

Phonics at Stephen Freeman School

Wednesday 21st November



How do we use phonics to teach children to read?

- We want every child to be a successful reader and writer.
- We start teaching phonics or letter sounds from the start of the Reception year.
- This goes alongside reading a range of books to children and promoting a real enjoyment of reading, and enabling children to experience different types of writing.

Examples

- <http://www.oxfordowl.co.uk/home/reading-owl/expert-help/phonics-made-easy>
- <http://www.mrthorne.com/phonemes/>

Nursery and Reception

- In Nursery/Pre-school children will have been prepared for phonics through activities involving sound, listening, rhyme and rhythm. Some children may have started learning some sounds too.
- Children begin in Reception by learning the sounds which individual letters make and digraphs as the year progresses. Each of the sounds has an action which we teach too.
- Also learn the names of letters.
- Begin to learn common (high frequency) and tricky words.



Blending

- Sounding out and blending is how we teach children to read using phonics. They use their pointy finger to point to the sounds and say each sound (sounding out) then they slide their finger under the word to blend the sounds together.
- We sometimes use sound buttons to help this

- **mat**

- **chin**

Segmenting

- We teach children to segment the words they are writing using segmenting gloves.
- They need to hear each of the sounds in a word, then they can write it.
- Until they have learned all alternative graphemes for sounds any grapheme is ok e.g. stai would be acceptable for stay, neet would be acceptable for neat.
- We often use alphabet charts to help with writing once they have segmented.

Tricky Words

Some words are tricky and can't be sounded out for reading or segmented for writing.

- Phase 2 (stage 1+)

- to
- the
- no
- go
- I
- into

- Phase 3 (stage 2 and 3)

- He
- She
- We
- Me
- Be
- Was
- My
- You
- They
- Her
- All
- are

Tricky words

- Phase 4 (stage 4)

- said
- so
- have
- like
- some
- come
- were
- there
- little
- one
- do
- when
- out
- what

- Phase 5 (stage 5)

- oh
- their
- people
- Mr
- Mrs
- looked
- called
- asked
- could

Phonics teaching

- Phonics is taught daily in ability groups.
- Groups are fluid so children are moved between groups frequently as necessary.
- In Reception, once they are ready, children will regularly have sounds and words to practise sent home.

Reading and writing

- In Nursery children will focus on phase 1 which involves rhyme, alliteration, listening and oral blending.
- In Reception we will focus on recognising letters and their corresponding sounds and blending for reading to begin with.
- Some spelling using magnetic letters or letter cards and then writing when the children are able.
- Words with 2 and 3 sounds to begin with (e.g. at, beg, chat).
- More focus on children writing as the year goes on.

Year 1 and 2

- Children learn more long vowel sounds
- They learn different ways to write the same sound
- Phonics check at the end of year 1

Long vowels

'ai' as in train

'ay' as in play

'a_e' as in same

A typical phonics session

- Play a game such as countdown to revise previously learned sounds or words
- Teach a new sound or grapheme
- Activity such as using phoneme frames to practise the new sound or grapheme
- Children write a 'super sentence' to apply previous skills and skills learned in that session

How can you help your child at home?

- Encourage them to 'sound out' words that they find difficult when reading
- Say the sounds without a schwa so that they are easier to blend
- Keep telling them how well they are doing
- Play games like finding the tricky words
- Talk about the book and ask questions
- Keep reading to your child so they can enjoy a range of books

Some useful terms

- Phoneme- a sound which can be made by 1, 2, 3 or 4 letters ('a' as in ant, 'ch' as in chop, 'air' as in pair, 'ough' as in dough)
- Grapheme- the letter(s) used to write a phoneme
- Digraph/trigraph- 2/3 letters making one phoneme ('ng' in long, 'ear' in near)
- Blending- blending together phonemes to read a word (c-a-t blended to make cat)
- Segmenting- breaking a word into phonemes for spelling (sit segmented to s-i-t)

These links may help you at home

- www.oxfordowl.co.uk
- www.mrthorne.com
- <https://www.jollylearning.co.uk/free-parent-teacher-resources/>