

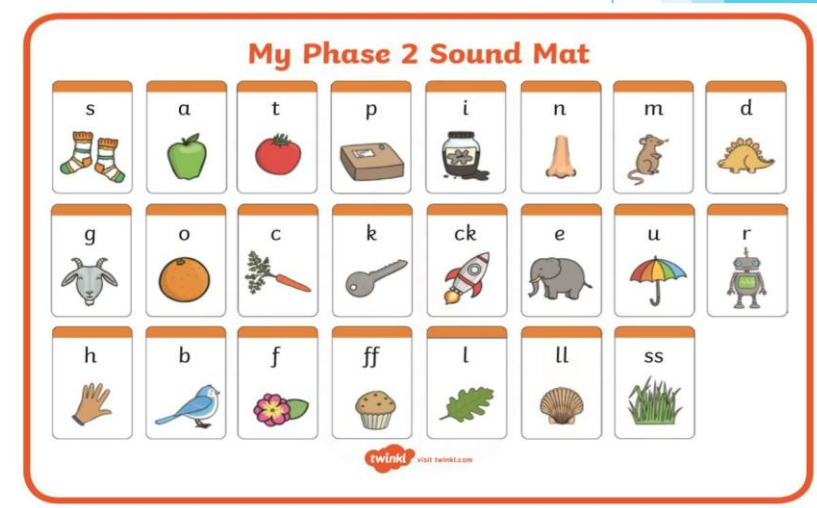
Phonics



What is Phonics?

Phonics is a means of teaching children to read and spell.

Children in Reception to Year 2 will be taught phonics on a daily basis.



Correct terminology

Right from Reception children will learn to use the correct terminology.

Phoneme— smallest unit of sound that a letter makes:
Phonemes can be put together to make words.

c a t



Grapheme — The phoneme in the written form.

a



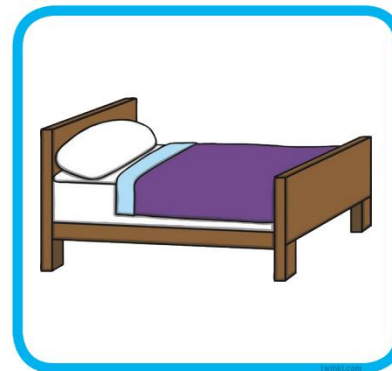
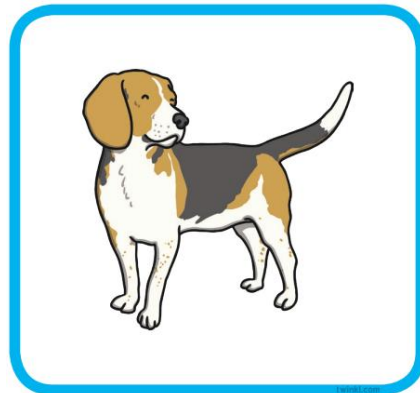
Letter names — the letters of the alphabet

Oral Blending



This involves hearing phonemes (letter sounds) and being able to merge them together to make a word.

Children need to develop this skill before they can blend written words.



Oral Segmenting

This involves hearing a whole word and then splitting it up into the phonemes (sounds) that make it.

Children need to develop this skill before they will be able to segment words to spell them.



Blending to read

Blending merges the individual phonemes together to pronounce a word.

e.g. l-o-g = log

This is the basis of reading.

Segmenting to spell

- This involves hearing a word, splitting it up into the phonemes that make it and then using their knowledge to work out which graphemes represent those phonemes. They then need to write those graphemes down in the correct order.
- This is the basis of spelling.





<https://youtu.be/UCI2mu7URBc?si=OTz7ECmowS2lhAMp>

Digraphs — two letters
which together
make one
phoneme.

e.g. c-h = ch

s-h = sh

ch

Trigraph — three letters
which together make one
phoneme (sound).

Examples

igh as in light

ear in dear air

as in fair—

igh

During phonic lessons children are encouraged to put sound buttons underneath each phoneme to help them identify the sounds.



This changes if there are 2 or 3 letters which make 1 phoneme (sound).

We draw a line underneath it to show that the letters make one phoneme.



Tricky Words

There are words which we cannot apply the usual rule of teaching phonics to i.e. those words which we cannot apply sound buttons to.

