



Collingwood
Primary
School

Phonics

Monday 21st October @ 6pm

Wednesday 23rd October @ 9am

What is phonics?

Phonics is a way of teaching reading. Children are taught to read letters or groups of letters by saying the sound(s) they represent - so, they are taught that the letter 'm' sounds like 'mmm' when we say it.

Children can then start to read words by blending (synthesising) the sounds together to make a word.

For example, when taught the sounds for the letters *t*, *p*, *a* and *s*, one can build up the words "tap", "pat", "pats", "taps" and "sat".

Phase 1 -

Phase 1 is absolutely vital and should never come to an end. It develops children's abilities to listen to, make, explore and talk about sounds.

This phase is split into 7 aspects that are explored and developed through games.

- 1 - Environmental sounds.
- 2 - Instrumental sounds.
- 3 - Body percussion.
- 4 - Rhythm and rhyme.
- 5 - Alliteration,
- 6 - Voice sounds.
- 7 - Oral blending and segmenting.

Sound Bingo



https://www.youtube.com/watch?v=h0Kp_J9kvNM

Syllables

Clapping out names, phrases & rhymes:

Eg. 'Eggs & Ham'



Phase 2 -

GPCs need to be introduced in systematic way.

Set 1 - s a t p

Set 2 - i n m d

Set 3 - g o c k

Set 4 - ck e u r

Set 5 - h b f ff l ll s ss

It is very important that you pronounce these phonemes clearly and correctly. If you don't, children may find it very difficult to blend them together.

When introducing GPCs, ensure you introduce them with the sounds, pictures, actions and lots of practise for forming the letter. You can form the letter with a finger in the air, on the palm of the hand, on the back of another child, on a rough surface like the floor. All these experiences will need to come before trying to write the letter on a whiteboard or piece of paper.





Phase 3 -

Phase 3 continues in the same way as Phase 2 and introduces more new GPCs. By the end of Phase 3 the children will know one way of writing down each of the 44 phonemes.

Set 6 - j v w x

Set 7 - y z zz qu

Consonant digraphs - ch sh th ng

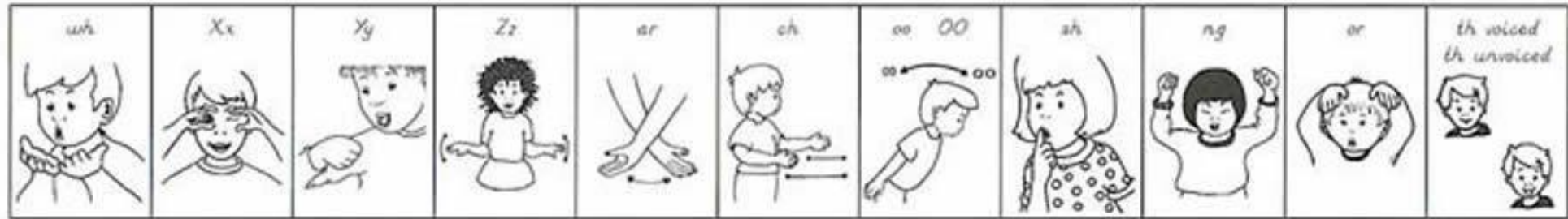
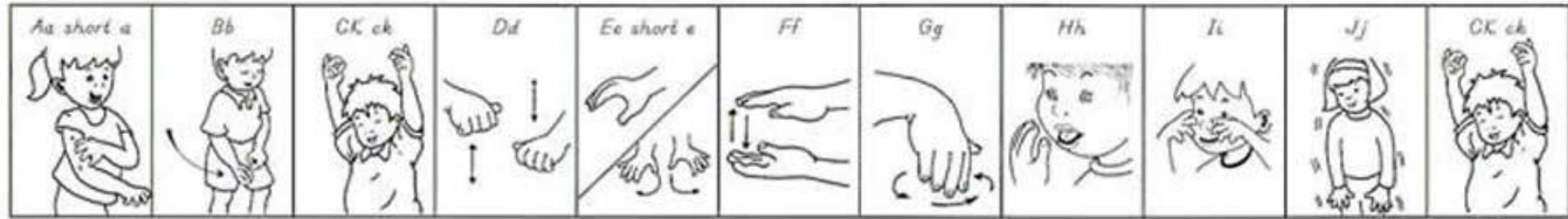
**Vowel digraphs (and trigraphs) ai ee igh oa oo ar or ur ow oi ear
air ure er**

Make sure that you are very confident about what the term *CVC* means. It refers to words with a consonant phoneme, a vowel phoneme and then a consonant phoneme - it is not referring to letters.

