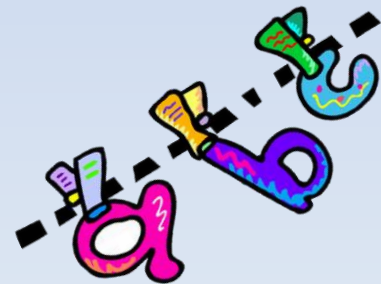


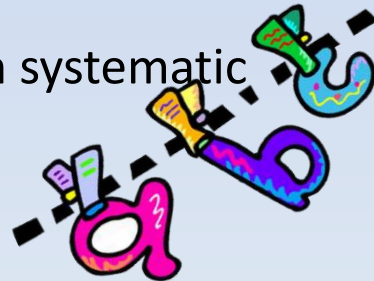
Phonics

**& Early Reading
In Year R & 1
2023/24**



Why do we teach 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.
- Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as *c*, *k*, *ck* or *ch*.
- We used an approved and accredited DfE programme to teach systematic phonics here at Blean.





Some definitions...

A phoneme

This is the smallest sound you can hear within a word

How many phonemes can you hear in at?
chip? three? ring? night?

ng ff ee
ai igh b
g

Definitions continued

A grapheme

These are the letters or groups of letters that make one sound.

Children need to practise recognising the grapheme and saying the phoneme that it represents. The grapheme could be 1 letter, 2 letters or more! For example:

t ai igh ch ee s



Segmenting:

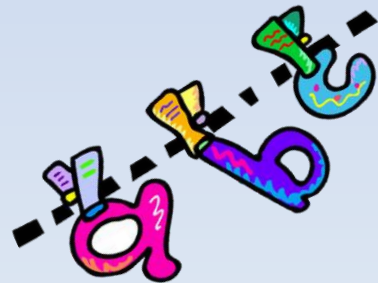
Segmenting is splitting words up into the individual phonemes you can hear within the word (or into segments).

e.g. cup becomes c - u - p

Blending:

Blending is the continuous stream of all the phonemes (sound) in a word and hearing the word they make

e.g. c-u-p makes cup.



How to say the sounds

- Saying the sounds correctly with your child is extremely important
- The way we say sounds at Blean may well be different from when you were at school
- We have to be careful not to put a schwa on sounds when we say them.



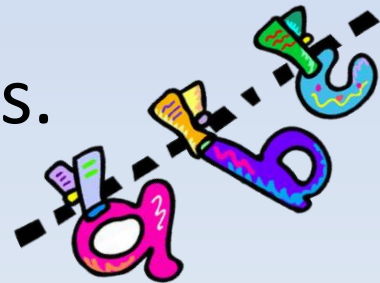


The phonemes

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
										
/sh/	/qu/	/a/	/e/	/i/	/o/	/u/	/ai/	/ee/	/igh/	/oa/
										
/oo/	/oo/	/ar/	/ur/	/or/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										

How we teach each phoneme














































- In Reception and Year 1, we teach a new phoneme (sound) and the corresponding grapheme (letter/s) most days.
- We then practise segmenting and blending to read words containing the daily phoneme.
- Finally we practise reading captions or sentences containing the phoneme and to consolidate previous learnt phonemes and words.
- We also practise writing the graphemes.



Support in class

- Children have access to phonic mats and charts to support their writing in the early stages.
- These mats and charts have a visual image under the grapheme to support

DPiL Phonic Code Grapheme Chart Phase 2 and 3

s  ss	a  tt	t  tt	i  mm	m  mm	n  nn	o  pp	p  pp	b  bb	c  k ck cc	g  gg	h  dd	d  dd	e  ff	f  ff
v  vv ve	k  ll	l  ll	r  rr	u  rr	j  wh	w  wh	z  zz	x  box	y  yoyo	ch  chips tch	sh  ship	th  thumb	ng  ring	qu  queen
le  apple	ai  rain	ee  feet	oa  coat	ur  burn	ea  bread	ow  cow	oo  moon	igh  light	oo  book	or  horn	oi  coin	ar  star	air  hair	ear  ear

