

Churchfields Primary School

Early Reading and Writing



Why teach phonics?

- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills
e.g. **cat** can be sounded out for reading and spelling

Why teach phonics?

So, to help you remember what it feels like to consciously decode, please read the question below

a	b	c	d	e	f	g	h	i	j	k	l	m
☉	♌	♍	♎	♏	♐	♑	♒	♓	er	&	●	○
n	o	p	q	r	s	t	u	v	w	x	y	z
■	□	◻	◼	◽	◆	♦	◆	◆	◆	⊗	⊠	⊞

◆♒☉◆ ◆☉●&◆ ◻◻ ♐◻◆◻ ♐♏♏◆ ☿◻

◆♒♏ ○◻◻◻☿◻♑◻ ◆◆◻ ☿◻ ◆♒♏

☉♐◆♏◻◻◻◻ ☉◻♎ ◆♒◻♏♏ ☉◆

◻☿♑♒◆?

Some Definitions

A Phoneme

This is the smallest unit of sound in a word.

This can be 1 letter, two letters or more! A phoneme is something you hear.

e.g. 'e' or 'ch' or 'ear'

A grapheme

These are the letters that represent the phoneme.

These can be the letter names or the written representation. A grapheme is something you see.

A, B, c, d, e

Children need to practise recognising the grapheme and saying the phoneme that it represents.

Some Definitions

Segmenting – To split up a word into its individual phonemes in order to spell it.

Blending – To draw individual sounds together to pronounce a word.

Grapheme – Written representation of a sound.

Fred talk – Skill of segmenting

More definitions

PHONEME – 1 unit of sound C A T = three phonemes

DIGRAPHS – 2 letters that make 1 sound

ll ss zz oa ai

Split digraph – Two letters, which work as a pair, to represent one sound, e.g. **a-e** in **make**.

TRIGRAPHS – 3 letters that make 1 sound

igh dge



What is our approach to teaching phonics?

- We use a synthetic scheme called 'Letters and Sounds' as our teaching resource.
- Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

Synthetic phonics?

- 44 phonemes – sounds (accompanying actions)
- The 26 letter names
- The skill of blending phonemes to read a word.
- The skill of segmenting a word into pure sounds for spelling.
- Strategies for learning our 'words to learn'
- Correct letter formation

Letter formation

- At Churchfields we use letter join.
- Letter join is used on all displays around school, teachers model it in class and the reception pupils learn the rhymes letter join to form letters.



The image shows a handwriting guide for the letter 'S'. On the left, there is a grid of lowercase letters from 'a' to 'z' written in a cursive style on lined paper. In the center, a large green snake with yellow spots is shaped like the letter 'S'. To the right of the snake is a red speech bubble containing the text: "Start on the line, go round in a curve, back round, curve back and hook." Below the speech bubble, five grey cursive 'S' characters are shown on a blue line for tracing.

When do we teach phonics?

- We teach phonics every day in reception starting with phase 2.
- Each lesson consists of a
- **Review**
- **Teach**
- **Practise,**
- **Apply approach**
- This is in order for children to become secure in their phonic knowledge.
- Reading weekly with the teacher.
- Whole class reading with teacher modelling blending.
- Whole class writing in English with teacher modelling segmenting.

Progression of Phonics

- **Nursery** emphasis on developing children's speaking and listening within a rich curriculum
- Concentrates on getting children attuned to the sounds around them – environmental, instrumental, alliteration, rhythm and rhyme

(Phase 1)

- **Reception** the start of systematic phonic work • the introduction of grapheme-phoneme correspondences – one representation of each phoneme
- teaching the skills of blending for reading and segmenting to spell.
- learn to read 'words to learn'

Phase 1

- **Environmental sounds**
- **Instrumental sounds**
- **Body percussion**
- **Rhythm and Rhyme**
- **Alliteration**
- **Voice sounds**
- **Oral blending and segmenting**

Phase 2

- In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'.
- They will also be taught the phonemes (*sounds*) for a number of graphemes (*letters*), which phoneme is represented by which grapheme and that a phoneme can be represented by **more than one letter**
- for example, /sh/ as in sh- o -p. They may be using pictures or hand movements to help them remember these.
- **VC and CVC words**

Phase 2 *letters and sounds*

- Sounds are introduced in sets
 - ❖ 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

Phase 3

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
- practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.

