



# Teaching and Learning Phonics at The Meadows Primary School



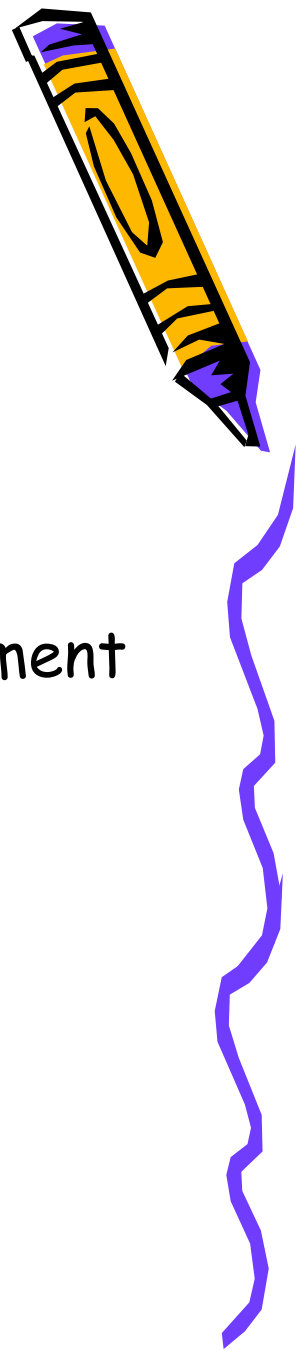
Phonics





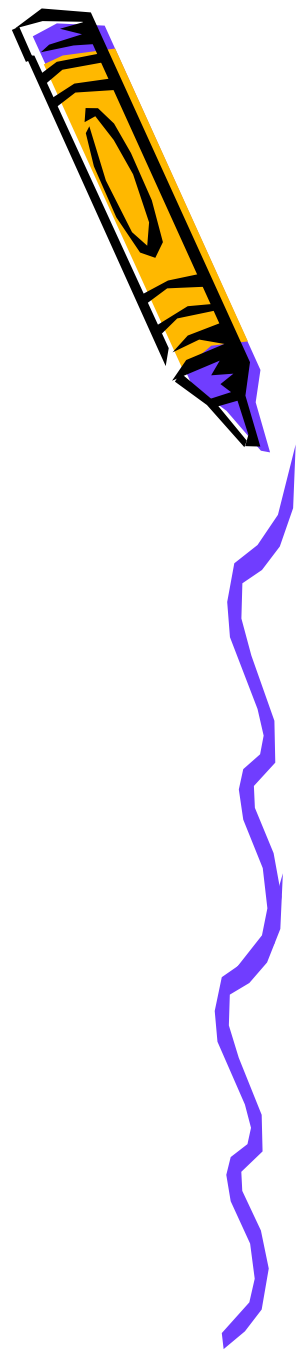
# Aims

- To share how phonics is taught.
- To develop parents' confidence in helping their children with phonics and reading
- To teach the basics of phonics and some useful phonics terms
- To outline the different stages in phonic development
- To give parents an opportunity to ask questions





What is phonics and  
how can I help my  
child at home?





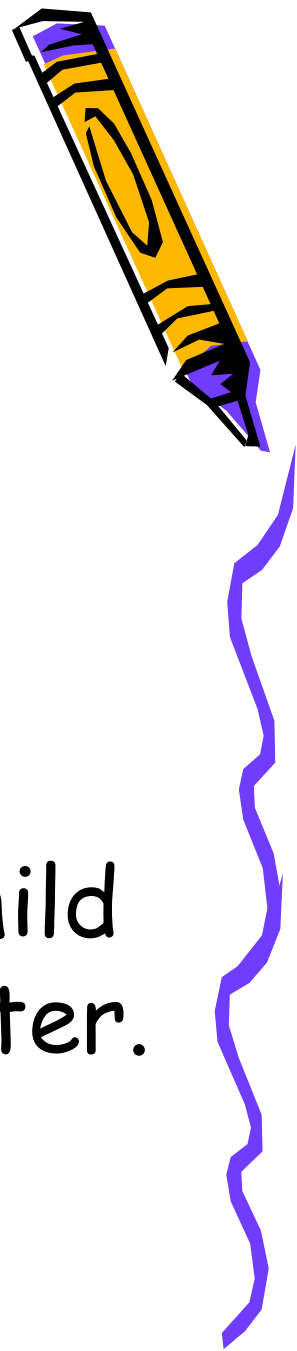
# Phonics is all about using ...

