

# PHONICS AT GROVE PARK

Friday 2<sup>nd</sup> October 2020

Mrs McGregor

EYFS Leader

**Phonics Screening Check Virtual Parent Workshop on Friday 16<sup>th</sup> October 10am-  
Led by Key Stage 1 Leader Miss Barton**



# Outcomes

- What is Phonics and how do we teach it at Grove Park?
  - Useful Vocabulary
  - Pronunciation of letter sounds
  - Sound Buttons
  - Overview of 6 phases of Phonics
  - Structure of a phonics lesson
  - Jolly Phonics
  - Oxford Reading Scheme
  - Ways to help at home- Useful resources
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- A decorative graphic consisting of several parallel white lines of varying lengths and orientations, located in the bottom right corner of the slide.

# How do we teach phonics at Grove Park?

- Phonics is a systematic approach to the way we teach children to **read and write**.
- 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 read words and **segment** sounds to **spell** 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>**

# Terminology

**Phoneme** – the smallest unit of sound

**Grapheme** - the sound written down

**Blending** - joining the sounds together to form a word

**Segmenting** - chopping the sounds up so it can be spelled

**Grapheme – phoneme correspondence** is matching sounds with the letters that represent them

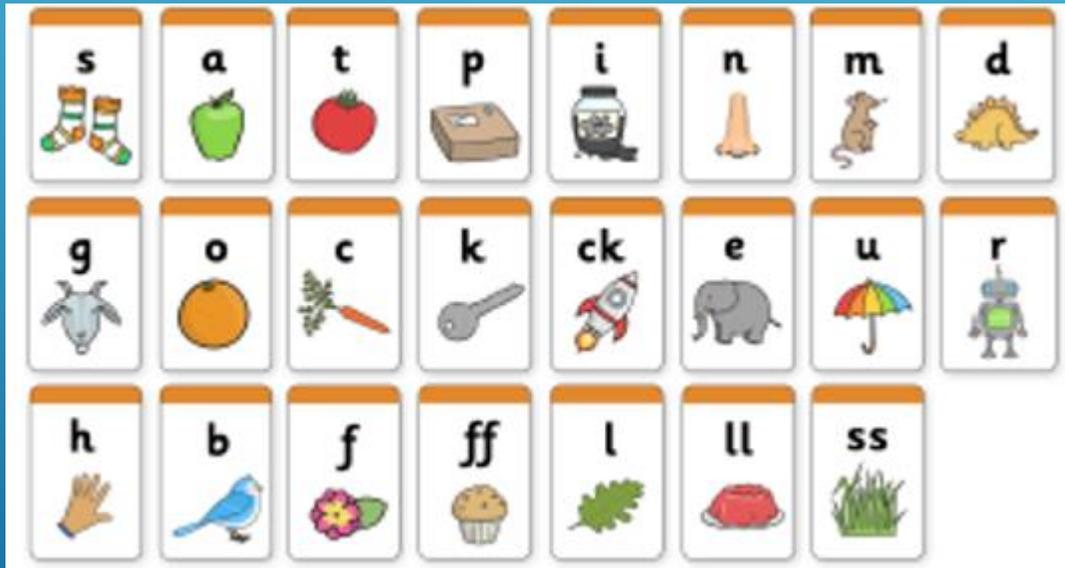
**Digraph** - two letters that make one sound (ai)

**Trigraph** – three letters that make one sound (igh)

**CVC word** - a word made up of a consonant—vowel—consonant e.g. cat

# So how do we say the letter sounds?

How to pronounce pure sounds



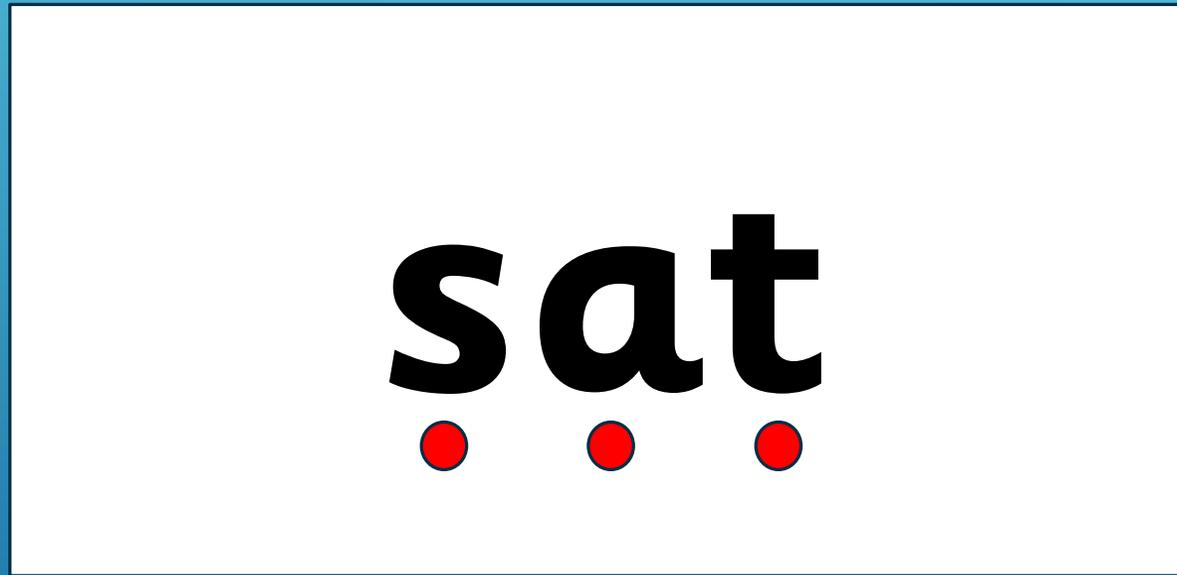
When modelling sounds, it is really important not to add a 'schwa' to the sound.

E.g. 'mmm' not 'mu'.

# Using sound buttons to support your child

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.



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'.

# 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** E.g.

thirteen is split thir/teen

th-ir

t-ee-n

•**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. may make pain
- 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

<b>i</b> fin, find	<b>ow</b> cow, blow	<b>y</b> yes, by, very
<b>o</b> hot, cold	<b>ie</b> tie, field	<b>ch</b> chin, school, chef
<b>c</b> cat, cent	<b>ea</b> eat, bread	<b>ou</b> out, shoulder, could, you
<b>g</b> got, giant	<b>er</b> farmer, her	
<b>u</b> but, put ( <i>south</i> )	<b>a</b> 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 (soft**ly**) and prefixes (**re**build).
- Spelling long words.
- Alternative graphemes: "s" sound made by the letter c (race/city)
- '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.**

# Structure of a Phonics Lesson

Revisit



Teach



Practise



Apply

- Practise previously learned letters or graphemes

- Teach new graphemes / one or two tricky words

- Practise blending and reading words
- Practise segmenting and spelling

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

# Jolly Phonics

[Jolly Phonics Songs](#)



## **What is Jolly Phonics?**

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 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.

# 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

Jolly Phonics Songs – listen to the Jolly Phonics songs.

Family Learning Phonics Games - variety of phonics games.

Phonics Play - these are separated into the Letter and Sounds phases.

Busy Things – the activities are separated by age.

Jolly Learning – a great website to help with pronunciation.

Mr Thorne– his tricky word videos are brilliant!

Articulation of phonemes

How to pronounce pure sounds

**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  
the handout  
available on our  
school website!