

An Introduction to Phonics



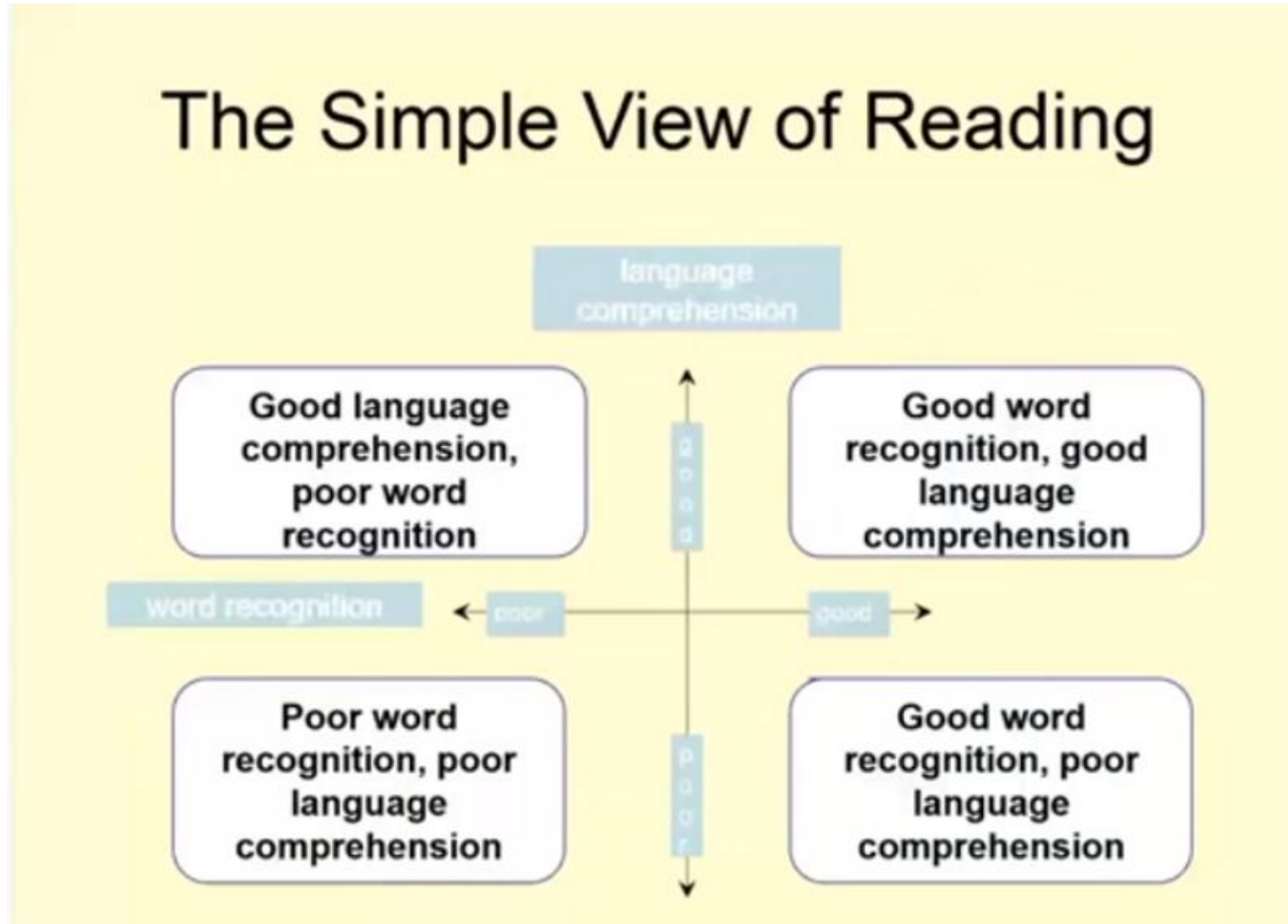
Objectives

- ❖ To introduce Phonics and explain how it is used in school to teach reading and writing.
- ❖ To develop your confidence in supporting your child with their reading and writing at home.
- ❖ To provide some ideas for Phonics games and activities to try with your child at home.

