

Phonics

at The Glapton Academy

Tuesday 5th October 2021



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

Phonics = a method of teaching people to read by correlating sounds with symbols in an alphabetic writing system.

Why is Phonics Important?

- It helps children hear, identify and use different sounds.
- Although the alphabet has 26 letters, there are 44 sounds in the English language. Phonics helps children to learn the different ways these sounds can be represented.
- Gives children the power to read unfamiliar words independently.

Phonics at Glapton Academy

- We currently follow the Letters and Sounds Programme.
- This teaches phonics in six stages, beginning in FS1.
- Every child in EYFS and KS1 has at least 20 minutes of phonics teaching a day.
- All Year 1 children sit the Phonics Screening Check in the Summer Term.

What is a Phonics Screening Check?

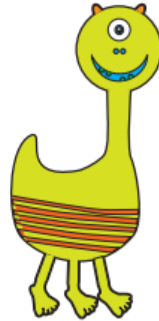
The phonics screening check is a statutory reading check for all Year 1 children to take in June.

The check is designed to assess if children have reached the appropriate standard of decoding during Year 1.

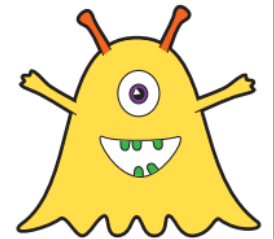
What does the check consist of?

- Each child will sit one to one with an adult and read each word aloud.
- The check contains 40 words in total, 20 real words and 20 nonsense or alien words.
- The words get progressively harder as the child moves through the test.

dop



throst



Letter Names and Letter Sounds

- Letter names are the names of the letters as sung in the alphabet song.
- In phonics children learn the 'pure sound' for each letter, which enables them to blend and segment words.

Pure Sounds -

https://www.youtube.com/watch?time_continue=89&v=UCI2mu7URBc

Key Vocabulary

Phoneme - smallest unit of sound (c-a-t).

Grapheme - letters used to represent a phoneme.

Digraph - two letters making one sound.

Trigraph - three letters making one sound.

Segmenting - breaking down words into phonemes to spell.

Blending - merging phonemes together to read a word.

Tricky words - words which cannot be sounded out easily.

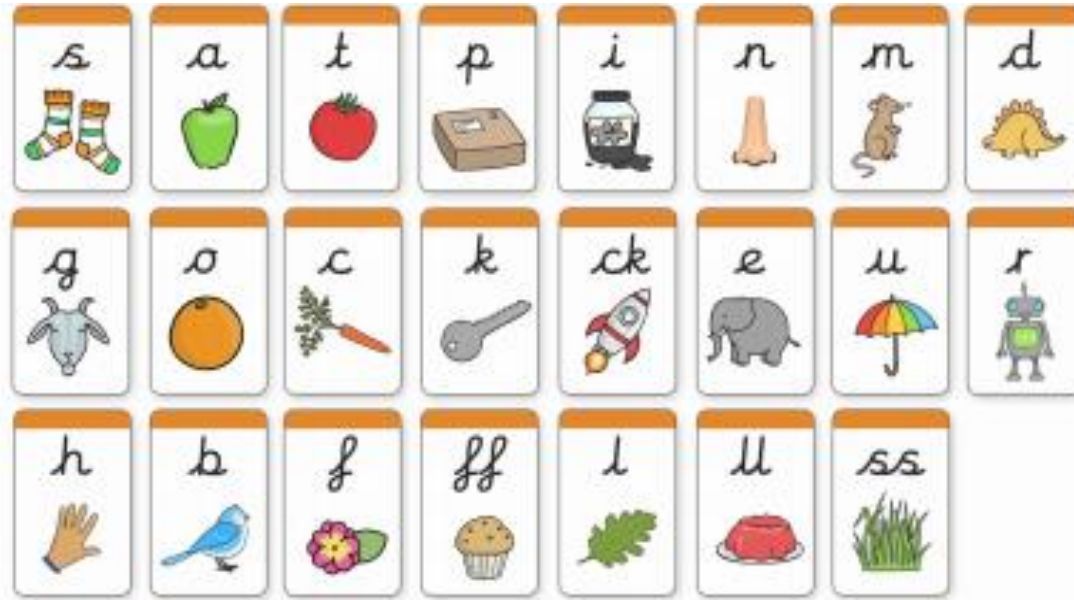
Phase One

- Main aim is to develop children's listening and speaking skills.
- Experiment and explore sounds through rhyme, rhythm and alliteration.
- Focus on oral blending and segmenting – no writing at this stage.

