

Whitnash Primary School



Phonics Information Evening
Tuesday 23rd February 2010

Phonics?!!

- **Phonics**

A method of teaching reading and spelling based on phonetic interpretation of ordinary spelling.

- **Phoneme**

A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 44 phonemes.

- **Grapheme**

A grapheme is a symbol of a phoneme – a letter or letters representing a phoneme.

The alphabet contains only 26 letters but we use it to make graphemes to represent all the phonemes.

Why do we teach phonics?

- Learning to read is a vitally important skill.
- Without it children will find it harder to access other areas of the curriculum.
- ‘High Quality Phonics Work’ the prime means for teaching children how to read and spell words.
- Letters and Sounds was produced to aid this. It is a six phase teaching programme.

Phase 1

Phase 1 focuses on differentiating between sounds. This is taught in nursery and in the children's first half term of Reception.

We explore:

- **sounds in the environment**
- **the difference in the sounds of percussion instruments**
- **rhythm and rhyme**
- **voice sounds and alliteration - words that all begin with the same initial sound – ‘sad, Sammy snake’, ‘big, bad bug’.**

Phase 2

We teach the children the smallest unit of sound – called a ‘phoneme’.

This is the order in which the ‘phonemes’ are taught and practised.
Correct pronunciation is **vital**

c not cuh or cee b not buh or bee a not ay

Set 1 letters = s, a, t, p

Set 2 letters = i, n, m, d

Set 3 letters = g, o, c, k

Set 4 letters = ck, e, u, r

Set 5 letters = h, b, f,ff, l,ll, ss

Children learn to read simple CVC words, by blending the sounds.

We teach children how to blend or merge sounds together to read words in the right order.

Getting ready for writing

- Developing fine motor skills over a long period of time.
- This is a separate skill to phonics.
- In the early stages of phonics children can use letter cards or magnetic letters to demonstrate their knowledge of phonics.

Writing in lower-case letters

We teach lower-case letters, as well as capital letters. As most writing will be in lower-case letters it is useful if you can use these at home. A good start is for your child to write their full name correctly, starting with a capital letter followed by lower-case letters.

Children learn to write simple CVC words by segmenting the sounds.

We teach children how to segment words that they hear in order to spell them.

The emphasis is on helping children to hear the separate sounds in words and to create spoken sounds.

Children learn to read the first 5 tricky words.

These are words that you cannot read or spell using the sounds of the letters. This is achieved through the use of flash cards and games.

In later phases, and further on in key stage 1 and 2, these type of words are often sent home as spellings to learn.

I

to

the

no

go

Phase 3

Children should now know around 19 sounds (phonemes) and be able to read CVC words and make simple VC words using magnetic letters. They should also be able to read the 5 tricky words.

We now teach them further phonemes and the alphabet names. They will also learn to read a write more “tricky” words.

Children will learn another 25 sounds.

j v w x

y z zz qu

ch sh th ng

ai ee igh oa

oo ar or ur

ow oi ear air

ure er

Children will now learn to blend (read) and segment (write) words and sentences using these new sounds.

For example: r – ai – n

l – ight – t

sh – ee – p

ch – ur – ch

Phase 4

The purpose of this phase is to consolidate children's reading and spelling of words containing adjacent consonants at the beginning and end of words.

e.g: clap, street, paintt, twist, stampp.

They continue to practise reading through blending and spelling through segmenting. They will learn further 'tricky' words.

They should be applying their phonic knowledge to read longer sentences and captions.

Phase 5

During this phase children will be broadening their knowledge of phonemes and graphemes for use in reading and spelling.

They should be becoming quicker at recognising phonemes which have more than one letter in words.

They learn alternative pronunciations and spellings for phonemes that they already know and when to choose the correct one.

Alternative spellings examples:

ai
train

ay, a, a-e
play, lady, came

or
fork

aw
yawn

Alternative pronunciations for reading and spelling:

sea
chin
hair

head
Christmas, chef
bear, stare

Phase 6

During this phase children become fluent readers and increasingly accurate spellers.

This phase introduces:

- Teaching of the past tense and how this alters words in reading and spelling.
- Investigating and learning how to add suffixes (*-ing, -ed, -er, -est, ly*).
- Finding and learning the difficult bits in words (*wanted*).
- The application of spelling in writing and useful spelling guidelines (*see/sea, there/their*).

One of the aims of Letters and Sounds is to make sure that all children make progress at a pace that benefits them.

The boundaries between phases are deliberately overlap so that no child is held back or unduly pressured to move on before they are equipped to do so.

It allows teachers to make decisions about which phase a child needs to support their developing reading and writing skills.