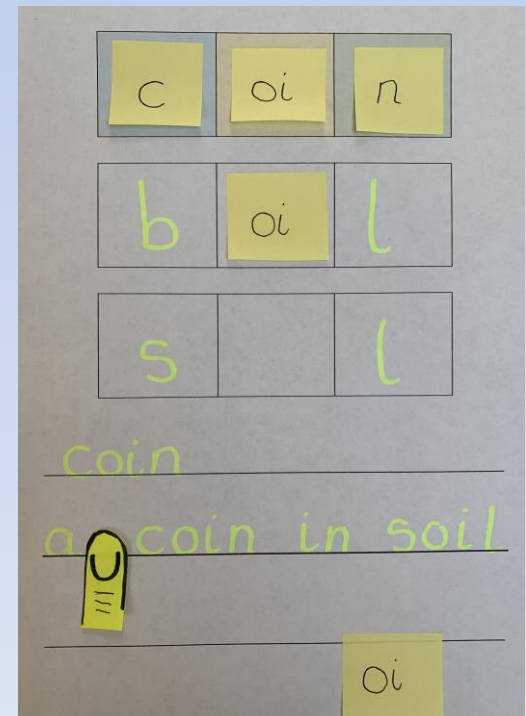
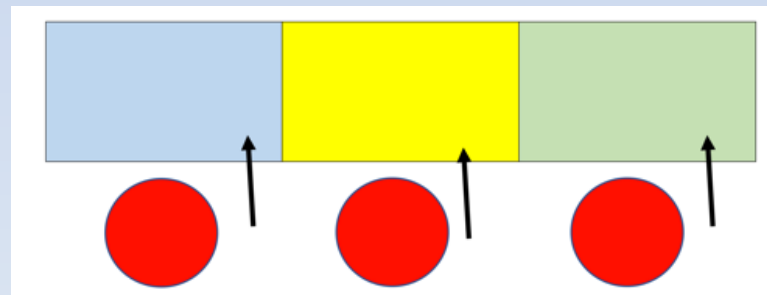
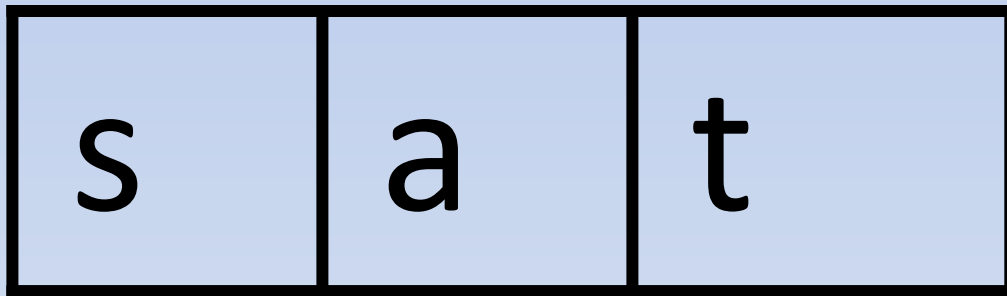
Sound Talking At Home

- Talk to your child in robot talk e.g. Can you get a c-u-p?
- Play Simon Says.
- Play I spy...something beginning with the sound....
- Get your child to be a robot when they say things to you.
- Stretch words using an action starting at the mouth and stretching out with the hand.



Segmenting activities

- When children start to write words (or use magnetic letters/cards) we use phoneme frames to write each individual grapheme for each phoneme we can hear in a word.
- This supports children with hearing the correct number of phonemes.



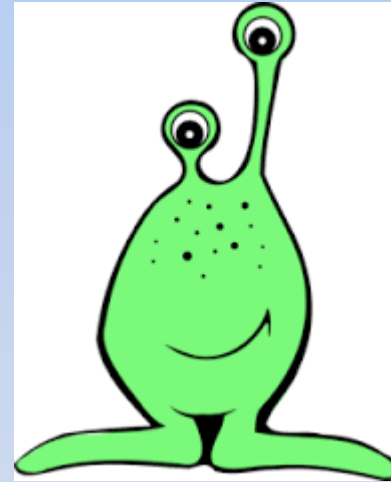
Nonsense words

Sometimes we use nonsense/alien words – The children practice segmenting and blending words such as these:

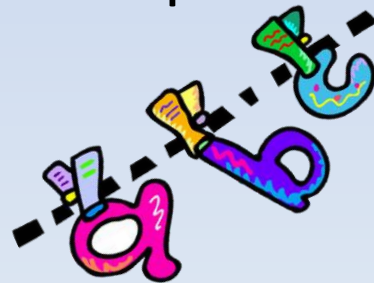
drep

blom

gris



Nonsense games like reading alien words help to build up skills – and are fun!



