

Phonics

Foundation Stage Meeting
For Parents

Learning to read and write in
English is extremely tricky!

<https://www.youtube.com/watch?v=MAL9VD6Lz9Y&feature=youtu.be>

Phonics is...

Knowledge of the alphabetic code

Skills of segmenting and blending
phonemes

The Alphabetic Code

The alphabetic code is different from the alphabet. The alphabetic code is made up of 44 different sounds. This is defined by three concepts:

1. A sound can be represented by one, two, three or four letters e.g. a, e, ai ,ee (digraphs) air, ear (trigraphs) . ough
 2. A sound can be represented by many different spelling alternatives e.g. ay - may. ai - rain. a-e- lake
 1. A letter or letter group can have different pronunciations e.g. ea-mean, deaf, ough-cough, tough, through
- When learning to read and spell your child needs to associate letters with their sounds, not the letter names and learn that letters are codes for their sounds.
 - When learning to **read** new or unknown words your child is taught to recognise the letters or letter groups from left to right; your child says the sounds or phonemes all through the word aloud or silently and blends the sounds to read the word. **See example!**
 - When learning to **spell a** new word your child is taught to segment the sounds (or phonemes), remember the graphemes or letter and letter groups that go together to make the sounds they can hear and make decisions as to which graphemes they should use. **See example.** As they go through the phases your child will be introduced to new and alternative graphemes and so have more spelling choices. **Choosing the right grapheme or letter groups can be very confusing and lead to spelling errors in the early stages.** We value the children's attempts at spelling phonetically and correct only when the child can understand the spelling correction (i.e. has learnt it) and use it to support their development with spelling.

Definitions

Phoneme – smallest unit of sound in a word.

Grapheme – a letter or sequence of letters that represents a phoneme.

Blending- putting all the sounds together to read the word

Segmenting- listening to all the sounds in the word so that we are able to attempt its spelling.

Pronouncing Phonemes- Pure Sounds

<https://www.youtube.com/watch?v=EYx1CyD>
[MZSc](#)

Video showing pronunciation of sounds
Ruth Miskin

Phonics in Class

Each day your child participates in a phonics session. The children are organised into ability groups for the sessions and work at a level appropriate to their ability. We are following the Read Write Inc programme (Ruth Miskin).

During these sessions your child will:

- Practise previously learned phonemes and graphemes and tricky words
- Be introduced to new phonemes and graphemes
- Are taught how to read tricky words
- Learn to read real and nonsense words by practising blending the phonemes or sounds
- Practise segmenting phonemes for spelling words
- Apply the skills they are learning to read and spell captions and sentences

Children learn a simple code first

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 |
|----|----|----|----|-----|----|----|----|

The complex English alphabetic code

Consonants: stretch

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| 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: bounce

| | | | | | | | | | | | | |
|----|----|----|----|---|----|----|----|----|----|---|---|-----|
| 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 | | | | | | | |

There are 150 ways to spell the
44 sounds

Phase 1

Concerns tuning in to sounds. If the children can't hear sounds they will find blending sounds together to read and write very difficult.

- Environmental sounds - listen out for these!
- Instrumental sounds- identifying different instruments
- Body percussion - Make up a pattern to copy
- Rhythm and Rhyme- fill in the missing words in rhyming stories
- Alliteration- make up silly sentences
- Voice sounds - wheee! Boing! miaow!
- Oral blending and segmenting- Fred Talk, I spy



Fred Talk (Green words)
Blend the words below. Some
are real and some are
nonsense words!

sat

pard

cow

geep

help

mighb



Fred Fingers
Segment the words below.

sat

rain

big

jump

meet

long

Letter Formation

In FS we teach the children how to form the lower case letters first using talking prompts.

"Around the apple and down the leaf".

a d

Tricky (pink) Words

Some words are called 'tricky' words because they cannot be fully blended or segmented as they have a tricky part the child has not yet learned e.g.

she

We can sound out the /sh/ but the /e/ makes an /ee/ sound and not an /e/ which is the only sound the children know this makes so far.

