

Phonics Information Evening.

8/12/22

Welcome Parents!

- ▶ What is phonics?
- ▶ Key definitions
- ▶ Phonemes
- ▶ Early Reading at Chilton
- ▶ How to help children at home

What is Phonics?

- ▶ Phonics is the link between letters and the sounds they make.
- ▶ Although there are 26 letters in the English alphabet, there are 44 sounds.
- ▶ There are 250 ways that these 44 sounds can be written.
- ▶ We use phonics to help with our reading and spelling.

Key definitions

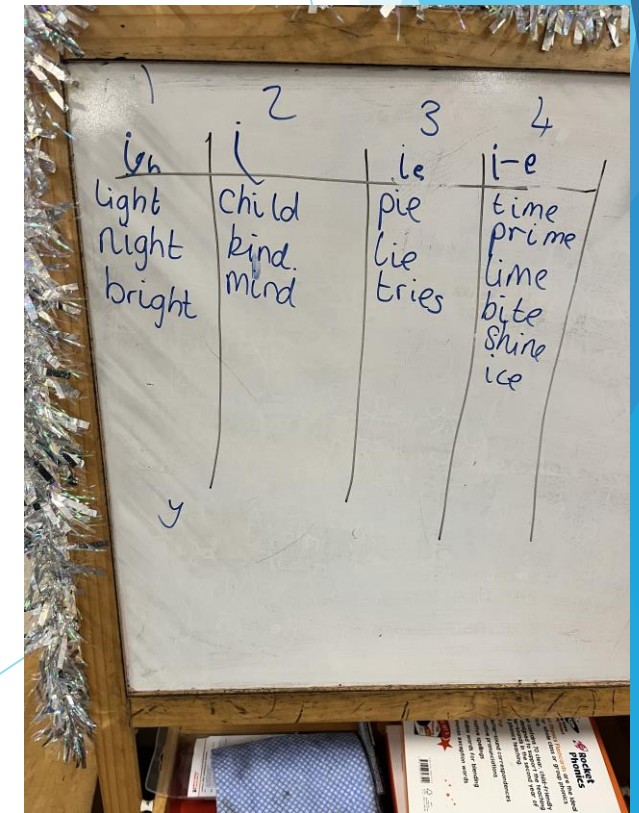
- ▶ Phoneme- sounds that letters make.
- ▶ Grapheme- letters that make up the sound.
- ▶ Blending- saying individual sounds which merge together to create a word.
- ▶ Segmenting- breaking down the word into their individual sounds.
- ▶ Digraph- two letters that make one sound e.g oy
- ▶ Trigraph- three letters that make one sound e.g. igh
- ▶ Split digraph- two letters that make one sound but have a letter in between them e.g a-e, e-e, i-e, o-e, u-e

cake, theme, time, rope, mute

Phonemes

- ▶ Phase 1 - children develop before school and during phase 2 teaching.
 1. *General sound discrimination - environmental sounds.*
 2. *General sound discrimination - instrumental sounds.*
 3. *General sound discrimination - body percussion.*
 4. *Rhythm and rhyme.*
 5. *Alliteration.*
 6. *Voice sounds.*
 7. *Oral blending and segmenting.*
- ▶ Phase 2- Focus at the start of Reception
- ▶ *Understanding blending and segmenting are reversible processes. Using for reading, and segmenting for spelling, children soon read and spell simple VC and CVC words, such as 'at', 'sat' and 'pat'. Learning most single letter graphemes - a, b, c, d, s, etc*
- ▶ Phase 3 - Focus for middle of Reception.
- ▶ *Learning the most common 2 and 3 letter graphemes: ear (hear) , air (fair), ure (pure), er (hammer), ar (car), or (torn), ur (turn), ow (cow), oi (coin), ai (train), ee (sheep), igh (night), oa (boat), oo (boot/look)*

- ▶ Phase 4
- ▶ *No new phonemes or graphemes are introduced in this phase. Children consolidate their knowledge of graphemes in reading and spelling words containing adjacent consonants (e.g. went: w-e-n-t) and polysyllabic words (words with more than one syllable).*
- ▶ Phase 5 - Focus for Year 1.
- ▶ *During Phase 5 they will start to learn that some spellings have alternative pronunciations, e.g. 'cow', 'blow', and some sounds have alternative spellings, e.g. 'jump', 'hedge'.*
- ▶ *Examples: ph (photo) o-e (home) au (Paul) ou (out)*