Once children are confident with single phonemes we move on to...

DIGRAPHS – 2 letters that make 1 sound

ng, qu, ch, th, ai, ay, ou, ie, ea, oy, ir, ue, aw, wh,
ph, ew, oe, au, a_e, e_e, i_e, o_e, u_e, ll, ss, zz

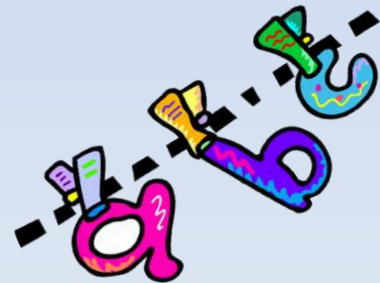
TRIGRAPHS – 3 letters that make 1 sound

igh, ear, air, ere, ure



But what about words that you can't sound out?

- Some words are not phonetically decodable
e.g. was, the, I, he, she, said, go, no, put,
some, come, one, school
- These are called **common exception words**
- We cannot sound out these words (e.g. said)
- Children must learn to read common
exception words
- They learn these words in various ways –
taking a picture, memory, mnemonics



Common exception words:

Tricky words

the	they	there	a	do
of	said	where	are	to
were	says	I	you	today
was	is	by	your	pull
he	has	my	one	full
she	no	here	once	friend
we	go	our	ask	school
me	so	come	put	house
be	love	some	push	

door	old	because	beautiful	after
floor	cold	could	pretty	fast
poor	gold	would	move	last
find	hold	should	prove	past
kind	told	any	improve	father
mind	sure	many	only	class
behind	sugar	great	ask	grass
wild	who	break	put	pass
climb	whole	steak	push	plant
child	children	most	eye	path
clothes	busy	people	water	bath
parents	money	Mr	Mrs	half
every	everybody	even	hour	again
both	Christmas			

Applying Phonics and CEWs

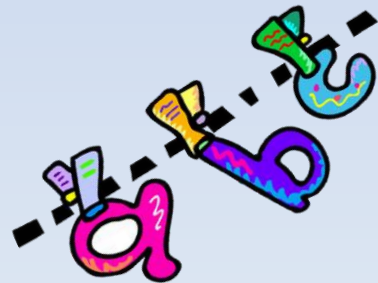
- When children are reading to you, encourage them to 'segment, then blend' unfamiliar words.
- If the word is a common exception word (not phonetically decodable) explain this to your child and encourage them to use a different strategy to work it out (such as memory/ using the picture/ meaning of the sentence)



What is a decodable book?

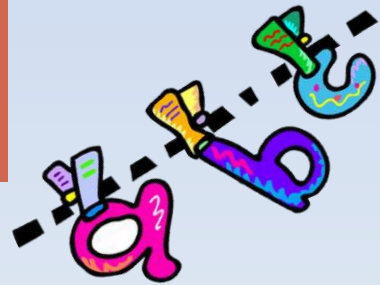
A decodable book is one that is made up of words in which the very large majority can be read independently as the letters and sounds have been previously taught.

It will be very closely matched to the stage children are working at in Phonics.



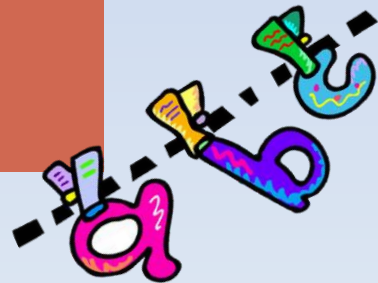
There is a huge emphasis on Schools sending home decodable books matched to the stage children are working at.

The National Curriculum states children should be taught to:
'read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.'



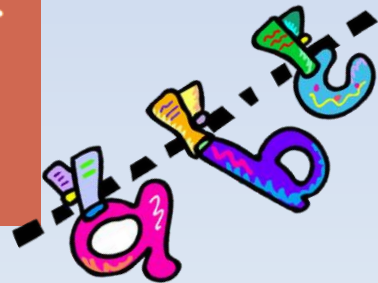
The Reading Framework published
in July 2021 also states that:

'A systematic Phonics programme
includes sufficient decodable books
or texts, so that children can
practise, at School and at home,
their increasing knowledge of GPCs
and their blending skill in
meaningful contexts'



Why decodable books?

