

# Welcome to Woolton Primary School



WPS is the home of Blaise the Bus and the Giant Library Book





# Finding out about Phonics

Session for Parents

17<sup>th</sup> October 2017

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Early Years Phase Leader



# In Nursery and pre-school

- General sound discrimination- environmental, instrumental, body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

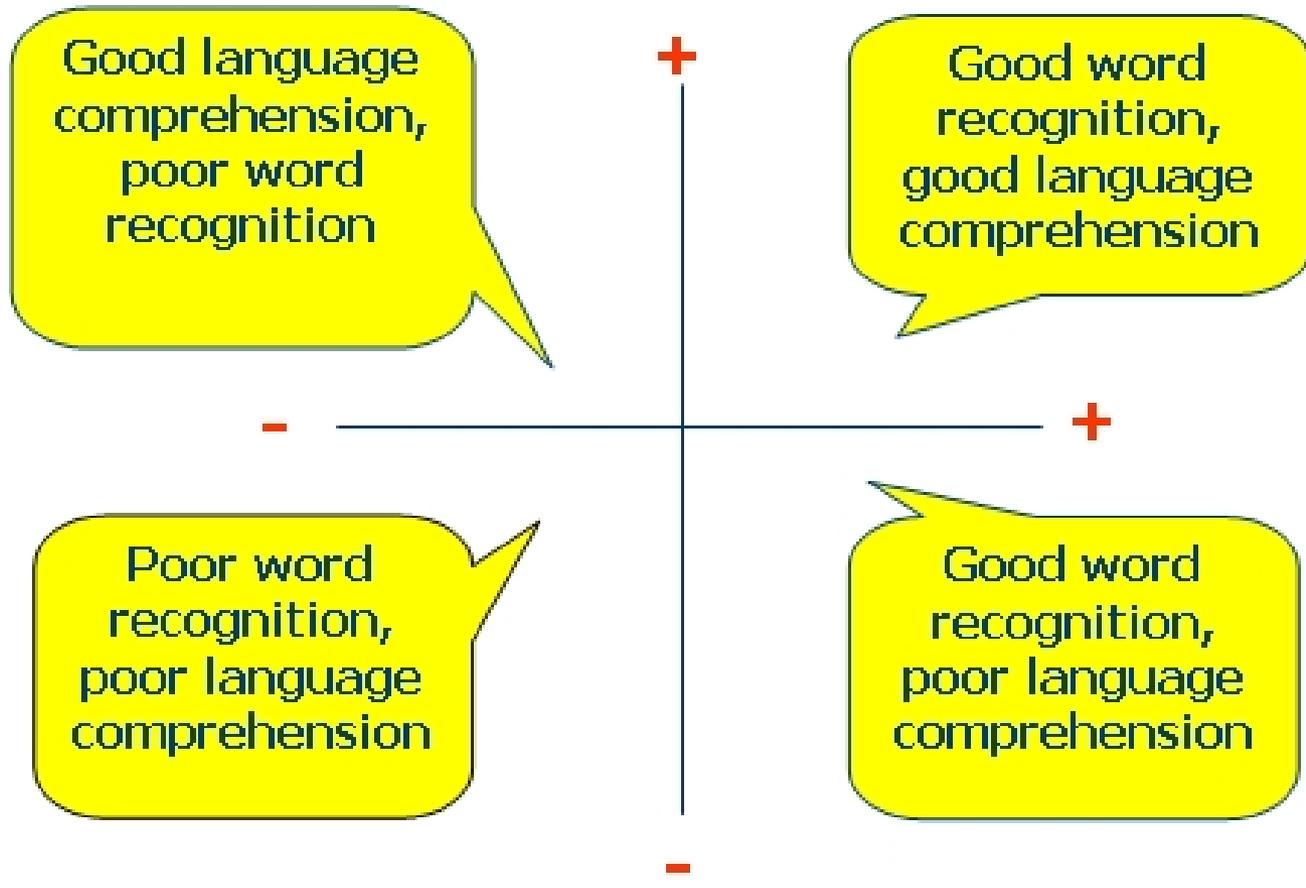


# Why phonics first?

- **Rose (2006), Independent Review of the Teaching of Early Reading:**
- Although high quality systematic phonic work should be taught discretely it should be set within a broad and rich language curriculum.
- The Simple View of Reading takes full account of word recognition and language comprehension as distinct processes related one to the other.