**skills** for  
reading and  
spelling

+

**knowledge**  
of the  
alphabet

Learning phonics will help your child to become a good reader and writer.





Every child in reception and KS1 learns daily phonics at their level.

Phonics gradually progresses to learning spellings and rules.

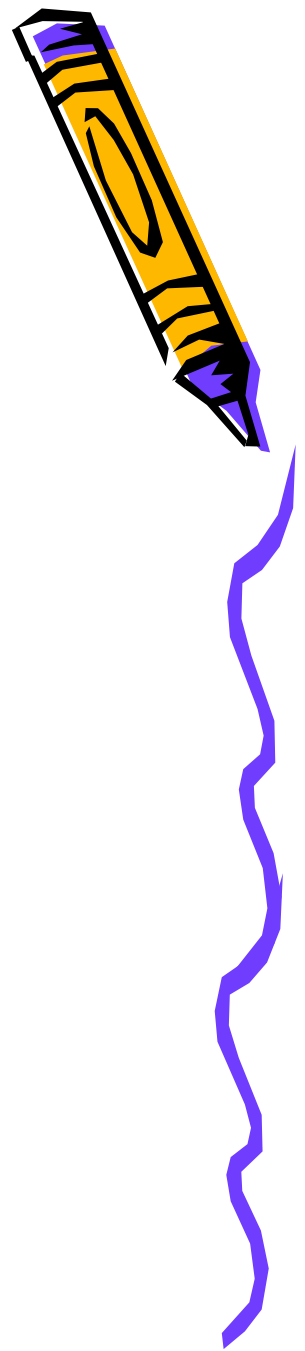
# Letters and Sounds



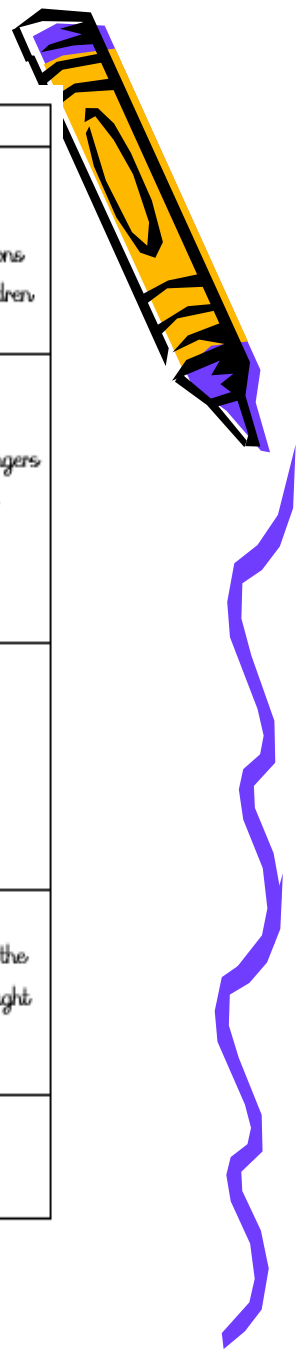


# Daily Phonics

- Every day the children have 20 minute sessions of phonics.
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use the Letters and Sounds planning document to support the teaching of phonics and Jolly Phonics.
- There are 6 phonics phases which the children work through at their own pace