The tricky part is the /e/.

The tricky words become easier to blend once other phonemes and graphemes have been learnt.

What can you do at home to help?

- Read and share picture books with your child on a daily basis
- Model reading words using pure sounds
- Encourage your child to use pure sounds when attempting to read
- Encourage your child to follow the words with their finger whilst reading
- Explain when words are tricky (pink)

Reading

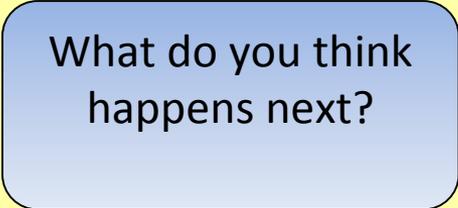
Phonics is only a small part of reading and as well as using their phonic skills to decode the text your child should also be developing a **love for reading**.

There are other reading skills that are not taught through phonics that together we need to encourage, for example, understanding what is happening in the story, facts they have found out, empathising with characters, talking about what might happen next.

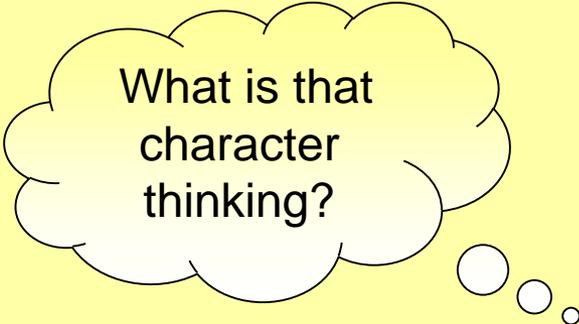
Reading good quality picture books that are available in your child's classroom, the school's own library or the Didcot library will help develop these skills to make your child a confident reader.

When reading with your child...

use these prompts to help you:



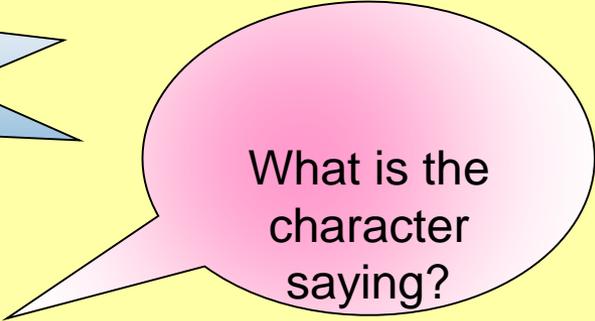
What do you think happens next?



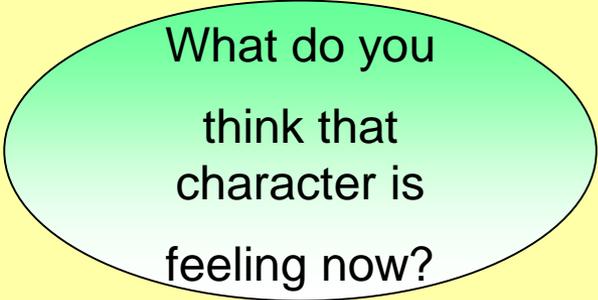
What is that character thinking?



What is happening?



What is the character saying?



What do you think that character is feeling now?

Developing Vocabulary

- By enriching conversations through description:

"Look at that rain. It looks like little diamonds sparkling on the window pane!"

- By having fun with words and language.

"I'm as hot as a spud in a cooking pot!"

- By praising your child for using new words or interesting phrases

We need to hear 1000
stories before we can
learn to read

Rhymes and books often have one or two unusual words.
Having a large vocabulary helps children understand what
they **hear** and what they will later **read**.

If you read just **1** book a day to your child, they will have been read **1865** books by their 5th birthday.

Every day counts.
Every book counts

(Speech and Language Therapy Lanarkshire)