

# PHONICS AT WESTFIELD

# WHAT IS PHONICS?

- □ Phonics involves breaking words into separate phonemes that can be blended together to read a word.
- □ It teaches children how to pronounce all 44 phonemes.
- □ It teaches children how to segment words into phonemes to spell a word, and blend phonemes together to read a word.
- □ It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words is the ultimate goal.












































# HOW DO WE TEACH PHONICS AT SCHOOL?

- □ Phonics is taught for 20 - 30 minutes every day, usually at the start of each day.
- □ Phonics is divided into 5 phases, the first of which should be taught in Pre-School.
- □ Each phase builds on what has been taught in the previous phase.
- □ As teachers we continually assess children's progress every session, but a more formal assessment on a 1:1 basis takes place at the end of each half term. We then adjust groupings and teaching accordingly.

# GLOSSARY

- □ Phoneme - the sound made by a single letter or combination of letters.
- □ Grapheme - the written representation of a sound
- □ Blending - the process of putting sounds together to say a word when reading
- □ Segmenting - the process of breaking a word up into sounds
- □ Caption - a title or short explanation that accompanies a picture
- □ High-frequency - words that occur most commonly in books
- □ Suffix - A letter or group of letters added to the end of a word to make a new word.

# THE 44 PHONEMES

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 <b>the</b>	ng 	ear 	air 	ure <b>pure</b>	er 



# PHASE 1

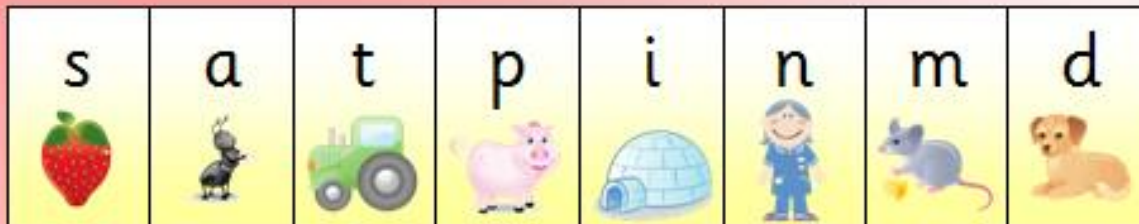
- □ Phase One falls largely in the Communication, Language and Literacy area of Learning and should be taught in Pre-school.
- □ The children do not learn any sounds visually, but play lots of games and take part in activities to develop their listening skills.
- □ There are seven aspects to this phase:
  - □ Environmental sounds
  - □ Instrumental sounds
  - □ Body percussion
  - □ Rhythm and rhyme
  - □ Alliteration
  - □ Voice sounds
  - □ Oral blending and segmenting

# PHASE 2

- □ In Phase 2, children will learn at least 19 letters.
- □ They move from oral blending and segmenting to blending and segmenting with letters. Initially children are not expected to write the letters, but will instead use magnetic letters, moving onto writing when they are ready.
- □ By the end of this phase children should be able to read some VC and CVC words and to spell them.
- □ The children are introduced to reading two-syllable words and simple captions.
- □ They will also learn to read some high-frequency ‘tricky’ words.
- Phase 2
- VC words are vowel consonant words such as “it”, with CVC being consonant vowel consonant, such as “cat”.

# PHASE 2

## Phase 2 Sounds





# TRICKY WORDS

- □ Not all words can be sounded out, such as ‘said’, which children often sound out as s-a-i-d and spell as ‘sed’.
- □ Children need to learn to recognise these words by sight and to spell them from memory.
- □ We teach these by encouraging the children to identify the “tricky” part of the word, i.e. the part that can’t be sounded out. For example in the word ‘said’, the ‘ai’ is the tricky part.

# TRICKY WORDS FOR PHASE 2

⦿ the

⦿ to

⦿ I

⦿ no

⦿ go

# PHASE 3

- □ In Phase 3, the children are taught another 25 graphemes, most of them comprising of 2 letters.
- □ They continue to practise CVC blending and segmenting, and will apply this knowledge to reading and spelling simple two-syllable words.
- □ The children will learn the letter names.
- □ They learn more tricky words and begin to spell them.

# PHASE 3

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

My Phase 3 Sound Mat

# TRICKY WORDS FOR PHASE 3

- he
- she
- we
- me
- be
- was
- you
- they
- all
- are
- my
- her

# PHASE 4

- □ The purpose of this phase is to consolidate the children's knowledge of graphemes in reading and spelling words containing consonants next to each other such as 'cl', 'br', 'st', and words with more than one syllable.
- □ No new phonemes are taught in this phase.

