



KS1

Phonics



Monday 18th November 2019



**The family of St Agnes loves, learns and grows
together as followers of Jesus.**





What is Phonics?

- ☐ Teaches children that words are made up of small units of sound (phonemes), supports children in listening carefully to these phonemes to identify which phonemes make up a word.
- ☐ A single letter, sound or 'phoneme' (a,b,c), two letters (digraph: th, ch) three letters trigraph (igh), four letter (ough),
- ☐ vowel digraph (ai, ou), split digraph (i-e, a-e)
- ☐ Recommended as the first strategy to effectively teach children to read and spell.
- ☐ Children are taught to **blend** these sounds together to read the whole word.
- ☐ Children are taught to **segment** these sounds to help them spell.



Why is it important?













































“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 to 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.” (DfE, 2013)

The New Ofsted Framework (from September 2019) how well children are taught to read will be prioritized as a main inspection activity. Schools are expected to have a ‘sharp focus’ on making sure the children have the phonics knowledge, language comprehension and communication that will form the foundations of their future learning.



There are around 44 different sounds.

a 	o 	x 	t 	e 	p 	r 	i 	n 	m 	h 	b 	d 	g 
s ss 	c k ck 	q qu 	u oo 	j 	y 	ch 	sh 	th 	w wh 				
v 	f ff ph 	ow ou 	l ll 	oa ow oe o e 	oo ue ew u e 	ar 							
ng 	z zz 	ai ay a e 	ear 	igh ie i e 	ee e e ea 	air 							
ure 	oi oy 	or aw au 	er ur ir 	I no go the to into he she we me be was									
you	they	all	are	my	her	said	have	like	so	do	come	some	
were	there	little	one	when	out	what							

Phonics language

- **Phoneme**
- **Grapheme**
- **GPC**
- **Digraph**
- **Trigraph**
- **Oral Blending**
- **Blending**
- **Oral Segmenting**
- **Segmenting**



Glossary of terms

- **Phoneme** - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.
- **Grapheme** - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.
- **GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.
- **Digraph** - A grapheme containing two letters that makes just one sound (phoneme).
- **Trigraph** - A grapheme containing three letters that makes just one sound (phoneme).
- **Oral Blending** - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.
- **Blending** - This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.
- **Oral Segmenting** - This is the act of 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.



The 2014 Curriculum

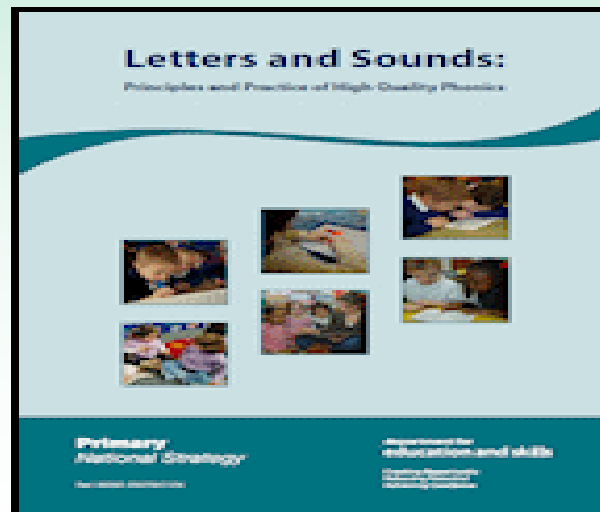
- Focus on children reading widely, for pleasure and meaning.
- Emphasis on accurate spelling, grammar and punctuation.
- Presence of phonics as a route to reading.



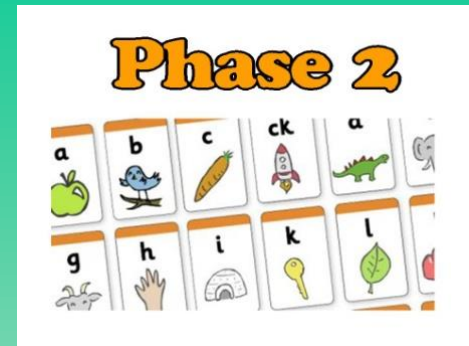
How is it taught?

At Saint Agnes', children have 20 minutes daily of discrete phonics lessons, where children learn through objects, actions, songs, stories, poems.

We follow the Letters and Sounds programme (a phonics resource published by the Department for Education, which consists of six phases).



