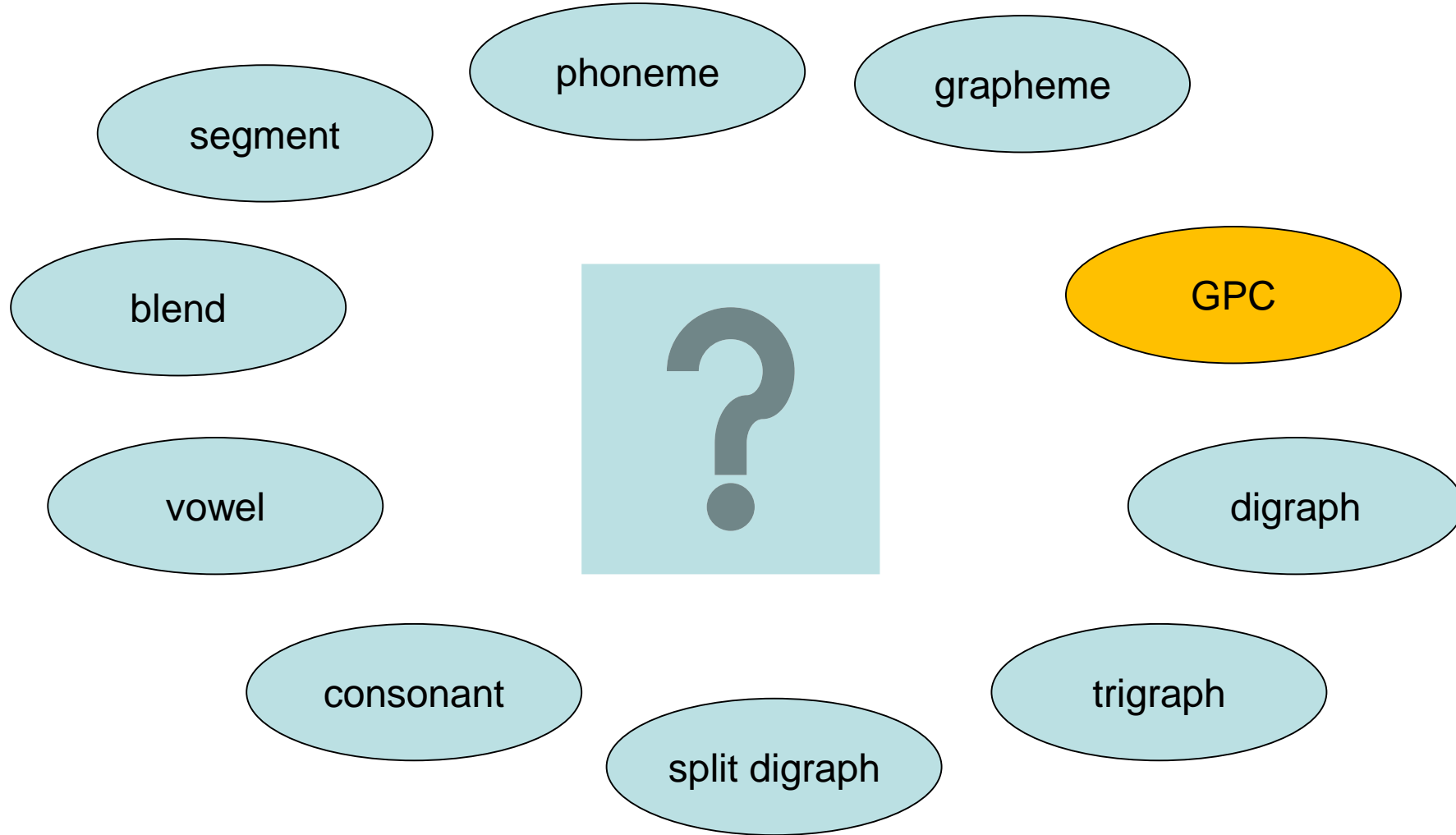




# Phonics and Reading in KS1

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30.11.2017

# Phonic Subject Knowledge



# What is phonics?

Phonics is the system of relationships between letters (graphemes) and sounds (phonemes). Teaching phonics involves connecting the sounds of spoken English with letters or group of letters (e.g. that the sound /k/ can be represented by *c*, *k*, *ck* or *ch* spellings) and teaching the children to blend the sounds of letters together to produce approximate pronunciations of unknown words. For example, when taught the sounds for the letters *t*, *p*, *a* and *s*, we are able to build up the words 'tap', 'pat', 'pats', 'taps' and 'sat'.

