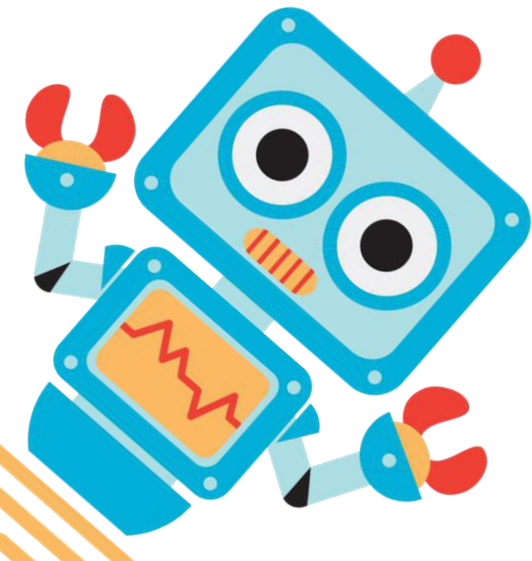


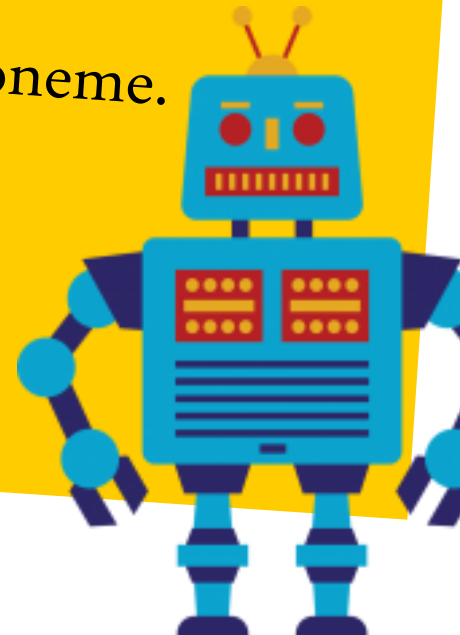
# Phonics at Lawford Mead

Learning the skills to read

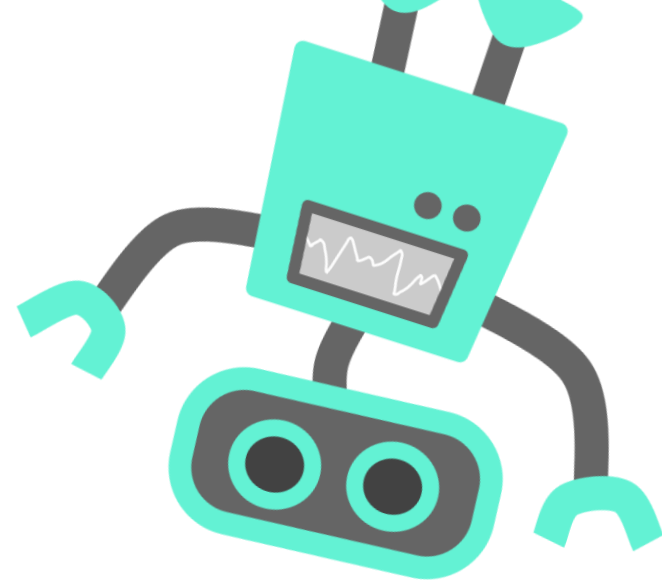


# Phonics consists of:

- The skills of segmenting and blending.
- Knowledge of the alphabetic code.
- Identifying sounds in spoken words.
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.



Some definitions...



A phoneme you **HEAR**

It is the smallest unit of sound in a word.

There are 44 in total.

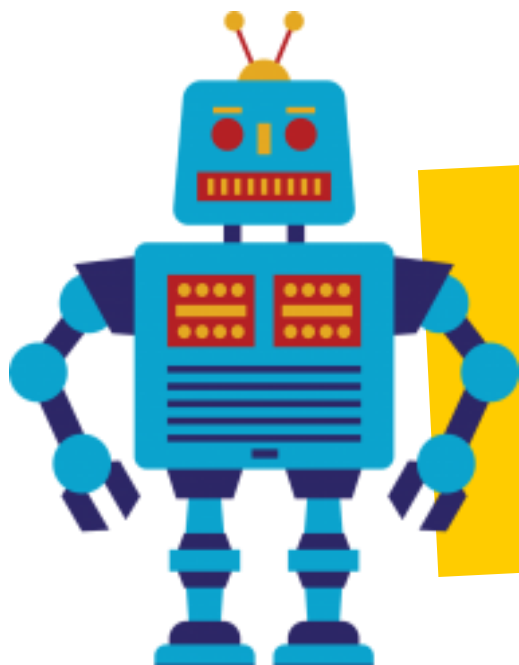
# A grapheme you SEE

These are the letters that represent the phoneme.

