

Phonics meeting for Parents .

- Monday 9th October 2017.
- Information for Parents: Understanding Phonics – Ruth Miskin
- www.ruthmiskin.com/en/resources/parent-information-understanding-phonics

What is phonics?

Phonics is a method of teaching children to read by linking sounds (phonemes) and the symbols that represent them (graphemes, or letter groups).

Phonics is the learning-to-read method used in primary schools in the UK today.

Letters and Sounds

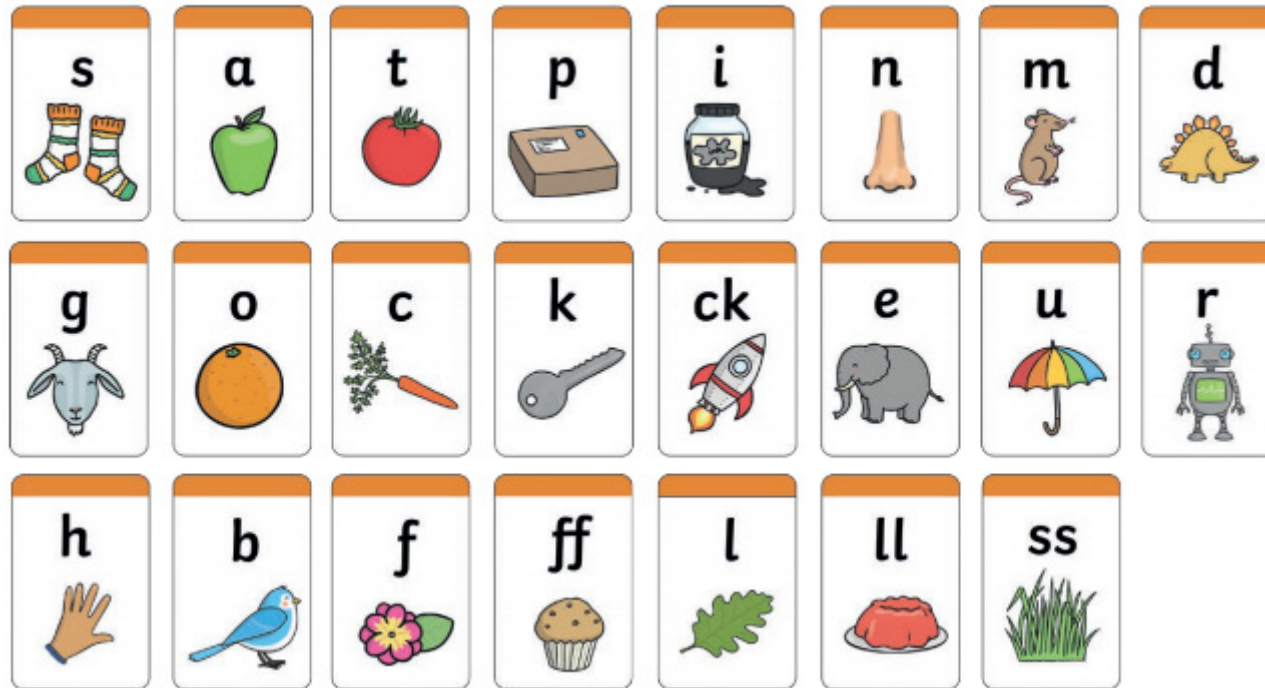
Phase	Phonic Knowledge and Skills
<i>Phase One</i>	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception)	Learning 19 letters of the 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> (Reception)	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th 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)	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.

- What is a phoneme?
- A phoneme is the smallest unit of sound. The phonemes used when speaking English are:

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Phase 2

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.



Phase 3























The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th 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.

j 	v 	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 					

Phase 5

(there are no new grapheme-phoneme correspondences
(sounds) taught in Phase 4)

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.

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 	*even	

Decoding

- **Children are taught letter sounds in Reception.** This involves thinking about what sound a word starts with, saying the sound out loud and then recognising how that sound is represented by a letter.
- The aim is for children to be able to **see a letter and then say the sound it represents out loud.** This is called decoding.
- Children start off by learning the letters s, a, t, n, i, p first. This is because once they know each of those letter sounds, they can then be arranged into a variety of different words (for example: sat, tip, pin, nip, tan, tin, sip, etc.).

