

Phonics, or is that FoniX?



Welcum too ower foniX
meating for pairnts.
wey hoap yew fined it
yousful!

Our Aim Today...

- For parents to find out about how we teach phonics and reading at John Hampden
- For parents to gain some ideas about how they can support their children at home

So...How Do We Teach
Reading At John
Hampden School?

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

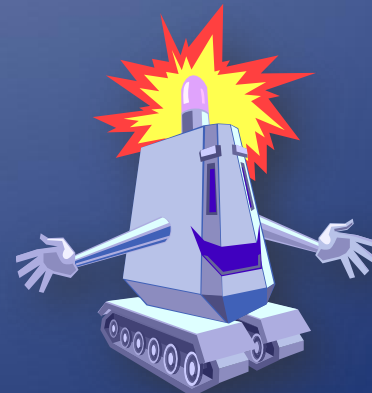
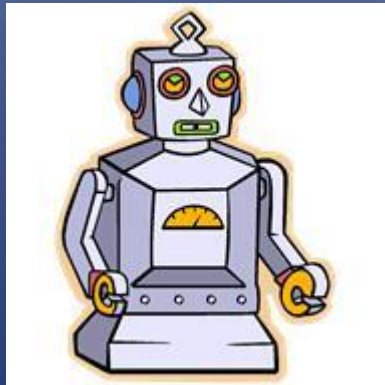
Skill of blending and segmentation

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

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
- Articulation of sounds [Articulation of Phonemes.mp4](#)
- Teach – learning new sounds/words
- Practise – using these new sounds in words, reading/spelling
- Apply – using known sounds/words in sentences, reading/writing

Blending The Letter Sounds

- We play games to encourage children to listen to sounds in everyday life
- We also play games to encourage children to listen to the process of blending, e.g. puppet talk and I spy

I SPY....



Blending words sound buttons

sat
● ● ●

sat

sock
● ● ●

sock

feet
● ● ●

feet

Blending The Letter Sounds

- Blending can be difficult for some children
- Please do not worry if it takes your child a little longer – without pressure it will develop, but some children need extra help to hear sounds.
- You could help by playing the games similar to those that we play in school, for example “Go and brush your t-ee-th” or “put on your c-oa-t.” or look at a picture book and ask your child if he or she can find a d- o- g or the c- ow-s.
- Spot the digraph first
- In phase 4 children move onto blending four sounds –
j-u-m-p

Silly Questions!

Can a cat run?

Can a pen hop?

Can a crab clap?

Is this fun?

Can we stop
now?



Tricky Words



Phase 2	I to the no go into
Phase 3	he she me be we you they all are me my her was
Phase 4	said have like so do some come were there one little when out what

Key Words/ High Frequency Words

Children will bring home a mixture of words that can be decoded and words that can not.

Children need to build up to read them quickly. These words are words most commonly found in early reading books.

The aim is for children to read them frequently so that they then become instantly recognisable, so that there is no need to decode or blend.

Key Words/ High Frequency Words



Phase 2 Words	it	get	as	his	not
up	on	big	got	dad	in
if	off	can	at	is	but
had	back	an	mum	of	him
put	and	a			

Tricky Words	I	to	the	into	no	go	
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Reading Books

- Books without words
- Be positive

Reading Books – Walking through the text

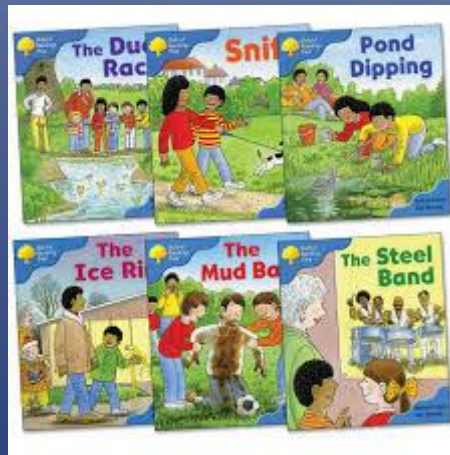


- Continue with discussion and looking at pictures feeding in the vocabulary, asking questions that will prompt what is in the text
- Predict what might happen next
- If a word is unknown encourage children to decode it

Reading Books

- Books will be changed on a Monday and Thursday, but we cannot change them unless there is a signature from home in the diary
- Please ensure books are in school everyday
- Little and often
- Books are levelled in particular colour bands

Reading Books



Reading Books

- My child finds this book too easy.
- If a child cannot read 5 words the book is deemed as being too difficult. We want the children to read for meaning.