Letters and Sounds

- ❖ Jim Rose's (2006) review of early reading concluded that high quality phonic work should be the prime means of teaching children how to read and write.
- ❖ As a result, the government developed a phonics programme, based on best practice seen in successful settings. This was 2007 Letters and Sounds.
- ❖ Following this, in early 2021, the DfE stated that 2007 Letters and Sounds was no longer fit for purpose due to it not providing the support, guidance, resources or training needed to be a full SSP programme.
- ❖ On 1st April 2021, the Department launched a process to validate SSP programmes with a comprehensive and updated list of criteria, in order to create a new list of providers.
- ❖ As a school we considered the options and have joined **Pearl Phonics**.

The simple view of reading



Phonics is...

grapheme-phoneme correspondences

+

segmenting and blending sounds

The 44 phonemes

Try to use 'pure sounds' when pronouncing the letter sounds

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

Basic and Advanced Codes

Basic Code (taught in F2)

One way of representing each of the 44 sounds e.g. /ee/

Expect to see taught graphemes appearing in children's writing (taic for take)

Advanced Code (taught in Year 1 and consolidated in Year 2)

Alternative ways of representing each of the 44 sounds which equates to 200!

tea

be

baby

babies

key

taxi


receive

Pete

Phonics Session

Revisit and review (5 minutes)	<ul style="list-style-type: none">• Grapheme flashcards• Oral blending/segmenting• Practise sounding and blending 5 words
Teach (4 minutes)	<ul style="list-style-type: none">• Teach the new grapheme/phoneme correspondence• Model and write the grapheme
Model reading (4 minutes)	<ul style="list-style-type: none">• Teach a new tricky word• Read tricky words on the time to read sheet• Model reading with 3 words
Independent reading practice and application (5 minutes)	<ul style="list-style-type: none">• Children to read the words on the time to read sheet• Children to read the paragraph at the end of the time to read sheet• Adult to read the paragraph, modelling fluency and intonation
Model spelling (4 minutes)	<ul style="list-style-type: none">• Model spelling the first 2 pictures on the time to write sheet
Independent spelling practice and application (5 minutes)	<ul style="list-style-type: none">• Children to complete the time to write sheet• Adult to model the other 4 words on the board and children to check• Children to write a dictated sentence
Review and revise (2 minutes)	<ul style="list-style-type: none">• Recap taught GPC

Time to read and write sheets

 Pearl Phonics

Name: _____


Time to Read Sheet

ai

1. wait	2. mail	3. hail
4. pain	5. aim	6. sail
7. main	8. tail	9. rain
10. bait	11. ship	12. exit
13. chat	14. quiz	15. tank
16. mess	17. Kevin	18. thing

Tricky words:
me they all

Kevin had to wait. He had a pain in his leg. A big sail hit him on the leg. How bad is that! The main pain was the long wait in the rain.
His mum's aim was to quiz Kevin. This was bad!




Notice that sheets will contain words with the focus grapheme in them as well as words previously encountered. This enables over-learning and the chance to build automatic and accurate word reading.

Here, the children can rehearse the recently taught tricky words




Here, the children read decodable text. They might also be further challenged to read pages from an appropriately matched decodable reading book.

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 Pearl Phonics

Time to Write Sheet

ai

Some phonics jargon!

