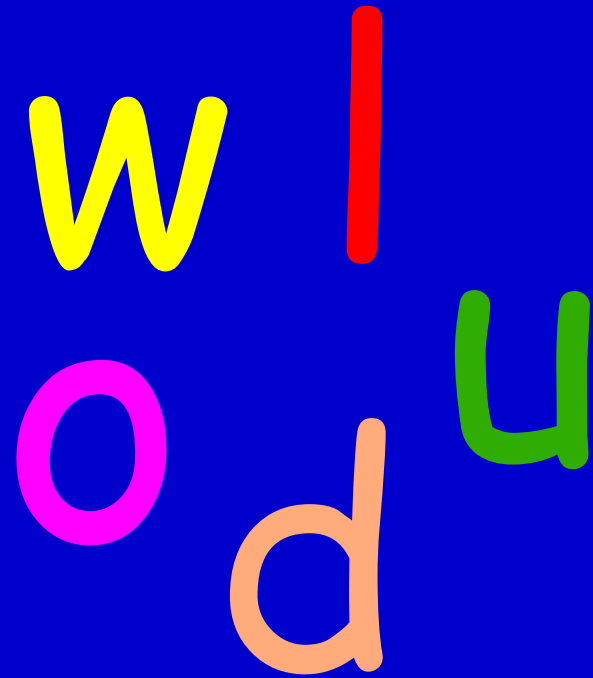
Use magnetic letters to make lists of words and simple sentences on the fridge. Leave a message for your child to read and reply to.



Making words



Write a word out ~ it
could be a tricky word ~
cut it up and ask your
child to put it back in the
correct order.



Full circle



Use magnetic letters to make a word. Change one letter each time to make a new word until you get back to the original e.g. park~part~tart~dart~dark~park~full circle!

park

part

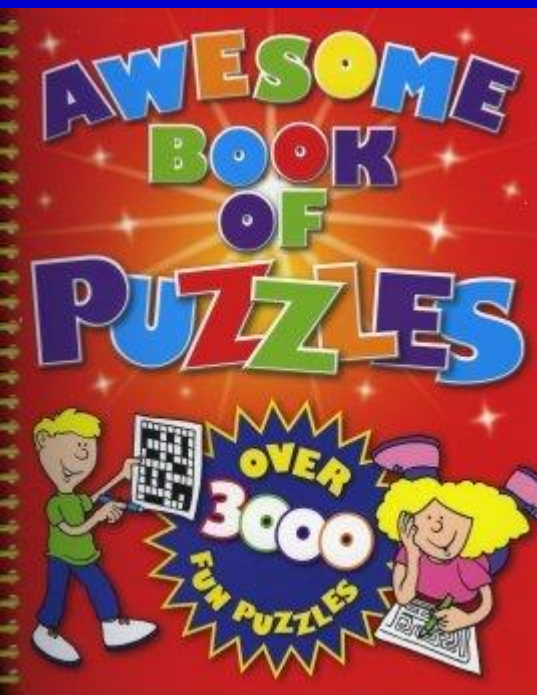
tart

dart

dark

park

Other games and ideas



Some online games to play with your children ...



www.bbc.co.uk/schools/wordsandpictures/

www.phonicsplay.co.uk

www.ictgames.com

PICNIC on PLUTO



Obb and Bob are brothers. They both love to eat but they like to eat different things. Bob loves to eat snacks with real words on them. Obb loves to eat snacks with fake words on them. Can you drag each snack to the right brother?

Next

BURIED TREASURE



Next



j	c	n	l	t	k	g	n	j	
r	a	p	u	m	n	m	s	e	q
l	k	l	t	a	m	e	k	o	d
b	e	a	o	j	f	a	m	e	a
l	l	t	m	a	k	e	g	l	t
a	d	e	s	a	m	e	s	x	e
m	t	v	h	i	e	l	q	r	e
e	p	n	r	a	t	e	w	f	g
w	m	i	t	a	k	e	c	d	q
o	y	n	a	m	e	u	h	p	x

rate,
tame,
cake,
fame,
take, date,
late, same,
name,
make,
blame,

How / hide words

Spelling apps



Spell fix

Word juice

Squeebles

Word mania

1000 sight words superhero

Doodle Hangman



Thank you for joining us this evening.