# PHASE 4 TRICKY WORDS

- □ said
- □ have
- □ like
- □ so
- □ do
- □ some
- □ come
- □ were
- □ there
- □ little
- □ one
- □ when
- □ out
- □ what






# PHASE 5

- □ In this phase children learn new graphemes, and alternative pronunciations for these, and graphemes they already know.
- □ Children become quicker at recognising graphemes of more than one letter in words, and at blending the phonemes they represent.
- □ When spelling words they will learn to choose the appropriate graphemes to represent phonemes.
- □ They begin to remember which graphemes are used in particular words.
- □ They have increased practise in writing sentences.






# PHASE 5

## Phase 5 Sounds

ay	ou	ie	ea	oy	ir	ue	aw	wh
								

ph	ew	oe	au	ey	a_e	e_e
						

i_e	o_e	u_e
		



# TRICKY WORDS FOR PHASE 5

- □ oh
- □ their
- □ people
- □ Mr
- □ Mrs
- □ looked
- □ called
- □ asked
- □ could

# THE TRICKY BITS - COMMON DIFFICULTIES

- □ Hearing all the individual phonemes in the correct order.
- □ Rhyming.
- □ Confusion between phonemes and letter names.
- □ Letter reversal when writing.
- □ Recognising digraphs within words.
- □ Knowing which grapheme to use when.

# CORRECTLY PRONOUNCING EACH SOUND

- □ It is essential that phonemes are correctly pronounced in order for children to blend words successfully.
- □ An “uh” sound should not be added to the end of a phoneme, e.g. sss not suh, mmm, not muh, and sh, not shuh.

# YEAR 1 PHONICS SCREENING CHECK

- □ The Phonics Screening Check is set out by the Department for Education. This check is a short assessment carried out on an individual basis by the class teacher. It assesses your child's knowledge of sounds using 40 words some of which will be non-words, and will only take a few minutes to complete. The results of the check will be included with your child's end of year report.

# HOW CAN YOU HELP YOUR CHILD?

- ❖ Hear them read every night - personal reader, books from the library, books from home etc.
- ❖ Read to your child as often as you can.
- ❖ Play Phonics games with them (see list of websites.)
- ❖ When completing homework, encourage them to segment the sounds before writing.
- ❖ Encourage them to break down the words into syllables.
- ❖ Look for language in the environment e.g. signs, labels, post (letters) etc.
- ❖ Make up silly words and rhymes to secure sounds in both alien and real words (Phonics Screening Check.)

# USEFUL WEBSITES

- ◉ ◻ [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- ◉ Education City
- ◉ [www.lettersandsounds.com](http://www.lettersandsounds.com)
- ◉ [www.twinkl.com](http://www.twinkl.com) (resources)
- ◉ [www.ictgames.com](http://www.ictgames.com)
- ◉ [http://www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html)
- ◉ Oxford Owl - [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)
- ◉ <http://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

# PRIMARY CURRICULUM 2014

- ◉ Previously...
- ◉ EYFS/KS1 - 'Letters and Sounds' phonics programme
- ◉ In Year 2 onwards - Support for Spelling covered spelling objectives



# ENGLISH CURRICULUM 2014

- ◉ Previously...
- ◉ EYFS/KS1 - 'Letters and Sounds' phonics programme
- ◉ In Year 1 onwards - Spelling objectives
- ◉ (Taught in discrete lessons of 20 minutes twice per week)

# TEACHING SEQUENCE OF SPELLING

- ◉ **Revisit, Explain, Use**
- ◉ What do we already know? (*Previously learnt letter/sound correspondence, prefix, suffix...*) Oral activities to confirm prior knowledge, Explain the purpose of new learning, Use vocabulary orally in context
  
- ◉ **Teach, Model, Define**
- ◉ How the pattern/rule/structure works, Model spelling examples, Define the rules/pattern/ conventions, Whole class/ individual whiteboard spelling practice
  
- ◉ **Practise, Explore, Investigate**
- ◉ A range of interactive activities for children to practise the new learning, Whole-class activities, Group work, Extension activities, Independent work, Homework
  
- ◉ **Apply, Assess, Reflect** Revise new learning, Apply in writing, Reflect on learning

THANK YOU!