



# Warden Hill Infant School

Learning Together, Growing Together

Welcome to our Phonics  
Meeting for Parents

January 2017



# Why teach phonics?

- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills.
  - e.g. **cat** can be sounded out for reading and spelling
- We use a synthetic scheme called '**Letters and Sounds**' as our teaching resource.





# Why synthetic phonics?

*“Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers”*

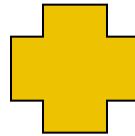
*Sir Jim Rose, Rose Review of Reading 2006*

- Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

# 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.



# Some Definitions

## A Phoneme

This is the smallest unit of sound in a word.



How many phonemes can you hear in  
**cat?**



## 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 sounds may well be different from when you were at school.
- We say the shortest form of the sounds.



# The 44 phonemes

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
										
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										



# 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 in more than one way ( **c**at, **k**ennel, **ch**oir).
- The same grapheme may represent more than one phoneme ( **me**, **met**).



# Blending

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

c-u-p

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



# Segmenting

- '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 him and stork.



# Segment and Blend these words...

- drep
- blom
- gris

Nonsense games like this help to build up skills – and are fun!



# 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 dge



# 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  
e.g. out, there.





# Letters and Sounds

- *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.



# 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.
- **Practice:** 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.


# Phonic learning is fun!

The children learn and practise their phonemes in lots of fun ways:

- Sound talking and rhyming.
- Playing games – table games or interactive games on the computer.
- Using phoneme frames, “sound buttons” and whiteboards to spell words.
- Sorting phonemes.
- Making words with phonemes.
- Being phoneme “detectives”.
- Reading and writing sentences. Silly sentences are great fun!



s a t p i n m d g o c k c k e u r h b f f l l s s



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j v w x y z z z q u c h s h t h n g a i e e i g h o a  
o o a r o r u r o w o i e a r a i r u r e e r

a	b	c	d	e	f	g	h	i	ck	ff	ll
j	k	l	m	n	o	p	q	r	ss	zz	qu
s	t	u	v	w	x	y	z	sh	ch	th	

ch i n      s a t





# Phase 1

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and Rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



## Phase 2

- In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'. They will also be 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**. They may be using pictures or hand movements to help them remember these.
- **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: c k e u r
  - ❖ Set 5: h b f ff l ll ss



# How many words can you make?

s a t p i n m d

Make as many CVC and VC words as you can!





# Phase 3

The purpose of this phase is to:

- Teach more graphemes, most of which are made of two letters, for example, '**oa**' as in **boat**.
- Practise blending and segmenting a wider set of CVC words, for example, **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.

Can you use the phoneme frame to work out how many sounds there are in these words?

<b>pig</b>	<b>p</b>	<b>i</b>	<b>g</b>
church	ch	ur	ch
coat			
curl			
thorn			
chick			
down			
shirt			





# Phase 4

- 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.**  
and **CCVC** words: **swim, plum, sport, cream, spoon**
- For example, in the word **'cream'**, **c = consonant, r = consonant, ea = vowel, m = consonant.**
- 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**

# How can I help?

- Sing an alphabet song together.
- Play 'I spy'.
- Continue to 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.

- Praise your child for trying out words.
- Look at tricky words.
- Look for phonic games.
- Play pairs with words and pictures.



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

- 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 about the book.

And most importantly **ENJOY READING!**





# Have a go!

Now we will have a go at some of the activities that your children enjoy in their phonic sessions.

Thank you.