This approach has been shown to provide a quick and efficient way for *most* young children to learn to read and spell words fluently and accurately.

# Types of phonics

## 1. Synthetic phonics

Refers to an approach associated with the teaching of reading in which phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised).

## 2. Analytical phonics

## 3. Analogy phonics

## 4. Embedded phonics

# The Phonics Phases

*At Frieth, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.*

- Phase 1 (Nursery) – developing speaking and listening skills  
**This is the most important phase!**
- Phase 2 (Reception) – begin systematic teaching of phonics
- Phase 3 (Reception) – one representation for 43 phonemes
- Phase 4 (Reception/Yr1) – adjacent consonants (no new learning!)
- Phase 5 (Yr1) – alternative spelling patterns
- Phase 6 (Yr2) – spelling rules

# Phase 1

Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

- A1 – Environmental sounds
- A2 – Instrumental sounds
- A3 – Body Percussion
- A4 – Rhythm and rhyme
- A5 – Alliteration
- A6 – Voice sounds
- A7 – Oral blending and segmenting

# Phase 2

In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

**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, ss

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word **sat**. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word **tap** from a small selection of magnetic letters.

# Phase 3

By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2. Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

- **Set 6:** j, v, w, x
- **Set 7:** y, z, zz, qu
- **Consonant digraphs:** ch, sh, th, ng
- **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.



# Phase 4

- When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.
- Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.
- In Phase 4, *no new graphemes* are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

# Phase 5

- Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.
- In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.
- Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.
- **Vowel 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

# Phase 6

- Consolidation of all previous phases
- Children apply skills and knowledge learned above to become fluent readers and increasingly accurate spellers
- Past tense words
- Adding suffixes/prefixes to make longer words
- Tricky 'bits' in words and use of memory strategies

# Letters & Sounds daily lesson structure

- **Revisit/review**

Practise previously learned letters or graphemes.

- **Teach**

Teach new graphemes. Teach one or two new tricky words.

- **Practise**

Practise blending and reading words with a new GPC. Practise segmenting and spelling words with a new GPC.

- **Apply**

Read or write a caption or sentence using one or more tricky words and words containing the graphemes.

# Phonics glossary 1

- blend – to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads *snap*
- cluster – two (or three) letters making two (or three) sounds, e.g. the first three letters of ‘straight’ are a consonant cluster
- digraph – two letters making one sound, e.g. *sh, ch, th, ph*
- vowel digraphs – two vowels together making one sound, e.g. *ai, oo, ow*
- split digraph – two letters, split, making one sound, e.g. *a-e* in *make* or *i-e* in *site*
- Grapheme – a letter or a group of letters representing one sound, e.g. *sh, ch, igh, ough* (as in *though*)



# Phonics glossary 2

- GPC (grapheme-phoneme correspondence) – the relationship between sounds and the letters which represent those sounds; also known as ‘letter-sound correspondences)
- mnemonic – a device for memorising and recalling something, such as a snake shaped like the letter ‘S’
- phoneme – the smallest single identifiable sound, e.g. the letters ‘sh’ represent just one sound, but ‘sp’ represents two
- segment – to split up a word into its individual phonemes in order to spell it, e.g. the word ‘cat’ has three phonemes: /c/, /a/, /t/
- VC, CVC, CCVC – the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words

# Phonics Screening Check

- Statutory test
- Focus is on phonic decoding of 40 words and non-words
- Pitch is at Phase 5
- Mid-June
- One to one with child reading to adult
- Five to ten minutes

# Phonics errors/misconceptions

	
saying that the word 'play' has 5 graphemes <b>p - l - a - y</b>	'play' has 3 phonemes, therefore 3 graphemes <b>p - l - ay</b>
identifying '-ing' as one phoneme/grapheme	'-ing' has two distinct phonemes, /i/ and /ng/, therefore is two graphemes: <b>i - ng</b>
identifying/describing adjacent consonant clusters as digraphs e.g. br, st, cl, sp, fl "br is a digraph because there is one phoneme"	'br' is not a digraph because there are two distinct phonemes, /b/ and /r/, which are each pronounced separately
'first' segmented as <b>f - i - r - s - t</b>	'first' has four phonemes, therefore four graphemes: <b>f - ir - s - t</b>