- ❖ **Phoneme** – the smallest unit of sound in a word (th in bath, o in on)
- ❖ **Grapheme** – the letter shapes that represents the letter sound
- ❖ **Digraph** – two letters that make one single sound (sh, ch, ai, or)
- ❖ **VC words** – words made up of a vowel and a consonant (it, an)
- ❖ **CVC words** – words made of a consonant, vowel, consonant (c-a-t, p-a-n)
- ❖ **Tricky words** – these words contain unusual spellings, contain new sounds and graphemes or don't follow ordinary phonemic rules (the, does, was)
- ❖ **Segment** – to break down the word into individual sounds (light → l-igh-t)
- ❖ **Blend** – to put individual sounds together to make the word (l-igh-t → light)
- ❖ **Split vowel digraph** – two vowels making one sound, separated by a consonant (a-e make, o-e home)
- ❖ **Cluster** – two or three consonants making two or three sounds (the first three letters of 'straight' or the first two letters of 'green' are consonant clusters)

The Six Phases

Phase	Descriptors
1	Develop listening skills and awareness of sounds in the environment. Begin to orally blend and segment words and explore and experiment with sounds and words.
2	Learn 19 phoneme-grapheme correspondences and move on from oral blending and segmenting to blending and segmenting with letters. Read and spell some two and three letters words.
3	Learn the remaining 25 phoneme-grapheme correspondences, most of which comprise of 2 letters (digraphs). Continue reading and spelling CVC words and tricky words, applying this knowledge to read and write simple captions and sentences.
4	Consolidate knowledge of all letter sounds and digraphs taught through reading and spelling poly-syllabic words (e.g. lunchbox, pondweed) and words with contain consonant clusters.
5	Learn alternative spellings for digraphs (ai, a, a-e, eigh, ey) and alternative pronunciations of previously taught digraphs (ea in leaf, ea in bread).
6	Children become fluent readers and increasingly accurate spellers, looking at suffixes (letter or group of letters added to the end of a word e.g. s, ed, ing, ly, tion) and prefixes (string of letters added to the beginning of a word to change its meaning), plurals, tenses and three-syllable words.

Assessments

- ❖ We assess children on a daily basis in each phonic lesson – supporting and challenging them as needed.
- ❖ In addition children are assessed once a half-term using a tool called Phonic Tracker. This enables us to see each child's phoneme and blending gaps enabling us to delve deeper into what their 'barrier' may be. From this we may send home the GPC gaps and blending activities as needed to further support your child.

Phase One

Some children may still need some support with Phase 1.

- ❖ Aspect 1 – Environmental sounds e.g. stories – walk around the local area.
What can you hear?
- ❖ Aspect 2 – Instrumental sounds e.g. bags of instruments – add sound effects.
- ❖ Aspect 3 – Body percussion e.g. action songs and rhymes.
- ❖ Aspect 4 – Rhythm and rhyme e.g. rhyming stories – what rhymes with....?
- ❖ Aspect 5 – Alliteration (when two or more words that start with the same sound are used repeatedly in a phrase or a sentence) – e.g. having fun with names, story characters.
- ❖ Aspect 6 – Voice sounds e.g. adding different voices to stories.
- ❖ Aspect 7 – Oral blending and segmenting e.g. saying the sounds in words c-a-t and putting the sounds together.

Activities and Games

- ❖ Sound talk instructions (e.g. can you get your c-oa-t)
- ❖ 'I spy' (something beginning, or ending, or rhyming with...)
- ❖ Display tricky words around the house
- ❖ 'Real life' writing (lists, cards, letters, invitations)
- ❖ Read stories regularly, and signs and labels (e.g. roads, shops)
- ❖ Grapheme flashcards
- ❖ Fridge magnets
- ❖ Foam letters in the bath
- ❖ Literacy websites, apps (e.g. Cbeebies Alphablocks, PhonicsPlay, OxfordOwl)
- ❖ Bingo (letters, digraphs or words)
- ❖ Buried treasure (real/nonsense words)
- ❖ Blending tracks

s	a	t	s	a	t	s	a	t	s	a	t	s	a	t	s	a	t
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s a t s a t s a t s a t s a t s a t

sa t sa t sa t sa t sa t sa t

sat sat sat sat sat sat



Phonics is essential....but not sufficient

By using Phonics strategies alone, some children:

- ❖ Can read a text but do not understand it, or at least cannot explain their understanding.
- ❖ Decode accurately but read slowly, sounding out every word, even simple high frequency or CVC words, so reading lacks fluency.
- ❖ Read too fast and do not pay attention to what they are reading. By rushing they are not reading for enjoyment or pleasure, or getting engrossed with the story.
- ❖ May be able to summarise the main events but cannot give details.
- ❖ Read avidly but never question the meaning of the words/story.