Blending

- Children then need to go from saying the individual sounds of each letter, to being able to **blend the sounds and say the whole word**. This can be a big step for many children and takes time.
- While children are learning to say the sounds of letters out loud, they will also begin to learn to **write these letters (segmenting/encoding)**. They will be taught where they need to start with each letter and how the letters need to be formed in relation to each other. **Letters (or groups of letters) that represent phonemes are called graphemes**.

How to help your child to learn to blend.

- **Start small** When reading with a young child, ensure you don't encourage or insist on them blending every single word in a book. Firstly it'll take forever! Secondly, and most importantly, the story will be lost, reading will become a chore and they'll begin to find the process boring and tiring and feel like a failure. Start by only looking at the two-letter words in a story book ('it', 'on', 'is', etc) before moving on to [CVC words](#) such as 'tap' and 'bin'. Sound out each phoneme, tapping the corresponding letters as you do so, then give your child time to blend the word (it may take a minute or so for them to get it, but give them that 'mental space' to think!).
- **Are we sitting comfortably?** Blending is tricky. It's working out this crazy code and piecing it all together. Make sure your child isn't tired; if they are, leave it until tomorrow. Insisting on them doing all the hard work of reading will only put them off – let them enjoy you reading to them regularly, too.
- Some children add /uh/ on the end of a sound (for example, /m/ becomes /m/ /uh/). **Whispering** can help with this as it can encourage them to focus on the shape their mouth should make when saying a sound. If they're not getting the sounds right, successful blending is impossible.
- **Don't speak or rush** them as they're trying to blend. This skill needs their full concentration; show them you've got time for them to figure it out. They need to be able to hear exactly what sounds they are making too, so make sure you are not being distracted by the TV.
- **Invest in a set of magnetic letters** for the fridge, and use different colours for segmenting the different sounds in a word.

Digraphs (two letters that together make one sound)

- Children will learn **consonant digraphs** eg ch and sh, and start blending these with other sounds to make words, such as: chat, shop, that, as well as **vowel digraphs such as: /oa/, /oo/, /ee/, /ai/** They will also start to read words combining vowel digraphs with adjacent consonants, such as: train, groan and stool.

Trigraph (three letters that together make one sound)

- Children will also learn /igh/, /ear/, /ure/ and /air/ in words such as night, dear, pure and chair

Sound buttons

Children learn how to use a sound button for each sound they hear in a word.

jet


sea


This can be useful when tackling new words. Write the word down and together mark 'sound buttons' under each sound.

This will help children to identify the individual sounds and feel confident about blending them to make the word.

Split digraphs (a-e, e-e, i-e, o-e and u-e).

Children will learn how digraphs can be split in words such as

cake

these

fine

note

cube

Phonics learning in KS1

- By the end of **Reception**, children should be able to write one grapheme for each of the 44 phonemes.
- In **Year 1**, they will start to explore alternative pronunciations for graphemes. They will begin to understand, for example, that the letters ea can make different sounds in different words (dream and bread). They will also learn that one sound might be represented by different groups of letters: for example, light and pie (igh and ie make the same sound).

Year 1 phonics screening

Towards the end of the year, all children will be screened to assess their phonic understanding.

Children will be asked to read a variety of decodable words both real and pseudo~ these are known as 'alien words'.

cat

shoot

rain

light

thunder

gax

baim

jigh

thorden

Children in Year 2 (Phase 6)

will be learning about

- past tense
- plurals
- spelling rules, such as adding suffixes to words (such as -ed, -ing, -er, -est, -ful, -ly, -y, -s, -es, -ment and -ness).
- how to change root words when adding these suffixes (for example, removing the 'e' from 'have' before adding 'ing')

Use story books. Of course, reading is really all about stories and enjoying them! It's vital not to lose sight of this when your child is using phonics to learn to read, so keep going with the bedtime stories. When you're reading aloud to your child, ask them to read one sentence per page. This will ensure they're coming into contact with words they probably won't have read before and they'll have to use their phonics decoding skills; they'll be motivated to do so as they'll be enjoying the story.

Useful websites

- Education City
- Teach your little monster to read
- Oxford Owl