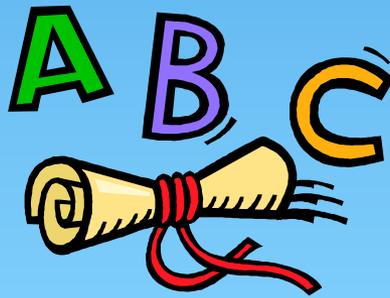


Phonics at Edlington Victoria Academy



25th September 2018

Children need to Know:

- * The knowledge of which letters (graphemes) match which sounds (phonemes).
- * The skill of segmenting = plan = p-l-a-n
- * The skill of blending = p-l-a-n = plan

Why is phonics the best method for teaching my child to read?

- * Phonics makes learning to read easier, simpler and crucially gets children reading quicker. This helps to increase a child's confidence and instil a love of reading from an early age. Rather than memorising thousands of words individually, children are instead taught a phonics 'code'.
- * This code helps children work out how to read 95% of the English language.
- * If you didn't learn to read using phonics it can seem very complicated, but once the concept of words being made up of just 44 sounds is understood, children are able to make remarkably quick progress in their reading.

The Phonic Code

- * 44 phonemes
- * 26 letters
- * 144 combinations of letters to represent the 44 phonemes

Definitions

*A *phoneme* is the smallest unit of sound in a word



Grapheme-Letter(s)
representing a phoneme

t ai igh

Blending

Recognising the letter sounds in a word
and merging them in the
order in which they are written to
pronounce words.

Oral blending

Hearing a series of spoken sounds and merging them together to make a spoken word

–no text is used.

For example, when a teacher calls out ‘b-u-s’, the children say ‘bus’

– This skill is usually taught before blending and reading printed words

Segmenting

Identifying the individual sounds in a spoken word (e.g. **h-i-m**) and writing down or manipulating letters for each sound to form the word “him”

Digraph

Two letters which make one sound

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy

Trigraph

Three letters, which make one sound

igh

air

Split digraph

A digraph in which the two letters are not adjacent

(e.g. make)

At School

- * 20 minutes of phonics teaching each day
- * Use of the letters and sounds programme with 6 key teaching phases
- * Application of phonics teaching through the curriculum
- * Reading books changed regularly
- * Guided reading once a week
- * Individual reading
- * Continued support throughout school (interventions)

Phase 1-Pre school

- * In developing their phonological awareness children will improve their ability to distinguish between sounds and to speak clearly and audibly with confidence and control.

Phase 1 Outcomes

- * Explore and experiment with sounds and words
- * Listen attentively
- * Show a growing awareness and appreciation of rhyme, rhythm and alliteration
- * Speak clearly and audibly with confidence and control
- * Distinguish between different sounds in words
- * Develop awareness of the differences between phonemes

Phase 2-Foundation Stage

- *To introduce grapheme-phoneme (letter-sound) correspondences.



c-a-t

Phase 2 Outcomes

- * Children know that words are constructed from phonemes and that phonemes are represented by graphemes
- * They have knowledge of a small selection of common consonants and vowels taught in sets.
 - * They blend them together in reading simple CVC words and segment them to support spelling.

Phase 2

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

Words sometime wrongly identified as CVC

*bow

*few

*saw

*her

Phase 3-Foundation stage/Year 1

- * To teach children one grapheme for each of the 44 phonemes in order to read and spell simple regular words.

Phase 3 Outcomes

- * Children link sounds to letters, naming and sounding the letters of the alphabet.
- * They recognise letter shapes and say a sound for each.
- * They hear and say sounds in the order in which they occur in the word,
- * They read simple words by sounding out and blending the phonemes all through the word from left to right.
- * They recognise common digraphs and read some high frequency words.

Phonemes

- * **Set 6:** j, v, w, x
- * **Set 7:** y, z, zz, qu
- * **Consonant digraphs:** ch, sh, th, ng
- * **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 4-Year 1

*To teach children to read and spell words containing adjacent consonants.

black, flat, strip, chest, dress, scrap

Phase 4 Outcomes-Year 1

- * Children are able to blend and segment adjacent consonants in words
- * They apply this skill when reading unfamiliar texts and in spelling.

Phase 5-Year 1/2

- * Teaching children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.

Mean Bread

a-e (as in **came**)

au (as in **Paul**)

aw (as in **saw**)

ay (as in **day**)

e-e (as in **these**)

ea (as in **sea**)

ew (as in **chew**)

ew (as in **stew**)

ey (as in **money**)

i-e (as in **like**)

ie (as in **pie**)

ir (as in **girl**)

o-e (as in **bone**)

oe (as in **toe**)

ou (as in **out**)

oy (as in **boy**)

ph (as in **Phil**)

u-e (as in **June**)

u-e (as in **huge**)

ue (as in **clue**)

ue (as in **due**)

wh (as in **when**)

Phase 6-Year 2

- * Content matches spelling programme used in school
- * Moving into spelling strategies and skills
- * Plurals
- * Suffixes (-ing, -ed, -er and -est)
- * Prefixes (un)

High Frequency Words

Some words can't be sounded out or blended and need to be recognised as a whole e.g.

said the eyes

These are taught as tricky words.

