

c Stay and

b

e Learn

g

aw
Phonics

Wednesday 9th October 2019

a

ch

h

d

Letters and Sounds

- Letters and Sounds is a six-phase teaching programme designed to help teach children how the alphabet works for reading and spelling. It was published in April 2007.
- Discrete four 20 minute sessions each week, with the fifth day dedicated to assessment and consolidation.

Terminology

- Phoneme - **sound** you hear



- Grapheme - **letter/letters** written to represent the sound



- Let's hear the phonemes that go with the letters!
- [articulation of phonemes](#)
- [fonics soundwall](#)

Daily Lesson Outline

Sequence of teaching in a discrete phonics session

Introduction

Objectives and criteria for success



Revisit and review



Teach



Practise



Apply



Assess learning against criteria

Phase 1 Nursery

- Speaking and listening activities
- Environmental sounds as well as talking and singing
- Distinguish between sounds
- Rhyme and rhythm
- Story telling, singing songs, listen to rhymes, role play, drama, dance

Phase 2 Reception

- Increased ability to discriminate between sounds
- Recognise initial sounds at the beginning of words
- Increased awareness of sounds, letters, and words
- Letter-sound correspondence

Phase 2 Sounds

s



a



t



p



i



n



m



d



g



o



c



k



ck



e



u



r



h



b



f



ff



l



ll









ss


















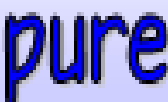

Phase 3 Reception

- Children learn the alphabet – letter names in and out of sequence
- Children learn to recognise 20 **graphemes**, (i.e. the letter / letters that make the sound).
- Children learn to write the graphemes – these include digraphs and trigraphs (sounds made from 2 and 3 letters)
- May need to consolidate in Year 1