# Simple view of reading





# The reading curriculum

- Phonics and the development of decoding skills (reading).
- Shared reading – use of shared texts to model reading strategies
- Guided reading- sharp focus on needs of a particular group
- Independent reading ( individual, paired) –developing range of choice and experience opportunities to select own choice of texts- independence/motivation
- Stories- hearing books read aloud
- Home school partnership- family involvement in reading

# Being a successful reader

Two main skills

**Phonics** – decoding by blending the sounds in words to read them

**Language comprehension**- understand what the word means within the context it appears

Language development and phonics working together supports reading development.

# Beginner readers

- Phonics - main strategy supporting word recognition
- Teaches children to connect letters of the alphabet to the sounds they make- blending them together from left to right to make a word
- Supports children in identifying those individual sounds ( phonemes) within words and segment them for spelling



# A guide to phonics terminology

These are terms that you may see in the home school book, read in school reports or documents, hear at parent workshops or you may hear your children using them. The guide below will help you understand this terminology.

- Phoneme – the smallest unit of sound.
- Grapheme – a letter or sequence of letters that represent a phoneme.
- Digraph – 2 letters representing 1 phoneme e.g. ee ai ow ar
- Trigraph – 3 letters representing 1 phoneme e.g. air ear
- Split digraph – 2 letters representing one phoneme but it is split within a word e.g. ‘a-e’ in ‘cake’ or ‘o-e’ in ‘hole’
- Syllable – a beat in a word.
- Monosyllabic – word with 1 syllable

- Polysyllabic – word with 2 or more syllables.
- Segment – ability to hear individual phonemes
- Blend- ability to merge the individual phonemes to pronounce the word.
- CVC word – consonant vowel consonant word e.g. cat or sheep.
- CCVC word – consonant consonant vowel consonant e.g. clip or drop.
- CVCC word – consonant vowel consonant consonant e.g. milk or lift.
- Suffix - something that is added to a word at the end e.g. ‘ed’ ‘ing’ ‘ly’  
chatted lovely
- Prefix – something that is added to the start of a word e.g. ‘dis’ disobey  
or ‘un’ unwell

# Phoneme

- 26 letters in the English alphabet
- These letters and combinations of these letters make 44 sounds (there are more)
- Speech sounds- **phonemes**- the smallest units of sound in words
- Letters or groups of letters- graphemes
- **Phonemes** can be represented by **graphemes** of one, two or three letters:

t

sh

igh

# Grapheme

- One letter or one group of letters used to write one sound

e.g.

The sound 'f' can be written with the grapheme **f**(**f**un), **ff** ( h**uff**)

The sound 'igh' can be written with the grapheme **igh** ( **nigh**t) or **i** (kn**if**e) or **ie** (t**ie**)

# Correct articulation of the phonemes

- If you are confused about how to pronounce the sounds found in *Read Write Inc. Phonics* don't worry you can go online and listen to pronunciation guides.
- Use the guide to support your child when practising the sounds at home.
- Go to Google and type in: Sound pronunciation guide Read, Write Inc.

# Blending

- Blending is recognising the letter sounds in a written word and merging them to pronounce the word.

For example, c-a-t to pronounce the word 'cat'

- Not cuh-a-tuh or C-A-T
- Sheep = sh-ee-p not s-h-e-e-p
- Night = n-igh-t not n-i-g-h-t



# Segmenting

- Segmenting is being able to hear the individual phonemes within a word.
- It's used for spelling words.
- 'Chopping up' the word to s p e ll it out.
- The opposite of blending.
- E.g. milk=m-i-l-k, fright=f-r-igh-t

# Read, Write Inc

- Is a high quality phonics programme
- Structured sessions daily
- Speed Sounds – letter sounds.
- **Fred Talk**- a puppet who says, reads and spells words in pure sounds (doesn't speak in words)
- **Green words**- words children can sound out to read
- **Red or tricky words**- common words with an uncommon spelling e.g. said, would, bought ('You can't Fred a red!')
- **Challenge words**- topical words linked to a particular story

