



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

Reading - the Phonic Approach

Developing your knowledge of
phonics to support reading.

February 2020

AIMS

- To help you understand our approach and techniques in the teaching of phonics in order to help support your child to read.
- Understand the phonic terms.
- Phonic Screening Check
- Material to support at home.



PHONICS AT OLD BEXLEY

- At **Old Bexley** we use a synthetic phonics scheme called '**Letters and Sounds**'.
- It consists of **six phases** beginning at **EYFS** through to **year 2**.
- We also use the Jolly Phonics programme in EYFS and at the start of year 1 to help introduce each new sound with an action and song.

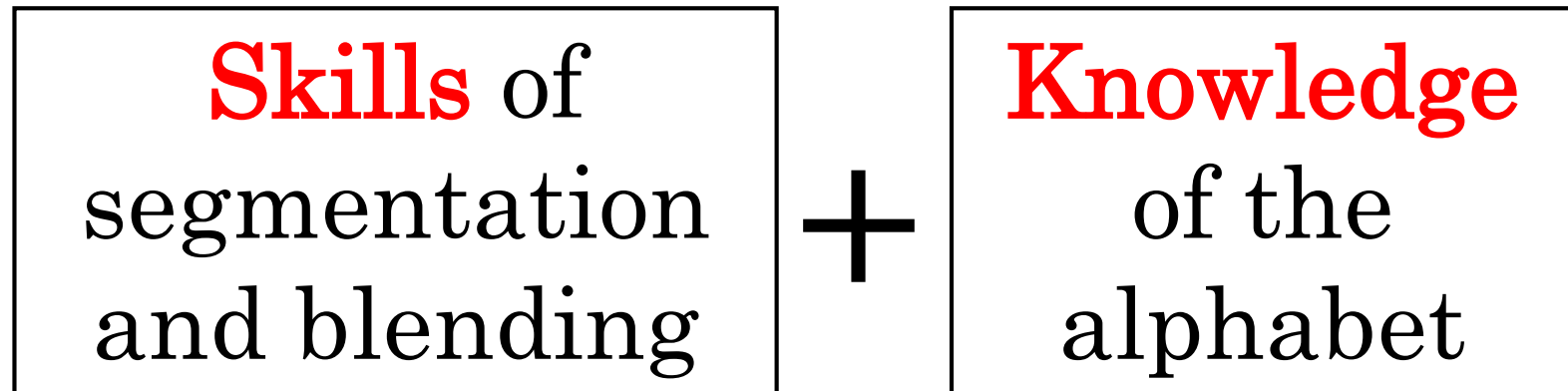


WHY SYNTHETIC PHONICS?

- **Synthetic phonics** is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.
- Developing a child's **phonological awareness** in the early years is vital for their development in both reading and writing.
- **Hearing sounds** in the environment, listening to rhymes and being able to talk about these will help a child later on to distinguish the unit of sounds in words in order to blend to read as well as segment to spell.



PHONICS IS ALL ABOUT USING ...



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



TERMINOLOGY

Phoneme

Grapheme

Segmenting and Blending

Digraph

Trigraph

Split digraph



PHONEME

- This is the **smallest** unit of **sound** in a word.
- A phoneme you can **hear**.



How many phonemes can you hear in

cat?



HOW TO SAY THE PHONEME

- Saying the phonemes correctly with your child is extremely important
- We say the shortest form of the phoneme the **pure sound** – this is vital for the correct segmenting and spelling of words.
- Be careful not to add an ‘er’ sound to the ends of consonants.

e.g

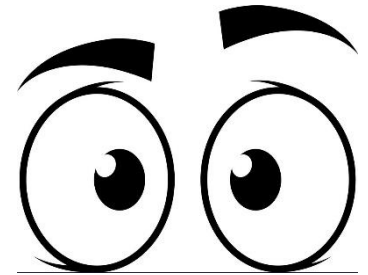
‘CER’ ‘A’ ‘TER’

as this cannot be blended to make ‘cat’



GRAPHEME

- These are the **letters** that **represent** the **phoneme**.
- A grapheme you can **see**.
- Children need to practise recognising the grapheme and saying the phoneme that it represents.
- A grapheme could be 1 letter, 2 letters or more!
- Children use **sound buttons** (sausages and beans!) to help recognise these graphemes.