	Digraph	Revisit and review	Teach	Practise	Apply
Monday	ch	Flashcards for children to read with previously taught graphemes in them such as zzz and qu.	ch mnemonic- moving arms like the wheels on a train 'ch ch ch'	Say words with ch in. Encourage children to repeat and think of their own.	What's in the box? Pick out a word card, hidden in the box. Place emphasis on the longer sound buttons under the two letter graphemes. Can children find the corresponding object or picture?
Tuesday	sh	Grapheme fans- ask children to find and show you previously taught digraphs zzz qu and ch.	sh mnemonic- fingers to your lips as if you are quietening everyone.	IWB- Display words on board such as shop, fish, shut, rushed, shell etc and some words which sound like they might eg hiss and such. Ask children to come to the front and find the words which have the sh grapheme. Apply sound buttons.	Phoneme frames (three) Magnetic or printed Sound talk words with children. Three fingers for three phonemes, sh-o-p. Record on to phoneme frame either by writing or with magnetic letters.
Wednesday	th	IWB- display pictures on the board which contain previously taught graphemes eg: ship. Can children match the picture to the correct grapheme.	th mnemonic	Word cards with sound buttons - practise reading. How many can the children read against a timer?	Reading captions <ul style="list-style-type: none"> <li>• Reading on IWB</li> <li>• Phase 3 caption game</li> <li>• Phonics play website game</li> </ul> Captions such as fish and chips.
Thursday	ng	Using objects from the sound boxes. Place around the classroom. Can children sort the objects into previously taught grapheme groups?	ng mnemonic- raising arms to show you are strong.	Writing words with ng in them on to their own whiteboards long, song, sing, ring, hang, king	Buried treasure game <ul style="list-style-type: none"> <li>• Interactive, allows you to select the graphemes you have already taught</li> <li>• Physical game or print out</li> </ul>
Friday	ch, sh, th, ng	Phoneme spotter/story of all previously taught sounds.	Talk through story together, highlight taught graphemes.	Practise reading the words together in the phoneme spotter. Underline the sound buttons together.	Writing outside with chalk Children love it!





# Phonic terms your child will learn at school



Phonemes

Grapheme

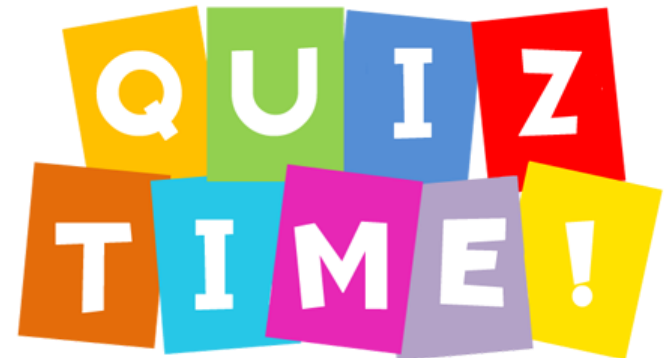
Digraph

Trigraphs

CVC

Segmenting

Blending







# Phonic terms your child will learn at school



- **Phonemes:** The smallest units of sound that are found within a word
- **Grapheme:** The spelling of the sound e.g. ar
- **Digraph:** Two letters that make one sound when read
- **Trigraphs:** Three letters that make one sound
- **CVC:** Stands for consonant, vowel, consonant.
- **Segmenting** is breaking up a word into its sounds.
- **Blending** : Putting the sounds together to read a word
- **Tricky words:** Words that cannot easily be decoded.





# Phase 1: Getting ready for phonics

1. Tuning into sounds
2. Listening and remembering sounds

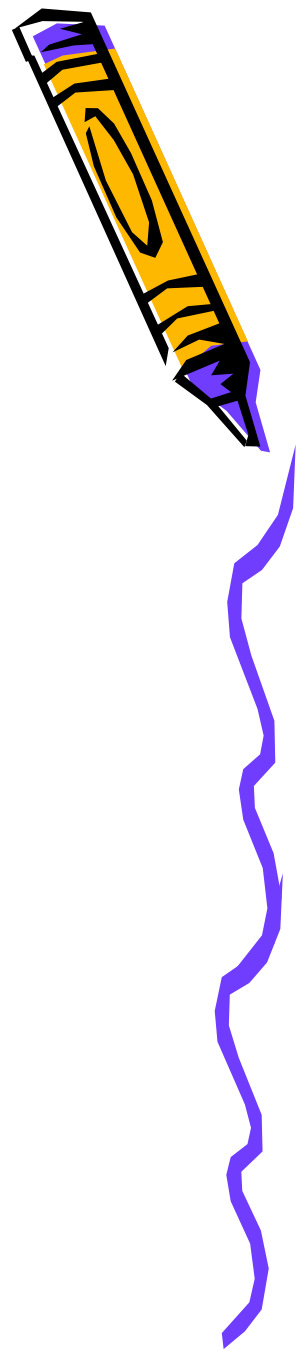
3. Talking about sounds

Music and movement

Rhythm and rhyme

Sound effects

Speaking and listening skills





## Phase 2:

# Learning phonemes to read and write simple words



- Children will learn their first 19 phonemes:

