

PHONICS AT GROVE PARK

Friday 5th October 2018



How do we teach phonics at Grove Park?

- **Synthetic phonics** is taught as the main approach to early reading.
- Regular phonics sessions are taught from **Nursery through to Year 2**.
- These sessions follow the government published programme '**Letters and Sounds**'.
- A session is a **daily 20-minute structured lesson**, where the children have the opportunity to practice **reading and writing**.

6 phases

Phase 1 – Nursery

Phase 2, 3, 4 – Reception

Phase 4, 5 – Year 1

Phase 5, 6 – Year 2

- Children are taught to recognise individual sounds, pairs and clusters of letters.
- Children are taught to recognise letters, understand the sound they make and then blend them together to create words.
- Some words, which cannot be phonetically sounded out, are taught at each phase. These are '**tricky words**' and are taught through sight recognition.

For more information on 'Letters and Sounds' and the phonics phases please click on the link below:

<http://www.letters-and-sounds.com/what-is-letters-and-sounds.html>

http://www.youtube.com/watch?v=5J2Ddf_00m8 - help with pronunciation

Phase 1

- **Aspect 1:** Environmental sounds (using talk in play, animal sounds, using language for thinking, experimenting with sounds objects make, etc.)
- **Aspect 2:** Instrumental sounds (making shakers, musical instruments, simple rhythms, being part of a 'band'.)
- **Aspect 3:** Body percussion (talking about movement, marching, stamping, splashing, etc., sounds to accompany mark-making.)
- **Aspect 4:** Rhythm and rhyme (rhymes, songs, stories, word play, inventing own rhymes, role play).
- **Aspect 5:** Alliteration (include in role-play; e.g.; 'sizzling sausages', alliterative tongue twisters, rhymes, jingles and stories.)
- **Aspect 6:** Voice sounds (vocalise movements, introduce vocabulary, sound effects, replicate noises with sounds; e.g.; 'drip drip').
- **Aspect 7:** Oral blending and segmenting (vocalising as they play; e.g.; 'b, b, b' when playing with a ball, talking about their mark-making.)

Takes place for the duration of Nursery.



Phase 2

- Children learn at least **19 letters**.
- Move on from oral segmenting and blending to **segmenting and blending** with letters.
- By the end of Phase 2, children should be able to **read** some VC and CVC words and **spell** them using magnetic letters or by writing them.
- Introduces reading **two syllable** words and **captions**.
- Tricky words:** to, the, no, go, I.
- Letter progression: s a t p i n m d g o c k ck e u r h b
f ff l ll ss

Takes place during Reception for up to 6 weeks.



Phase 3

- Teach **25 graphemes** (most of them are digraphs and some trigraphs).
- Continue to practise CVC blending and segmenting.
- Apply their knowledge to reading and spelling simple two syllable words and captions.
- Learn letter names.
- Letter progression: 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
- Tricky words:** he, she, we, me ,be, was.

Takes place in Reception for up to 12 weeks.

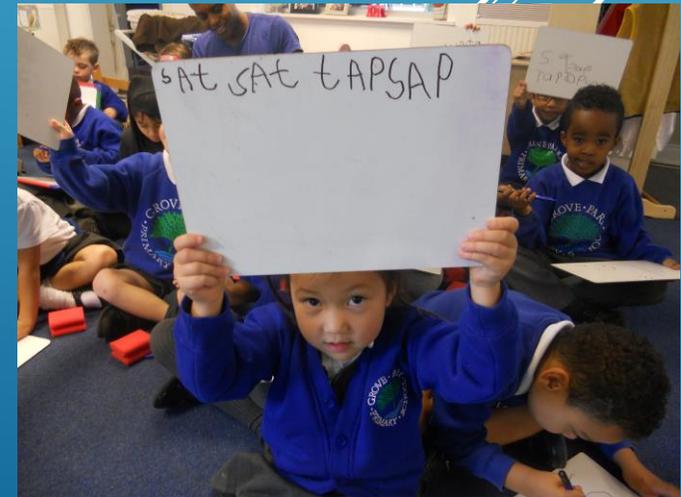


Phase 4

- Consolidate knowledge of graphemes in reading and spelling words containing **adjacent consonants** (**star**, **crab**, **dragon**) and **polysyllabic words** (children, sandpit).

- **Tricky words:** said, so, have, like, some, come, you, were, there, little, one, they, all, are, do, when, out, what, my, her.

Takes place in Reception for 4 weeks (recapped in Year 1).



Phase 5

- Broaden knowledge of graphemes (written letters) and phonemes (sound letter makes).
- Learn new graphemes and alternative pronunciations.
- Learn to choose appropriate graphemes to represent phonemes when spelling.
- Begin to **build word specific knowledge of the spelling of words.**
- New graphemes: ay ou ie ea oy ir ue aw wh ph ew oe au a-e e-e i-e o-e u-e
zh (as in 'treasure')

Known graphemes for reading: common alternative pronunciations

i fin, find	ow cow, blow	y yes, by, very
o hot, cold	ie tie, field	ch chin, school, chef
c cat, cent	ea eat, bread	ou out, shoulder, could, you
g got, giant	er farmer, her	
u but, put (<i>south</i>)	a hat, what	

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
					eo				

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

Takes place throughout Year 1.

Phase 6

- Children should become **fluent readers** and increasingly **accurate spellers**.
- Children's spelling should become largely phonetically accurate (although sometimes unconventional still).
- Introducing and teaching the **past tense**.
- Learning to add suffixes (**softly**) and prefixes (**rebuild**).
- Spelling long words.
- 'Difficult bits' in words (e.g.; 'tt' in 'getting'). Strategies for memorising high frequency words.
- Teaching children to proofread and to use dictionaries.
- Developing fluent, joined handwriting.