These are what we call **tricky words**. e.g.

the to I no go said he she they are
my

What Is Taught and When?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)	Age of Children
Level 1	36	Nursery/Preschool	3-4 years
Level 2	7	Reception	4-5 years
Level 3	12	Reception	4-5 years
Level 4	5	Reception	4-5 years
Level 5	30	Year 1	5-6 years
Level 6	30	Year 2	6-7 years

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

Level 1

Aspect 1: Environmental Sounds

- ✓ Develop listening skills and awareness of sounds in the environment
- ✓ Identify and remember the differences between sounds
- ✓ Talk about sounds in greater detail

Aspect 2: Instrumental Sounds

- ✓ Develop awareness of sounds made with instruments
- ✓ Listen to and appreciate the differences between sounds made with instruments
- ✓ Use a wide vocabulary to talk about instrument sounds

Aspect 3: Body Percussion

- ✓ Develop awareness of sounds and rhythms
- ✓ Distinguish between sounds and remember patterns of sound
- ✓ Talk about sounds we make with our bodies and what the sounds mean

Aspect 4: Rhythm and Rhyme

- ✓ Experience and appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech
- ✓ Increase awareness of words that rhyme and develop knowledge about rhyme
- ✓ Talk about words that rhyme and produce rhyming words greater detail

Aspect 5: Alliteration

- ✓ Develop understanding of alliteration
- ✓ Listen to sounds at the beginning of words and hear the differences between them
- ✓ Explore how different sounds are articulated

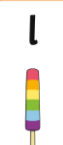
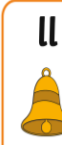
Aspect 6: Voice Sounds

- ✓ Distinguish between the differences in vocal sounds
- ✓ Explore speech sounds
- ✓ Talk about the different sounds that we can make with our voices

Aspect 7: Oral Blending & Segmenting

- ✓ Develop oral blending and segmenting of sounds in words
- ✓ Listen to sounds within words and remember them in the order in which they occur
- ✓ Talk about the different sounds that make up words

Level 2

 s  Make a snake's head with your hands and wiggle your body like a snake!	 a  Pretend to bite into a crunchy apple.	 t  Pretend to stir a teaspoon around a teacup.	 p  Make one hand into a puppy's head and pat it with your other hand.	 i  Flap your hands like an insect's wings.	 n  Make your fist into a nut and tap it.
 m  Yummy! Rub your tummy.	 d  Pretend to play your drum kit.	 g  Pretend to wrap your scarf like Gabi.	 o  Pretend to squeeze a juicy orange.	 c  Wiggle your finger like a caterpillar.	 k  Pretend to spread your hand like a kite and fly it in the air.
 ck  Make a duck's beak with your hands and pretend to pick up sticks.	 e  Make an egg with one hand and tap it with the other.	 u  Make one hand into an umbrella and sprinkle rain on it.	 r  Move your arms like a robot.	 h  Pretend to open the door of the house.	 b  Pretend to throw and catch a ball.
 f  Pretend to wave a magic wand.	 l  Pretend to lick an ice lolly.	 ff  Pretend to switch off the light.	 ll  Pretend to ring a bell.	 ss  Blow a kiss.	

- identify the phoneme when shown any Level 2 grapheme;

- identify any Level 2 grapheme when they hear the phoneme;

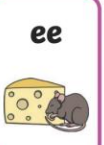
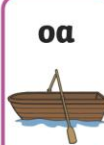
- orally blend and segment CVC words such as, 'sat' and 'pat';

- blend sounds to read VC words such as, 'if', 'am', 'on' and 'up';

- segment VC words into their sounds to spell them (using magnetic letters);

- read the tricky words (words that cannot be sounded out): the, to, I, no, go.

Level 3

j   Sweep your hand up like a jumbo jet taking off.	v   Draw a v shape on your chest to show the V-neck of the vest.	w   Make waves with your hand.	x   Hold one hand like a map and draw an x on it.	y   Pretend to raise and lower a yo-yo.	z   Draw the zigzag path in the air.
qu   Give a royal wave.	ch   Use your thumb and forefinger to make a chick's beak.	sh   Put a finger to your lips.	th   Put your forefingers on your head and wiggle your moth's feelers.	th   Stroke your hand on your cheek like a soft feather.	ng   Tap your ring finger.
ai   Draw a spiral snail's shell.	ee   Make mouse whiskers.	igh   Hold one arm across your body as if holding a shield and pat it with your other hand.	oa   Pretend to row your boat.	oo   Point at the moon.	oo   Pretend to open a book.
ar   Make twinkly star fingers.	or   Pretend to press a car horn.	ur   Pretend to open a purse.	ow   Pretend to squeeze the squirty flower on your coat.	oi   Flick your thumb as if tossing a coin.	ear   Cup your hand around your ear.
air   Hold a chair, move it in and out from a desk.	ure   Swing your arm like a pirate.	er   Pretend to sneeze!			

