

Phonics Information Evening



What is phonics?

- Phonics is an approach that primary schools use to teach early reading
- It develops phonological awareness – the ability to hear, recognise and use the sounds within words.
- Our scheme (bug club) is divided into six phases

Phase 1

Phase 2

Phase 3

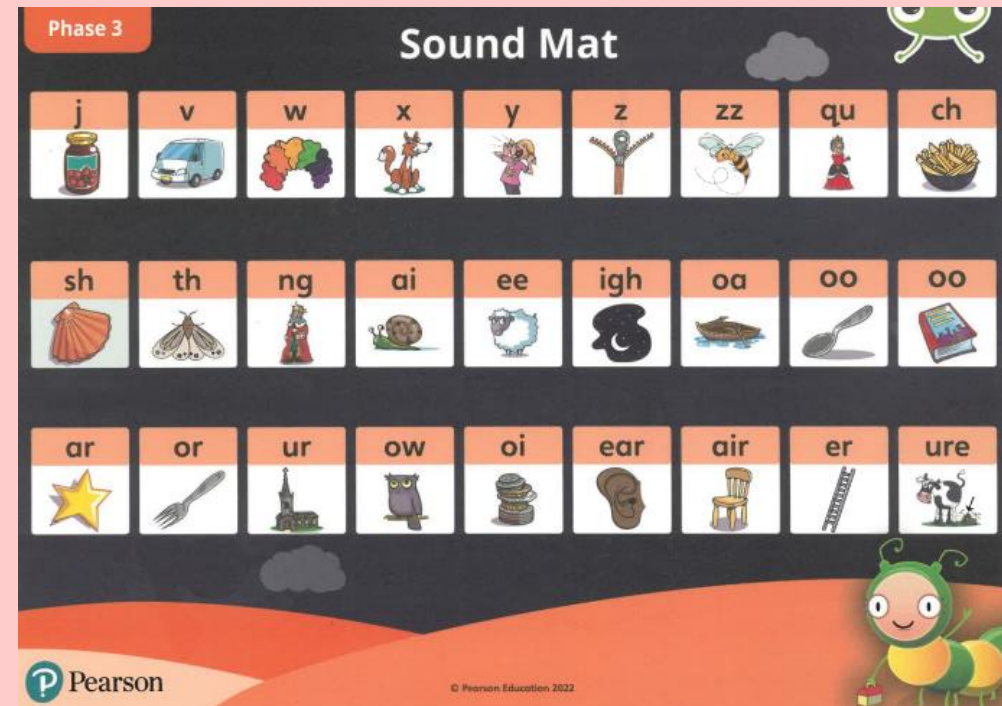
Phase 4

Phase 5

Phase 6

Phoneme

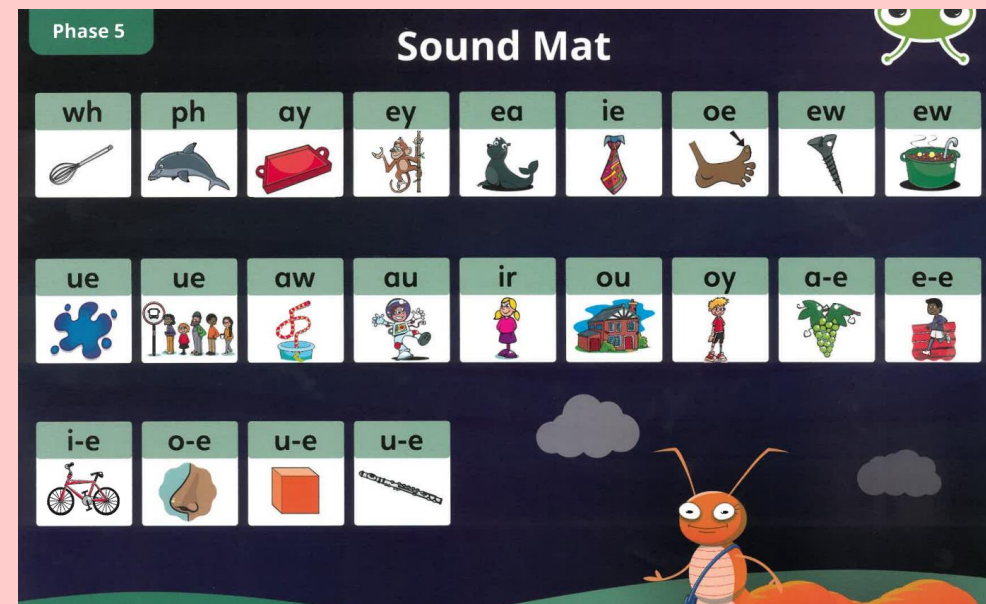
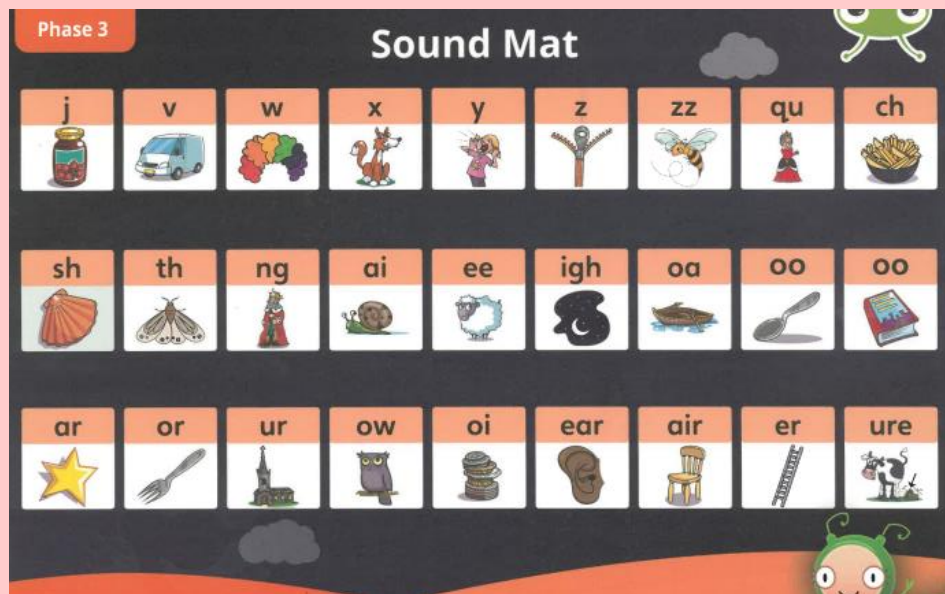
Any one of the 44 sounds which make up words in the English language.



Grapheme

How a phoneme is written down. There can be more than one way to spell a phoneme.

For example, the phoneme 'ay' is spelt differently in each of the words 'fail', 'way', 'make', 'great', 'sleigh' and 'lady'.



Blending

Putting together the sounds in a word in order to read it, e.g. 'p-a-n, pan'.

pan

p a n



Segmenting

- Breaking a word into its sounds in order to spell them, e.g. 'pan, p-a-n'