E.g.

t



ai



igh



DIGRAPHS AND TRIGRAPHS

- In year 1 the children will move from single sounds to 2 and 3 letter phonemes.
- **DIGRAPH** – 2 letters that make 1 sound
ll ff oa ai
e.g. fell, cuff, goat, rain
- **TRIGRAPH** – 3 letters that make 1 sound
igh air
e.g. high, fair



SPLIT DIGRAPHS

YOU MAY KNOW THEM AS 'MAGIC E' OR 'SILENT E'

cap

cape

pin

pine

hop

hope

cub

cube

pet

Pete



BLENDING

Building words from phonemes to read.

c a t


cat




SEGMENTING

- Breaking down words for spelling.
- Children need to be able to **hear** a whole word and **say** every sound that they **hear**.

○ cat = c - a - t



○ stork = s - t - or - k



ACTIVITY 1

Use **sound buttons** to segment then blend the words to read.

Nonsense games like this help to build up skills and are fun!!

○ drep

○ blom

○ frab



ACTIVITY 1 – DID YOU GET IT RIGHT?!

d r e p



b l o m



f r a b



ACTIVITY 2

- Look at these words. Can you use the phoneme frame and add **'sound buttons'** for these words?
- Think about how **many phonemes** are in each word?

- shelf
- dress
- sprint
- string



DID YOU GET IT RIGHT?!

shelf	sh	e	l	f
-------	----	---	---	---

= 4 phonemes

dress	d	r	e	ss
-------	---	---	---	----

= 4 phonemes

sprint	s	p	r	i	n	t
--------	---	---	---	---	---	---

= 6 phonemes

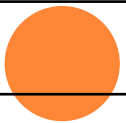
string	s	t	r	i	ng
--------	---	---	---	---	----

= 5 phonemes



PHONEMES TO REMEMBER - 21 CONSONANTS

b baby	p paper
c see k	q see k
d dog	r rabbit wrong
f field photo	s sun mouse city science
g game	t tap
h hat	v van
j judge giant barge	w well
k cook quick mix Chris	x see k
l lamb	y yes
m monkey comb	z zebra please is
n nut knife gnat	