Children develop their ability to do this over time.

Children develop their own way of remembering these words.

The Year 1 Screening Check

- * Every Year 1 child in the country will be taking the phonics screening check in the same week in June.
- * The aim of the check is to ensure that all children are able to read by the end of year two.
- * This ‘midpoint check’ will ensure that we have a clear understanding of what the children need to learn in year 2.

The often confusing thing about the screening check is that 20/40 of the words that children are expected to read are ‘nonsense words’, alien words that have no meaning.

This is so that the check tests a child’s ability to phonetically decode words and to ensure they don't just know the word in the check already. The aim of the check isn’t to test how many words a child can read, but to ensure children have the phonics skills they need to learn new words in the future.

YEAR 1 Phonics

Screening check: Answer sheet

First name: _____
Last name: _____

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
tox				voe			
bim				jound			
vap				terg			
wif				fape			
geck				snemp			
clom				blurst			
tord				spron			
thazz				strolf			
blan				clay			
steck				slide			
hid				newt			
quemp				phone			
shin				blank			
gang				trains			
week				strap			
chill				scribe			
grit				rusty			
start				finger			
best				dentist			
hooks				staring			

Ph
KEY STAGE 1
Phonics screening check
Pupil materials

2012

National Curriculum assessments

Firm Foundations at Home and School

- * Bedtime stories (read or listen to)
- * Word Play:
 - nursery rhymes
 - songs and music
- * 'I spy' variations
- * alphabet books (The Works)
- * Shopping – matching labels, noticing letters
- * •Set up treasure hunts or challenges and encourage your child to read the clues to find the treasure
- * Boggle/Scrabble
- * •Play full circle! Use magnetic letters to make a word. Change one letter each time to make a new word until you get back to the original e.g. park-part-tart-dart-dark-park.
- * Wordsearches
- * •Write a word out – it could be a word from the weekly spellings list – cut it up and ask your child to put it back in the correct order.
- * •Use fridge magnet games to build messages, stories and poetry, e.g. 'Gone to Matt's for tea!'

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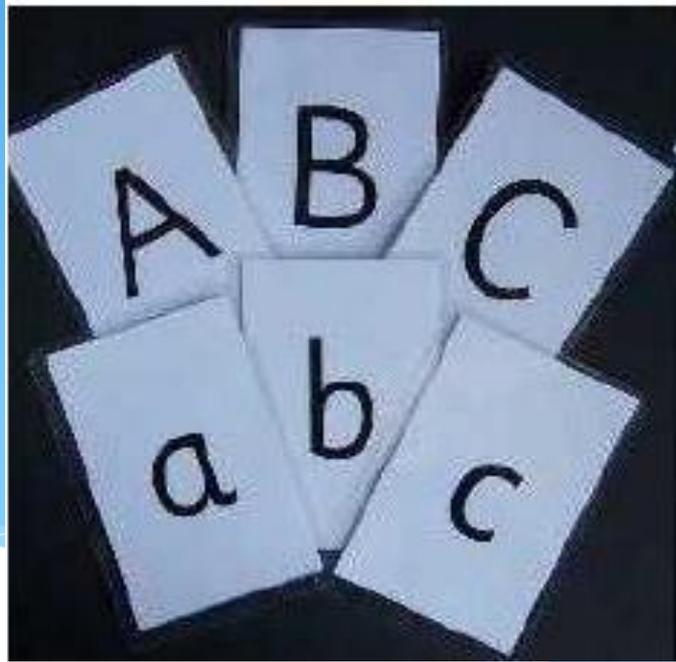
Magnetic letters



Ask your child what phoneme they
have learnt today?



Flashcards



Hide and Seek

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 		

*even

My Phase 5 sound mat

Jigsaw

ai



ar



ee



or



igh



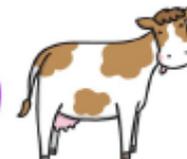
ur



oo



ow



100 high frequency words

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

General tips to support reading

Once is never enough! - Encourage your child to re-read favorite books and poems as well as their school reading scheme book. Re-reading helps children read more quickly and accurately.

Dig deeper into the story - Ask your child questions about the story you've just read. Say something like, "Why do you think he did that?" (you could use the 'questions to get more from your child's reading book' for some varied ideas.

Take control of the television - It's difficult for reading to compete with TV and video games. Encourage reading as a distraction free activity.

Be patient - When your child is trying to sound out an unfamiliar word, give him or her time to do so. Remind to child to look closely at the first letter or letters of the word.

Pick books that are at the right level - Help your child pick books that are not too difficult. The aim is to give your child lots of successful reading experiences.

I read to you, you read to me - Take turns reading aloud at bedtime. Kids enjoy this special time with their parents.

One more time with feeling - When your child has sounded out an unfamiliar word, have him or her re-read that sentence. Often kids are so busy figuring out a word they lose the meaning of what they've just read.

Useful websites

<http://www.primaryhomeworkhelp.co.uk/literacy/>

www.letters-and-sounds.com

Active Learn