- ▶ Phase 6 - Focus for Year 2 children.
- ▶ During this phase children become fluent readers and increasingly accurate spellers. To become successful readers, children must understand what they read. They need to learn a range of comprehension strategies and should be encouraged to reflect upon what their learning.
- ▶ Example - children will learn about prefixes, e.g. 'return' and suffixes, e.g. 'sitting

NEW grapheme-phoneme correspondences

Common exception words

Reception/P1

Autumn 1	<p>/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect</p>	<p>/p/ as in pan /n/ as in net /m/ as in mouse /d/ as in dog</p>	<p>/g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite</p>		I, the, to, go, no, into
Autumn 2	<p>/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit</p>	<p>/h/ as in hat /b/ as in bat /f/ as in frog and cliff</p>	<p>/l/ as in ladder /l/ as in shell /s/ as in dress</p>	<p>Double consonant letters Two-syllable words</p>	
Spring 1	<p>/j/ as in jug /v/ as in van /w/ as in web</p>	<p>/k+s/ as in fox /y/ as in yellow /z/ as in zebra and puzzle</p>	<p>/z/ as in bugs /k+w/ as in queen</p>		he, she, we, me, be, was, my, you, her, they, all, are
Spring 2	<p>/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring</p>	<p>/ai/ as in train /ee/ as in bee /igh/ as in light</p>	<p>/oa/ as in boat short /oo/ as in book long /oo/ as in moon</p>		
Summer 1	<p>/ar/ as in car /or/ as in fork /ur/ as in purse</p>	<p>/ou/ as in owl /oi/ as in coin /eer/ as in ear</p>	<p>/air/ as in chair /y+oor/ as in manure /uh/ as in hammer</p>		some, one, said, come, do, so, were, when, have, there, out, like, little, what
Summer 2	<p>/w/ as in wheel /ff/ as in dolphin /ai/ as in crayon</p>	<p>/ai/ as in cake /ai/ as in acorn /ee/ as in scene</p>	<p>/ee/ as in shield /ee/ as in peach</p>		

NEW grapheme-phoneme correspondences			Common exception words
Year 1/P2			
Autumn 1	<i>/igh/</i> as in child <i>/igh/</i> as in time <i>/igh/</i> as in pie <i>/igh/</i> as in spy	<i>/oa/</i> as in rope <i>/oa/</i> as in snow <i>/oa/</i> as in toe <i>/oa/</i> as in piano	<i>/ee/</i> as in happy <i>/ee/</i> as in key
Autumn 2	<i>/y+oo/</i> as in unicorn short <i>/oo/</i> as in push <i>/y+oo/</i> as in cube long <i>/oo/</i> as in flute	<i>/y+oo/</i> as in statue long <i>/oo/</i> as in blue <i>/y+oo/</i> as in news long <i>/oo/</i> as in screw	<i>/ur/</i> as in herbs <i>/ur/</i> as in bird <i>/ou/</i> as in cloud <i>/oi/</i> as in toy
Spring 1	<i>/or/</i> as in astronaut <i>/or/</i> as in strawberry <i>/oa/</i> as in shoulder long <i>/oo/</i> as in soup short <i>/oo/</i> as in should	<i>/ar/</i> as in father and palm <i>/ur/</i> as in pearl and world <i>/eer/</i> as in deer and here <i>/air/</i> as in square , bear and there <i>/or/</i> as in ball	<i>/or/</i> as in four <i>/or/</i> as in core <i>/or/</i> as in door <i>/or/</i> as in daughter
Spring 2	<i>/s/</i> as in celery <i>/j/</i> as in giraffe <i>/e/</i> as in bread <i>/s/</i> as in house	<i>/s/</i> as in fence <i>/k/</i> as in school <i>/sh/</i> as in chef <i>/j/</i> as in bridge	<i>/j/</i> as in package <i>/uh/</i> as in mother
Summer 1	<i>/ul/</i> as in bottle <i>/t/</i> as in mixed <i>/d/</i> as in drilled <i>/m/</i> as in comb	<i>/n/</i> as in knot <i>/n/</i> as in sign <i>/r/</i> as in writing <i>/ch/</i> as in hatching	<i>/zh/</i> as in treasure , television , collage
Summer 2	<i>/ch+u/</i> as in picture <i>/i/</i> as in pyramid <i>/s/</i> as in scissors	<i>/s/</i> as in whistle <i>/o/</i> as in watch <i>/sh/</i> as in station	<i>/sh/</i> as in musician <i>/sh/</i> as in percussion
			Consolidation: some, one, said, come, do, so, were, when, have, there, out, like, little, what
			oh, their, people, Mr, Mrs, looked, called, asked, could, water, where
			who, again, thought, through, many, laughed, because, any, eyes, friends, once, please
			Consolidation: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where who, again, thought, through, many, laughed, because, any, eyes, friends, once, please

