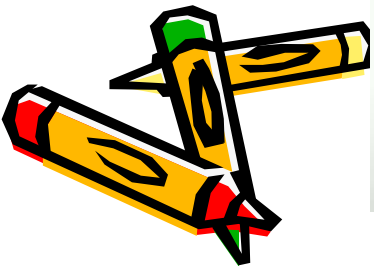
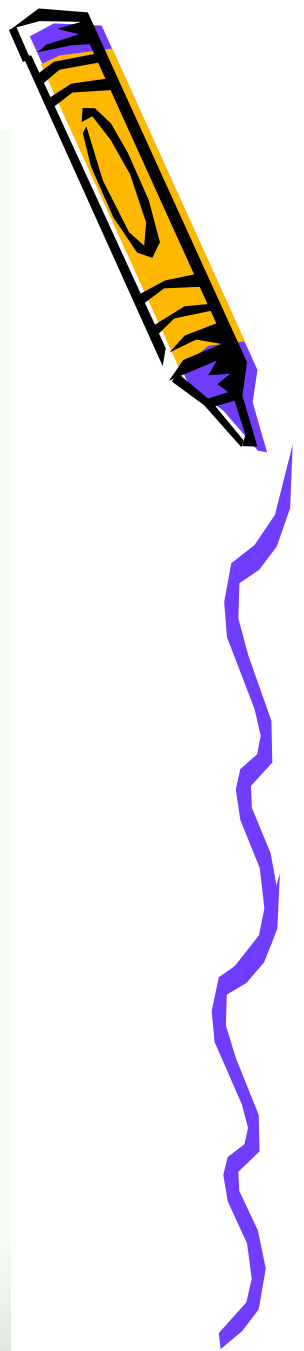
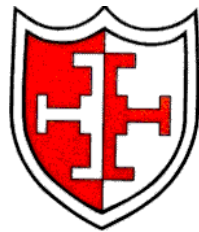


Your starter for 10...

7H15 M3554G3  
53RV35 70 PR0V3  
HOW OUR M1ND5 C4N  
DO 4M4Z1NG 7H1NG5!  
1MPR3551V3 7H1NG3!  
1N 7H3 B3G1NN1NG  
17 WA5 H4RD BU7  
YOUR M1ND 1S  
R34D1NG 17  
4U70M471C4LLY  
W17H 0U7 3V3N  
7H1NK1NG 4B0U7 17,  
B3 PROUD! ONLY  
C3R741N P39PL3 C4N  
R3AD 7H15.

Well done you!



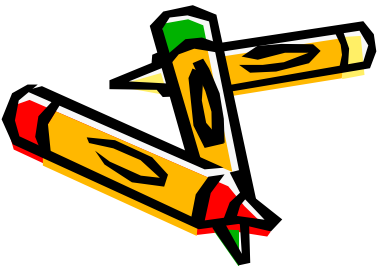


**St. Chad's Catholic Primary School**

**Welcome**

# Our aims this evening:

- To share how phonics is taught.
- To develop parents' confidence in helping their children with phonics and reading
- To teach the basics of phonics and some useful phonics terms
- To outline the different stages in phonic development
- To show examples of activities and resources we use to teach phonics
- To give parents an opportunity to ask questions



What is phonics and  
how can I help my  
child at home?

[Video link](#)



