

# Phonics

at The Glapton Academy

Tuesday 24th September 2024



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Phonics = a method of teaching people to read by matching sounds to letters or groups of letters.



s

a

t

p

sh

ai

igh

# Letter Names and Letter Sounds

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

# Pronouncing pure sounds

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words.

**c a t**

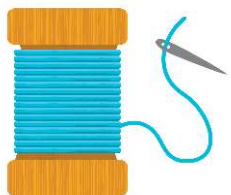
**not**

**cuh a tuh**

If we mispronounce these sounds we will make reading harder for our children.

There are videos for this on You Tube where you can hear the correct pronunciation of the sounds.

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



# Pronouncing pure sounds



## Key Vocabulary

**Phoneme (what it sounds like)** - smallest unit of sound (c-a-t).

**Grapheme (what it looks like)** - letters used to represent a phoneme.

**Digraph** - two letters making one sound. E.g. ai, ee, sh, th

**Trigraph** - three letters making one sound. E.g. igh, air, ear

**Segmenting** - breaking down words into phonemes to spell.

**Blending** - merging phonemes together to read a word.

**Harder to read and spell words** - words which cannot be sounded out easily.



# ELS Essential Letters and Sounds

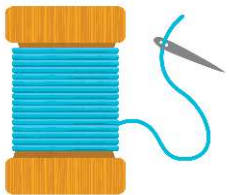
developed by Knowledge Schools Trust

Getting all children to read well, quickly.



# How do we teach phonics?

- We use a simple, consistent approach to teaching phonics.
- We have rhymes to support learning and recall.
- We teach phonics every single day from the first days of Reception.
- Modelling and repetition – My turn, your turn



CS





# How do we teach phonics?

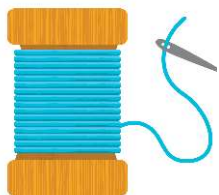
## Teach

These objects all have the /ng/ sound in.

ng



ng ... ng ... ring  
ng ... ng ... wing  
ng ... ng ... sing



CS

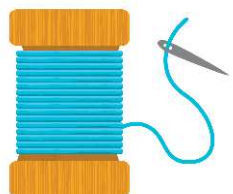
# How do we teach phonics?

Practise

Quit activity 

Read the word. Click on the icon to reveal the picture.

net



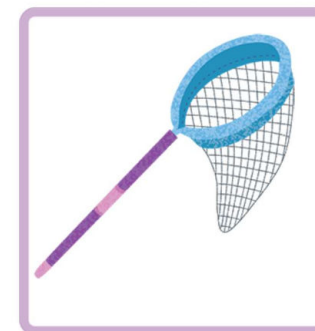
CS

Practise

Quit activity 

Read the word. Click on the icon to reveal the picture.

net



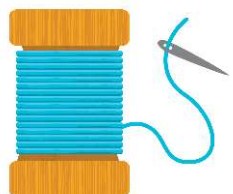
# How do we teach phonics?

Apply

Quit activity 

Read the sentence. Click on the icon to reveal the picture.

Her friend said it  
was sweater  
weather.



CS



# Phonics at Glapton Academy

## F1 - Phase 1

- 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 or reading at this stage.

### Phase 1\*

#### *Nursery/Pre-School*

#### Seven aspects:

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending

# Oral Blending

LES



# Early Learning Goal

## **ELG: Word Reading**

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

# Phonics at Glapton Academy

## F2 - Phase 2, 3 and 4



# 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 will begin at this stage






























CVC Word = consonant, vowel, consonant

# Phase Three

- Main aim of Phase Three is to introduce common digraphs and trigraphs.

# Phase 3 Sound Mat

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

# 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 4\*\*

*Reception Summer 1*

- Oral blending
- No new GPCs
- No new HRS words
- Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc
- Suffixes
- Revision of Phase 2 and Phase 3

cvcc - tent

ccvc - frog

ccvcc - drink

cccvc - string

cccvcc - scrunch

tent



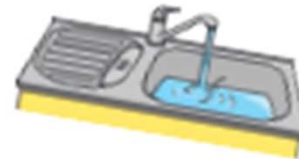
hand

gift



milk

nest



belt

shelf



sink





# Phase Five

- Phase Five introduces alternative graphemes for sounds they have learnt.

E.g. ai, ay, a-e, a, ey

# My Phase 5 Sound Mat

ay



ou



ie



ea



oy



ir



ue



ue



aw



wh



ph



ew



ew



oe



au



ey



a-e



e-e



i-e



o-e



u-e



u-e



\*even

## What is the phonics screening check?

The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words.

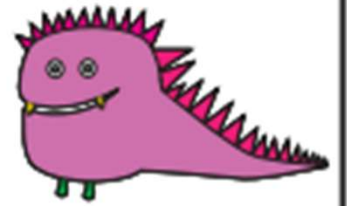
Pseudo-words are words that are phonically decodable but are not actual words with an associated meaning. They are included in the check specifically to assess whether your child can decode a word using their phonics skills.

All pseudo-words in the check are accompanied by a picture of an imaginary creature. Children are taught that when a word has a creature next to it, it is a pseudo-word. This ensures that they are not trying to match the pseudo-word to a word in their vocabulary.

The check is designed to give teachers information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.

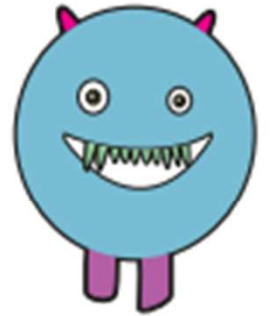
plug

vaw



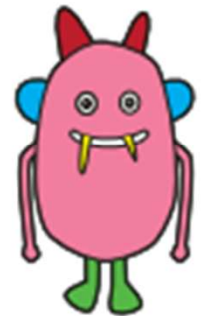
sweep

meast



soft

waib



yards

zome



# Harder to Read and Spell Words

I

the

no

put

of

is

to

go

into

pull

as

his

Phase 2

# Harder to Read and Spell Words

he

she

buses

we

me

be

push

was

her

my

you

Phase 3

# Reading Rocketeers

Please try to read at least 5 times a week

Record reading in partnership book

● 20 reads = one token

● Children can use tokens to buy prizes





# Reading Books

Books match children's phonics ability - they will contain sounds and harder to read and spell words children have been taught.

To begin with books won't contain many words. This will build gradually. Encourage children to talk about the pictures to ensure they understand what is happening.

Use the guidance at the beginning and end of the book - prepare children by practising phonemes and HRS words first.

Encourage children to decode then blend the words. Ask them to spot the harder to read and spell words first so they don't attempt to sound them out.

# Top Tips

Model reading to your child - my turn, your turn

Read the book at least 4 times - this develops fluency.

Build it into your routine and make it fun. Try not to leave it until right before bedtime when your child is tired.

Make sure there are no distractions.

If your child is struggling to concentrate - break it down into small chunks. Half the book one night then the other half the next night.



Observe Phonics in F2

Read with your child

3.10 - finish