Therefore **hot**, **bed**, **boat** and **ship** are all *CVC* words but **cow** and **toy** are not.

s as in sat	a as in ant	t as in tin	p as in pig	i as in ink
n as in net	c as in cat	e as in egg	h as in hen	r as in rat
m as in mug	d as in dog	g as in get	o as in ox	u as in up
l as in log	f as in fan	b as in bag	j as in jug	v as in van
w as in wet	z as in zip	y as in yet	k as in kit	qu as in quick
x as in box	ff as in off	ll as in ball	ss as in kiss	zz as in buzz
ck as in duck	pp as in puppy	nn as in bunny	rr as in arrow	gg as in egg
dd as in daddy	bb as in chubby	tt as in attic	sh as in shop	ch as in chip

Jolly Phonics Actions



How to help your child with phonics - A parents guide.

Phonics works best when children are given plenty of encouragement and learn to enjoy reading and books. Parents and carers play a very important part in helping with this. Some simple steps to help your child learn to read through phonics:

- Ask your child's class teacher about the school's approach to phonics and how you can reinforce this at home. For example, the teacher will be able to tell you which letters and sounds the class is covering in lessons each week.
- You can then highlight these sounds when you read with your child. Teaching how sounds match with letters is likely to start with individual letters such as 's', 'a' and 't' and then will move on to two-letter sounds such as 'ee', 'ch' and 'ck'.
- With all books, encourage your child to 'sound out' unfamiliar words and then blend the sounds together from left to right rather than looking at the pictures to guess. Once your child has read an unfamiliar word you can talk about what it means and help him or her to follow the story.

How to help your child with phonics - A parents guide (cont).

- Your child's teacher will also be able to suggest books with the right level of phonics for your child. These books are often called 'decodable readers' because the story is written with words made up of the letters your child has learnt. Your child will be able to work out new words from their letters and sounds, rather than just guessing.
- Try to make time to read with your child every day. Grandparents and older brothers or sisters can help, too. Encourage your child to blend the sounds all the way through a word.
- Word games like 'I-spy' can also be an enjoyable way of teaching children about sounds and letters. You can also encourage your child to read words from your shopping list or road signs to practise phonics.
- Most schools use 'book bags' and a reading record, which is a great way for teachers and parents to communicate about what children have read. The reading record can tell you whether your child has enjoyed a particular book and shows problems or successes he or she has had, either at home or at school.

How does phonics fit into the big picture of teaching reading?

Phonics is simply the code that turns written language into spoken language and vice versa. It is the vital initial step in teaching children to read but it is far from the whole picture.

Phonics will only work in an environment where **Speaking and Listening Skills** are promoted and developed.

Children should also be regularly exposed to a wide range of quality texts. They should be regularly read aloud to. Regular, well planned **Guided Reading** sessions are essential and reading skills should also be explicitly taught in **Shared Reading** sessions within literacy lessons.

Once children reach Phase 6, we work on helping them to move away from blending and segmenting and develop automaticity in their reading. We can then devote even more of our attentions to developing all the other areas of reading that need to teach.

Useful websites

- <http://www.phonicsplay.co.uk/> - Phonics games

Username: COLLINGWOOD

Password: CAPTAIN

- <http://mrthorne.com/> - videos about how to say phonemes
- <https://www.dailymotion.com/video/x2wpdvv> - Jolly Phonics songs to support phonics

Glossary

Blending - to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap.

Oral Segmenting - This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

Segmenting - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

Phoneme — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)

Grapheme — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')

Glossary

Grapheme-phoneme correspondence (GPC) — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'.

Digraph — two letters making one sound, e.g. sh, ch, th, ph.

Vowel digraphs comprise of two vowels which, together, make one sound, e.g. ai, oo, ow

Split digraph — two letters, split, making one sound, e.g. a-e as in make or i-e in site

Trigraph - A grapheme containing three letters that makes just one sound (phoneme).
(air)

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.