Phase Two

- Main aim is to introduce grapheme/phoneme correspondence - introduction of pure sounds.
- Focus is on recognising common consonants and vowels and blending them together to read CVC words.
- Writing may begin at this stage

Examples of sounds and words from Phase Two



CVC Word = consonant, vowel, consonant

Applying Sound Buttons to CVC Words




























tap
• • •

pot
• • •

Phase Three

- Main aim of Phase Three is to introduce common digraphs and trigraphs.
- Children will begin to read and write words independently.

Phase 3 Sound Mat

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

Applying Sound Buttons Phase Three

shop
— • •

rain
• — •

Phase Four

- The main aim of Phase Four is to recap learning from previous phases and familiarise children with common combinations of taught phonemes.
- Initial blends - two consonants making separate sounds that commonly occur together at the start of a word.
- End blends - two consonants making separate sounds that commonly occur together at the end of a word.

Phase Four - Sound Buttons

strip



think



trick



fast



Phase Five

- The main aim of this phase is to introduce children to 19 new graphemes, including split-vowel digraphs.
- Children learn about alternative pronunciations for the same grapheme for example 'ow' in cow and low.
- Children also begin to explore 'best bet' spelling rules i.e. oi used for the oy sound when at the start or middle of a word (boil, soil).

Split Vowel Digraphs (Magic e)

blame

tribe



even

cube



bone



<https://www.youtube.com/watch?v=guaBbzDVIwA>

Phase Six

- The main aim of this phase is to develop children's skills in reading and spelling by teaching them common spelling rules.
- Children should become increasingly fluent readers and recognise by site most of the 200 high frequency words introduced in KS1.

Phase Six

Revision of alternative graphemes from Phase 5, particularly vowel sounds.

Spelling rules for simple past tense.

E.g. Yesterday, I walked down the street.

Spelling rules for adding **prefixes** and **suffixes**.

E.g. tidy untidy happy happier

Finding the tricky part of spellings and using strategies (such as mnemonics, analogies and syllables) to memorise these parts.

Phase Six

Adding the 's' and 'es' suffix to create plurals.

E.g. boy boys church churches

Using the apostrophe for contraction.

E.g. do not don't

Forming comparative and superlative adjectives.

E.g. big bigger biggest

Spelling common homophones.

E.g. their there they're

Become fluent readers who have good levels of comprehension and recognise (on sight) most of the 200 high frequency words.

Tricky or Common Exception Words

Phase Two	Phase Three		Phase Four		Phase Five	
I	he	was	said	were	oh	looked
no	she	you	have	there	their	called
go	we	they	like	little	people	asked
to	me	all	so	one	Mr	could
the	are	my	do	when	Mrs	
into	her		some	out		
			come	what		

Lets have a go at reading some words...

sut



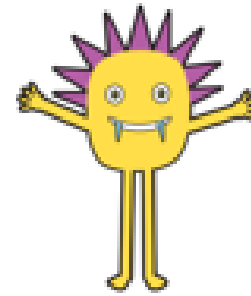
chort



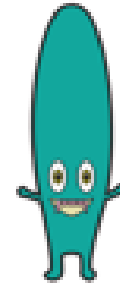
sweep

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sweep
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How To Help At Home

- Writing everywhere
- Sorting objects based on common sounds
- Create opportunities for word reading
- Treasure and trash - sort words into real and alien words
- Sound buttons
- Playing with words



Useful Websites

PhonicsPlay.co.uk

Oxford
OWL



Letters and Sounds

www.letters-and-sounds.com -



Remember:

- **reading aloud to your child**, talking about the words and pictures, and sharing ideas about the book
- **reading yourself** – children who see adults reading, and enjoying it, are much more likely to want to read themselves
- **surrounding your child with books** – you don't need hundreds of books at home, but go to the library or bookshop regularly to borrow books, spend time together, browse and make choices. In this way, reading becomes a habit.

"Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed – it's that simple."

Bali Rai