Phase 3 Sounds

j	w	x	y	z	zz	qu	ch	sh
								

th	ng	ai	ee	igh	oa	oo	oo	ar
								

or	ur	ow	oi	ear	air	ure	er
							



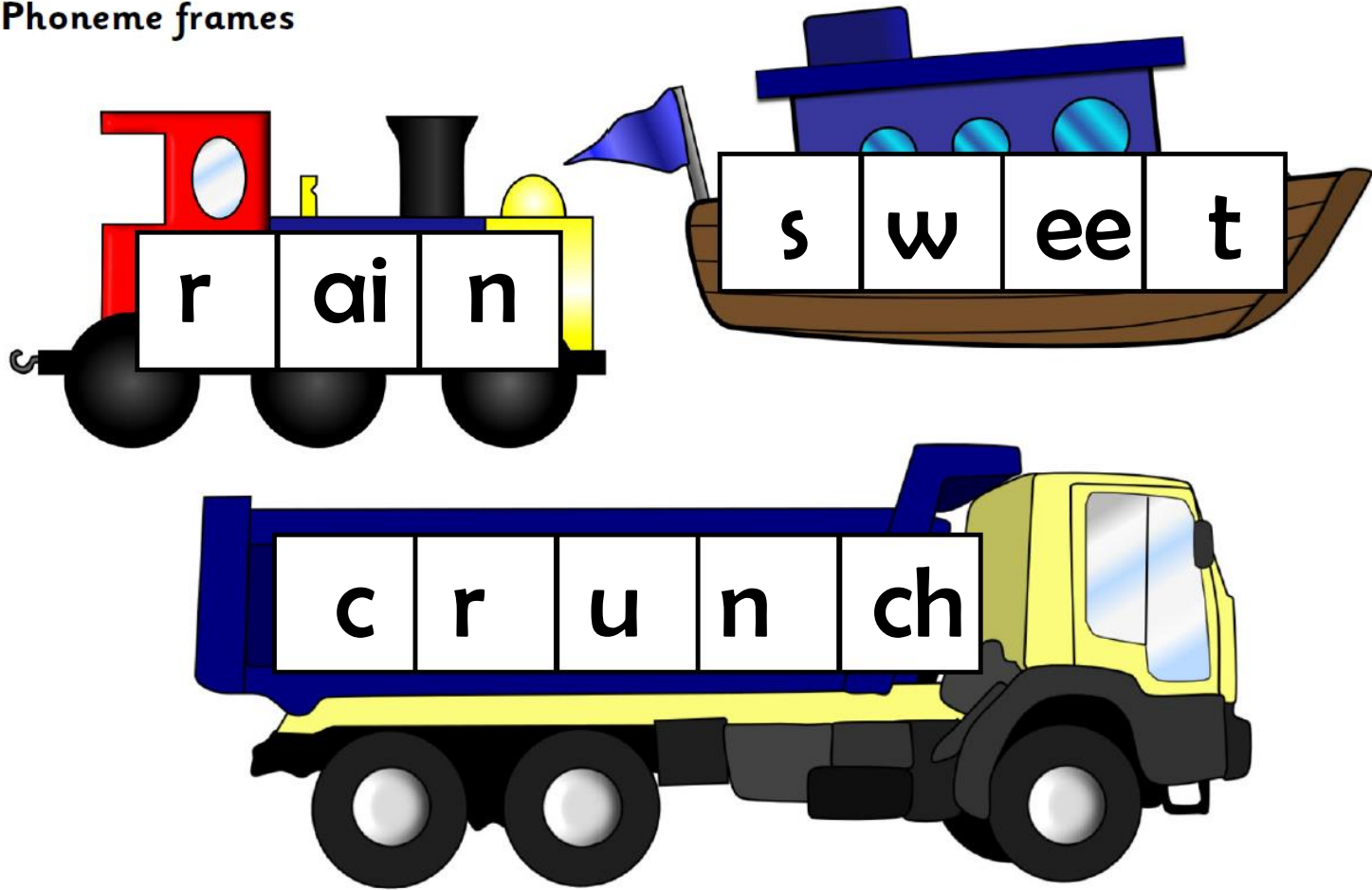
Blending for reading

shark



Learning to identify the sounds in a word.

Phoneme frames



Phase 4 Reception

- Read and spell words containing adjacent consonants
- Blending and segmenting longer words
- Applying skills in reading and writing
- CVCC words eg. **Bank, duck, sand**
- polysyllabic words **shampoo, shelter, desktop**
- CCV and CCVC words **swim, clap, float, brush**
- Compound and polysyllabic words **treetop, freshness**
- CCVCC, CCCVC and CCCVCC words **think, frost, crunch, spring, printer**

Phase 4 sounds

- Uses phase **2** & **3** Phonemes and graphemes. No new sounds.

The purpose of this phase is to consolidate children's knowledge of graphemes in reading, and spelling words containing adjacent consonants. Also it aims to improve their knowledge of polysyllabic and compound words.




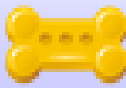
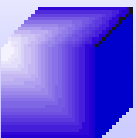
Phase 5 - Year 1

- The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant.
- Learn about vowel digraphs (used to be called 'magic e!').
- Practise using 2 and 3 syllable words.
- Usually taught in Year 1, but revisited in Year 2.

Phase 5 Sounds

ay	ou	ie	ea	oy	ir	ue	aw	wh
								

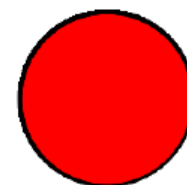
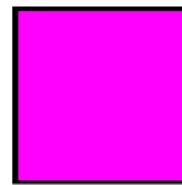
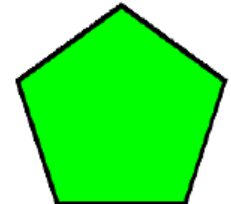
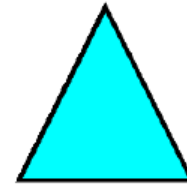
ph	ew	oe	au	ey	a_e	e_e
						

i_e	o_e	u_e
		



Split vowel digraphs give long
vowel sounds.

