

Phonics Meeting for Parents

Miss Lowe

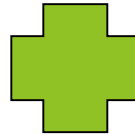
Year 1 teacher/KS1 Leader/Phonics lead

- ▶ The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience and future life.
- ▶ Phonics helps children to develop reading and spelling skills at an early stage,
e.g. cat can be sounded out for reading and spelling

Phonics at a glance

Phonics is...

Skills of
segmentation and
blending



Knowledge of
the alphabetic
code.

Phonics consists of:

- Identifying sounds in spoken words.
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.

Although there are 26 letters in the English alphabet, there are 44 speech sounds.

It iz tiem too gow hoam
sed v katorpilla. But iy
doat wont 2 gow howm
sed th butt or flie. Iy wot
to staiy heyr.

Some Definitions

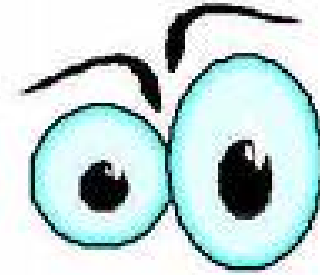
A Phoneme

This is the smallest unit of sound in a word.



cat = 3 phonemes

A grapheme



These are the letters that represent the phoneme.

Children need to practise recognising the grapheme and saying the phoneme that it represents.

The grapheme could be 1 letter, 2 letters or more! We often refer to these as sound buttons:

t

ai

igh

- ▶ A phoneme you hear



- ▶ A grapheme you see



A word always has the same number of phonemes and graphemes!

How to say the sounds

- ▶ Saying the sounds correctly with your child is extremely important
- ▶ The way we say a sound may well be different from when you were at school
- ▶ We say the shortest form of the sounds

This is where it gets tricky!

- ▶ Phonemes are represented by graphemes.
- ▶ A grapheme can consist of 1, 2 or more letters.
- ▶ A phoneme can be represented/spelled in more than one way (c**a**t, k**e**nnel, c**h**oir)
- ▶ The same grapheme may represent more than one phoneme (m**e**, m**e**t)

Blending – a key skill for reading

- Recognising the letter sounds in a written word, for example:

c-u-p

and then merging or ‘blending’ them in the order in which they are written to pronounce the word ‘cup’.

Segmenting – a key skill for writing

- ▶ ‘Chopping up’ the word to spell it out
- ▶ The opposite of blending
- ▶ Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word.

Once children are good with single phonemes...

- ▶ DIGRAPHS – 2 letters that make 1 sound

ll ss zz oa ai

- ▶ TRIGRAPHS – 3 letters that make 1 sound

igh ure

Segmenting Activity

- ▶ Using 'sound buttons' can you say how many phonemes are in each word.
 - ▶ shelf
 - ▶ dress
 - ▶ sprint
 - ▶ string

Did you get it right?

- ▶ shelf = sh – e – l – f = 4 phonemes
- ▶ dress = d – r – e – ss = 4 phonemes
- ▶ sprint = s – p – r – i – n – t = 6 phonemes
- ▶ string = s – t – r – i – ng = 5 phonemes

Tricky Words

- ▶ Words that are not phonically decodeable
e.g. was, the, I
- ▶ Some are 'tricky' to start with but will become decodeable once we have learned the harder phonemes/graphemes
e.g. out, there

Lesson format

In each year group, phonic lessons follow the same format:

- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes or high frequency or tricky words will be taught.
- **Practise:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences.

Phase 2 (FS2)

- In this phase children continue practising what they have learned from phase 1, including 'sound-talk'.
- They are taught the phonemes (*sounds*) for a number of graphemes (*letters*).
- Which phoneme is represented by which grapheme and that a phoneme can be represented by **more than one letter**, for example, /sh/ as in sh- o -p.
- VC and CVC words

Phase 2

- Sounds are introduced in sets
 - Set 1: s a t p
 - Set 2: i n m d
 - Set 3: g o c k
 - Set 4: ck e u r
 - Set 5: h b f ff l ll ss

Phase 3 (Year R and beginning Year 1)

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- practise blending and segmenting a wider set of CVC words, eg **fizz, chip, sheep, light**
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.

Phase 4 (Year 1)

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:
 - **CVCC** words: tent, damp, toast, chimp. For example, in the word 'toast', t = consonant, oa = vowel, s = consonant, t = consonant.
 - **CCVC** words: swim, plum, sport, cream, spoon.
- They will be learning more tricky words and continuing to read and write sentences together.
 - **Tricky words** - said, so, do, have, like, some, come, were, there, little, one, when, out, what

Phase 5 (Year 1)

- The children will learn new graphemes for reading and spelling.
- They will learn best fit spellings.
E.g. ai, a-e, ay all make the same sound in words
- They will continue to read and spell tricky words.

Phase 6 (Year 2)

- Recognising phonic irregularities and becoming more secure with less common grapheme – phoneme correspondences.
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
- Introducing and teaching the past and continuous present tense –
look looked looking
- Investigating and learning how to add prefixes and suffixes
unhappy happier happiest

How can I help?

- ▶ Play 'I spy'
- ▶ Play with magnetic letters, using some two-grapheme (letter) combinations, eg: *r-ai-n* = *rain* blending for reading
rain = *r-ai-n* segmenting for spelling
- ▶ Help your child learn their spellings (play dough, paint, posters, water, pasta, sand)
- ▶ Spot graphemes in books
- ▶ Praise your child for trying out words and value their use of their phonic knowledge
- ▶ Help your child learn the tricky words by playing games eg pairs
- ▶ Look for phonic games
- ▶ Play pairs with words and pictures

REMEMBER: Phonics is not the only thing needed to become a fluent reader and writer.

Please continue to read with your child each night and encourage them to:

- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions and talk about the book.

And most importantly ENJOY READING!

Useful websites

www.letters-and-sounds.com

www.phonicsplay.co.uk

www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics

www.topmarks.co.uk

To hear how to pronounce sounds try this website:

<https://www.oxfordowl.co.uk/for-home/reading-owl/phonics-made-easy/easy/>