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;

- find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme;

- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'chop' and 'night';

- segment and make phonetically plausible attempts at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes) such as 'paid' and 'seed';

- read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, I, no, go;

- write each letter correctly when following a model.

• Year 1 Phonics Check

- During June each year all Year One children are required to take part in a Phonics Check.
- This is a national check and involves the children reading a variety of real words and nonsense words.
 - The nonsense words are there to test the children's phonic ability.
Examples of these words are

flod and strom

Fun with Phonics

- ❖ Cross the river
- ❖ What's in the box?
- ❖ Metal mike



Go on a treasure hunt,
reading clues along the
way.

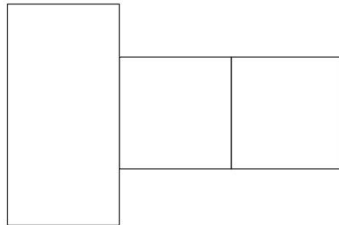
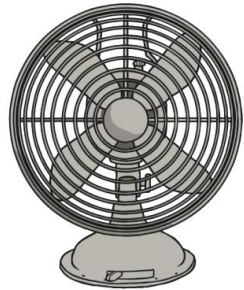
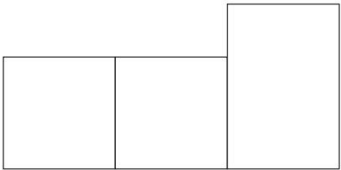
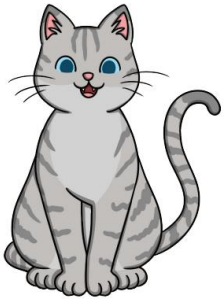


Go on a sound hunt in
the garden or around
the house.

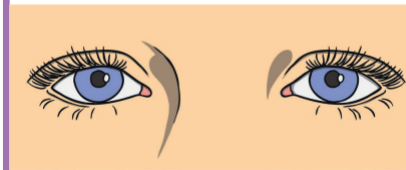
Target practise: Hit
the grapheme or
word with the
football!



Phoneme frames help us to build words.



ring



sight

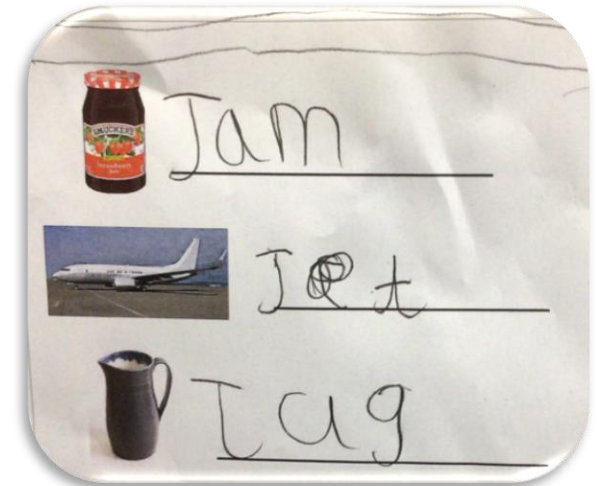
Phonics

Daily phonics helps your child to read and write words.

You have been given sound mats and words to learn.

Please read daily if you can.

Make the learning fun and please share on class Dojo.



What is a good reader?

- ✓ Sound out most words
- ✓ Point with their finger
- ✓ Take meaning from the text
- ✓ Understand what they have read
- ✓ Listen to themselves as they read
 - ✓ Ask questions as they read
- ✓ Go back and re read if it doesn't make sense
 - ✓ Make links with their own experiences
 - ✓ Visualise as they read- make a picture

Early Learning Goal (Reading)

Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Useful websites:

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Visit these sites

[BookTrust: Getting
children reading |
BookTrust](#)

[Learn to read with
phonics | Oxford Owl
www.phonicsplay.co.uk
http://www.ictgames.com/
phonicsPop/index.html](#)

Regular practise at home can have a *significant effect* on your child's phonic development.

Please communicate with your child's class teacher regarding their phonic application and celebrate success as much as possible.

Any Questions?