# Useful websites

- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- [www.twinkl.co.uk](http://www.twinkl.co.uk)
- [www.ictgames.com](http://www.ictgames.com)
- [www.earlylearninghq.org.uk](http://www.earlylearninghq.org.uk)
- [www.MrsPancake.co.uk](http://www.MrsPancake.co.uk)
- YouTube – Mr Thorne does phonics

# The importance of Reading

# Getting started

Make sure that your child:

- holds the book appropriately
- turns the pages on their own
- uses the pictures to discuss what the story might be about (if it is a new book)
- follows the text with fingers (younger readers)
- uses different strategies to approach unknown words
- after 2 or 3 attempts is provided with the word

# How to approach unknown words

Ask your child:

- What is the first sound?
- Sound out the word - segmenting and blending.
- Look for a word within a word.
- Use the pictures for clues.
- Read on for understanding.

# The value of re-reading a book

- 1<sup>st</sup> reading for decoding
- 2<sup>nd</sup> reading for fluency
- 3<sup>rd</sup> reading for understanding

Don't worry if your child wants to read/hear the same book/story again and again.

# Praise

- independent use of strategies
- correct use of punctuation
- good expression
- self corrections
- asking for an explanation

# Reading together at home 1

- Enjoy and share books together – buy or borrow books and reread those they love best.
- Make time to read with your child throughout their time in school – continue reading to/with them even when they are reading independently.
- Let them see you reading – books, magazines etc. to demonstrate that reading is a useful and relevant skill.
- Read simple rhyming books together – leave out a rhyming word now and then and see if your child can work out the missing word.
- Add sound effects and different voices.

# Reading together at home 2

- **Read with your child** – ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they **blend** all through the word.
- **Explain the meaning of word** that your child can read but may not understand.
- **Talk about the meaning of the book too** – take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the characters and the important events. Ask them their views. Provide toys, puppets and dressing-up clothes that will help them to act out stories.

