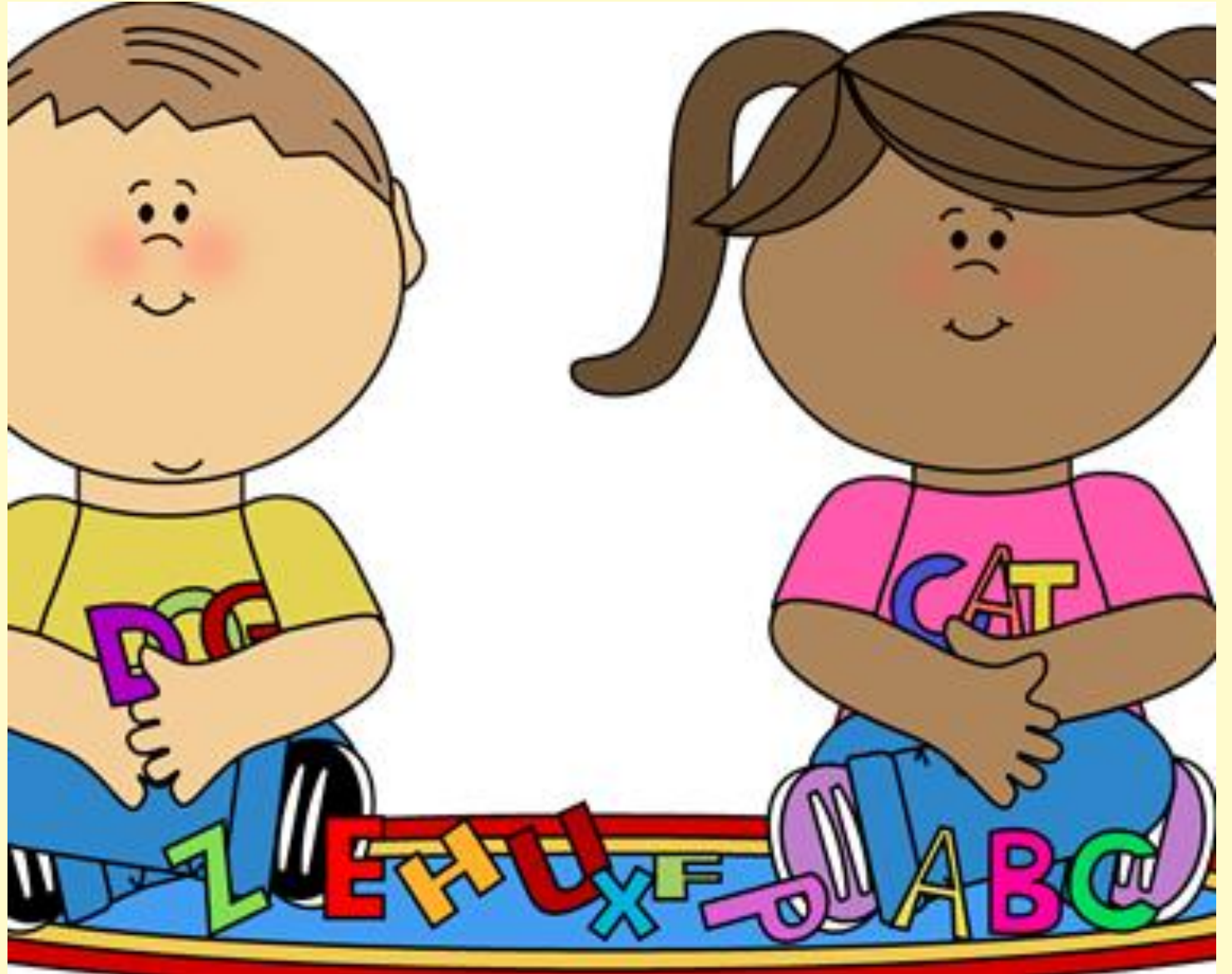


Phonics

An overview with some ideas and activities.

What is the purpose of phonics?

It is a tool to be used to help to learn to read and spell.