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

The grapheme could be 1 letter, 2 letters or more!

We refer to these as sound buttons.



A word always has the same number of phonemes and graphemes!

# The 44 phonemes...

b



d



f



g



h



j



k



l



m



n



ng



p



r



s



t



v



w



y



z



th



th



ch



sh



zh



a



e



i



o



u



ai



ee



ie



oe



ue



oo



ar



ur



au



er



ow



oi



air



ear



ure



# This is where it gets tricky!



- Phonemes are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way ( cat, kennel, choir)
- The same grapheme may represent more than one phoneme ( me, met)

# Grapheme Key Vocabulary

## Trigraph

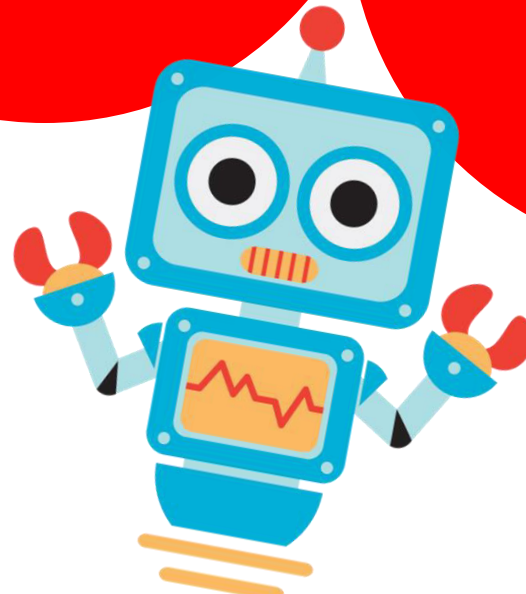
3 letters making  
one sound  
**igh, ear, ure**

## Split digraph

2 letters  
not adjacent  
**a-e, e-e, o-e**

## Digraph

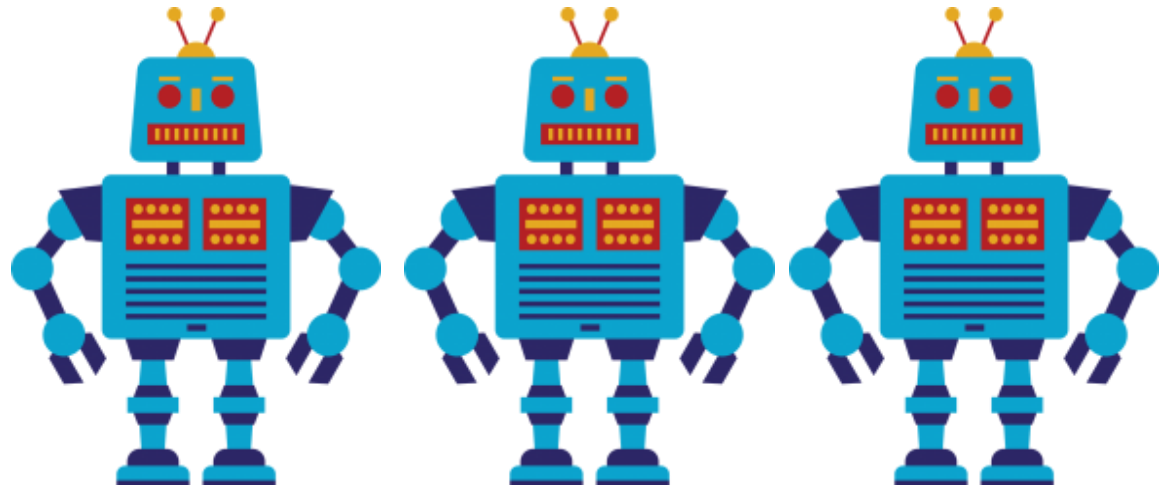
2 letters making  
one sound  
**ai, ee, oo**