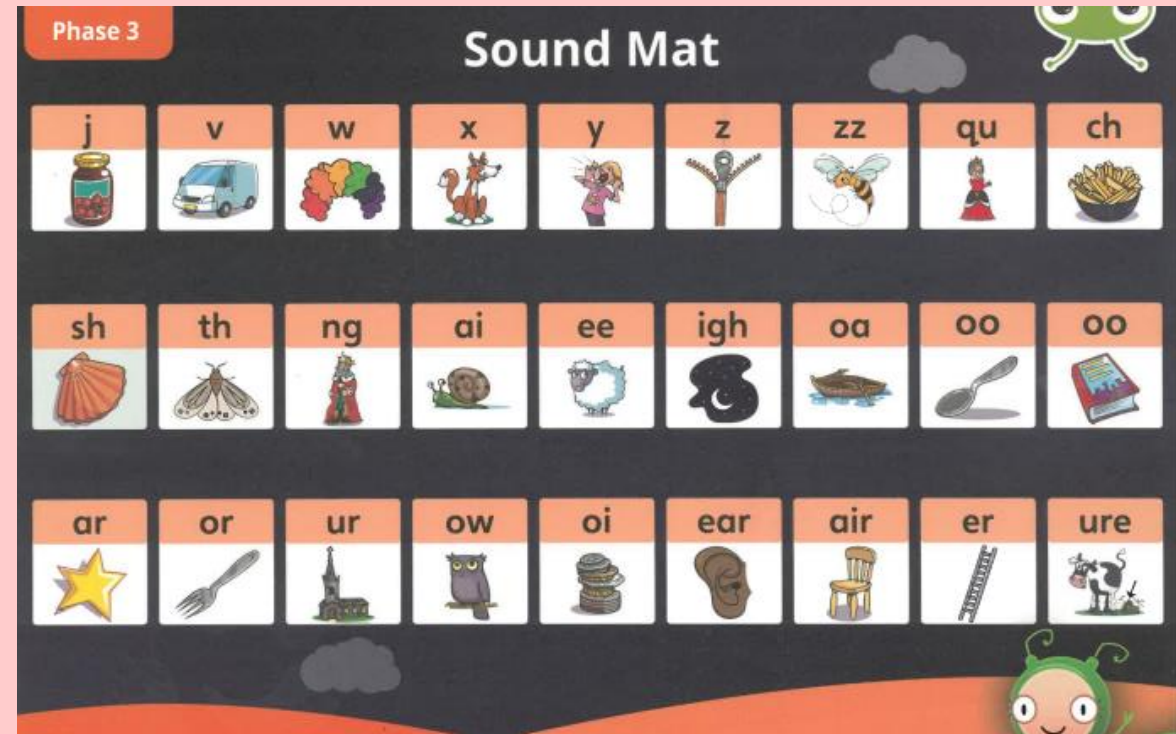


Digraph

Two letters that make one sound.

Trigraph

Three letters that make one sound.



Phase 1

This is the beginning of the systematic learning of phonics and takes place predominately in Nursery or Pre-School.

- Aspect 1: Environmental Sounds
- Aspect 2: Instrumental Sounds
- Aspect 3: Body Percussion
- Aspect 4: Rhythm and Rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice Sounds
- Aspect 7: Oral Blending and Segmenting

Phase 2

The order for teaching the sounds, is as follows, with one set being taught each week.

We also begin to teach words that are not fully decodable (tricky words). Pure sounds should be used when children are saying sounds. This means, where possible, the 'uh' sounds after consonants should not be said.

Set 1	Set 2	Set 3	Set 4	Set 5
s a t p	i n m d	g o c k	ck e u r	b f,ff l,ll ss
		to	the, no, go	l, into, her

VC and CVC Words

During this phase, children will be taught to read different words using the sounds and letters they have been exposed to.

V = vowel

C = consonant

VC words are those that consist of a vowel and then a consonant (am, on, it). CVC words are those that consist of a consonant then a vowel and then a consonant (cat, dog, pen). Some words such as bell, are also CVC words because they only have three sounds. **b-e-ll**

Phase 3

The following sounds are taught.

Introduction of digraphs and trigraphs (two/ three letters that make one sound).

Set 6	Set 7	Set 8	Set 9	Set 10	Set 11
j v w x	y, z,zz qu	ch sh th ng	ai ee oa igh oo	ar or ur ow oi	ear air ure er
me, be	he ,my, by, she	they	we, are	you	all, was, give, live

Phase 3

CVC Words Containing Digraphs and Trigraphs

Below are some examples of the words your child will be reading in this phase:

cook

fork

high

beard

ship

chair

It is important children quickly learn to recognise digraphs and trigraphs as one sound, rather than as separate letters.