Reading is a complex process

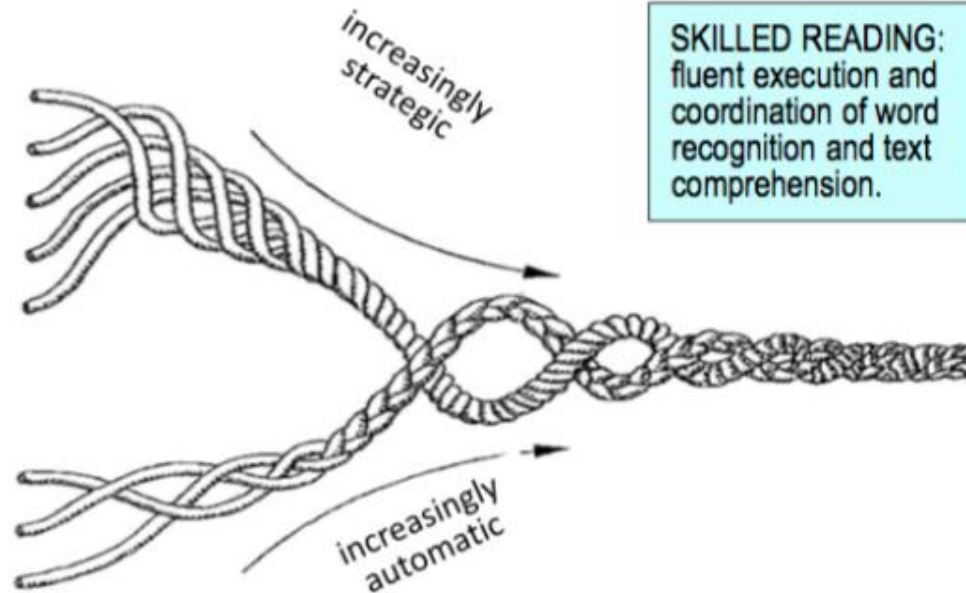
Scarborough's Reading Rope (2001)

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

The Importance of Regular Reading

There is a strong connection between parents reading with young children and their later reading and cognitive skills.

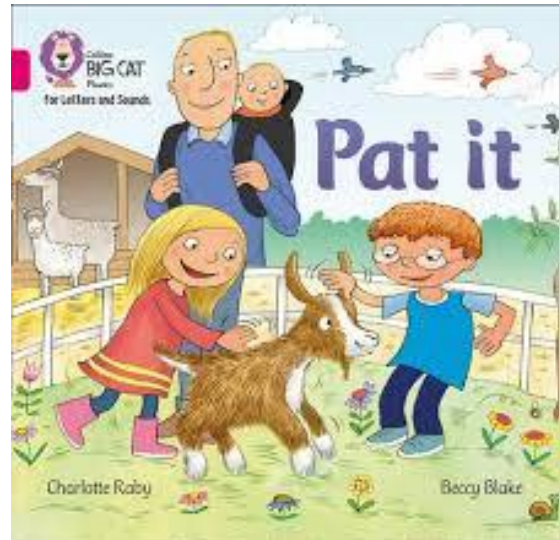
Reading to children aged 4-5 years:

- ❖ **3-5 days per week** (compared to 2 or less) has the same effect on the child's reading skills at age 4-5 as being six months older.
- ❖ **6-7 days per week** has the same effect as being almost 12 months older.
- ❖ **Every day** has a significant effect on their reading, language and literacy, numeracy and cognition skills later in life.

Reading Books – Big Cat Collins

Use questions on the inside back cover to check understanding

Re-read the same book for fluency



Use GPC, tricky and words on the inside cover to check knowledge

Completely decodable

A final word from Dr Seuss...