Phase 3

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

Phase 4

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:

- **CVCC words: tent, damp, toast, chimp**

- For example, in the word 'toast', **t = consonant, oa = vowel,**

- **s = consonant, t = consonant.**

and **CCVC words: swim, plum, sport, cream, spoon**

- For example, in the word 'cream', **c = consonant, r = consonant, ea = vowel, m = consonant.**

- They will be learning more tricky words and continuing to read and write sentences together.

- **'Words to learn'**

said, so, do, have, like, some, come, were, there, little, one, when, out, what

Phase 5

- The children will learn new graphemes for reading and spelling.
- They will learn best fit spellings.
E.g. ai, a-e, ay all make the same sound in words
- They will continue to read and spell words to learn.

- ## Phase 6

- Recognising phonic irregularities and becoming more secure with less common grapheme – phoneme correspondences.
- Investigating and learning how to add suffixes



Good phonic teaching and learning relies explicitly on the accuracy of adults' articulation to provide a positive model for pupils.

The 'man' trap

Muh

Ah

Nuh

The 'man' trap

Muh Ah Nuh will get to a word sounding like

'manner'

To avoid this we need to use accurate pronunciation of each phoneme

M A N



Sound buttons

You would have seen that we use sound buttons to represent each phoneme in the word -

C A N
● ● ●

You will also see digraphs or trigraphs being underlined.

ST AR N IGH T
● ● — ● — ●

Phonics sheet

Consonant sounds

stretchy sounds



bouncy sounds



Vowel sounds



Consonant sounds

stretchy sounds



bouncy sounds



Vowel sounds

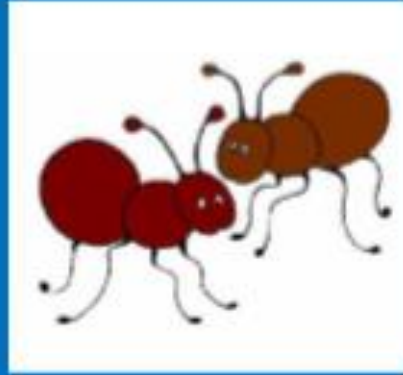


To help us remember our sounds

s



a



t



p



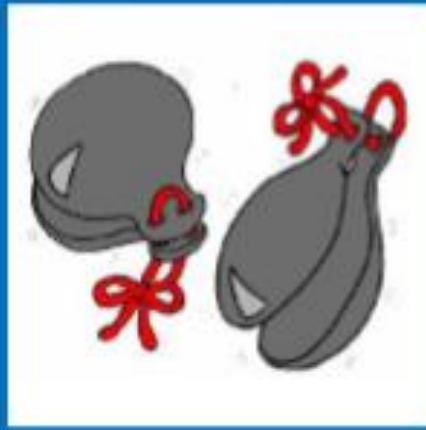
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c/k



e



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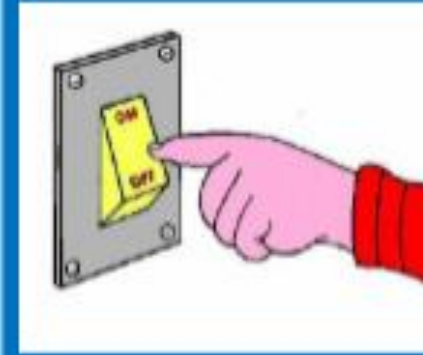
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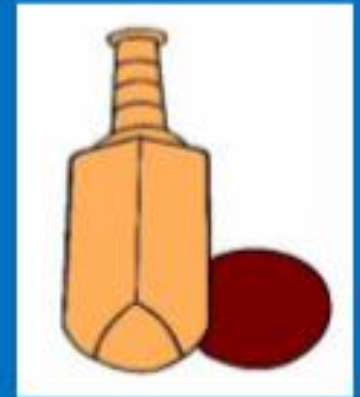
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ai