Set 1: s a t p    Set 2: i n m d

Set 3: g o c k    Set 4: ck (as in duck) e u r

Set 5: h b l f    ff (as in puff) ll (as in hill)  
ss (as in hiss)

- They will use these phonemes to read and spell simple “consonant-vowel-consonant” (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

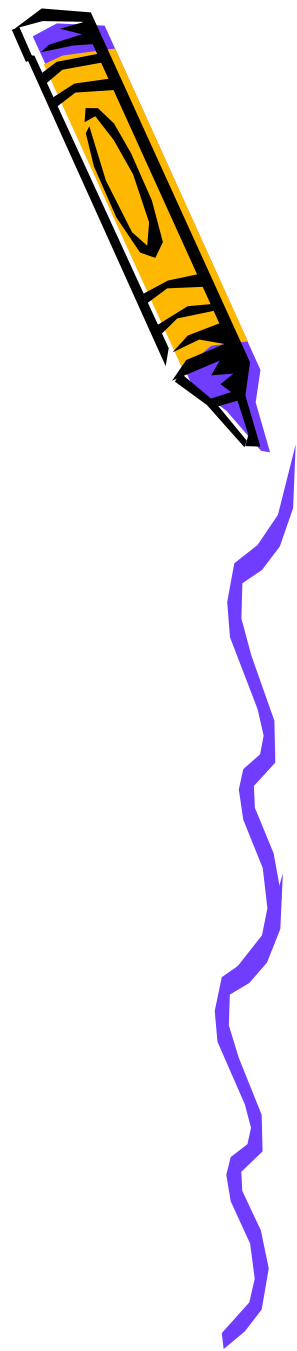
All these words contain 3 phonemes.





# Saying the sounds

- Sounds should be articulated clearly and precisely.





# Phonics Words

Your children will learn to use the term:



## Blending

- Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word .





# Blending

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug





# Phonics Words

Your children will learn to use the term:

## Segmenting

- Children need to be able to **hear** a whole word and **say** every sound that they **hear** .





# Segmenting



bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/





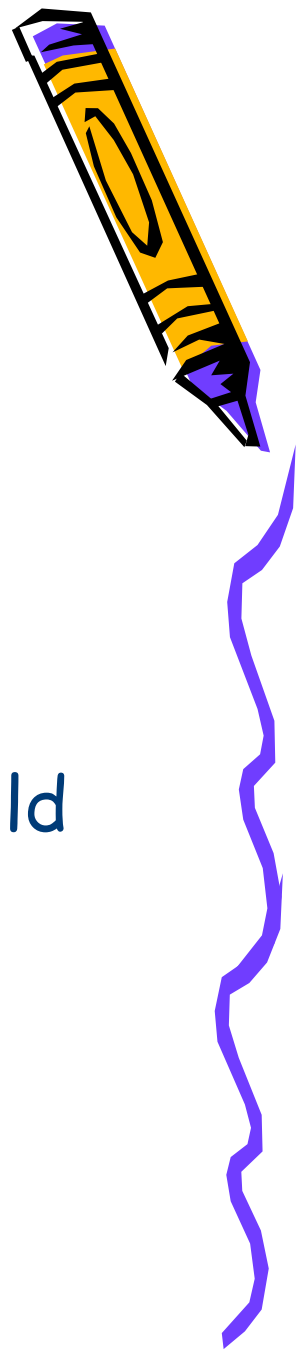


# How can I help at home?

## Oral blending: the robot game

Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say 'b-u-s', and your child says 'bus'.