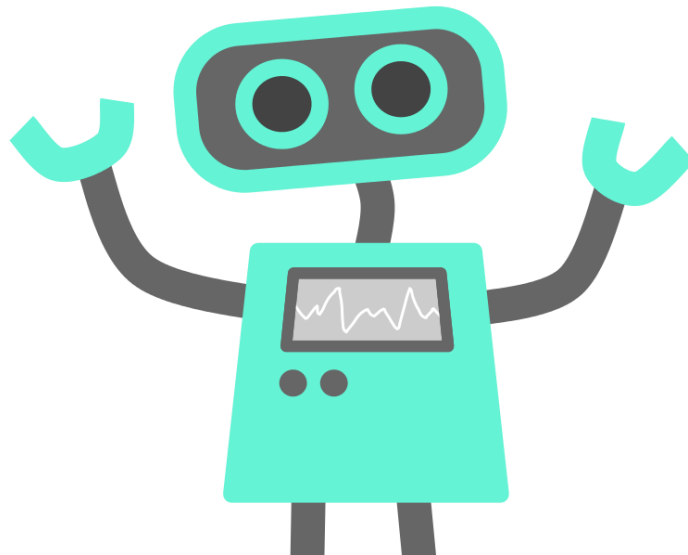
# Blending

Recognising the letter sounds in a written word, for example: **c-u-p** and 'blending' them in the order in which they are on paper to pronounce the word '**cup**'.



# Segmenting

- ‘Breaking up’ the word to spell it out.
- It is the opposite of blending.
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word.



# Top Tips to share when blending and segmenting



Look for the 'hidden' sounds!



Look, say, write!



Segment 3 times if you need to!

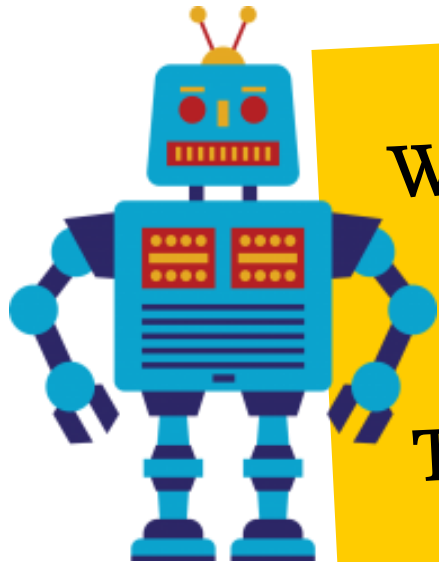


Add sound buttons!

# Tricky words

- Words that are NOT phonically decodeable.  
e.g. **was, the, I, done**
- Some are 'tricky' to start with but will become decodeable once more phonemes are learned.

e.g. **out, there**



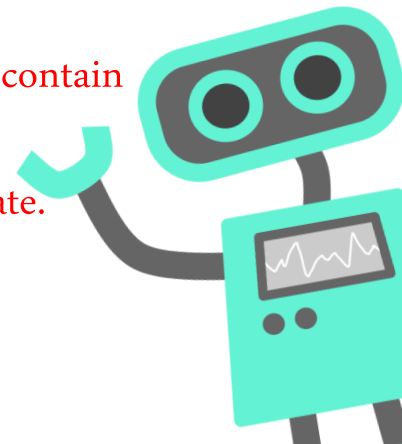
When teaching Tricky Words we say

“you just have to know them!”

Try searching for tricky word songs!

# Daily Phonics

- DFES Letters & Sounds is the core scheme, delivered through the PhonicsPlay daily planning structure.
- In Early Years, Jolly Phonics is used to introduce phonemes in a multi-sensory way. Learning is also enriched using Mr Thorne and Geraldine Giraffe.
- In year 1 we follow planning and activities directly from phonics play (a DFES letter and sounds programme), adapted and supplemented with practical activities and games from websites (Eg espresso, bbc).
- At Lawford Mead we have two daily Phonic sessions - the main session follows the Letters & Sounds '**revisit, teach, practise, apply**' format. The afternoon session is for consolidation, revision or assessment, but is always based on the learning outcomes of the previous session.
- Children are taught in small groups according to their current phase. The groups contain children from both yr1 classes.
- Children's progress is monitored and they are moved between groups as appropriate.