j



oa



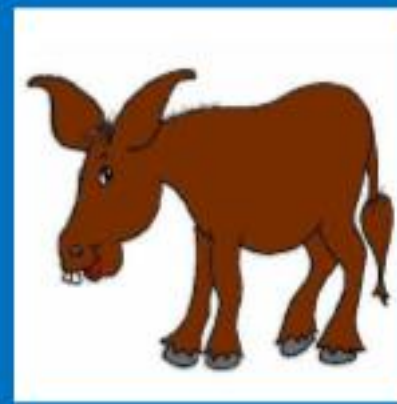
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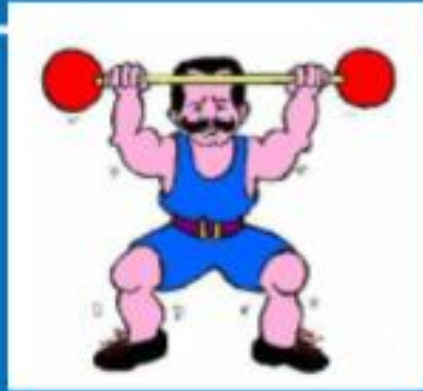
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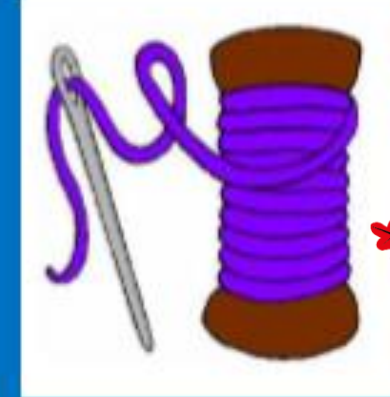
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Churchfields
Primary School

ASPIRATION CITIZENSHIP EXCELLENCE

Learning phonics can be fun!

The children learn and practise their phonemes in lots of fun ways:
Sound talking and rhyming.

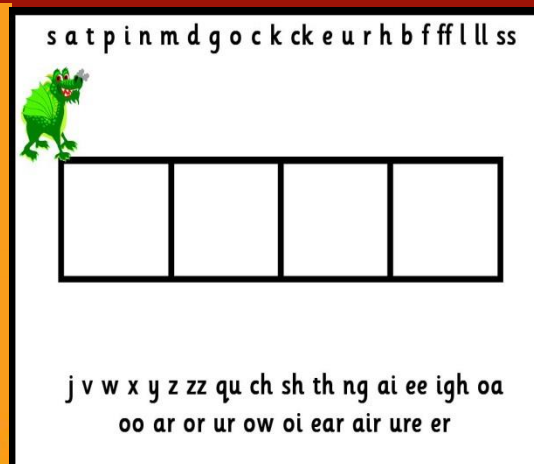
Playing games – table games or interactive games on the computer.
Adding sound buttons to words

Using phoneme frames, “sound buttons” and whiteboards to spell words.
Sorting phonemes.

Making words with phonemes.

Being phoneme “detectives”.

Reading and writing sentences. Silly sentences are great fun!



Do we have help with our phonics?



Meet Fred

Fred can only 'speak' in pure sounds and needs the children's help to blend.

Phoneme count

C A T

Three phonemes



S T AR

Three phonemes



T R AI N

Four phonemes



Your turn!

**Can you think of any
colours that have four
phonemes?**

**Once you've had a go, check what answers you could
have had on the next slide.**

Your turn! colours

G r e e n .

B l a c k _____

Y e l l o w _____

B r o w n .

'Words to learn'

Children are taught words to learn from the beginning
And taught about the tricky bits in the word.

Be I the was said is go

We use strategies like

Cheerleading and visual aids

We do NOT ask the children to use their phonetic knowledge
to sound these out.

'Learning to read; reading to learn'



Our ultimate aim in the teaching of early reading is for children to leave Year 2 fluent, confident and independent readers being able to apply their knowledge and skills across the curriculum. We place a great deal of importance and emphasis on the teaching of early reading. This is reflected in the amount of time dedicated to the teaching of knowledge and skills; we teach phonics daily in Early Years. With these key skills, children are in an excellent position to access the wider curriculum. The love and enjoyment for reading is reinforced in the rich, broad diet of texts to excite and challenge.

How can I help?

- Sing an alphabet song together
- Play 'I spy'
- Continue to play with magnetic letters, using some two-grapheme (letter) 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 the words to learn
- Look for phonic games
- Play pairs with words and pictures

Can I help in another way?

Showing a love of reading and modelling recognition of phonemes to sound out for a word and not giving up is a simple way of helping your child fall in love with reading.

Get your children involve with reading recipes when making things, reading signs walking around the highstreet. Anywhere to make reading exciting and purposeful.

Reading Records

- Helping at home tips
- Question ideas
- Cursive lowercase letters
- Phonic actions
- Words to learn
- Books I have read
- Stay in the children's book bags
- Read with weekly

These may be helpful

- <https://www.phonicsplay.co.uk/>
- <http://www.letters-and-sounds.com/>
- <https://www.letterjoin.co.uk/>
- <https://www.belleville-school.org.uk/our-learning/phonics-videos>