



Phonics

**St Thomas More
September 2015**

Aim:

To share information about:

- . How phonics is taught at STM.
- . The basic terminology used.
- . The stages in phonic learning.

Introduction

- Children learn a great deal from other people.
- As parents and carers, you are your child's first teachers. You have a powerful influence on your child's early learning.

What is phonics?

- The process of
 - Recognising the sounds that each individual letter makes
 - Recognising the sounds that combinations of letters makes.
 - Blending these sounds together from left to right to make a word.
 - Segmenting a word into sounds and recognise the letters or combination of letters that make that sound.

Phase 1

- Phase 1 is made up of 7 different areas:
 - Environmental sounds
 - Instrumental sounds
 - Body percussion
 - Rhythm and rhyme
 - Alliteration (words that begin with the same sound)
 - Voice sounds
 - Oral blending and segmenting

Phase 2

- This begins in the Reception year
- Children begin to formally learn the sounds/phonemes in the English language.
- Phonics sessions are fun sessions involving lots of speaking, listening and games.

Terminology

- Phoneme



- Grapheme



–Digraph (ay, ee, oo, oa,)

–Trigraph (igh, ear, ure)

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

Skills:

- Oral Blending
- Blending



Sound talk

- The separate sounds (phonemes) are spoken aloud, in order, all through the word, and are then merged together into the whole word.
- The merging is called **blending**, and is a vital skill for reading.
- Eg: c-a-t = cat
- Robot arms
- Sound buttons

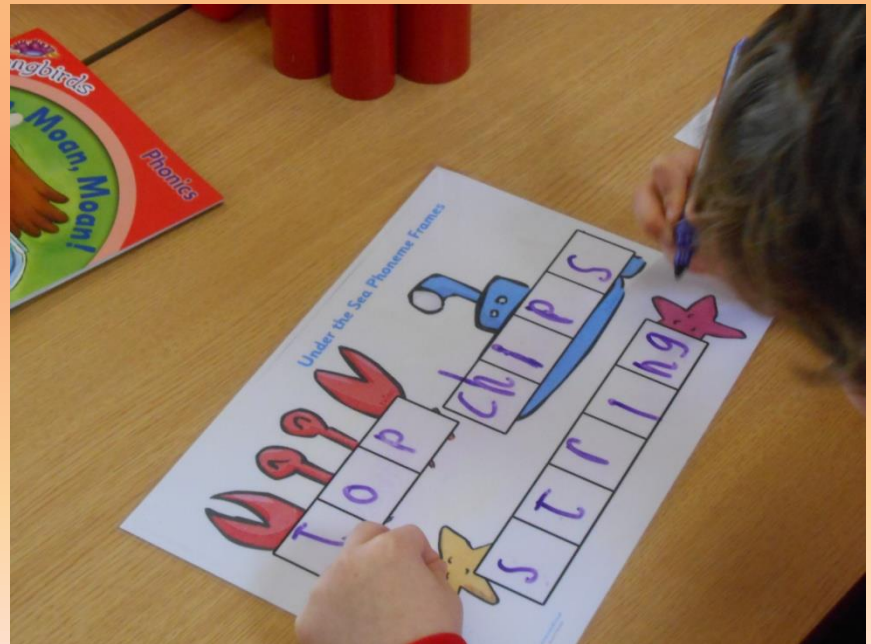
Sound talk

- Children will also learn to do this the other way round. Eg: cat = c-a-t
- The whole word is spoken aloud and then broken up into its sounds (phonemes) in order, through the word.
- This is called **segmenting**, and is a vital skill for spelling.

Oral Segmenting



Segmenting



Learning the phonemes

- Children will learn the phonemes (sounds) for a number of letters (graphemes)
- They will also learn that some phonemes are made up of more than one letter,
eg: /ll/ as in b-e-ll

Saying the sounds

- Your child will be taught how to pronounce the sounds (phonemes) correctly to make blending easier
- Sounds should be sustained where possible (eg, sss, mmm, fff)
- If not, 'uh' sounds come after consonants (eg, try to avoid saying 'b-uh', 'c-uh')