Short Vowels

ă



ăpple



ănt

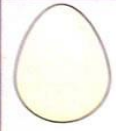


căt



jăm

ë



ëgg



ëlephant



nëst



nët

i



igloo



inchworm



fish



pig

ö



öx



öctopus



dög



töp

ü



ümbrella



ünder



büs



rüg



Long Vowels

ā



āpron



āpe



gāme



bāby

ē



ēel



ēagle



bēe

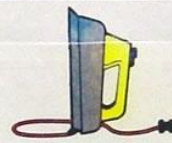


lēaf

i



īce cream



īron



bīke



fīre

ō



ōveralls



ōval



rōbe



rōse

ū



ūnicorn



ūniform



rūler

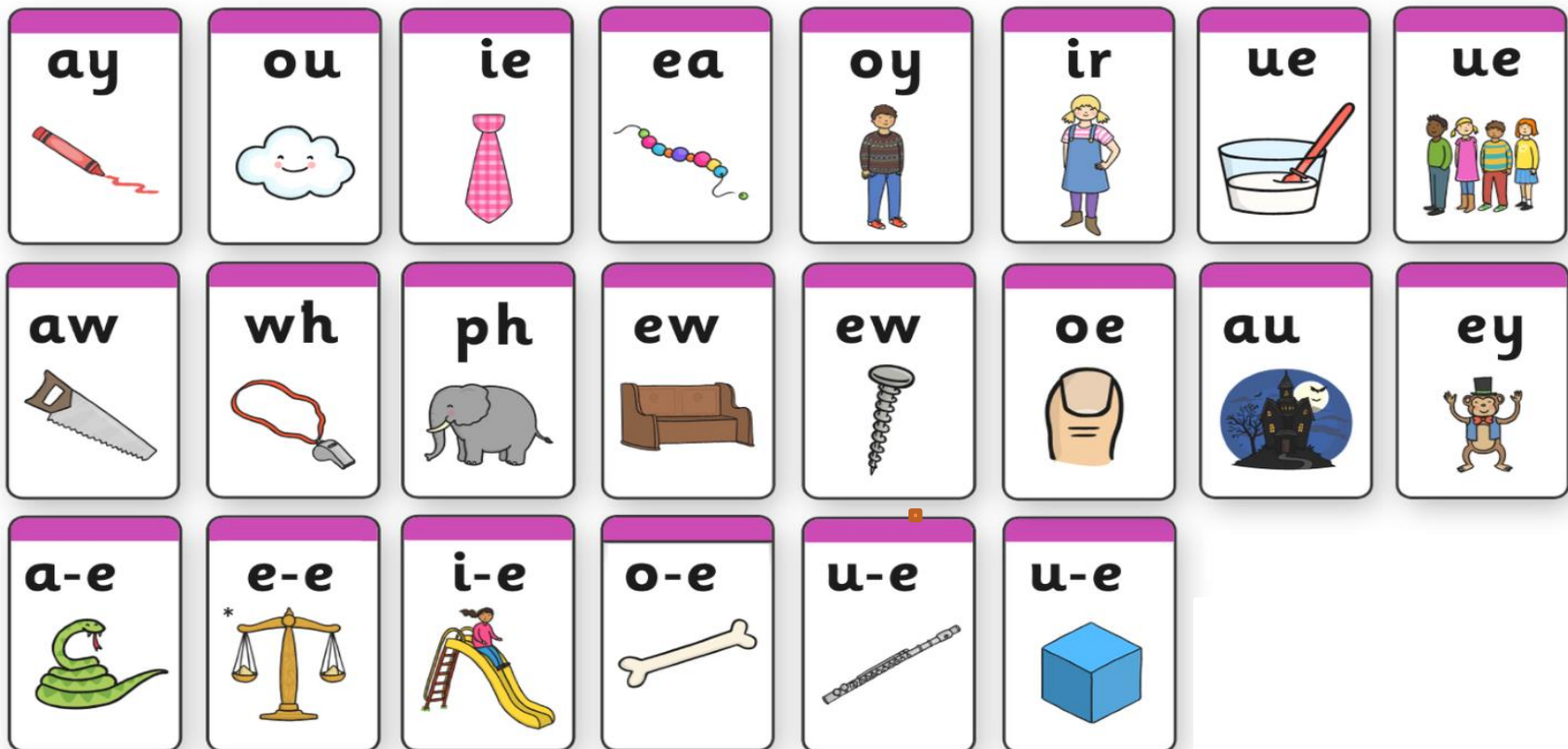


tūbe



DURING YEAR 1 (PHASE 5)

- Children will be taught new graphemes and alternative pronunciations for these graphemes.
- **Digraphs:** wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
- **Split digraphs:** a_e, e_e, i_e, o_e, u_e



SOUND FAMILIES

- We teach the new phonemes in sound families developing from phase 3 into phase 5

'igh' family:

Daddy igh (trigraph) night

Mummy ie (digraph) pie

Brother i - e (split digraph) kite

Sister I

Baby y try



TRICKY WORDS AND HIGH FREQUENCY WORDS

- ‘Tricky Words’ are those that are not phonetically decodable e.g. **was** **the**

Phase 3

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

Phase 4

went	It's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

Phase 5

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could					

Next 200 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

<i>water</i>	<i>bear</i>	<i>find</i>	<i>these</i>	<i>live</i>
<i>away</i>	<i>can't</i>	<i>more</i>	<i>began</i>	<i>say</i>
<i>good</i>	<i>again</i>	<i>I'll</i>	<i>boy</i>	<i>soon</i>
<i>want</i>	<i>cat</i>	<i>round</i>	<i>animals</i>	<i>night</i>
<i>over</i>	<i>long</i>	<i>tree</i>	<i>never</i>	<i>narrator</i>
<i>how</i>	<i>things</i>	<i>magic</i>	<i>next</i>	<i>small</i>
<i>did</i>	<i>new</i>	<i>shouted</i>	<i>first</i>	<i>car</i>
<i>man</i>	<i>after</i>	<i>us</i>	<i>work</i>	<i>couldn't</i>
<i>going</i>	<i>wanted</i>	<i>other</i>	<i>lots</i>	<i>three</i>
<i>where</i>	<i>eat</i>	<i>food</i>	<i>need</i>	<i>head</i>
<i>would</i>	<i>everyone</i>	<i>fox</i>	<i>that's</i>	<i>king</i>
<i>or</i>	<i>our</i>	<i>through</i>	<i>baby</i>	<i>town</i>



WHAT DOES A PHONICS LESSON LOOK LIKE?

Revisit/ review	Flashcards to practice phonemes learnt so far.
Teach	Teach new phoneme or high frequency /tricky words
Practise	The children practise new learning by reading and/or writing the words through playing games/fun activities.
Apply	Apply new learning by reading and/or write captions/sentences based on new sound.

PHONICS SCREENING CHECK – WHAT IS IT?

- National Statutory test introduced in 2012 to all year 1 pupils.
- **Aim:** Ensure all pupils are making sufficient progress in their phonics skills in order to read words and are on track to become fluent readers.
- **40 words** that are divided into two sections. Both sections contain a mixture of real words and pseudo-words (Alien words). The children will be familiar with this format – only difference they can't ask for help.