Blending



Pure sounds- pronunciation of each letter clearly without adding additional sounds to the end.



Schwa- sound added to end of pronunciation.

Oxford **OWL**

How to pronounce
pure sounds



Let's try.

▶ s

▶ t

▶ ck

▶ ch

▶ ure

▶ p

Early Reading at Chilton.

- ▶ From Reception to Year 2, we have introduced our new phonics scheme, 'Rocket Phonics'.
- ▶ The Department for Education encouraged and supported schools to choose a phonics program that was DfE verified and approved.
- ▶ It is a clear and consistent approach to phonics that helps to promote a love of reading, diversity and introduces children to a range of new vocabulary.


Phonics lessons.

- ▶ From EYFS to Year 2, we have a 30 minute, daily phonics lesson.
- ▶ In Year 1 our lessons are split into day 1 and 3 which are blending practice and introduction of new sounds, day 2 and 4 and day 5.

Lily ran outside and sat on the wooden bench next to the cottage door. She started to cry.

"I wish my grandma were here!" she said with a sob. "She would know what to do."

Just then, a ray of sunshine came out from behind the clouds in the sky. The big stone beside the door began to glow with light.



dry




At that moment, she saw a pretty butterfly land on the stone.



8

9



1. Revisit and review: Say and tick each sound.

igh i ie ar oi er ph e-e

2. Blending practice: Decode and tick each word.

sky	sly	try
why	dry	by

3. Grapheme search: Find and circle all the /igh/ as **y** graphemes.

Clara's big sister was a spy. Clara asked, "What do you need to do to be a spy?" Clara's sister said, "You need to try to be sly. Do you see how my green coat helps me blend into this long, dry grass?"

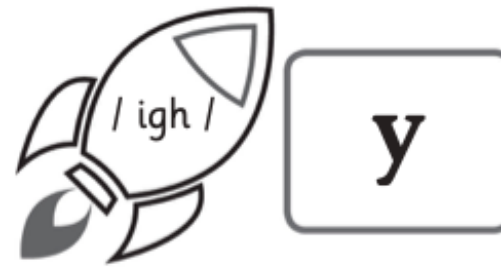
How many did you find?

4. Apply: Re-read the passage above and answer the question.

Why did Clara's sister want to blend into the grass?

Day 2 and 4.

- ▶ Segmenting practice.



Pupil Practice Booklet content and answers

1. Revisit and review	call out the sounds at random and observe as children point to the matching letters (x, qu, ch, ai, oo, ow, ure, wh)
2. Segmenting practice	shy, cry, magnify
3. Find and write	spy, try, sly, my, dry
4. Apply	(dictation) 1) <i>The dragon can fly.</i> 2) <i>The grass is dry.</i>

1. Revisit and review: Listen to the sounds and point to the graphemes.

x qu ch ai oo ow ure wh

2. Segmenting practice: Listen and write the words

3. Find and write the **/igh/** as **y** words from the text on page 8.

4. Apply: Let's write.

Day 5- Common exception word practice.



some

one

said

1. Revisit and review: Say and tick each word.

come

do

so

were

2. Practise: Copy each word three times.

some _____

one _____

said _____

3. Apply: Read and match to the pictures.

Some children can ride a bike.