Takes place throughout Year 2 with the strategies continuing through Key Stage 2.

Delivering the Letters & Sounds programme.

Sequence of teaching in a discrete phonics session

Introduction

Objectives and criteria for success



Revisit and review

- Practise previously learned letters or graphemes



Teach

- Teach new graphemes / one or two tricky words



Practise

- Practise blending and reading words
- Practise segmenting and spelling



Apply

- Read or write a caption or sentence using one or more tricky words or words containing the graphemes



Assess learning against criteria

Jolly Phonics



What is Jolly Phonics?

<https://www.youtube.com/watch?v=ei0iFs5uF6w>

Jolly Phonics is a fun and child centred approach to teaching phonics.

With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children.

The five skills taught in Jolly Phonics

1. Learning the letter sounds

Children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.

2. Learning letter formation

Using different multi-sensory methods, children learn how to form and write the letters.

3. Blending

Children are taught how to blend the sounds together to read and write new words

4. Identifying the sounds in words (Segmenting)

Listening for the sounds in words gives children the best start for improving spelling.

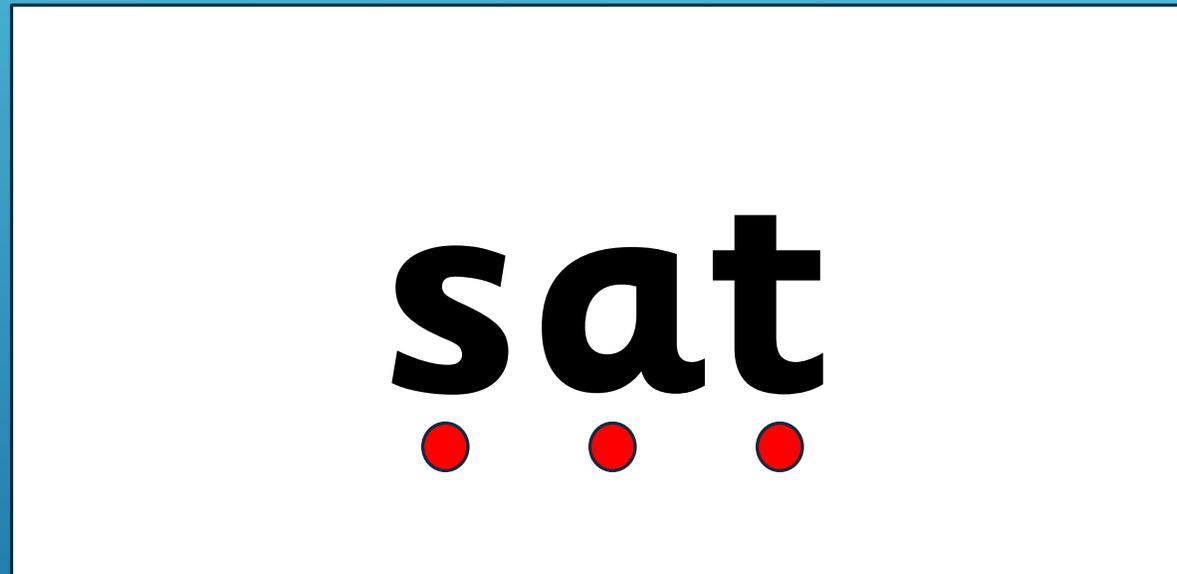
5. Tricky words

Tricky words have irregular spellings and children learn these separately.

Using phonics to support your child at home

When reading or writing always encourage your child to **sound words out**.

Break the word down into its individual sounds:



This works whether a child is reading or spelling a word.

To spell, orally segment the word for them.

To read, get them to segment the word and say the sounds quickly to make them easier to blend together.

If you want to make it really clear where the sounds are in a word, write it out with sound buttons underneath.



chat

At this point, we are not concerned with all spellings being accurate as long as they are phonetically plausible. For example; apple spelt as 'apl'.

Oxford Reading Colour Bands

Book band	Age
Pink	4 – 5
Red	4 – 5
Yellow	5 – 6
Blue	5 – 6
Green	5 – 6
Orange	6 – 7
Turquoise	6 – 7
Purple	6 – 7
Gold	6 – 7
White	6 – 7
Lime	6 – 7

Your child will bring home a colour band book.

Please listen to your child read every day and comment in the reading record.

It is perfectly normal for children in Reception to use the sounds for the letters.

Model and encourage them to blend the sounds. c – a – t → cat

Your child's teacher will decide when your child is ready to move up to the next colour band book.

Children learn to read at different paces, so please be patient. It will happen!

Resources you can use at home

<http://www.phonicbooks.co.uk/teaching.php> – all sorts of information about phonics.

http://www.youtube.com/watch?v=BqhXUW_v-1s – learn how to pronounce the sounds.

<https://www.youtube.com/watch?v=ei0iFs5uF6w> – listen to the Jolly Phonics songs.

http://www.familylearning.org.uk/phonics_games.html - variety of phonics games.

<http://www.phonicsplay.co.uk> - these are separated into the Letter and Sounds phases.

<http://www.busythings.co.uk> – the activities are separated by age.

<http://www.jollylearning.co.uk> – a great website to help with pronunciation.

<http://www.mrthorne.com> – his tricky word videos are brilliant!

Apps – There are lots of great apps for iPads and tablets.

Twinkl phonics, Hairy letters, Mr Thorne, Oxford Owl- 250 free e-books



All of these are on
your handout!