a-e



Year 1 and 2 Common Exception Words

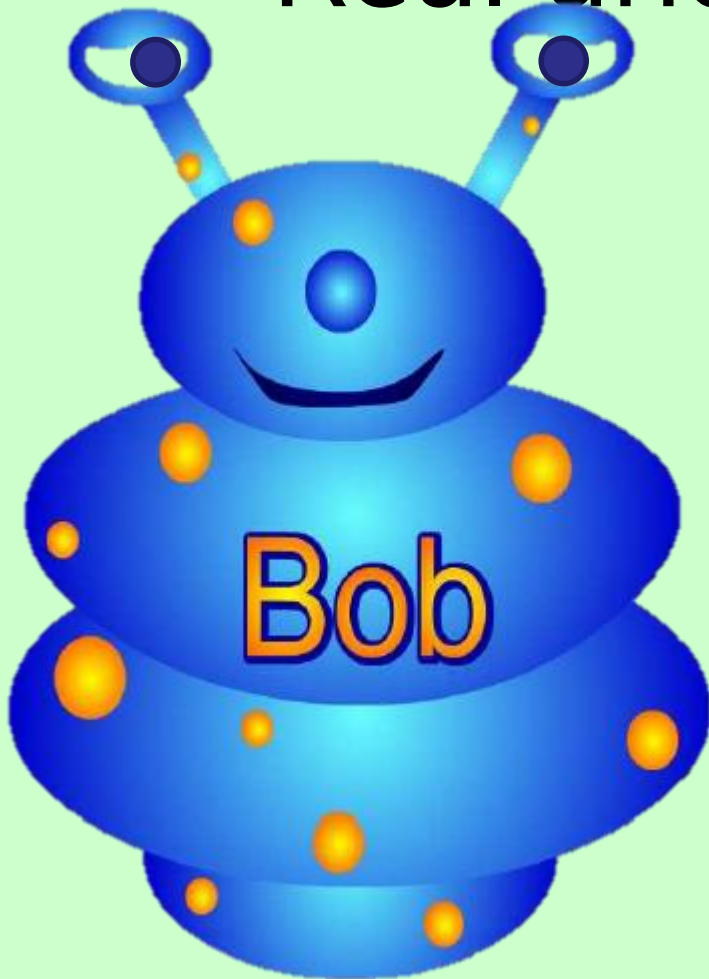
Year 1

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

Year 2

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

End of Year 1 Phonics
assessment –
Real and alien words



Phase 6 –Year 2

- Less common spelling patterns – silent letters and alternative pronunciations.
- Spelling past tenses – both regular and irregular
- Spelling suffixes - __ed, __ing, __s and __es, __ies, __ful, __er, __est, __ly, __ment, __ness, __y
- Spelling long words (How suffixes and prefixes change words)
- Syllables
- Continue to learn the common exception and high frequency words.

Add 'ed' to each base word to change it into past tense.

3. If the word ends in an 'e', just add 'd.'

verb → past tense

bake	→	baked
bike	→	
chase	→	
cycle	→	
dance	→	
dare	→	
decide	→	
dive	→	
doze	→	



Add 'ed' to each base word to change it into past tense. 4. If the word ends in an 'y', change the 'y' for an 'i' and add 'ed'.

verb → past tense

marry	→	married
cry	→	
worry	→	
hurry	→	
spy	→	
carry	→	
study	→	
fry	→	
tidy	→	



Memory strategies for spelling

1

To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember.

Sep-tem-ber, ba-by

2

To learn my word I can find its base word.

smiling *smile* + *ing*

woman *w*o + *men*

3

To learn my word I can use words that I already know to help me.

could: would, should

4

To learn my word I can make up a sentence to help me remember it.

people: people eat orange peel like elephants

Ways to support your child at home.

1. Choose books that your child is genuinely interested in.
2. Pick a quiet and appropriate time to read.
3. Talk about the story.
4. Identify tricky words first before you start reading.
5. Give them time to decipher the words.
6. *Be patient!*
7. Don't forget to give them positive praise for their effort!
8. Websites- phonics play.



Classroom visit

- 20mins in Year R, 1 or 2.
- Range of activities taking place to show some of the typical things we do, (but not usually all at the same time!) and things that you could also do at home.
- Try using the sounds that are being learnt in school that week to support their spelling, reading and writing.

Feedback

When practicing phonics at home: try to 'SQUIRT',

- **S** – small chunks of time
- **QU** – Quick pace, only 5-10 min to maintain interest.
- **I** – interactive activities. Don't let them get bored.
- **R** – revisit earlier learning.
- **T** – Target the sounds and words that your child is learning or having difficulty with, but put in with well known sounds to support confidence.

Parent Feedback form