PHONICS SCREENING CHECK – WHAT IS IT?

- The words gradually get more difficult from 2 and 3 phoneme words such as 'it' and 'vap' to longer words with more complex sounds such as the a-e sound in 'same'.
- Week beginning 8th June and will be carried out by myself and Mrs Netherton.
- If the children don't reach the required threshold then they will be given additional phonic support and will be retested next summer in Year 2.



Why use pseudo words?

- Ultimate aim of teaching of phonics is to give a child the **skills necessary** to go from **decoding** each sound to the **recognition** of words.
- To **decode unfamiliar words** will help your child to read increasingly more difficult texts and will help them develop their vocabulary.
- The pseudo words allow the teacher to be sure that the child has developed the skill to decode unfamiliar words and not just read words from memory.



YOUR CHILDREN WILL NEED TO BE ABLE TO READ
ALIEN WORDS SUCH AS ...



steck



hild



quemp



geck



Now see if you can have ago at reading these!

thard

roopt

vead

jound

scrope

bulm



How can you
help at home?



HELPFUL RULES:

- Long vowel phonemes:

A: **ai** (rain) in the middle and **ay** (day) finally

O: **oa** (boat) in the middle and **ow** (show) finally

I: **igh** (light) in the middle and **y** (sky) finally

U: **oo** (boot) in the middle and **ew** (flew) finally

E: **ee** and **ea** both in the middle and finally
(meet, flee, teach, tea)

There will never be an **i**, **j** or **v** at the end of an English word.

- Always exceptions – high, nigh!



THINGS TO REMEMBER...

- ④ Do not add an 'er' sound to the end of the phoneme.
- ④ Encourage your child to think about what 'looks right'. This is particularly important for the variations of words.
- ④ Praise their efforts. As you can see it is quite tough.
- ④ Practise the phonemes and graphemes together.
- ④ Use flashcards of digraphs and trigraphs.
- ④ Refer to suggested websites.
- ④ Play word and reading games.
- ④ Practise 'tricky' and high frequency words.



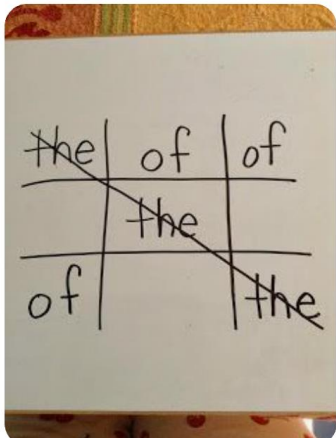
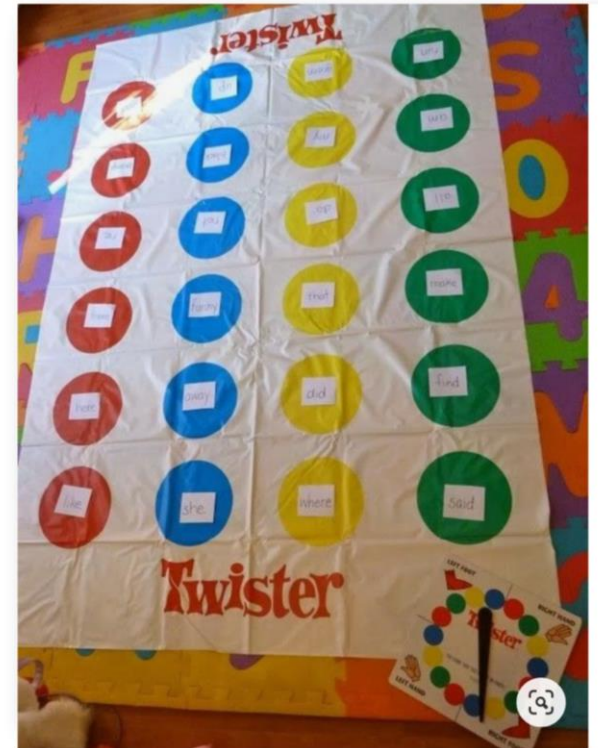
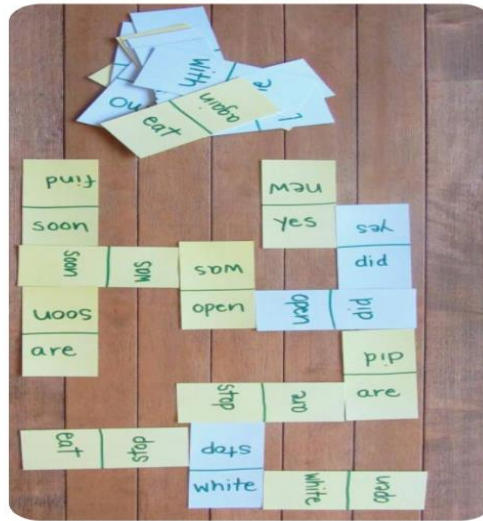
GAMES YOU CAN PLAY AT HOME

These games can be with 'tricky words', digraphs or words focussing on a spelling pattern.