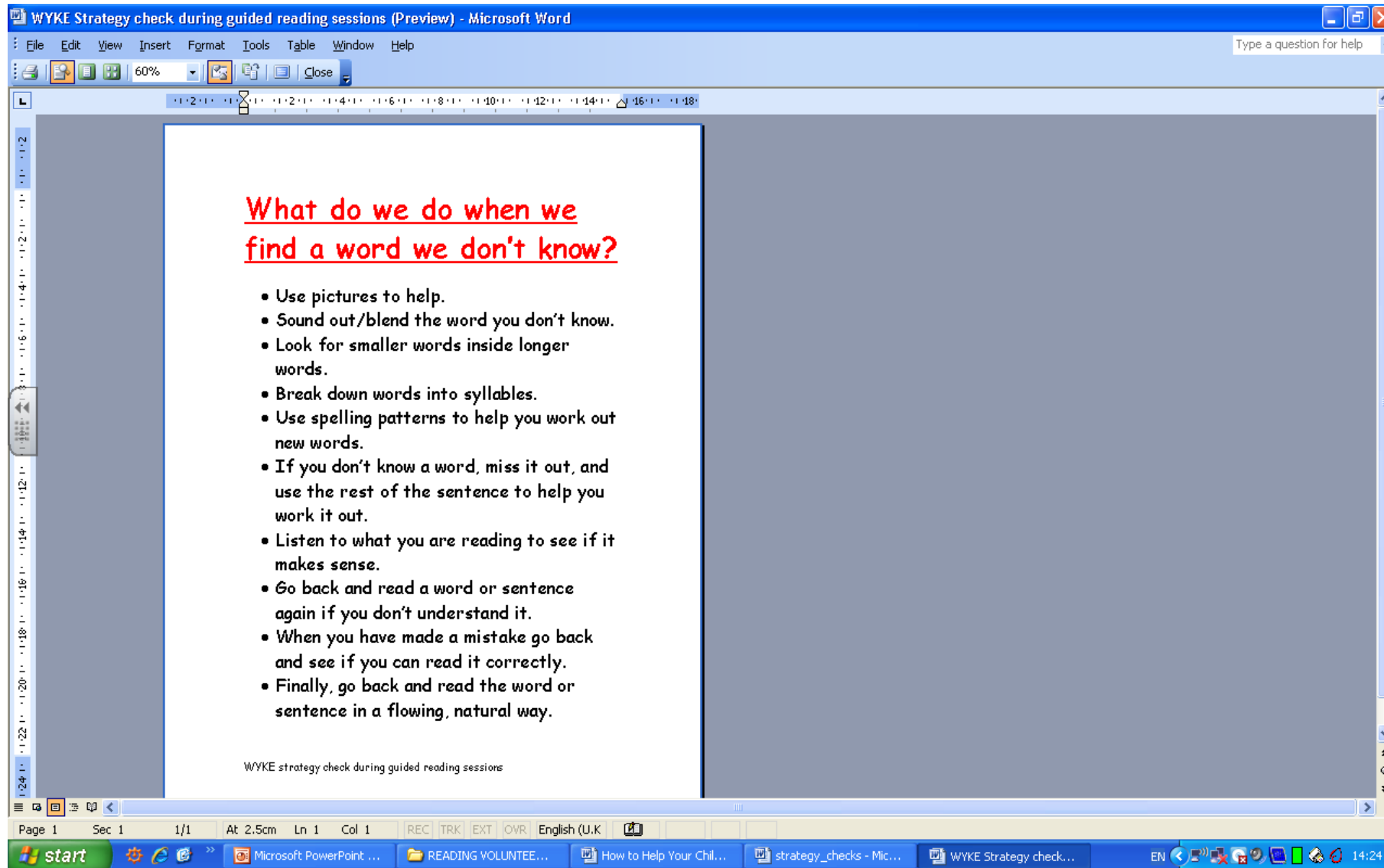


# How to support reluctant readers?

Relax and stay positive!

- Make sure your child sees you reading and enjoying it!
- Read **to** your child. Show you like the book. Bring stories to life by using loud/soft/scary voices, actions, sound effects and toys to help tell the story.
- Spread books around your house for your child to dip into, making sure they relate to your child's interest. They don't have to be story books – some children prefer to read fact books, comics or magazines.
- Let your child choose what **they** would like to read and don't worry if it seems too easy or complicated.
- Read favourite books over and over again, encouraging your child to join in.
- **Keep reading book practice short and regular** – every day but for no more than 10 minutes at a time.

# Strategies – handout 1



# Questioning – handout 2

TheReadingAssessmentFocusesandquestionstoask[1] - Microsoft Word

File Edit View Insert Format Tools Table Window Help

Type a question for help

100% Read Normal 12 B I

Reading Assessment focus	Questions
<b>2. Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</b>	<ul style="list-style-type: none"> <li>Where does the story take place?</li> <li>When did the story take place?</li> <li>What did he/she look like?</li> <li>Where did he/she live?</li> <li>Who are the key characters in the book?</li> <li>What happened in the story?</li> <li>What kinds of people are in the story?</li> <li>What is happening at this point in the story?</li> <li>Read the part that tells me.....</li> <li>Where did you find the information about.....?</li> </ul>
<b>3 Deduce, infer or interpret information, events or ideas from text.</b>	<ul style="list-style-type: none"> <li>What makes you think that?</li> <li>What words give you that impression? Why?</li> <li>How do you feel about.....? Why?</li> <li>Can you explain why.....?</li> <li>If you were going to interview this character/author, which questions would you ask?</li> <li>What sort of person do you think would use this book? Describe a time when you think they would use it.</li> <li>Which parts of the book could help you find the information you need?</li> <li>Do you agree with this opinion? Explain your own opinion using the texts to help you?</li> <li>At the end of the story the main character is feeling ..... Does this surprise you? Explain as fully as you can using parts of the story to help you?</li> <li>What does this tell you about what .....was thinking?</li> <li>Through whose eyes is the story told?</li> <li>Who was the storyteller? How do you know?</li> <li>Do you think this is true/untrue? Why do you think this?</li> <li>What do you think the ..... is thinking? If it were you what would you be thinking?</li> <li>Which is your favourite part? Why? Which bit of the text shows this?</li> <li>Predict what you think is going to happen next. Why do you think this?</li> <li>Using all the evidence available, can you tell me what you feel about...?</li> <li>Who would you like to meet most in the story? Why?</li> <li>Can you support your view with evidence?</li> <li>What is your opinion? What evidence do you have to support your view?</li> <li>Is this a place you could visit? Why/why not?</li> <li>How did one of the characters change during the story? Draw a timeline that shows the changes.</li> </ul>
<b>4 Identify and comment on the structure and organisation of texts, including comparison and contrast.</b>	<ul style="list-style-type: none"> <li>Were you surprised by the ending?</li> <li>How did you think it would end/should have ended?</li> <li>How are the beginning and ending of the story similar?</li> </ul>

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# Bedtime stories



Questions?