# L&S Phase 1 (Nursery/Pre-school)

- Showing an awareness of rhyme and alliteration.
- Distinguishing between sounds in the environment and phonemes.
- Exploring and experimenting with sounds and words.
- Discriminating speech sounds in words.
- Beginning to orally blend and segment phonemes.

# L&S Phase 2 (Reception)

- Using common consonants and vowels.
- Blending for reading and segmenting for spelling simple CVC words.
- Understanding that words are constructed from phonemes and that phonemes are represented by graphemes.

# L&S Phase 2 cont.

Set 1 - s, a, t, p

Set 2 - l, 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 (Reception)

- Knowing one grapheme for each of the 44 phonemes.
- Reading and spelling a wide range of CVC words.
- Using all letters and less frequent consonant digraphs and some long vowel phonemes.

# Phase 3 cont.

Letter Progression:

Set 6 - j, v, w, x

Set 7 - y, z, zz, qu

Graphemes:

ear, air, ure, er, ar, or, ur, ow, oi,

ai, ee, igh, oa, oo

Consonant digraphs:

ch, sh, th, ng

# Phase 4 (Reception)

- This is a consolidation unit. There are no new graphemes to learn. Reading and spelling of tricky words continues.
- Segmenting adjacent consonants in words and applying this in spelling.
- Blending adjacent consonants in words and applying this skill when reading unfamiliar texts e.g. **cl**, **fr**, **gl**

# Phase 5 (Year 1)

- Reading phonetically decodable two-syllable and three-syllable words.
- Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.
- Spelling complex words using phonetically plausible attempts.

Graphemes:

ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew,  
oe, au, a-e, e-e, i-e, o-e, u-e.

Alternative graphemes for:

i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou

# Phase 6 (Year 2)

- Recognising phonic irregularities and becoming more secure with less common grapheme/phoneme correspondences.
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
- Teaching spelling long words
- Finding and learning the difficult bits in words

## Phase 6 cont.

- In addition to this, each the week the children learn 'tricky' spelling words (those that are not spelt phonetically) and key sight vocabulary.
- The key sight word list has 100 words to learn in Reception and Year 1. While in Year 2 an additional 200 words are added.

# Why is phonics important?

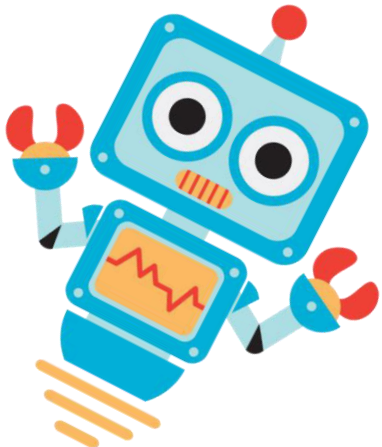


- Secure phonological awareness helps children to decode and read new words and texts.
- Children can use their phonological knowledge to spell words for writing.

Reading is more than just being able to say the words, we need to understand what they mean and put them together to understand a text. Using phonics to decode the words is the first step to being a reader.

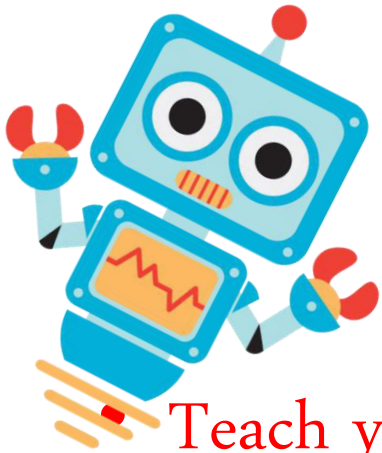
In May all of the children in year 1 will sit the phonics screening check. This consists of 40 words, some real and some 'alien words'.





## How can you help?

- Read regularly at home. A minimum of 3 times a week but preferably every day.
- Practice sounding out unfamiliar words by breaking them up into graphemes/phonemes. (Segmenting and blending)
- Use sound buttons to identify each grapheme/phoneme.
- Play phonics games online. (List of websites available)



# Useful resources

- Teach your monster to read (A fun online game)
- Mr Thorne/ Geraldine the Giraffe (Videos)
- Top marks, letters and sounds (Range of online games for each phase)
- Letters and sounds (Printable resources)
- BBC bitesize/KS1/Literacy (Phonics games and videos)
- ictgames.com / literacy (phonics and spelling games)
- Phonics play – parents section (Needs a subscription)
- Search – Phonics games / phonics revision / phonics past papers.