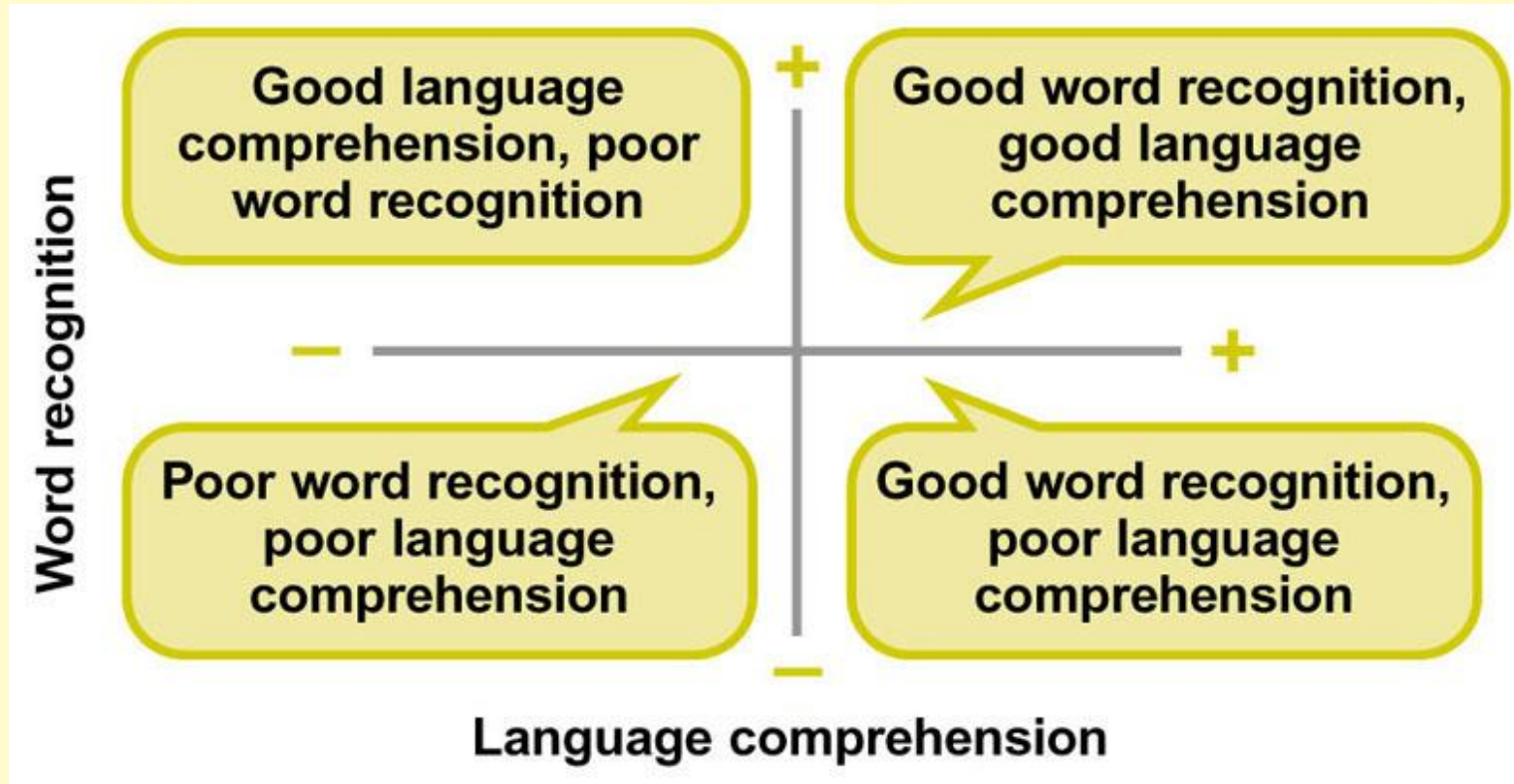


The simple view of reading

Key priorities for beginner readers:

- **Word recognition** knowledge and skills through ‘high-quality phonic work’, as defined in the Rose Review and which is not a strategy so much as a body of knowledge, skills and understanding that has to be learnt
- **Language comprehension** skills – understanding, interpreting, engaging with and responding to texts – through talking about and engaging with different texts

The simple view of reading



The beginner reader

Promoting enjoyment and language comprehension

For beginner readers, it is important to:

- handle books
- enjoy stories and rhymes
- be able to re-tell stories and ask questions
- be encouraged to talk about books

Use shared, guided and individual reading sessions to enhance learning by:

- helping children to develop their abilities to talk about the story/text
- explaining why things happen
- asking questions and so helping them gain language and reading comprehension

The beginner reader

Daily discrete phonics teaching sessions will be central to word recognition teaching from reception

It is time-limited – most children should be confident readers by the end of year 2

TAs will work with teachers to aid children's quick learning by helping pupils to:

- know one grapheme for each of the 43 phonemes
- learn how to write each letter, forming it correctly
- produce the sounds as purely as possible
- frequently revise and practise so that responses are automatic
- link graphemes to phonemes

The beginner reader

TAs will work with teachers to aid children's quick learning by helping pupils to:

- know vowels and consonants – these should be taught from the start
- blend phonemes into words – blending and segmenting need to be taught explicitly so that pupils can decode and encode words.
Segmenting words into phoneme aids understanding of spelling
- understand that spelling is the reverse of blending
- learn the 43 phonemes and more complex phonic skills (see the phonics training part of this training).
- establish a store of familiar words

Making learning to read successful and fun

- Ensure that reading is well planned so language comprehension and word skills build up systematically and in a meaningful way
- Reinforce and build on previous learning to secure children's progress, making good use of regular assessments
- Link this work to the development of speaking and listening skills
- Make sure it is multisensory – use visual, auditory and kinaesthetic activities to enliven learning
- Provide an exciting and rich curriculum that engages pupils and makes learning meaningful
- Reinforce and apply phonic/reading and spelling knowledge and skills across the curriculum and in activities such as shared and guided reading
- Assess, monitor and modify teaching so children understand new knowledge and skills
- Follow the guidance in the Primary Framework's core strands

Phonics is...

Phonics =

skills of segmentation
and blending⁺

knowledge of the
alphabetic code

The alphabetic code

Consonant	Representative words	Consonant	Representative words
phoneme	(corresponding letters in bold)	phoneme	(corresponding letters in bold)
/b/	b aby	/s/	s un, m ouse, c ity, s cience
/d/	d og	/t/	t ap
/f/	f ield, ph oto	/v/	v an
/g/	g ame	/w/	w as
h/	h at	/wh/	wh ere (regional)
/j/	j udge, g iant, ba rge	/y/	y es
/k/	c ook, du ck, Ch ris	/z/	z ebra, pl ease, i s
/l/	l amb	/th/	th in
/m/	m onkey, co mb	/ch/	ch ip, w atch
/n/	n ut, kn ife, gn at	/sh/	sh ip, mi ssion, ch ef
/p/	p aper	/zh/	tr eat ur e
/r/	r abbit, w rong	/ng/	ri ng, si nk

Letters and Sounds phase descriptors (1)

Phase	Descriptor	Knowledge
1	Developing, among other skills, phonological awareness without any teaching of graphic representations (though children may of course know some letters)	Explore & experiment with sounds and spoken words Distinguish between different sounds in the environment and phonemes Show awareness of rhyme and alliteration Begin to orally segment and blend words
2	Teaching children three related concepts: <ul style="list-style-type: none">- Grapheme-phoneme correspondences- Blending- Segmenting	Know that words are constructed from phonemes and that phonemes are represented by graphemes Know a small selection of common consonants and vowels which they can blend for reading and segment for spelling simple CVC words, eg. sit and tap

Letters and Sounds phase descriptors (2)