E.g. rain should be read as r-ai-n not r-a-i-n

Phase 4

CVCC and CCVC Words

Blends and clusters such as the following are taught:

‘nt’ as in **tent**

‘st’ as in **toast**

‘pl’ as in **plum**

‘sp’ as in **spoon**

Tricky Words

During this phase, the children will also be exposed to tricky words; words that cannot be sounded out.

said

so

do

have

like

some

come

were

there

little

one

when

out

what

Phase 5

Typically, phase 5 is taught in Year One.

The purpose of this phase is to broaden a child's knowledge of graphemes and phonemes for use in reading and spelling. When spelling words, children will now need to choose the appropriate graphemes to represent phonemes.

New Graphemes for Reading:

ay

ou

ie

ea

oy

ir

ue

aw

wh

ph

ew

oe

au

a-e

e-e

i-e

o-e

u-e

Children will also be introduced to more tricky words.

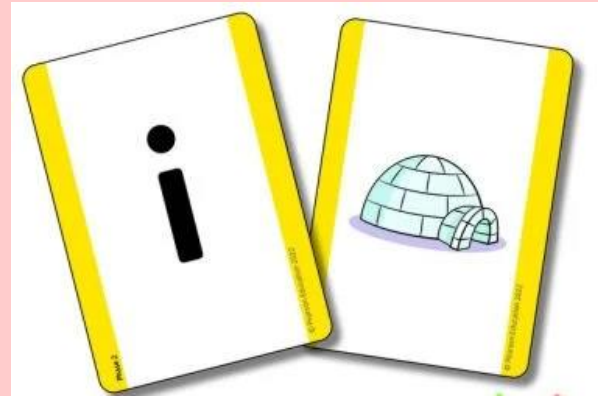
Phase 6

When children enter this phase, they should know most of the common grapheme-phoneme correspondences. As a result of this, they should be able to read hundreds of words. This will be in one of three ways;

- Reading the word on sight when they are very familiar.
- Decoding the word quickly and/or silently.
- Decoding the word aloud.
- During this phase, the aim is for children to become fluent readers and increasingly accurate spellers.
- Children will now be reading longer texts, more fluently and confidently.
- There is also a focus on suffixes.

A typical phonics lesson...

- Revisit
- Teach
- Practise
- Apply



- 1 Put a ring around i in the alphabet.

abcdefghijklmnopqrstuvwxyz

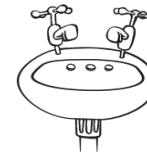
- 2 Put a ring around i in the words.

in it pin tin

- 3 Write the letters i and I.

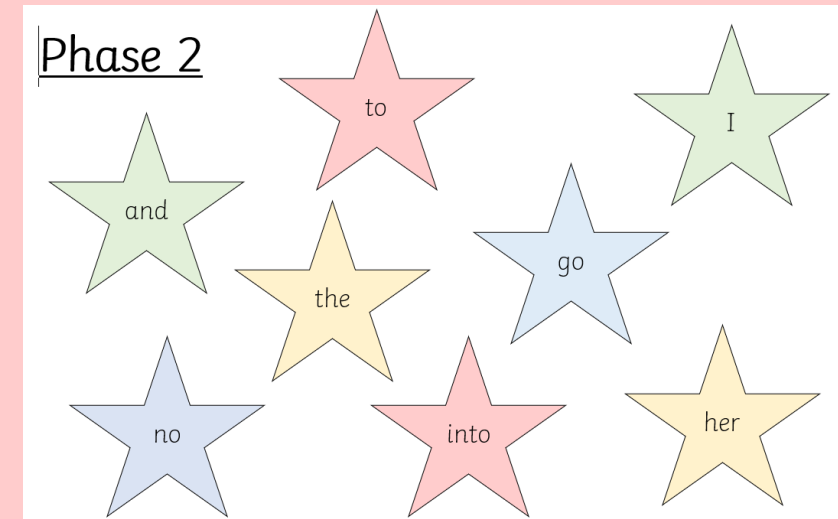
i

I



How to support at home

- Encourage oral blending
- Initial sound games
- Listen for rhymes and alliteration when reading story books
- Read reading books three times a week at home
- Encourage use of sound mats when writing
- Use flashcards for sounds or tricky words



Questions?

