

# Phonics Coffee Morning

23<sup>rd</sup> October 2018

# Demystifying Phonics

Terminology and Definitions

Relationship between speech and print

Literacy – Reading ELG

*Children read and understand simple sentences. They use their phonics knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.*

# Terminology

Phoneme – the smallest single identifiable sound, could be one, two or three letters e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

Graphemes – a written letter or a group of letters representing one sound, e.g. e, sh, ch, igh, ough (as in 'though')

Segmenting – to split up a word into its individual phonemes in order to spell/write it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

# Terminology

- Blending – to draw individual sounds together to read/pronounce a word, e.g. s-n-a-p, blended together, reads snap
- Digraph – digraph — two letters making one sound, e.g. sh, ch, th, ph. Trigraph – three letters making one sound e.g. igh
- Split digraph – two letters, split, making one sound, e.g. a-e as in make or i-e in site

# Explicit Systematic Phonics

- The relationship between letters and sounds are directly taught- In a pre-established sequence.
- In school, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.

# Letters and Sounds Overview

| <b>Phase</b>                                     | <b>Phonic Knowledge and Skills</b>   |
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| <i>Phase One</i><br>(Nursery/Reception)          | Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.  |
| <i>Phase Two</i> (Reception)<br>up to 6 weeks    | Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.  |
| <i>Phase Three</i><br>(Reception) up to 12 weeks | The remaining 7 letters of the alphabet, one sound for each. Graphemes such as <u>ch</u> , <u>oo</u> , <u>th</u> representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language. |
| <i>Phase Four</i> (Reception)<br>4 to 6 weeks    | No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.  |
| <i>Phase Five</i> (Throughout Year 1)            | Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.  |
| <i>Phase Six</i> (Throughout Year 2 and beyond)  | Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.   |

# 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

# My child already knows those letters!!

Learning a letter comprises of:

- Distinguishing the shape of the letter from other shapes
- Recognising and articulating the sound (phoneme) associated with that letter shape.
- Recalling the shape of the letter when given a sound.
- Writing the shape of the letter with the correct movement, orientation and relationship to other letters.
- Naming the letter
- Being able to recall and recognise the shape of a letter from its name.



# Letter Sounds or Letter Names

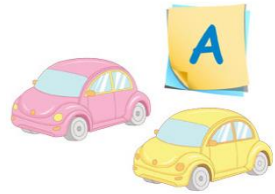
- My name is \_\_ and my sound is \_\_
- Children need to know both and be able to distinguish between names and sounds.
- Capital letters are not letter names

# Pronouncing Phonemes

- Teaching phonics requires technical skill in enunciation <https://www.youtube.com/watch?v=lwJx1NSineE>
- Phonemes should be articulated clearly and precisely.
- Not 'tuh-i-nuh'

# Games to play

Toys & Phonics



Tell a T-Rex



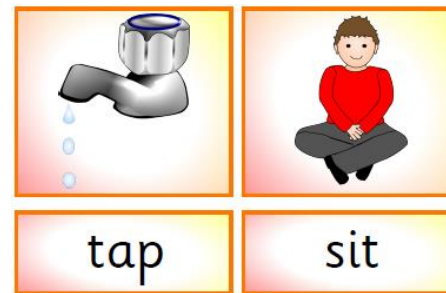
Natural Phonics



Bottle top letters



What's in the box



Phonics Play



# 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 – 'h - a - t', the children say 'hat'.

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

Thank You for Listening

Any questions?