# Phonics Words

Your children will learn to use the term:

**phoneme**

Phonemes are sounds that can be heard in words

e.g. c-a-t



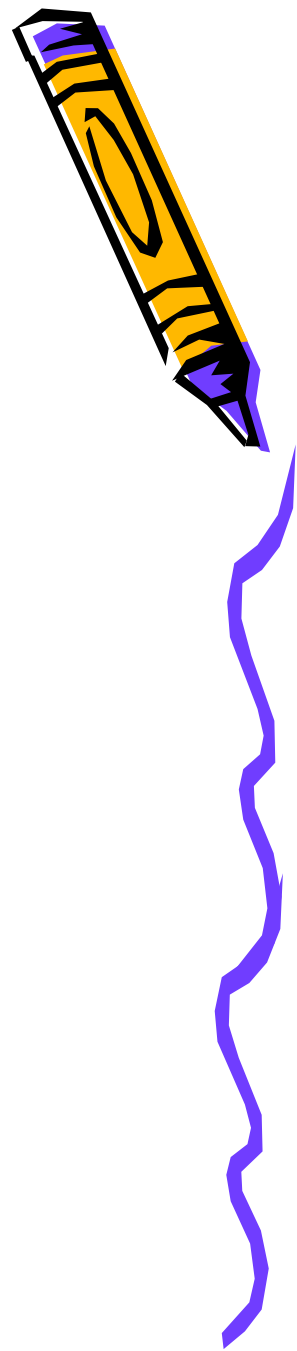


# Phonics Words

Your children will learn to use  
the term:

grapheme

This is how a  
phoneme is written  
down.





# Phonics Words



Your children will learn to use the term:

**digraph**

This means that the  
phoneme comprises of  
two letters

e.g. ll, ff, ck, ss





# Phonics words

## Phoneme frame and sound buttons

c	a	t
---	---	---

• • •



f	i	sh
---	---	----

• • —





# Tricky Words



There are many words that **cannot** be blended or segmented because they are irregular.

the

was

said

you

some



## Phase 3:

# Learning the long vowel phonemes

- Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.
- They will learn another 26 phonemes:
- j, v, w, x, y, z, zz, qu
- ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- They will use these phonemes (and the ones from Phase 2) to read and spell words:

chip, shop, thin, ring, pain, feet, night,  
boat, boot, look, farm, fork, burn,  
town, coin, dear, fair, sure





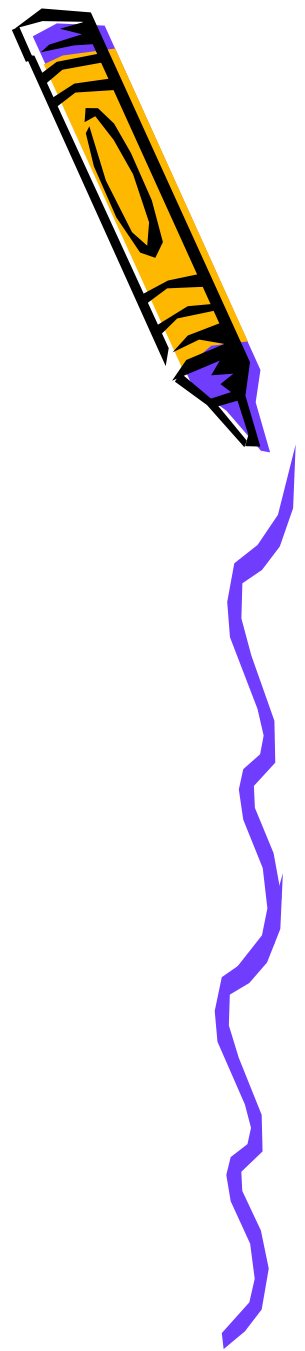
# Phonics Words

Your children will learn to use the term:

## Trigraph

This means that the phoneme comprises of three letters

e.g. igh , ear, ure







## Phase 4:

# Introducing consonant clusters: reading and spelling words with four or more phonemes



- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have **consonant clusters** at the beginning:  
**spot, trip, clap, green, clown**

...or at the end: **tent, mend, damp, burnt**

...or at the beginning and end! **trust, spend,**

**twist**





# Phase 5

- Teach 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

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant,  
but/put, cow/blow, tie/field, eat/bread,  
farmer/her, hat/what, yes/by/very,  
chin/school/chef, out/shoulder/could/you.