## Simple Speed Sounds chart

*Consonants: stretchy*

f	l	m	n	r	s	v	z	sh	th	ng
										nk

*Consonants: bouncy*

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

*Vowels: bouncy**Vowels: stretchy*

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

*Vowels: stretchy*

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

Complex Speed Sounds chart

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c					
					ce					

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch											

Vowels

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

## Set 1 sounds

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

## Set 2 sounds

ay ee igh ow oo oo ar or air ir ou oy

## Set 3 sounds

a-e ea i-e o-e u-e aw are ur er ow  
oi ai oa ew ire ear ure tious tion

# Phonics groups

- All staff who lead groups, including support staff, have trained in the Read, Write Inc programme
- The children are grouped according to need
- Sessions happen five times a week
- Direct link between phonics and other reading and writing activities
- Assessment of progress, regular regrouping as necessary



# Teaching new phoneme/grapheme correspondence

- Hear it and say it
- See it and say it
- Say it and write it



# Structure of Read, Write Inc

- **Revisit and review** Practise previously learned sounds
- **Teach** Teach a new sound and corresponding grapheme
- **Practise** Practise reading and/or spelling words with the new letter. Teach one or two red words
- **Apply** Read sentences/stories containing new and learnt sounds. Write words and sentences containing new letter and previously taught ones
- **Assess**



# Assessment

- On-going assessment of individual children
- Opportunities provided for small group/individual work for those children who need more consolidation of phonic knowledge
- Year 1 Phonics screening check
- 88% 2014
- 90% 2015
- 88% 2016
- 90% 2017
- Above local and national averages.



# Year 1 Phonics Screening Check

- Designed to give teachers and parents information on how the child is progressing in phonics
- Two sections in this 40-word check and it will assess phonics skills and knowledge learned through Reception and Year 1. Takes 5-10 minutes per child
- It is a school-based check to make sure that the child receives any additional support promptly- practice time is given, not stressful for children



## Advice on phonics at [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

On this website you will find:

- Top tips to help your child with their reading, from Ruth Miskin
- Phonic pronunciation guide
- Fun activities to help embed their early learning
- Busythings website.
- See handouts for more websites that support phonics.



# Helping your child read unfamiliar words

- Say each sound in the word from left to right.
- Blend the sounds by pointing to each letter, i.e. /b/ in bat, or letter group, i.e. /igh/ in sigh, as you say the sound, then run your finger under the whole word as you say it.
- Try to ensure that you enunciate the sound accurately.
- Talk about the meaning if your child does not understand the word they have read.
- Work at your child's pace.
- Always be positive and give lots of praise and encouragement.

# A few tips for at home

- Help your child learn the alphabet.
- Help them to recognise the difference between letter names and the phoneme (sound).
- In the early stages at school help them to sing and recite songs and nursery rhymes so they have the opportunity to identify sound patterns and rhymes orally.
- When spelling encourage them to think about the phonemes but when writing down attempted spellings help them to refer to letter names.
- Encourage children to say the phonemes correctly especially tricky ones like 'f' 'th' 'wh'.

- Distinguish and separate phonemes e.g. 's' 't' not 'st', with the exception of 'qu' 'th' 'sh' 'ch'.
- Help them to think about where the sound is made and the position of the lips, teeth or tongue.
- Some children will make very sensible attempts at spellings and may use letters that can represent a phoneme but they might not use the correct one e.g. 'sean' instead of 'seen'. Always praise attempts and where appropriate select some to sensitively correct.
- Teachers may give you some extra activities to do at home. It is a good to do these but to also revisit them to ensure the knowledge is embedded.
- Ask your class teacher if you are not sure and want some advice.

# Some more ideas for activities - keep them short, fun and try to vary them!

- I- Spy – excellent when out and about
- Making and playing pairs games
- Making and playing bingo games
- Odd one out – children identify a word which doesn't share the same phoneme/grapheme
- Word searches
- Sorting words
- Countdown – give them phonemes they know and see if can make words.

# Phonics Stay and play sessions

- Phonics linked Stay and Play dates:
- RL – Monday 6<sup>th</sup> November
- RR – Tuesday 7<sup>th</sup> November
- RE – Wednesday 8<sup>th</sup> November

Time – 9.15 – 10.15am



# Any questions?