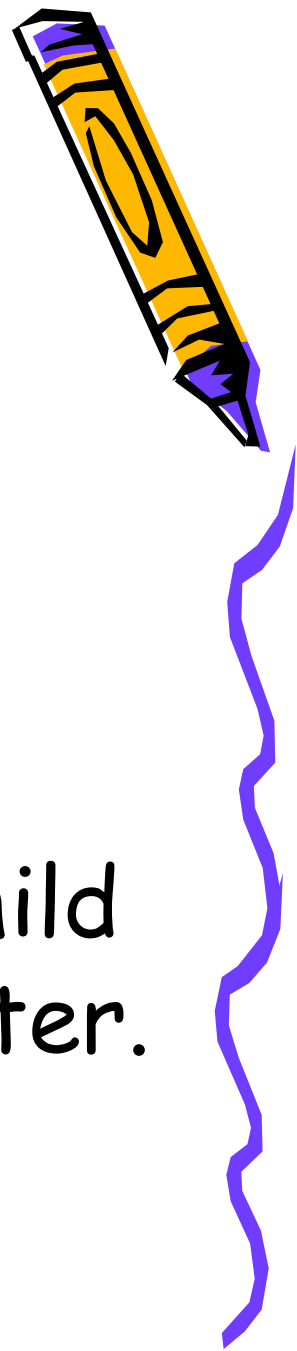
# Phonics is all about using ...

**skills** for  
reading and  
spelling

+

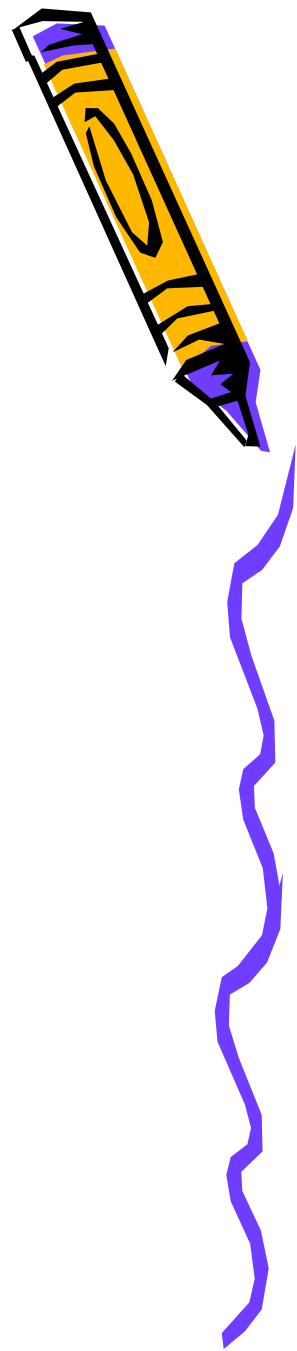
**knowledge**  
of the  
alphabet

Learning phonics will help your child  
to become a good reader and writer.

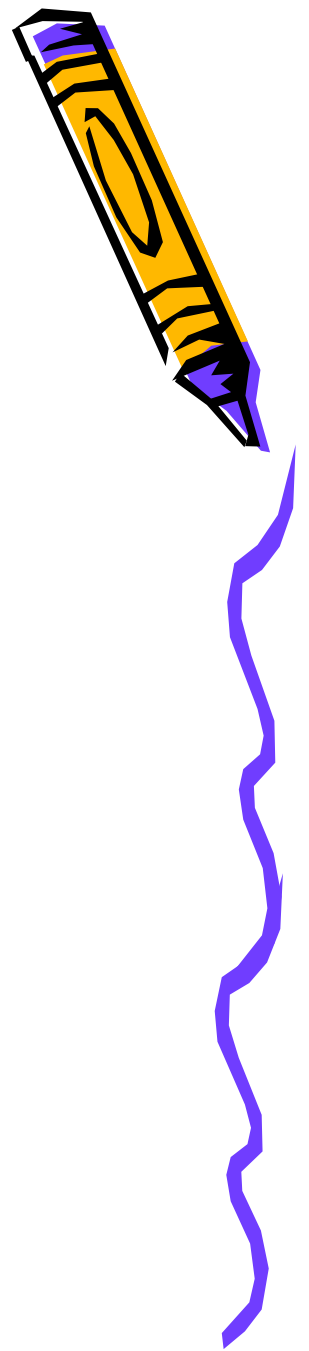


Every child in Reception and KS1  
learns daily phonics at their level

Phonics gradually progresses to  
learning spellings rules...  
And exceptions!



