

Phonics, or is that Fonix?



Welcum too ower fonix
eavning for pairnts.
wey hoap yew fined it
yousful!

What is Phonics?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter makes
- identify the sounds that different combinations of letters make - such as 'sh'
- blend these sounds together from left to right to make a word
- Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

Research

- Research shows that when phonics is taught in a structured way - starting with the easiest sounds and progressing through to the most complex - it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5-7.
- Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.
- Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'.

Phonics is.....

Knowledge of the alphabetic code

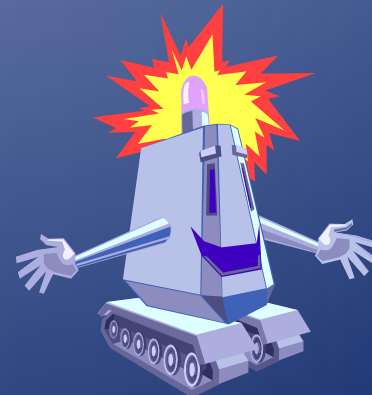
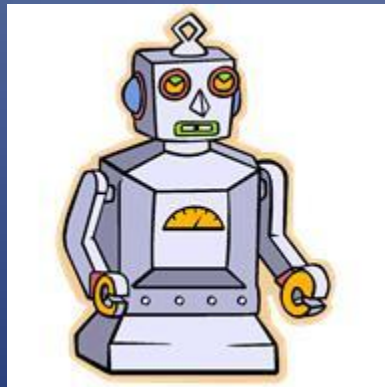
Skill of segmentation and blending

Phonics in Phases

- Letters and Sounds provides a structured approach to the teaching of phonics.
- Outline of phases 1 – 6 in Letters and Sounds

Phase 1

- Develops the speaking and listening skills which children need before they can begin to work with letters and sounds
- Uses a range of games and activities within the daily routines
- Uses ordinary objects and resources but focuses on listening
- Uses oral work with letters NOT written work e.g. robot speak



Phase 2

- Introduces letters and the sounds they make
- Children say the sound made by a given letter
- Children identify the letter making a given sound
- Introduces sound buttons
- Introduces blending and segmenting
- Develops blending and segmenting with vc words or cvc words
- Introduces the first few high-frequency words, some decodable, some tricky words

Phase 3

- Teaches the last few single letters/sounds
- Introduces letter names
- Introduces digraphs – sounds made by 2 letters together
sh ch oo
These must be said as one sound not split
- Introduces more high-frequency and tricky words
down (decodable HF)
was (non-decodable, Tricky)
- Continues to blend and segment using the new letters/sounds

Phase 3 continued

- Continues using sound buttons
- Uses captions and sentences to extend reading and writing

The ship hit the rocks with a thud.

- Introduces yes/no questions and sentence substitution to develop reading with understanding

Is a lemon red?

- Introduces 2 syllable words

handbag toothbrush

Phase 4

- Introduces adjacent consonants in words

tent jump

- Continues blending & segmenting but moves away from sound buttons
- Teaches more high-frequency and tricky words
- Read and write sentences with words which have been introduced

Phase 5

- Introduces more graphemes, including alternative spellings for known sounds

“air” - could also be - ere in “there” ear in “bear”
are in “care”

- Teaches more complex high-frequency and tricky words
- Applies these words through reading and writing sentences

Phase 6

- Reading words automatically
- Decoding words silently
- Spelling phonemically accurate – not necessarily totally accurate

teachers teshurz

- Introduces simple past tense in spelling
- Introduces suffixes

ing ed ful ly ness

Phase 6 continued

- Introduces spelling long words
- Applies knowledge of spelling in writing
- Expectation of increasingly accurate spelling
- Expectation of fluent reading

Not learning to read but
reading to learn!

The Phases and Expectations

By the end of FS	Children will be confident working in phases 1-4.
By the end of Year 1	Children will be confident working in phases 1-5. The majority of the children to be working securely in phase 5.
By the end of Year 2	Children will be confident working in phases 1-6. We would want the majority of children to be secure in phase 6.

What is the structure of an individual session?

- Revisit & review – going over sounds/words already taught
- Teach – learning new sounds/words
- Practise – using these new sounds in words, reading/spelling
- Apply – using known sounds/words in sentences, reading/writing

What is the structure of an individual session?

