



PHONICS MORNING



AIMS

- What is phonics?
- Phonics in Reception
- Phonics in Year 1
- How phonics can be supported at home
- Any questions?



Radnor House
celebrating every individual

PHONICS

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

Understanding phonics will also help children know which letters to use when they are writing words.

(National Literacy Trust)

BEYOND PHONICS

Phonics is an essential part of learning to read and write. Similarly, developing children's positive attitudes to literacy at the earliest age is vital. Together, as a school and parents, we foster and nurture these attitudes. We can:

- Stimulate interest through play, stories, songs and rhyme.
- Provide opportunities to talk with children about themselves, their feelings and experiences.
- For the youngest children sharing and enjoying books together provides a wonderful foundation.

These activities all massively contribute to our children's literacy and education in general.



The technical words

There are a few words that you might like to know the meaning of:

1. **Grapheme** – The written version of a sound. (eg: s or a)
2. **Phoneme** – The sound that a grapheme makes.
3. **Digraph** – A two letter grapheme that makes only one phoneme (sound). (eg: ch or sh)
4. **Trigraph** – A three letter grapheme that makes only one phoneme. (eg: igh)

chip thing shop bathth night

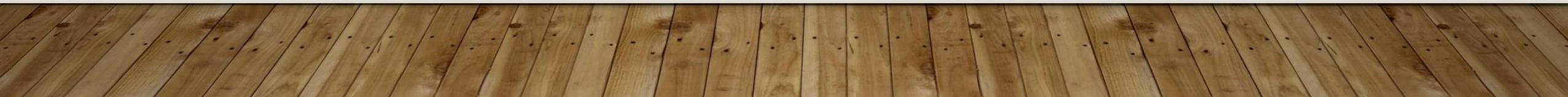
What is Phonics to a Reception child?

I use Jolly Phonics to support my phonics teaching.

In Jolly Phonics the main sounds of English are taught, not just the alphabet. The sounds are in groups. Some sounds are written with two letters, such as **ee** and **or**. These are called digraphs.

Each sound has an action which helps children remember the letter(s) that represent it. As a child progresses you can point to the letters and see how quickly they can do the action and say the sound. As a child becomes more confident, the actions are no longer necessary.

Children should learn each letter by its sound, not its name. For example, the letter 'a' should be called **a** (as in ant) not **ai** (as in aim). Similarly, the letter **n** should be **nn** (as in net), not **en**. This will help in blending. The names of each letter can follow later when the sounds are secure.



Blending to read and segmenting to write

In Phase 3 (Letters and Sounds guidance) the children will still be generating, writing and reading CVC words but the vowel may be represented with a digraph rather than a single letter e.g: ai, er, ee

In other words a cvc word may contain more than 3 letters. This is **huge step** in learning and needs lots of practice.

Remember that some sounds (digraphs) are represented by two letters, such as **sh**. Children should sound out the digraph (sh), not the individual letters

(s - h). With practice they will be able to blend the digraph as one sound in a word. So, a word like shop should be sounded out sh-o-p, and feet as f-ee-t. This is difficult to begin with and takes **lots of practice**.



PHONEME/SOUND BUTTONS FOR READING

d o g

b ir d

f i sh

sh ee p

How can you help at home? (Reception)

- Continuously revisit the phonemes already taught (green book)
- Reinforce the pure sounds
- Identify letters in the environment, books, signs
- When you write a word use a different colour to highlight the digraph- f-**ee**-t. Use sound buttons and phoneme frames (your child is familiar with this practice)
- Use magnetic letters to build words (stick digraphs together).
- APPS and online games e.g: Phonics Play

How can you help at home? (Year 1)

- Continuously revisit the phonemes already taught (green book)
- Reinforce the pure sounds
- Identify letters in the environment, books, signs
- When you write a word use a different colour to highlight the digraph- f-**ee**-t. Use sound buttons and phoneme frames (your child is familiar with this practice)
- Use magnetic letters to build words (stick digraphs together).
- APPS and online games e.g: Phonics Play
- Sounding out sentences and then the individual sounds.
- Editing children's work and the grapheme used in a different colour.

YEAR 1

- In Year 1 we begin the year recapping phase 3. We go through the technical words again and look at how to blend words and use sounding out to spell new, unfamiliar words (phoney fist and sound buttons).
- During the Spring and Summer terms we move onto phase 4 and 5. We begin to introduce the term '**split digraph**' and look at different graphemes that make the same sound.

pain **s**pace **d**ay

light **f**ly **b**ike **t**ie

sea **t**eeth **t**heme **sh**iny

A PHONICS LESSON IN YEAR 1



We begin by looking at new **tricky words** e.g. me, she, be

We then move onto looking at a sentence and how we can make them better.

she went to the park

- **S**he went to the park.
- She went to the **muddy** park.
- **F**irst she went to the **muddy** park.



We then move onto looking at a new sound (we will separate into smaller groupings at this stage, usually in the summer term this would be a whole class activity)

Sounds can be introduced with pictures or a song.

Children are then expected to sound out (using a phoney fist) and write the word, we will then sound button the words. To challenge the children, they are then expected to put this word into a sentence (verbally or written).



PHONICS ACTIVITIES



- To embed the learning of a new sound/grapheme, children will be expected to do independent activities such as; sound hunting.
- We will also play games such as; obb and bob (phonics play) and create a word.
- The sounds we will be learning that week will be linked to your child's spellings.



THANK YOU!



Thank you for attending today. We hope it was a useful and informative experience! I would like to reiterate that one of the most valuable things you can do is promoting a positive and happy attitude to literacy, reading and education in general.

Thank you for all of the ongoing effort and support you are providing!