# Daily Phonics



- Every day the children have 20 minute sessions of phonics.
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use the Letters and Sounds planning document to support the teaching of phonics.
- There are 6 phonics phases which the children work through at their own pace



# Phonic terms your child will learn at school



- **Phoneme**: The smallest units of sound that are found within a word
- **Grapheme**: The spelling of the sound e.g. Th
- **Diagraph**: Two letters that make one sound when read
- **Trigraph**: Three letters that make one sound
- **CVC**: Stands for consonant, vowel, consonant.
- **Segmenting**: Breaking up a word into its sounds.
- **Blending**: Putting the sounds together to read a word
- **Tricky words**: Words that cannot easily be decoded.



# Phase 1: Getting ready for phonics

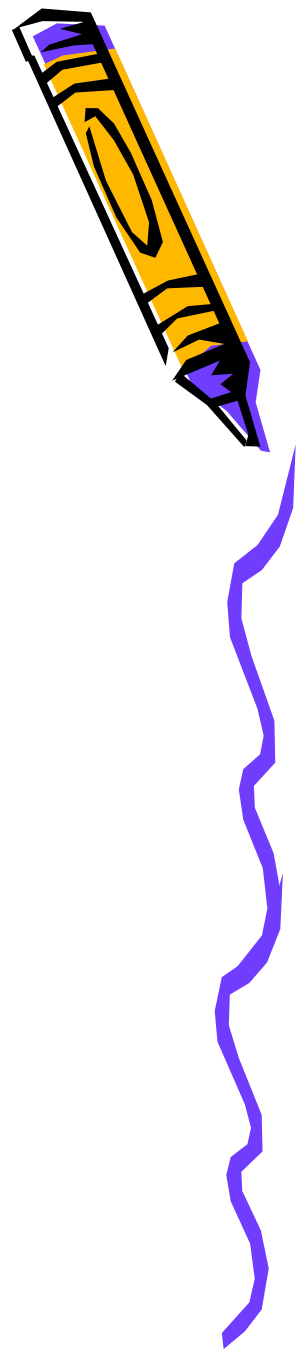
1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds

Music and movement

Rhythm and rhyme

Sound effects

Speaking and listening skills





# Phonics Words

Your children will learn to use the term:

**phoneme**

Phonemes are sounds that can be heard in words

e.g. c-a-t



# Phonics Words

Your children will learn to use the term:

**digraph**

This means that the  
phoneme comprises of  
two letters

e.g. ll, ff, ck, ss



# Phonics Words

Your children will learn to use the term:

**trigraph**

This means that the phoneme comprises of three letters

e.g. igh , ear, ure



# Phonics Words

Your children will learn to use  
the term:

grapheme

This is how a  
phoneme is written  
down



## Phase 2:

# Learning phonemes to read and write simple words



- Children will learn their first 19 phonemes:

Set 1: s a t p    Set 2: i n m d

Set 3: g o c k    Set 4: ck (as in duck) e u r

Set 5: h b l f    ff (as in puff) ll (as in hill)  
ss (as in hiss)

- They will use these phonemes to read and spell simple "consonant-vowel-consonant" (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

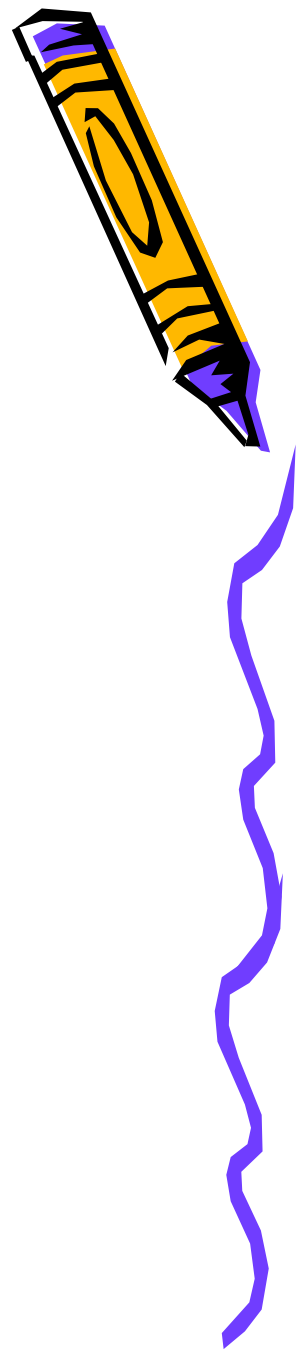
All these words contain 3 phonemes.