- Revisit & review – going over sounds/words already taught

Phase 3

- Flashcards / IWB [revisit and review phase 3.ppt](#)
- Articulation of sounds [Articulation of Phonemes.mp4](#)
- Alphabet song

What is the structure of an individual session?

Phase 4

- Revisit & review – going over sounds/words already taught
- Teach – learning new sounds/words
- Practise – using these new sounds in words, reading/spelling
- Apply – using known sounds/words in sentences, reading/writing

I can read words with four sounds

- Say the sound that each letter makes
- Blend four sounds together to make a word
- Practise blending four sounds together to make words
- Read sentences containing words with four sounds in

Silly Questions!

- Is an ant pink?
- Can a tap drip?
- Is a crab black?
- Can you hang a coat in the cloakroom?
- Has a painter got fifteen arms?
- Are you having fun?
- Shall we stop now?

What is the structure of an individual session?

Phase 5

- Revisit & review – going over sounds/words already taught
- Teach – learning new sounds/words
- Practise – using these new sounds in words, reading/spelling
- Apply – using known sounds/words in sentences, reading/writing

I can learn a new sound – a_e

I can blend words with 2 – 5
sounds

- Say the new sound a_e
- Read words with 2 – 5 sounds to make a word

Teaching split digraph

F:\Autumn 2013 phonics\Phonic songs\Ruth Miskin
demonstrates how to teach complex sounds..mp4

Can you spot the digraphs and
split digraphs?

[F:\Autumn 2013 phonics\Phonic songs\The Pink Panther Theme Song \(Original Version\) youtube original.mp4](F:\Autumn 2013 phonics\Phonic songs\The Pink Panther Theme Song (Original Version) youtube original.mp4)

Make a cake



Relay Race

[Phonic songs\Mission Impossible Theme\(full theme\).mp4](#)

[Phonic songs\Benny Hill Theme Tune 2.mp4](#)

What is the structure of an individual session?

Phase 6

- Revisit & review – going over sounds/words already taught
- Teach – learning new sounds/words
- Practise – using these new sounds in words, reading/spelling
- Apply – using known sounds/words in sentences, reading/writing

Phase 6 - video
clip - word
study and
spelling

Key points for success

- Children need good listening skills
- Sounds must be pronounced correctly in order to blend them
- Children need regular opportunities to blend and segment words, to practise and apply skills
- Children should be praised for good attempts at blending
- Children need to be praised for good phonic attempts at spelling
- Children need to understand what they read

Year 1 Phonics Check

- Introduced by the Government for 2012
- Uses real and pseudo words
- Is done in a 1:1 situation – teacher & child
- Has a pass or fail result
- Sample materials are usually available online
- Teachers watch a training video to ensure consistency
- Information is on www.education.gov.uk
- Will take place in week commencing June (as will the Year 2 retakes)

What was the test like?

- Children were quite happy to take the test, enjoyed 1:1 with teacher and colourful booklet to look at
- Children tried hard and showed good knowledge of phonics
- More fluent children tried to make sense of pseudo words and turn them into real words e.g. "strom" became "storm"

Example of pseudo words in test

Practice sheet: Pseudo words

ot



vap



Follow up action

- Training provided for teachers and TA's
- Individual and group results analysed – in some cases more fluent readers did worse
- We compared results with our Y2 SATs results in reading (these are very good)
- We reviewed current phonics teaching – it has high priority, more emphasis placed on blending and segmenting
- Introduced more phonics resources through matched funding

Supporting at home

Phase 2 phonic readers

Before and during reading

1 Say the sounds

s a t p i n m d

2 Blend the sounds

Tim	din	Dad
naps	sits	pats
a ..	tin	taps
is ..	mad	it ..
Sam		

Blend?
Say the sounds,
then the word,
e.g. T-i-m → Tim!



Story comprehension

Ask the children to read the title. Do they know what a 'din' is? What kinds of noises might be called 'a din'? Do they ever make a 'din'?