1. They make children feel successful and learn to use phonic strategies as the prime approach to reading.
2. As soon as children have learnt a small number of letters and their corresponding sounds they can begin to apply this knowledge in their reading including reading words they've never seen before.
3. They provide the opportunity to revisit and review previously taught knowledge.
4. They encourage independence in reading.



As an example...

A Reception child confident in identifying Phase 3 graphemes and saying the corresponding sounds, for example 'sh', 'ar', 'oo' and 'th', can segment and blend words that contain them and can recognise the Phase 2 and 3 tricky words (the, she, we etc)

will struggle to apply their developing phonic knowledge if they receive a book like this...





Book 1

words not pitched at the correct level
for the child are crossed out.

~~What does a bird like to eat?~~

A bird likes to eat worms.

~~What does a giraffe like to eat?~~

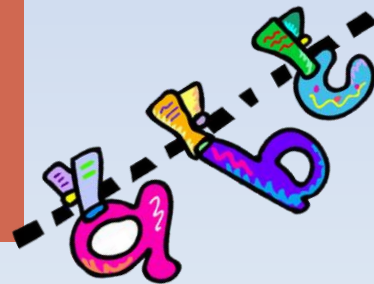
A giraffe likes to eat leaves.

~~What does a seal like to eat?~~

A seal likes to eat fish?

~~What do you like to eat?~~

Example taken from The Reading Framework, DfE, 2021





Book 2

Decodable book matched to the level the child is working.

Look up! A ship!

Will it land?

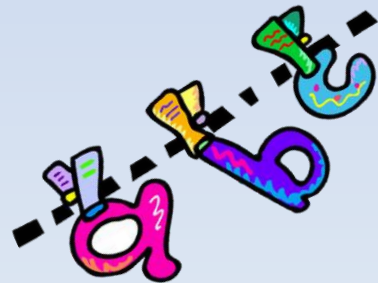
Yes. Let's run and see it.

A thing with three legs and six arms got off.

Can we get in?

Up, up, up we went on a trip to a far planet.

Example taken from The Reading Framework, DfE, 2021



How can I support my child to read a decodable book at home?

1. Have a quick read of the book first so that you are familiar with the story, can ask appropriate questions and prompt suspense.
2. Look together at the graphemes and tricky words the book contains before you read it (normally found either on the back or inside the front cover)
2. Encourage your child to use their phonic knowledge and 'sound out' the words.
3. Encourage your child to place their finger underneath the word they are trying to read to stop them getting lost.
4. If they are struggling with a word model segmenting and blending it yourself.



What goes home in their bags?

1. A decodable (phonic) book reflecting the phonemes that they have been taught that week or that they know. This book should be read to you by your child and independently until they are fluent. Re-reading is an important strategy that builds fluency. It provides an opportunity to develop a deep understanding of a book's plot or character development something not possible reading a book once. Exploring the text and illustrations helps children delve into the story's message and make new connections, preparing them for more complex narratives.

2. An 'authentic book' (sharing book). The authentic book is for you, the parent/carer, to share and enjoy with your child. This may have new phonemes not yet learned, so the adult will need to read this book to them and/or with them. Reading for pleasure is an essential part of becoming a fluent reader.

What's next?

- How can a teacher know when a child is ready to move on to authentic texts?
- The only way to know is to observe the child's reading of an age-appropriate authentic text. If the child can work out new words, make few errors and comprehend the text, they are ready to fly.
- But if they resort to guessing and make so many errors that they can't comprehend the text – they will need more practice and support from decodable texts.
- We continue to teach phonics throughout KS1 and as the years progress, this moves into more complex spelling rules and patterns.
- In year 2, when ready, pupils will move into the book banding system and progress through this, matched to their ability, with age-appropriate books.
- We always encourage reading for pleasure, so encourage children to read and look at a range of books.

Final thoughts...

REMEMBER: Phonics is not the only thing needed to become a fluent reader.

Please continue to read with your child each night and encourage them to:

- Sound out
- Re-read to check it makes sense and for fun.
- Use pictures for clues.
- Ask questions about the book.
- Read a range of genres - fiction, poetry, non-fiction

And most importantly **ENJOY READING!**