# Saying the sounds

- Sounds should be articulated clearly and precisely.
- Hear how to pronounce single sounds, then digraphs and finally trigraphs

[Video link](#)



# Phonics Words

Your children will learn to use the term:

## Blending

- Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word .



# Blending

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug





# Phonics Words

Your children will learn to use the term:

## Segmenting

- Children need to be able to **hear** a whole word and **say** every sound that they **hear** .



# Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/



# How can I help at home?

**Oral blending:** robot talk/ Fred talk/ sound it out

Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say 'b-u-s', and your child says 'bus'.

"What's in the box?" is a great game for practising this skill.



# Phonics words

## Phoneme frame and sound buttons

c	a	t
---	---	---

• • •



f	i	sh
---	---	----

• • —



# Tricky Words



There are many words that **cannot** be blended or segmented because they are irregular.

the

was

said

you

some



## Phase 3:

### Learning the long vowel phonemes

- Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.
- They will learn another 26 phonemes:
- 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
- They will use these phonemes (and the ones from Phase 2) to read and spell words:

chip, shop, thin, ring, pain, feet, night,  
boat, boot, look, farm, fork, burn,  
town, coin, dear, fair, sure



## Phase 4:

# Introducing consonant clusters: reading and spelling words with four or more phonemes

- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have **consonant clusters** at the beginning:  
**spot, trip, clap, green, clown**

...or at the end: **tent, mend, damp, burnt**

...or at the beginning and end! **trust, spend,**

**twist**



# Phase 5

- Teach new graphemes for reading
- ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant,  
but/put, cow/blow, tie/field, eat/bread,  
farmer/her, hat/what, yes/by/very,  
chin/school/chef, out/shoulder/could/you.





# Learning all the variations!

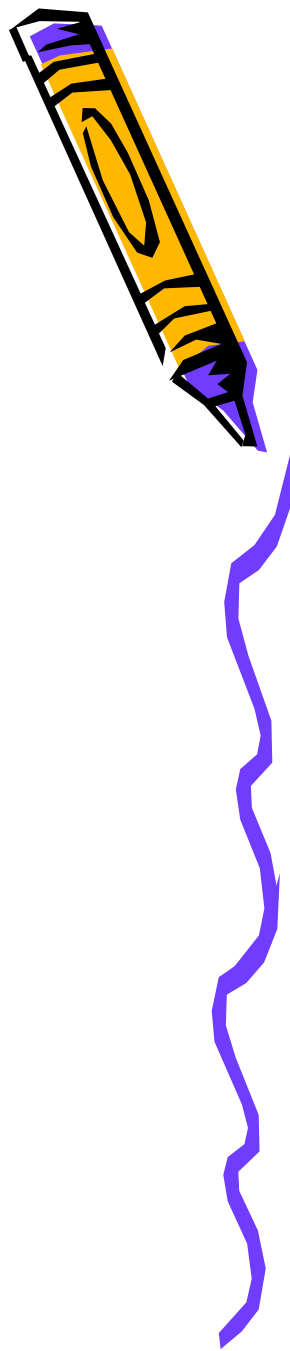
Learning that the same phoneme  
can be represented in more  
than one way: *burn*