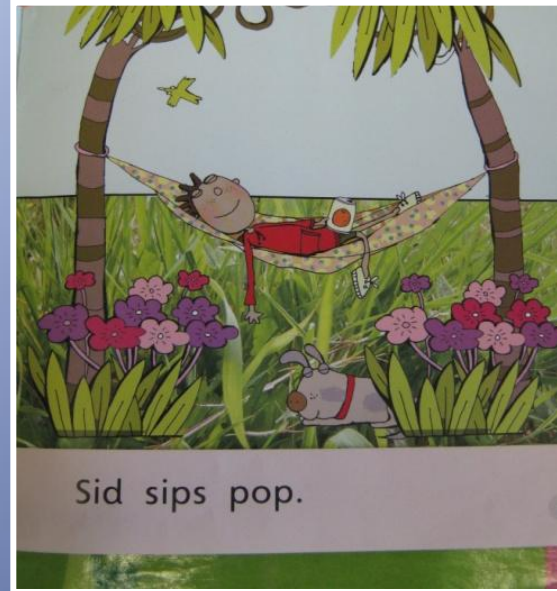
Vocabulary check

Check that the children understand the meaning of the following word: naps. What do we mean by a 'nap'?

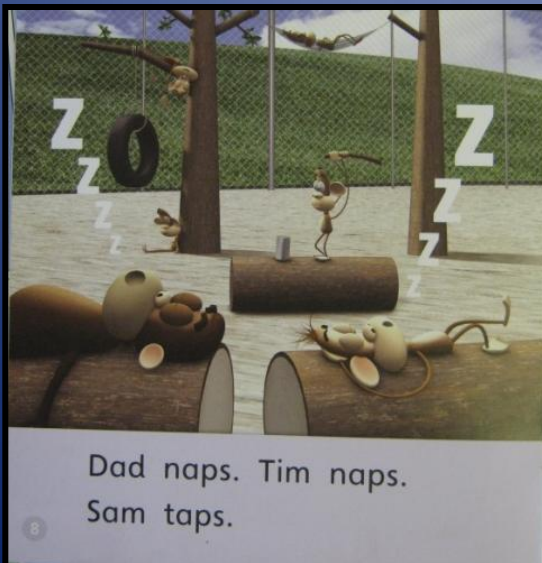
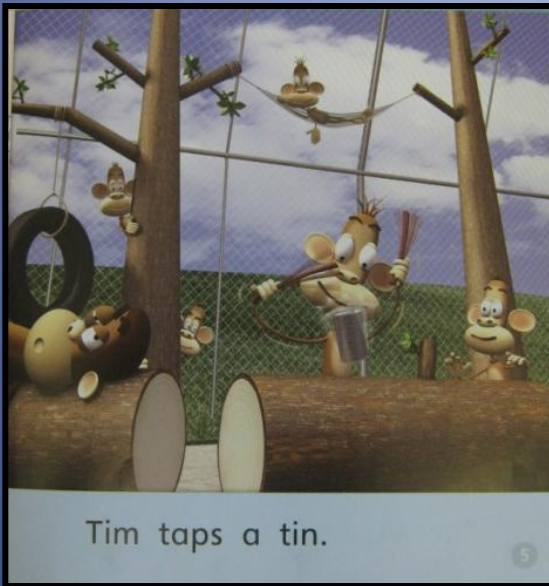
Reading the story

- Listen to the children reading the story. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 6, point out that there are speech marks on the page. What do they show us? Remind the children to read the words in speech marks as expressively as they can to show how the character might speak.

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Phase 2 phonic readers continued



After reading

Story comprehension

- Ask the children to recall what happens to Sid in the story.
- Does Sid want to dig to begin with? What would he rather be doing?
- What changes his mind?
- What do they think might be in the tin that Sid and Nan find?

Picture detective

Ask children to find the object in the picture that contains the:

/c/ sound (page 2 – cat)



*Don't necessarily
do all of the activities
– just those that your
children need.*



Follow up

Speedy reading

Return to the words on the front inside cover (sections 2 and 3) and check children can sound out and blend these words confidently. Ask them to practise blending them until they can read them quickly.

Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

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Supporting At Home

- List of words to blend for each phase
 - website games
- High frequency words - first 100 and next 200 words

A Final thought....

"Babies are born with the instinct to speak, the way spiders are born with the instinct to spin webs. You don't need to train babies to speak; they just do. But reading is different."

— Steven Pinker

We will now go to the classrooms
where you can experience some of the
activities your children take part in
on a daily basis.