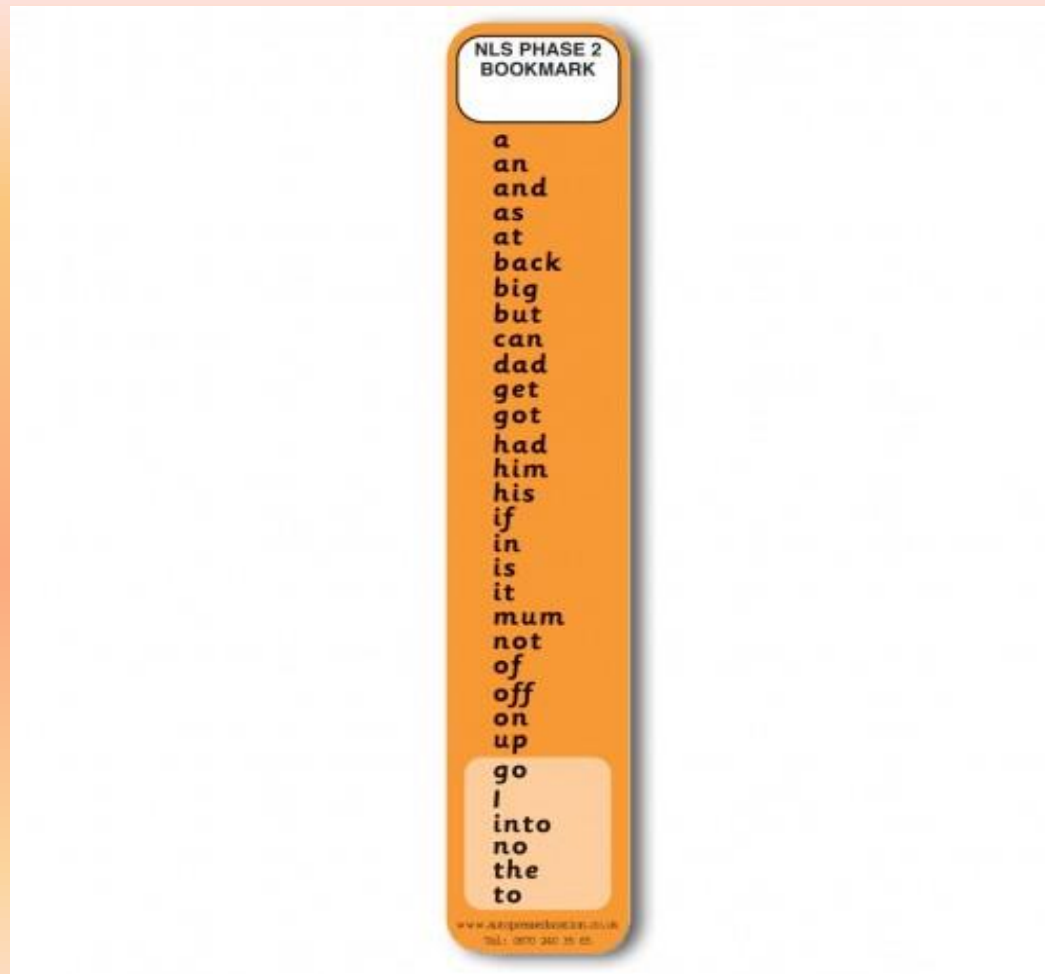
Making words

- Now the children will be *seeing* letters and words, as well as hearing them
- They will be shown how to make whole words by:
 - pushing magnetic letters together to form little words
 - Reading little words on the board
 - Breaking up words into individual sounds

Tricky words

- Your child will also learn tricky words; those that cannot be sounded out
- Eg: **the, to, I, go, no**

Homework



Phase 3

- The main individual letter phonemes have now been learnt, and children are reading CVC words independently
- Phase 3 teaches children to learn the graphemes (written sounds), made up of more than one letter, eg: **'oa' as in boat 'igh' as in high (diagraphs & trigraphs)**
- Your child will also learn all the letter names in the alphabet and how to form them correctly

Phase 3

Set 6:

j

v

w

x

Set 7:

y

z

zz

qu

Set 8:

ch

sh

th

ng

Phase 3

Set 9	ai	ee	igh	oa
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Set 10	oi	oo	oo	ow
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Set 11	ar	air	ear
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Set 12	er	ur	or	ure
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Phase 3

- Read more tricky words and begin to spell some of them
- Read and write words in phrases and sentences
- Alien Words



ot

tain



dight



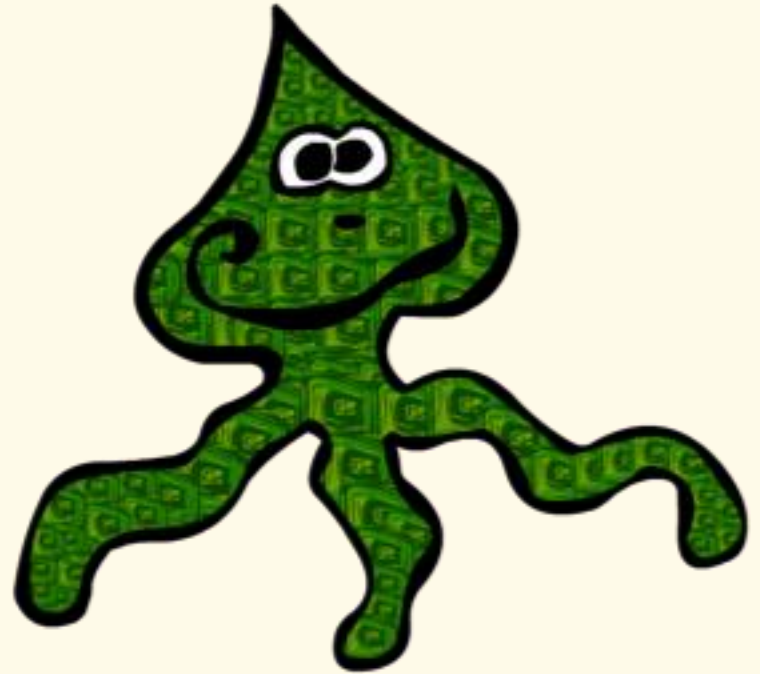


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doik



jarf



me ar



Not all children will learn at the same rate!

- Your child should be supported *whatever* their rate of learning.
- There is a very close link between *difficulty with phonics* and *hearing*, so if your child is making progress more slowly than expected, it is worth having their hearing checked.

How can you help?

- Ensure that you are pronouncing the phonemes correctly.
- Encourage the children to blend and segment.
- Encourage them to read and read to them!
- Continue to play with magnetic letters, using some digraph combinations, eg: ***r-ai-n = rain*** blending for reading.

rain = r-ai-n segmenting for spelling

- Praise your child for trying out words.
- Look at tricky words together.
- Practise little but often.

Don't worry if they get some wrong
always give positive encouragement

These sounds and words are hard to
remember and need plenty of practice.

A useful website: www.oxfordowl.co.uk which
offers some good support for parents. When you go
onto the site, click on 'For Home' and then
'Reading' 'expert help' www.phonicsplay.co.uk is
also good and there are some free games.