*first*

*term*

*heard*

*work*



# Learning all the variations!

Learning that the same grapheme can represent more than one phoneme:

meat

bread

he

bed

bear

hear

cow

low



# Teaching the split digraph

tie

time

toe

tone

cue

cube

pie

pine



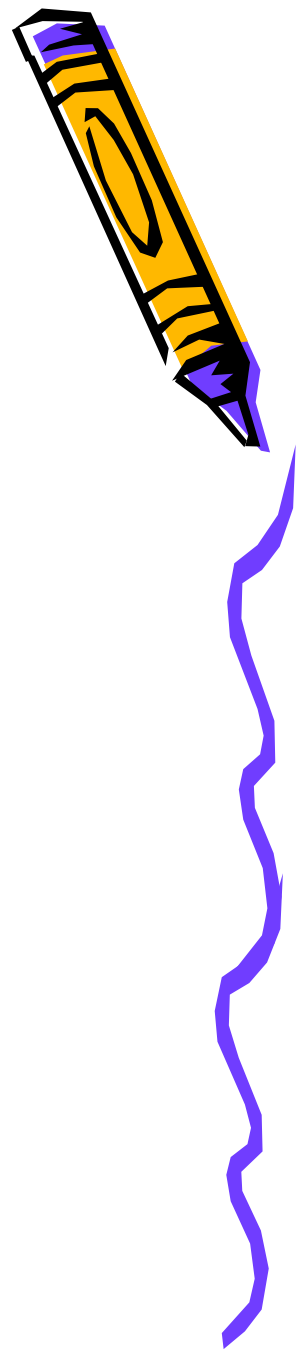
# A Little Poem Regarding Computer Spell Checkers...

Eye halve a spelling chequer  
It came with my pea sea  
It plainly marques four my revue  
Miss steaks eye kin knot sea.

Eye strike a key and type a word  
And weight four it two say  
Weather eye am wrong oar write  
It shows me strait a weigh.

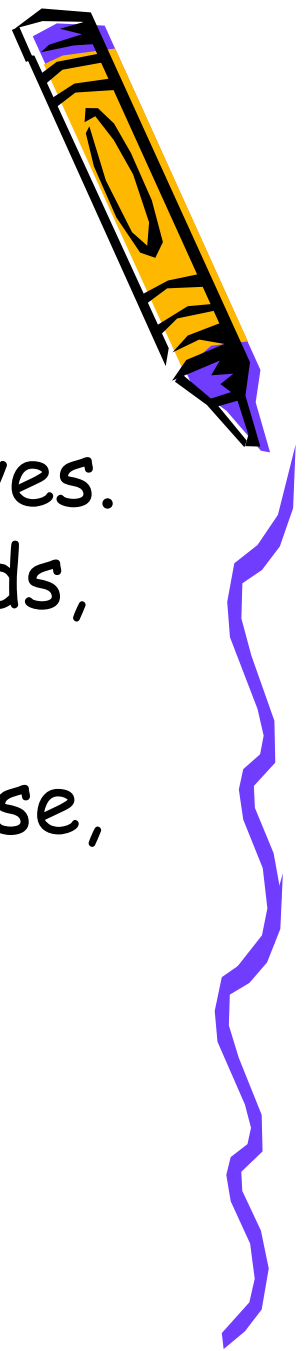
As soon as a mist ache is maid  
It nose bee fore two long  
And eye can put the error rite  
Its rare lea ever wrong.

Eye have run this poem threw it  
I am shore your pleased two no  
Its letter perfect awl the weigh  
My chequer tolled me sew.