- Bingo
- Egg box game
- I spy using letter names as well as sounds
- Blend for reading r – ai – n = rain, segment for spelling rain = r-ai-n. Could use magnetic letters/create own letters
- Word rolls
- Matching pairs
- Shaving foam/bath bubbles
- Secret messages

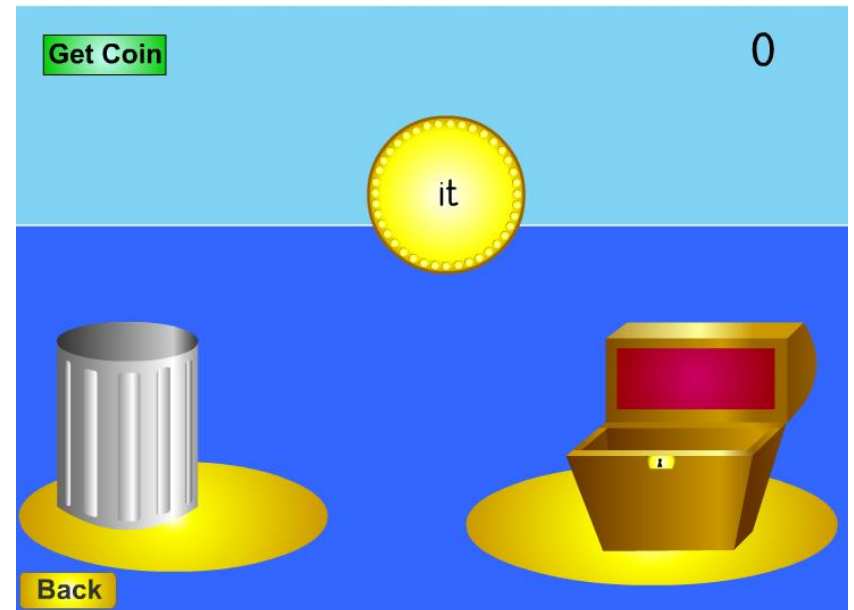
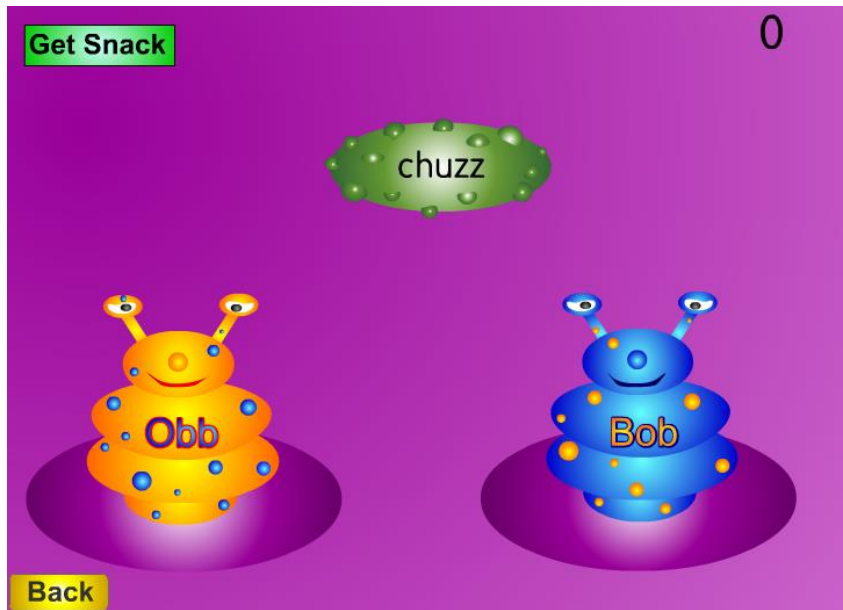


GAMES TO PLAY AT HOME



PHASES 5 ACTIVITIES

<http://www.phonicsplay.co.uk>



HANDOUTS

Useful websites

- www.oxfordowl.co.uk/for-home/advice-for-parents/phonics-videos
- www.ictgames.co.uk
- www.bbc.co.uk/cbeebies/shows/alphablocks

- Examples of graphemes and words
- Letters and sounds high frequency word list first 100 then 200
- Tricky words for each phase.