# Learning all the variations!

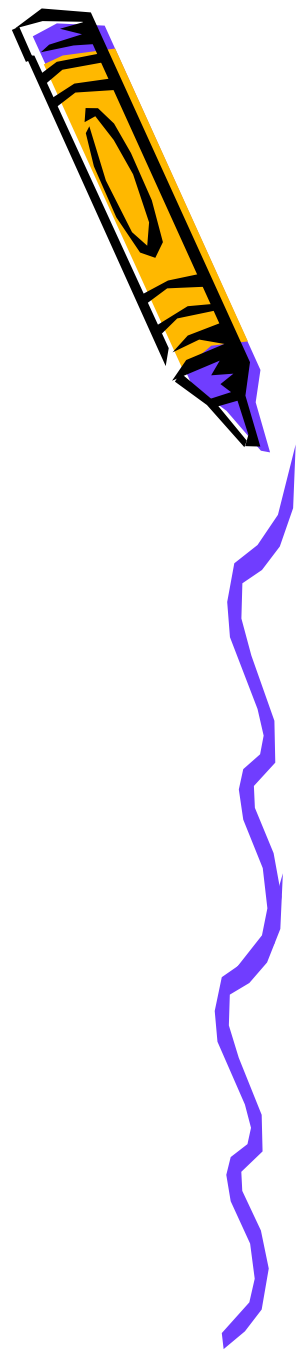
Learning that the same phoneme  
can be represented in more  
than one way: *burn*

*first*

*term*

*heard*

*work*





# Learning all the variations!

Learning that the same grapheme can represent more than one phoneme:

meat

bread

he

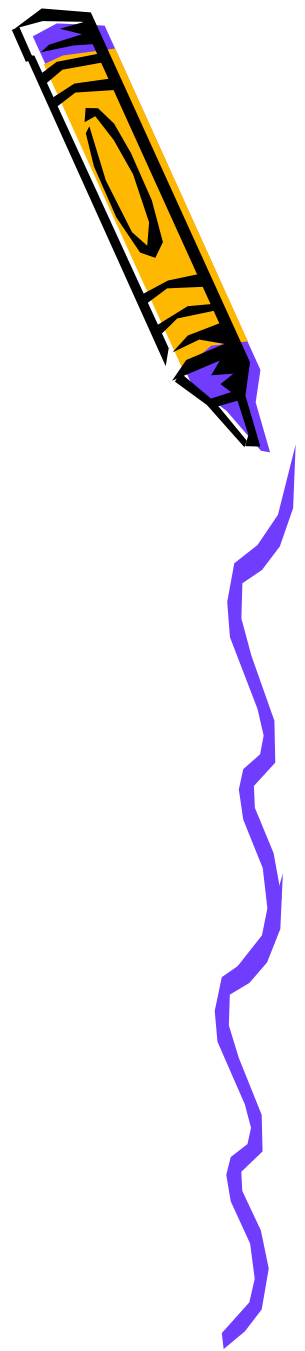
bed

bear

hear

cow

low





# Teaching the split digraph

tie

time

toe

tone

cue

cube

pie

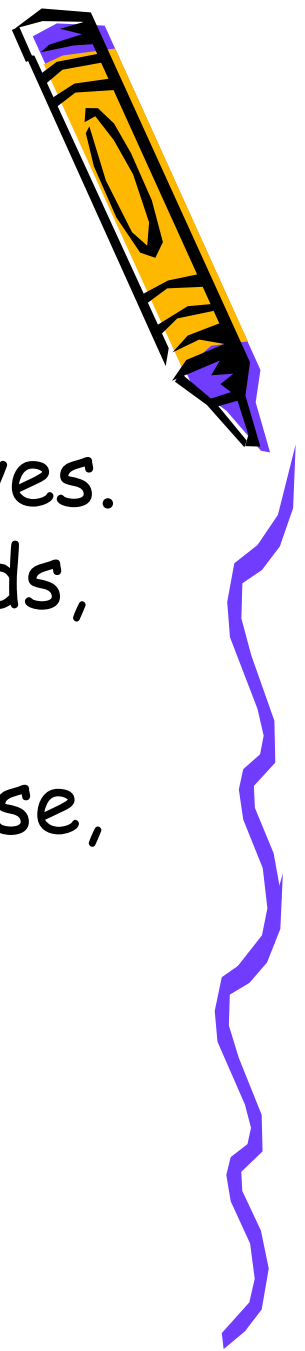
pine





# Phase 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.
- Children might learn about past tense, rules for adding 'ing' and irregular verbs





# Phonics screening check



- At the end of year 1, all children will take the screening check.
- This ranges from phase 2 to phase 5 taught sounds.
- It also includes nonsense words, in which children have to apply their phonics knowledge to read them.