# Phase 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.
- Children might learn about past tense, rules for adding 'ing' and irregular verbs
- 'tion' and 'sion' words



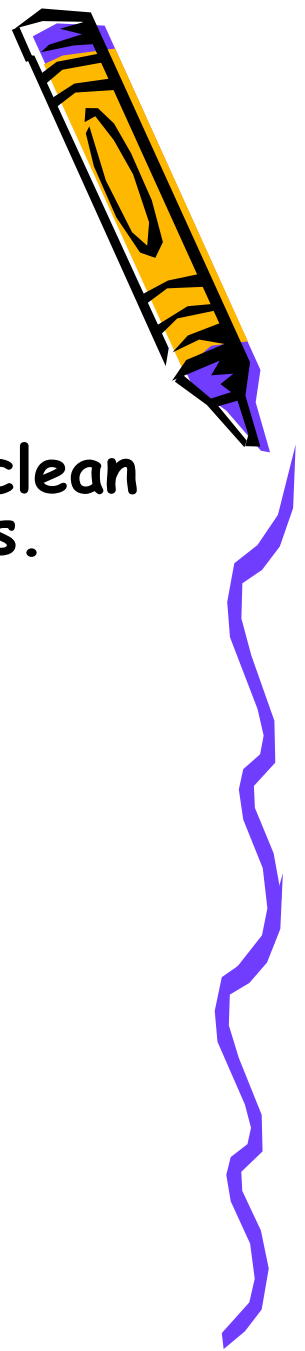
Is there anything I can  
do at home?



y	e	s
---	---	---



# How can I help at home?



- When spelling, encourage your child to think about what “looks right”.
- Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.

- tray
- rain
- boil
- boy
- throat
- snow

- trai
- rayn
- boyl
- boi
- throwt
- snoa



# At home



- Phonics booklet and phoneme checker in reading diaries
- Practise the phonemes together.
- Make your own phoneme frames
- Invest in a whiteboard and pen
- Use them to make different words at home and play phonics games
- Read everyday with your child if possible
- Use the websites recommended



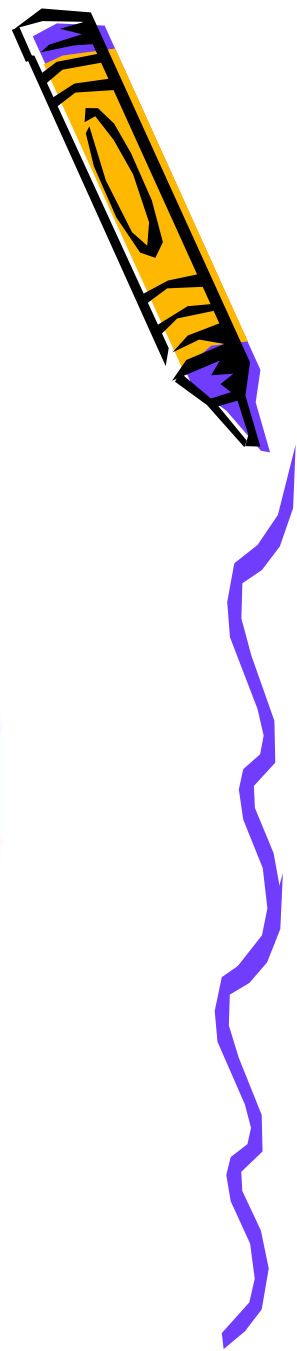


# RESEARCH

Early exposure to literature is essential for promoting school readiness. Children who are read to routinely and who are immersed in rich talk about books and other engaging activities will thrive. Early literacy skills are indicative of later academic success, and the better a child's early literacy skills, the better equipped he or she is to learn upon entering school.

Reading Rate %	Independent Reading Time	Words Per Year (in millions)
 <b>90<sup>TH</sup></b> percentile	<b>21</b> minutes a day	<b>1.8</b> million
 <b>70<sup>TH</sup></b> percentile	<b>9.6</b> minutes a day	<b>0.62</b> million
 <b>50<sup>TH</sup></b> percentile	<b>4.6</b> minutes a day	<b>0.28</b> million

(Cunningham & Stanovich, 1998).



Don't forget...

Learning to read  
should be fun for  
both children and  
parents.