Phase	Descriptor	Knowledge
3	<p>Teaching 43 phonemes in the English language and their most common representations, including each of the long vowel phonemes: ee, ai, oa, ie, & both sounds for oo (moon, book) as well as or, ar, er, ow, oy, air, ear</p> <p>Consolidating the skills of blending and segmenting</p> <p>Starting to build a stock of high frequency words</p>	<p>Blend and read single-syllable CVC words</p> <p>Segment and make a phonically plausible attempt at spelling CVC words</p> <p>Give the sound when shown the graphemes learnt in phases 2 and 3</p> <p>Match the phase 2 and 3 phonemes to their grapheme</p>
4	<p>Teaching words containing adjacent consonants (CVCCs, CCVCs, etc.)</p> <p>Continuing to focus on blending & segmenting skills</p> <p>Increasing the stock of high frequency words</p>	<p>Blend adjacent consonants in words and apply this skill when reading unfamiliar texts, eg. spoon, cried, nest</p> <p>Segment adjacent consonants in words and apply this in spelling</p>

Letters and Sounds phase descriptors (3)

Phase	Descriptor	Knowledge
5	<p>Teaching children the concept of alternative representations of long vowel phonemes already taught and that some graphemes can be pronounced in more than one way eg. the letter g can be both hard as in gate and soft as in giant</p> <p>Teaching children to read phonically decodable two- and three-syllable words</p> <p>Increasing the stock of high frequency words</p>	<p>Use alternative ways of pronouncing and spelling the graphemes corresponding to long vowel phonemes eg. /oe/ o-e, o, oa ow</p> <p>Read phonically decodable two- and three-syllable words e.g. <i>bleating, frogspawn, shopkeeper</i></p> <p>Spell complex words using phonically plausible attempts</p>
6	<p>Teaching children less common grapheme–phoneme correspondences</p> <p>Embedding and consolidating the learning from previous phases to become fluent readers and increasingly accurate spellers</p>	<p>Apply their phonic skills and knowledge to recognise and spell an increasing number of complex words</p> <p>Are secure with less common grapheme-phoneme correspondences, eg. could, two, laugh</p> <p>Can recognise phonic irregularities</p>

Phoneme count

Phases 1 and 2	Phases 3 and 4
h-a-t	b-l-a-n-k
d-o-ll	ch-i-p
c-u-ff	r-u-sh
l-i-ck	s-p-oo-n

Vowel grapheme-phoneme correspondences

train	shout	meat	first	light	dew	spoil	
late	burn	door	try	boy	road	moon	tore
lay	term	bear	down	field	stole	stairs	
sweet	coin	hare	toe	cute	mine	round	born

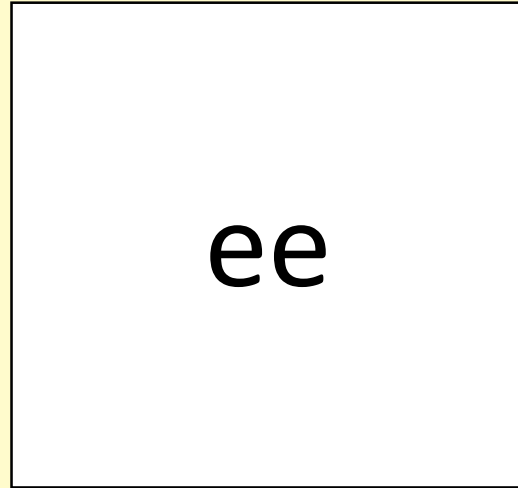
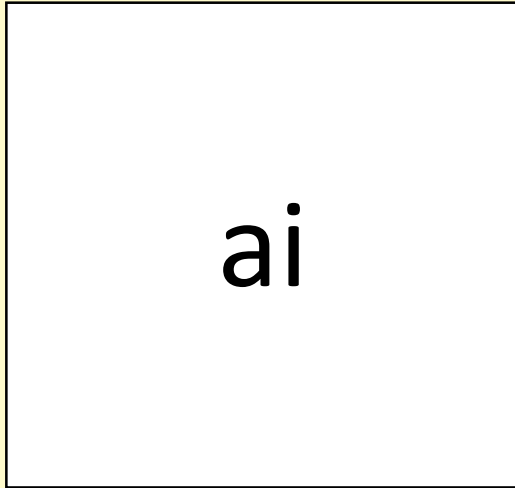
Phonic Games

Twister



Phonemes
Words
Spelling

Bump Board



How to play:
Children have a
board and have to
bop the phoneme
is in the words
called out.