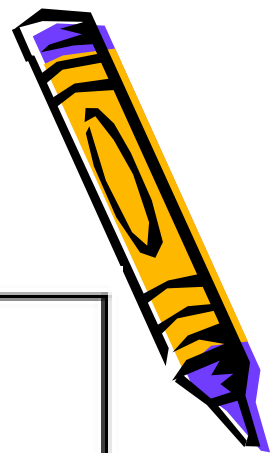









# Dandelion Launchers





# Nonsense words



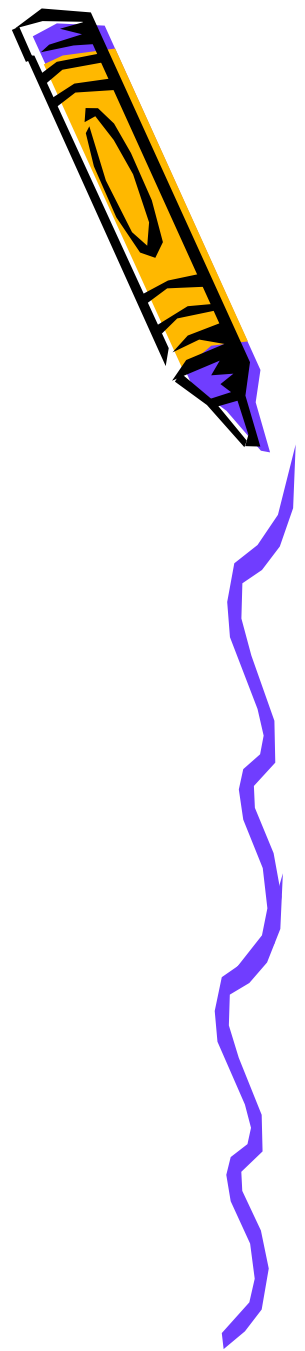
 zorps	 dirst
 harnd	 gair
 jigh	 thobe
 zale	 scroy
 bluns	 spraw





# Talk for reading

- Story telling
- Echo reading
- Exploring vocabulary choices





# How can I help at home?

- When spelling, encourage your child to think about what “looks right”.
- Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.



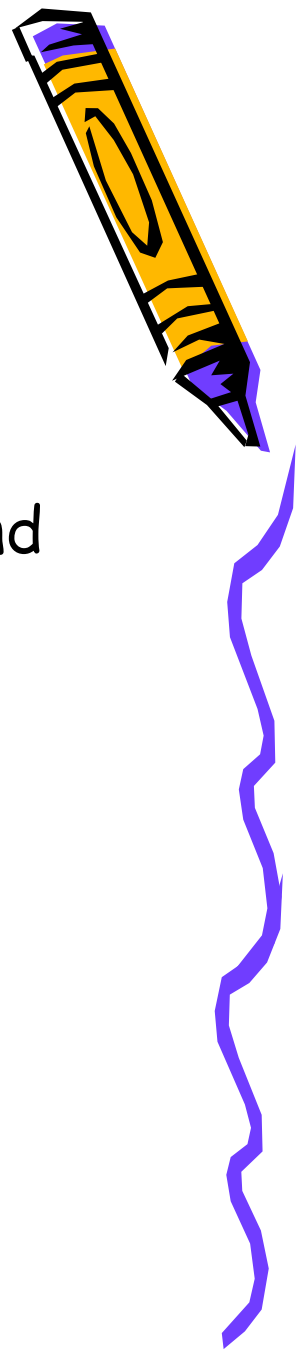
- **tray**
- **rain**
- **boil**
- **boy**
- **throat**
- **snow**

- trai**
- rayn**
- boyl**
- boi**
- throwt**
- snoa**





# At home



- Practise the phonemes together.
- Use them to make different words at home and play phonics games
- Access phonics Apps and phonics games online
- Read everyday with your child if possible





Don't forget...

Learning to read  
should be fun for  
both children and  
parents.