Reading Books

- My child can easily answer questions.
- Literal questions – the answer is in the text – *What did Biff say to Mum?*
- Inferential questions – the answer needs to be thought about – *Why was the key glowing?*
- Evaluative questions – there is no right or wrong answer – *Did you enjoy the end of the story? Would you have changed it?*

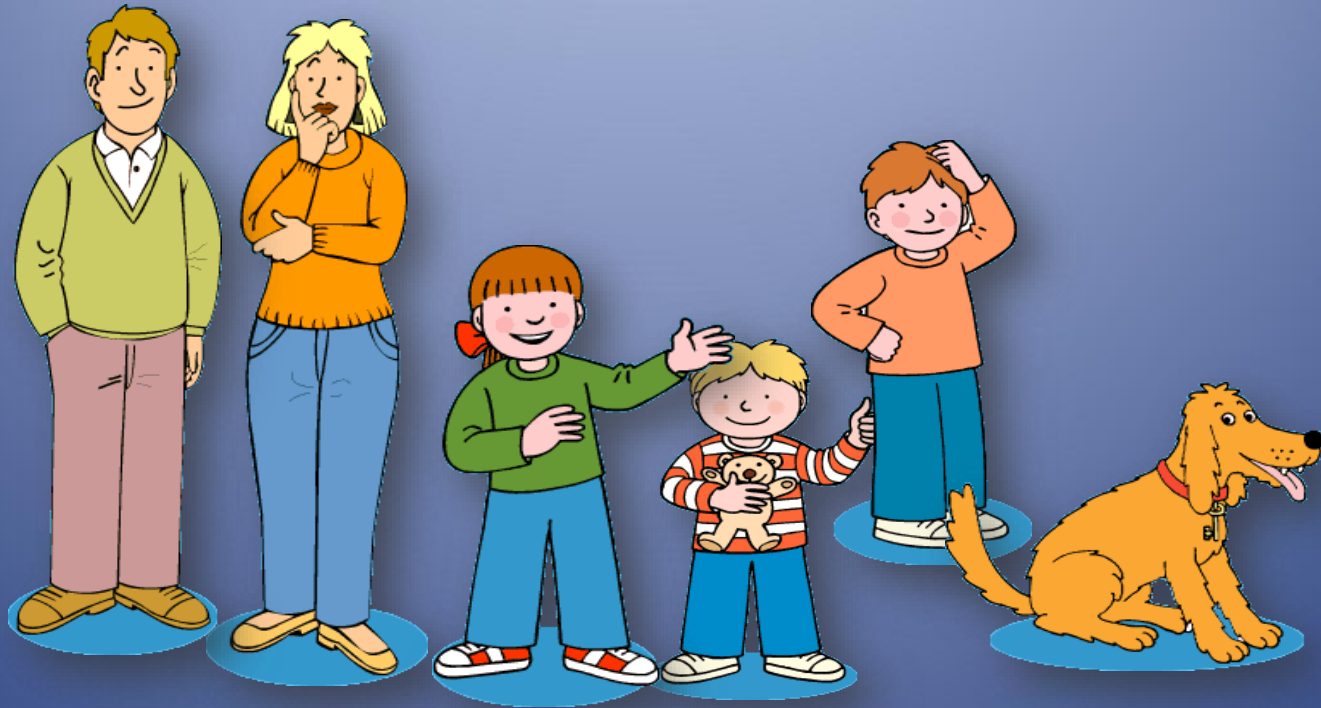
Reading Books

- My child relies on the pictures.
- Always encourage your child to look closely at the pictures as they 'walk through the text.'
Never cover them up.

Reading Books

- My child has memorised the words.
- This is the first stage of reading. Children need to develop memory skills.
- My child has already had this book.
- Sometimes a child chooses a book again because they enjoy it.

Reading Books



[://www.oxfordowl.co.uk/for-](http://www.oxfordowl.co.uk/for-)

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

A Thought

"Gardeners don't plant runner beans in January to get an earlier harvest than their neighbours; if they tried, they would get, at best, shrivelled and stunted beans. They fertilise the ground in the early months of the year, so that when the beans are planted - at the right time - they will flourish. Those of us who have the opportunity to work with young children are fertilising the ground - trying to give it all the richness it needs."

From Rising Five by Mary Lev and Bronwen Dorling

Why Do You Want Your Child To Read?

- I hated reading when I was young. I don't want my daughter to be the same.
- So that he will pass his exams.
- So that he can get a good job.
- I want my child to love books, just like I do!

Why Do You Want To Read?

- When I can read I can go on holiday by myself because I will be able to read the signs to the airport.
- I will be able to go out to dinner and choose what to eat all by myself.
- Because I want to read grown up books with good stories.
- I want to be a daddy.
- I need to learn to read if I am a daddy, because I want to read stories to my baby boy.

Working Together as a Partnership.

“Every child deserves to discover that there is a whole world of bookish pleasures out there – all we have to do is open the gateway to let them through.”

John Hampden School Weymouth



Loving to Learn