Outdoor/Active
Games

Fish for
Phonics

Running
reading
hunt

Treasure
Hunt

Flying bean
bags

Washing
line
phonics

Parachute
phonics

Pirates and
sailors

Pass the
phoneme
relay race

Action
phonics

```
graph TD; A([Quick Games]) --- B([Letters on a board]); A --- C([Ball and cap game]); A --- D([Two sounds]); A --- E([Missing sound]); A --- F([Criss Cross Phonics]); A --- G([Phonics Bingo]); A --- H([Battleship Phonics]); A --- I([Speed reading]);
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Quick Games

Letters on a board

Ball and cap game

Two sounds

Missing sound

Speed reading

Criss Cross
Phonics

Battleship
Phonics

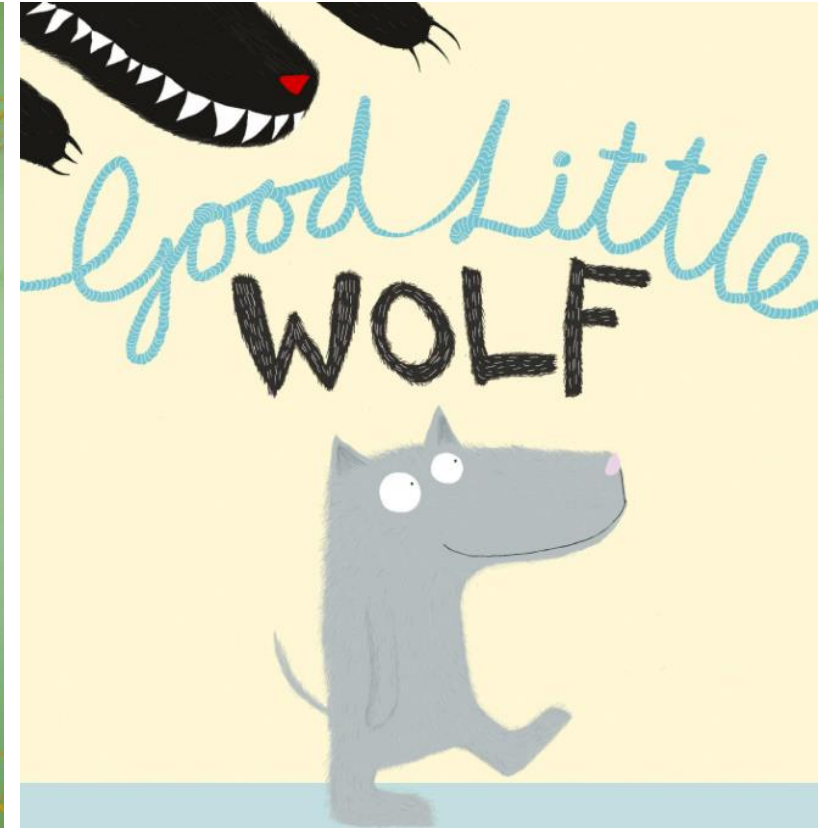
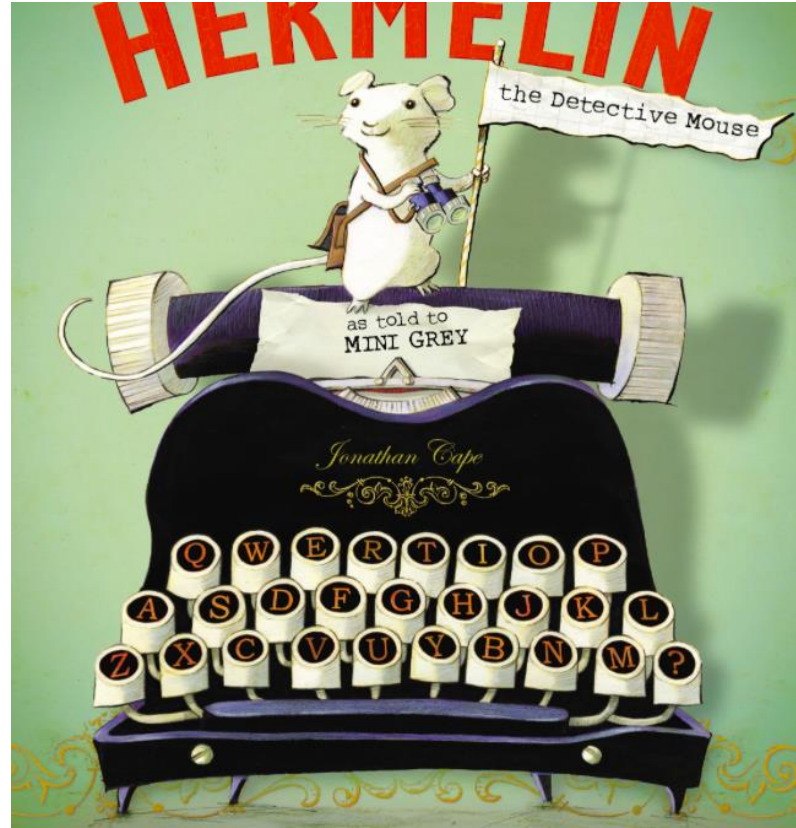
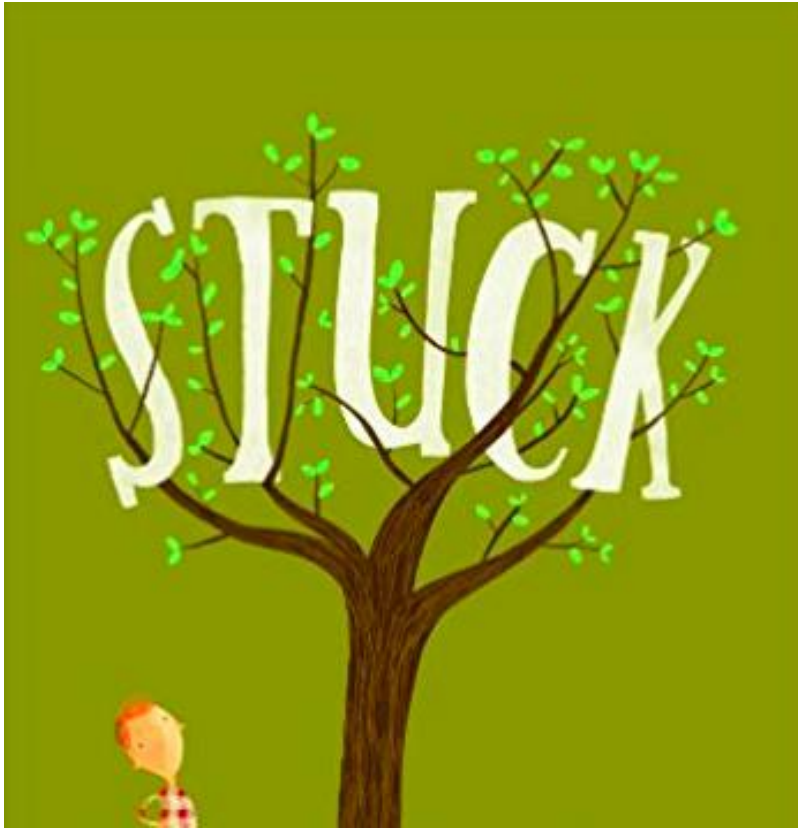
Phonics Bingo

Bingo

Fold your strip of paper into 6.

Write a word from the list in each segment.

Gail	laid	claim	aid
gain	lain	drain	aim
grail	maid	fail	bail
grain	mail	fail	bait
hail	main	faint	braid
Jail	nail	faith	brain
quail	paid	flail	chain
raid	pain	plain	



Applying phonic knowledge

“For many children, practicing the ability to recognize sounds in words can make a big difference in how fast they learn to read.”

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


Dr. Seuss

Practicing.com