I can find one trainer but not the second.

My mum said, "Put a coat on."



4. Apply: Let's write.

Year 2

- ▶ Introducing and recapping alternative sounds on days 1-4 or Y2 spelling patterns throughout the week.

"There's my watch! There's Shamaila's whistle! There's Josie's bracelet!" hissed Simon.

Suddenly, the pile groaned and wobbled. Something was moving underneath. A small, rainbow-coloured leg poked out from under a backpack.

"It's Leon's leg!" declared Adrian. The children forgot about their nerves and quickly pulled items off the pile to free Leon.

"Oh, Leon, we are so happy to see you!" said Mabel.



"Who chameleon-napped you?" asked Jaya.

Leon looked puzzled, then he started to chuckle. "I wasn't taken," he explained. "I've been investigating the thief myself. I followed a series of clues that led me to this barn, but when I tried to reach Priya's pen, the whole pile of missing things tumbled on top of me. I was trapped by Liam's bag, not by the crook."

"We still don't know who took all these things, though," sighed Simon. "It's a mystery."

"Ah, actually, I know exactly who it was," said Leon. "I just don't know *why*."



possessive apostrophes

1. Revisit and review. Say and tick each sound.

se air b nn th ti k v

2. Apostrophe search. Underline all the possessive apostrophes.

Mum and Sunil were in town doing some shopping. First, they needed to pick up Grandpa's glasses from the optician. Then they went to the market to get fruit from Nanna's list. After that they went to the stationery shop to choose Dana's new pencil case. Nadine's shoes had been fixed, so they also collected those.

Mum's shopping bag was filling up, so Sunil offered to carry it for her. It was very heavy. Sunil's arms began to ache, so they took a handle each and carried it together.



How many did you find?

3. Apply. Re-read the passage above and answer the question.

What was the first thing they did in town?

4. Word banks. Find and write possessive apostrophe examples into the box.

possessive apostrophes

5. Sentence dictation. Listen and write the sentences.

6. Apply. Write your own sentences using possessive apostrophes.

7. Apply and extend in your notebook.

Write about the shops that you would like to go to. What would you buy there? Would you choose gifts for other people? How would you get your items home?



Fridays- Handwriting.

- ▶ Joined handwriting is taught and used in Year 2.



Handwriting 2

qu f qu f qu f
qu f qu f qu f

2. Practise.

flag _____ float _____
flat _____ quest _____
quiz _____ quick _____

3. Apply.

The flag is blue.

We took a quiz.

1. Revisit and review.

l t h l t h l t
l t h l t h l t

2. Practise.

tell _____ still _____
hill _____ stall _____
that _____ hotel _____

3. Apply.

I ran up a hill.

Tell me a story.

Rocket Phonics books.

- ▶ Children are given a reading book, known as the 'Reading Planet' books, for their individual reading.
- ▶ This book is matched to the child and their letter-sounds recognition. Before children move onto the next banded colour, teachers will use the front cover of the new band to assess if the child knows each of the sounds that can be found in the book.
- ▶ At Chilton, we believe that reading is a skill to be mastered. If your child has finished reading their Reading Planet book, we encourage them to reread it for different purposes. The first time children read a book it is important to discuss predictions and what they think might happen in the text. Children will spend time sounding out and blending the words on the page.
- ▶ The next time they read the book is for clarity and fluency. During this time, children may find it helpful to discuss the events in the story, how characters are feeling and any new and interesting vocabulary.
- ▶ Once the child has a good understanding of the book and has become fluent in reading the words, allowing children to experiment with expression is part of what we believe makes a good reader.

How to help at home.

- ▶ Reading to and with your child.
- ▶ Lots of discussions about vocabulary and how they think the character is feeling.
- ▶ Using the pure sounds to support your child in their reading.
- ▶ When talking or given instructions, give children words to blend. “Put your c o a t on.” or “Get ready to c r o s s the road.”
- ▶ Support with common exception words that cannot be decoded.



The **MORE** that you
READ, the more things
you will **KNOW**.
The **MORE** that you
LEARN, the more places
you'll **GO**.

Any questions?

- ▶ Don't forget, you can always email the class email if you have any questions or things you'd like to check.