

Phonics/Home Learning

Welcome, please sit
down!



Oct 2-10:35

Phonics/Reading

In schools the reading process takes
place in a series of phases.
As recommended by the Rose Report
-The principles and practice of High
Quality Phonics work must take place
within a
five-phase Teaching Programme.

Oct 2-10:35

Phonics/Reading

Phase One

Begins within the Early Years Foundation Stage i.e. Nursery & Reception.

This programme of learning includes a lot of speaking and listening and involves:

- **General sound discrimination** i.e. environmental and
 - instrumental
- **Rhythm and rhyme activities**
- **Alliteration** e.g. ' She sells sea shells on the sea shore'
 - **Voice sounds**
- **Oral blending and segmenting** i.e. splitting words into separate sounds and then putting the sounds back together again to say the word.

Oct 2-10:35

Phonics/Reading

Phases 2, 3, 4 and 5

- These phases link directly to the teaching and
- practice of letter recognition and sounds that will
- enable children to read and spell words effectively
- They also teach and practice oral blending and
 - segmentation for reading and spelling.
 - Teaching and practising high frequency (common) words

Oct 2-10:35

Phonics/Reading	our phonics dictionary
<p>A phoneme is another word for a sound.</p> <p>It is the smallest unit of sound in a word</p> <p>A grapheme is another term for a letter or collection of letters e.g. Letter(s) representing a phoneme t ai igh</p> <p>A digraph is a term for two letters which make one sound e.g. Letter (s) representing a phoneme ayai ch th</p> <p>Blending is the synthesising, or combining of phonemes in the order they occur along a word to read it. c-a-t = cat</p> <p>Segmenting is the breaking up of a word into its phonemes in the order they occur along a word to spell it. cat = c-a-t</p>	
Oct 2-10:35	

Phonics/Reading	Phase 2																								
involves teaching the letters and sounds																									
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Phonics/Reading

Phase 3

involves teaching the letters and sounds

j	ai	th	ar	ow
w	oo	zz	ur	sh
y	oa	qu	oi	
v	or	sh	air	
x	igh	ng	ear	
z	ch	ee	ure	

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Phonics/Reading

Phase 4

The main purpose of this phase is to teach children to read and spell words containing adjacent consonants.

Oct 2-10:35

Phonics/Reading

Phase 5

The main purpose of this phase is to teach children to use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.

Oct 2-10:35

Phonics/Reading

synthetic phonics

- **Synthetic phonics** refers to an approach to the teaching of reading.
- For example, children are taught to take words such as **cat** apart into its three letters, **/c- a- t/** , and blend the phonemes together to form a word. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn, for example **d, o, g/** , and write a grapheme for each phoneme in turn to produce the written word, **dog**

Oct 2-10:35

Phonics/Reading

Now it's your turn... can you
segment these words?
trip
snail
thinking

Oct 2-10:35

Phonics/Reading

reading methods

- **Finger pointing:** In blending, model for the children how to use a 'pointing finger'. Say and point at each phoneme, then finish by sweeping your finger along, under the word.

p - oi - n - t point



- **Finger counting:** In segmenting, model how to say the words, then start with your thumb, count each phoneme out on your fingers as you move along the word.

c - ou - n - t

1 - 2 - 3 - 4

Oct 2-10:35

Phonics/Reading	Enunciation
<ul style="list-style-type: none"> • Most consonants should be pronounced in a continuous manner – e.g. ssssss mmmmmm llllllll nnnnnn shshshsh rrrrrr zzzzzzzz vvvvvvv • Some can't be said like this (e.g. /c/ /t/ /p/ /b/ /d/ and /g/) but /c/, /t/ and /p/ should be enunciated <u>without the voice</u> . • Phonemes wwwwww and yyyyyyy are not easy but can be attempted. • Many misconceptions spring from incorrect enunciation e.g. teachers reporting that children confuse 'ch' and 'tr'. If the 'ch' is enunciated correctly, as one phoneme, rather than 'chur'and -' tr' clearly as 2, eg. t -r -, there is far less likelihood of confusion. 	

Oct 2-10:35

Phonics/Reading	Fast or tricky words
<p>Irregular words are sometimes called tricky or fast words and are difficult to decode, e.g. who, was, you They cannot be easily sounded out using the synthetic approach. Children must therefore learn to use their visual memory to recognise and say these types of words, without hesitation when they are reading.</p>	

Oct 2-10:35

Phonics/Reading

Phonemes with one or more grapheme

a a-e ai ay ey eigh
e e-e ea ee y
i i-e ie igh y
o o-e oa oe ow
u u-e ue oo ew
oo u oul
ow ou ough
oi oy
ar a
or aw ore a ough
air are ear
eer ear

Oct 2-10:35

Sep 19-10:53