Phase Two



- **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/l ss
-
- **Tricky Words:** the, to, no, go, I
 - **High Frequency Words:** is, it, in, at, and
 - **Sounding out and blending words/ captions:** a cat on a bed, a hug and a kiss
 - **Reading and spelling VC (vowel-consonant) words, e.g. am, and CVC words, e.g. cat/ dog.**

Phase Three

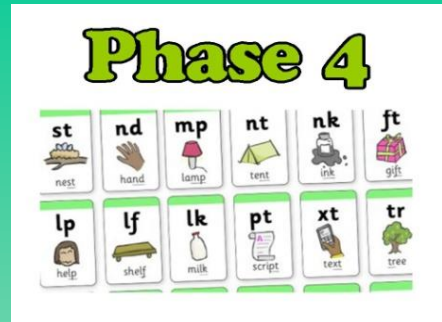


- **Set 6: j v w x**
- **Set 7: y z/zz qu**
- **Digraphs (2 sounds together to make 1) and trigraphs (3 sounds together to make 1):**

- | | |
|--------------------------|--------------------|
| • ch (chip) | ar (farm) |
| • sh (shop) | or (for) |
| • th (thin/ then) | ur (hurt) |
| • ng (ring) | ow (cow) |
| • ai (rain) | oi (coin) |
| • ee (feet) | ear (dear) |
| • igh (night) | air (fair) |
| • oa (boat) | ure (sure) |
| • oo (boot/ look) | er (corner) |

- **Children continue to practice word blending and segmenting words.**

Phase Four



- Practise recognition and recall of Phase 2+3 letters and sounds.
- Practice reading and spelling CVC words.
- Teach and practice reading CVCC words (consonant-vowel-consonant-consonant),/ CCVC words e.g. shop, chip, kiss.
- Teach reading tricky words: **he, she, we, me, be, said, so, have, like, some, come, was, you, were, there, little, one, they, all, are, do, when, out, what, my, her.**
- Practise reading and spelling high frequency words.
- Practice reading and spelling sentences.



Phase Five



- Practise recognition and recall of Phase 2,3+5 letters and sounds as they are learnt.
- Teach new digraphs:
- **ay (day) oy (boy) wh (when) a-e (make)**
- **ou (out) ir (girl) ph (photo) e-e (these)**
- **ie (tie) ue (blue) ew (new) i-e (like)**
- **ea (eat) aw (saw) oe (toe) o-e (home)**
- **zh (treasure) au (Paul) u-e (rule)**
- Practise more complex words
- Learn and practice different pronunciations of sounds (**y**- by, very, yes)
- Practise reading and spelling high frequency words and tricky words.
- Practise reading and writing new words and sentences.



What does a Phonics lesson look like?

Revisit/review	Phonemes learnt so far.
Teach	Teach new phoneme 'air' using an exciting 'hook' to engage children ie feely bag with objects/ pictures, large magic chair.
Practice	Game: Buried treasure Air, zair, fair, hair, lair, pair, vair, sair, thair
Apply	Read/ Write captions and or sentences: using white boards/phonic books.

Two Important Skills

- **Blending** - This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

c – a – t cat

- **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.

dog d – o - g



Phoneme Frame - Segmenting

WORD	PHONEMES				
flush	f	l	u	sh	
pinch					
stump					
string					
French					
camp					
brush					
splash					
milk					
strap					
sand					
shrink					
shelf					
press					
cliff					
wink					
split					
print					
flick					
left					

WORD	PHONEMES				
flush	f	l	u	sh	
pinch	p	i	n	ch	
stump	s	t	u	m	p
string	s	t	r	i	ng
French	F	r	e	n	ch
camp	c	a	m	p	
brush	b	r	u	sh	
splash	s	p	l	a	sh
milk	m	i	l	k	
strap	s	t	r	a	p
sand	s	a	n	d	
shrink	sh	r	i	n	k
shelf	sh	e	l	f	
press	p	r	e	ss	
cliff	c	l	i	ff	
wink	w	i	n	k	
split	s	p	l	i	t
print	p	r	i	n	t
flick	f	l	i	ck	
left	l	e	f	t	

Sound buttons - blending

Can you add **dots** (graphemes) and **dashes** (digraphs and trigraphs) to the words below?

quick

shop

it

deck

tent

chip

jam

cat

string

been

Sound buttons - Answers

quick

shop

it

deck

tent

chip

jam

cat

string

been

Sound buttons - blending

Can you add **dots** (graphemes), **dashes** (digraphs and trigraphs) and **dives** (split digraphs) to the words below?

these

cube

came

boat

phone

blue



Sound Button -Answers

these

came

phone

cube

boat

blue



Letter	5b - Alternative pronunciation			
a	/a/	/ai/	/o/	/ar/
e	/e/	/ee/		
i	/i/	/ie/		
o	/o/	/oa/		
u	/u/	/ue/	/oo/	
ow	/ou/	/oa/		
ie	/igh/	/ee/		
ea	/ee/	/e/		
er	/er/	/ur/		
ou	/ow/	/oa/	/oo/	
y	/y/	/ie/	/i/	/ee/
ch	/ch/	/c/	/sh/	
c	/c/	/s/		
g	/g/	/j/		
ey	/ee/	/ai/		

Try sorting the alternative pronunciations

a – blaming, was, last, dad, acorn, want, that, back, baker, after, can't, can, blazing, had, baking, what, plant, fast

c – dice, come, can, cell, face, came, ace, called, cent

y – every, yes, gym, fly, why, very, mystery, yard, yap, by, yam, my, cylinder, baby, floppy

