



Guide To Phonics

A Presentation for Parents and
Carers



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Phonics Jargon

- **Phonics** – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.
- **Phoneme** – Any 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; 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.
- **Blending** – Putting together the sounds in a word in order to read it, e.g. 'f – r – o – g = frog'.
- **Segmenting** – Breaking a word into its constituent sounds in order to spell them, e.g. 'frog = f – r – o – g'.



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What Is Phonics?

- Phonics is a method for teaching reading and writing. It enables learners to develop confidence and accuracy through repetition and practice.
- It develops phonemic awareness – the ability to hear, recognise and use the sounds within words. Learners learn to hear and recognise sounds in words and spell them correctly.
- Learners are also taught the correspondence between sounds and the graphemes (spelling patterns) that represent them.
- Children will also be taught other skills, such as whole-word recognition, book skills and reading for pleasure.



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Phase 1

- Phonics learning relies on being able to hear and distinguish the sounds within words.
- Phase 1 has seven aspects, with a focus on listening skills. There are some suggestions on how you could support your child with these key skills listed below.

1. Environmental Sounds

Identify sounds they can hear inside/outside, make noises on different surfaces using hands or drumsticks, sing at different volumes, add appropriate sound effects to stories and songs with support.

2. Instrumental Sounds

Identify a hidden instrument being played, play an instrument louder/quieter, stop and start playing a instrument at a signal, choose instruments to complement animal sounds.

3. Body Percussion

Copy a body sound such as a clap, join in with action songs, identify a body sound, suggest times to be noisy/quiet, move body in response to music/sounds.



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Phase 1

4. Rhythm and Rhyme

Join in with repetitive stories/songs, move in time with a beat, play rhyming bingo, match rhyming items, complete a familiar rhyme.

5. Alliteration

Match two items that have the same initial sound, copy exaggerated sounds (e.g. ssssssssssss), suggest an object when given an initial sound, practice correct mouth movements for simple sounds.

6. Voice Sounds

Explore mouth movements such as blowing, sucking and wiggling their tongue, make voice sounds (e.g. weeeeeeeee), experiment with voice sounds such as shouting/whispering/squeaking, experiment with different animal sounds, copy robot talk (e.g. c - a - t).

7. Oral Blending and Segmenting

Identify items by blending (e.g. t - a - p ... tap), speak in sound talk (e.g. d - o - g), count or clap out phoneme sounds in CVC words.



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Phase 2

- Phase 2 introduces some letter sounds and encourages learners to match them to graphemes.
- Learners will also begin to blend the sounds to make words. By the end of Phase 2, children will be able to read some 'vowel-consonant' (vc) and 'consonant-vowel-consonant' (cvc) words, e.g. up, in, cat, pin.
- Learners will also learn to read the 'tricky' words - **the, to, l, no, go, into** – which cannot be read phonetically.
- The suggested order for teaching the sounds, is as follows:

Set 1	Set 2	Set 3	Set 4	Set 5
s a t p	n m d	g o c k	ck e u r	b f,ff l,ll ss



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Phase 3

- Phase 3 involves teaching another 25 graphemes.
- Learners continue to practise blending and segmenting a wider range of CVC words.
- Learners will read more tricky words and begin to spell them – *you, they, all, are, my, her, he, she, we, me, be, was.*
- Learners will also practice reading familiar words on sight, rather than decoding them.
- The following sounds are taught:

Set 6

j v w x

Set 7

y z,zz qu

Digraphs

ch sh th ng ai ee oa
oo ar or ur ow oi er

Trigraphs

igh ear air ure



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Phase 4

- The purpose of this phase is to consolidate the sounds already taught. Learners will also move on to blending and segmenting using adjacent consonants, e.g. *st, sp, tr, br, spr, str* in words such as *string, blow, train*.
- Learners will also be exposed to the following tricky words; *said, so, do, have, like, some, come, were, there, little, one, when, out, what*.



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Phase 5

- Phase 5 will broaden learners knowledge of graphemes and phonemes. They will learn alternative ways of spelling the phonemes they have already learnt.
- Learners will also learn strategies to help them choose the correct grapheme for spelling.
- Learners will be reading with more and more fluency – the need to ‘sound out’ familiar words should be minimal.
- Learners will also be exposed to the following tricky words: *oh, people, Mr, Mrs, called, looked, could, asked, their.*



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Phase 6

- By phase 6, learners are becoming fluent readers and more accurate spellers. They are now able to read for pleasure and are 'reading to learn' rather than 'learning to read'.
- Learners are able to decode words quickly and silently and only need to sound out longer or more unfamiliar words.
- During phase 6, it is important that comprehension strategies are developed so that learners can clarify meaning, ask and answer questions about the texts that they are reading, use their imagination when reading and summarise what they have read.



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Pre-Writing Skills

- In order to prepare learners to write, there are many activities that can be done in various settings, including at home.
- Effective activities will focus on hand and finger strength, upper limb strength, hand dominance, pencil grasp and hand-eye coordination.
- Suggested activities could include:
 - Using various writing materials of all shapes and sizes (e.g. paintbrushes, crayons, pens, pencils, chalk, scented markers etc.)
 - Tactile experiences such as; finger painting, writing in sand/foam/mud/flour, tracing finger around letter shapes made out of string/playdough/sandpaper.
 - Encourage activities to promote hand-eye coordination (e.g. ball games, skipping, throwing a frisbee, walk/skip/jump shapes on the floor/over rope.
 - Encourage activities to promote gross motor skills (e.g. painting walls outside with water, using a wheelbarrow, climbing ladders etc.)



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Assessment

- Learners will access phonics sessions at the beginning of each English lesson, with recorded assessments taking place half-termly.
- The session will follow a structured format and the activities used will vary and can be adapted.
- The activities are multisensory and appeal to different learning styles. They involve games and individual/group activities, as well as teacher-led sessions.
- Teachers will assess understanding throughout each session and assess knowledge of sounds to see whether a learner is ready to move on to the next phase.



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Ways You Can Support Your Child At Home

- Work on listening skills.
- Practice segmenting and blending.
- Look for familiar sounds and words in the world around you.
- Read to and with your child every day. Promoting a love for reading is paramount.
- Talk about books. Ask your child what is happening, how the characters are feeling and what they have enjoyed.
- Use props and puppets to tell stories. Allow their imaginations to run wild!
- Listen to songs and add actions.
- Use flashcards to practice. You could have the grapheme on one side and a picture on the other. When your child sees the grapheme side, they are to say the sound. When they see the picture side, they are to say the word corresponding to the picture.
- Play 'I Spy' using letter names as well as sounds.
- Write tricky words on flashcards and stick them around the house. How many can they read in a set amount of time?



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Frequent practice allows your
child to become more fluent



Any questions?



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