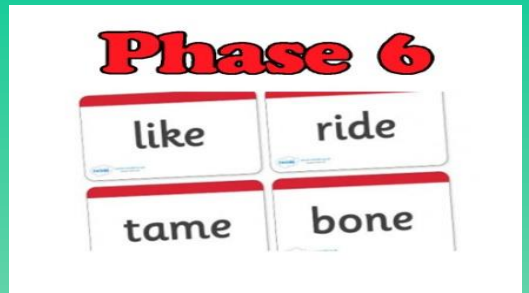
5C alternative spelling

	5C alternative spelling											
/ay/	a_e			ay		ai		a		ey		
/ee/	e_e		ee		y		ea	e		ie	ey	
/igh/	ie			y		i_e		igh		i		
/oa/	ow			o_e		oa		o				
/(y)oo/&/oo/	ue		oo		u_e		ew	oo		oul		u
/or/	or			aw		au		a		our		al
/ur/	ur			er		ear		or				
/ch/	ture			tch								
/j/	dge			ge								
/z/	se			ze								
/s/	se			ce								
/n/	gn			kn								
/u/	o											
/ar/	ar			a		al						
/air/	air			ere		ear		are				
/ear/	ear			ere		eer						
/m/	mb											
/r/	wr											
/sh/	cial			tion		ssion		ch		s		
/zh/	sion			sure								

How did you do?

/ay/	a_e came made age		ay day away may	ai aid gain rain	a acorn baker later	ey they grey prey	
/ee/	e_e these theme	ee see been green sleep	y (end) very baby every only	ea each eat sea	e be she me we even	ie brief chief field	ey key donkey valley
/igh/	ie cried die lie pie		y by my fly why	i_e like time inside white	igh night right bright fright	i I find giant I'm	

Phase 6



- The purpose of this phase is to consolidate all previous knowledge and skills acquired in previous phases. Children should know most of the common phonemes and graphemes and read a range of words. Children will learn to become fluent readers and accurate spellers. The focus is on learning spelling rules for suffixes and tenses.

-s

-es

-ing

-ed

-er

-est

-y

-en

-ful

-ly

-ment

-ness



Phase 6

	Suffix	Base word	Base word and suffix
1	s/ es	Singular noun <i>dress, pot, leaf</i>	Plural <i>dresses, pots, leaves</i>
2		Verb (I) <i>eat, drink, push, go</i>	Verb (he, she, it) <i>eats, drinks, pushes, goes</i>
3	ed	Simple present tense <i>want, live, shred</i>	Simple past tense (regular verbs) <i>wanted, lived, shredded</i>
4	ing	Simple present tense <i>hope, hop, cry</i>	Present continuous tense <i>hoping, hopping, crying</i>
5	er	Adjective <i>big, hairy, cold</i>	Comparative adjective <i>bigger, hairier, colder</i>
6		Verb <i>run, read, listen</i>	Noun <i>runner, reader, listener</i>
7	est	Adjective <i>big, hairy, cold</i>	Superlative <i>biggest, hairiest, coldest</i>
8	ness	Adjective <i>happy, kind, cold</i>	Noun (describing state, condition or quality) <i>happiness, kindness, coldness</i>
9	ment	Verb <i>agree, entertain, amaze</i>	Noun (describing condition, result or act of doing something) <i>agreement, entertainment, amazement</i>
10	y	Noun <i>hair, bone</i>	Adjective <i>hairy, bony</i>
11	ly	Adjective <i>kind, loud, sudden</i>	Adverb <i>kindly, loudly, suddenly</i>
12		Noun <i>week, time</i>	Adverb <i>weekly, timely</i>
13	ful	Noun <i>thought, hope, taste, power</i>	Adjective <i>thoughtful, hopeful, tasteful, powerful</i>
14	en	Adjective <i>flat, loose, soft</i>	Verb <i>flatten, loosen, soften</i>
15	less	Noun <i>power, fear, hope, penny</i>	Adjective <i>Powerless, fearless, hopeless, penniless</i>

Correct articulation of the phonemes



<https://www.bing.com/videos/search?q=mr+thorne+does+phonics+ai&&view=detail&mid=CB4F2E89C1418CDE8270CB4F2E89C1418CDE8270&&FORM=VRDGAR>

How can you help?

Please continue to read with your child each night.

Encourage your child to ‘sound out’ when reading or writing. Focusing particularly on spotting more unusual sound patterns. Eg **cow**, **night**, **spine**.

For reading unfamiliar words encourage children to **draw sound buttons**

Encourage children to use **phoneme fingers** to help segment words for spellings

When sounding out new words, use the **best bet** to decide on the correct pronunciation – try different pronunciations, which sounds right?

Use pictures for clues.

Ask and answer questions about the book.

And most importantly **ENJOY READING!**

When spelling words with a sound that has alternative spellings encourage them to use ‘**Best bet**’ try out different spellings – which looks best?



Resources

Use online games: www.phonicsplay.co.uk

Fronter:



Thank you for coming to the workshop and showing your enthusiasm for your child's learning.

We continue at Saint Agnes' to strive to work together with you as parents to provide the best learning for your child.

Questions?

