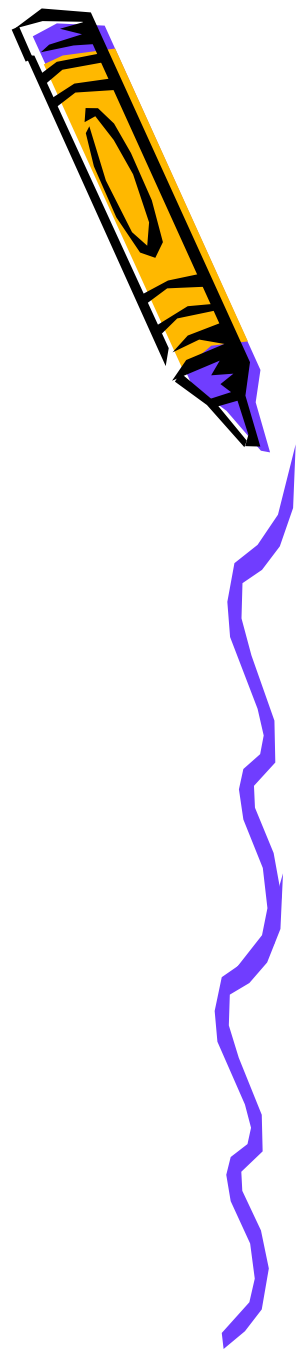


# Teaching and Learning Phonics at Ingham Primary School



PHONICS

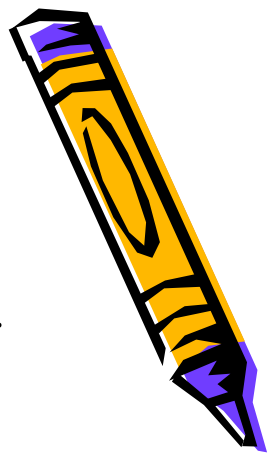


What is phonics  
and how can I  
help my child  
at home?



# Daily Phonics

- Every day the children have 30 minute sessions of phonics.
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use the Read Write Inc planning scheme to support the teaching of phonics
- There are 6 phonics phases which the children work through at their own pace



# 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. Th
- 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 or Red words: Words that cannot easily be decoded.



# Phase 1: Getting ready for phonics

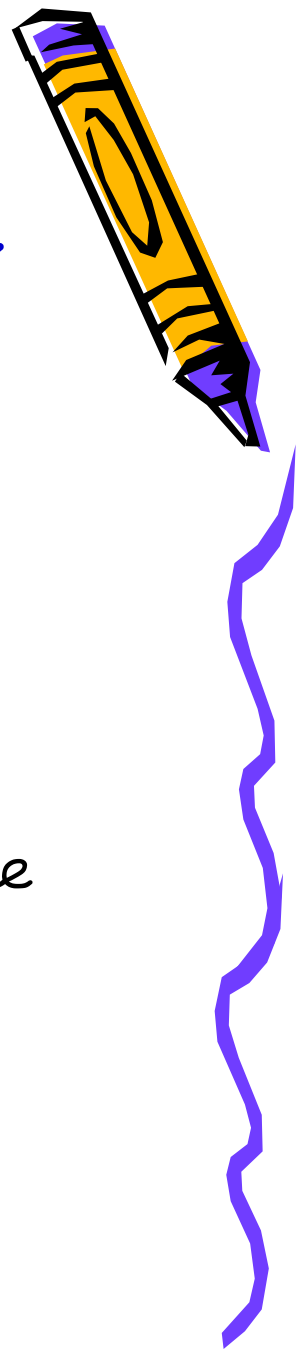
1. Tuning into sounds
2. Listening and repeating sounds
3. Talking about sounds

Repeating sound patterns

Rhythm, alliteration and rhyme

Speaking and listening skills-attentive  
listening

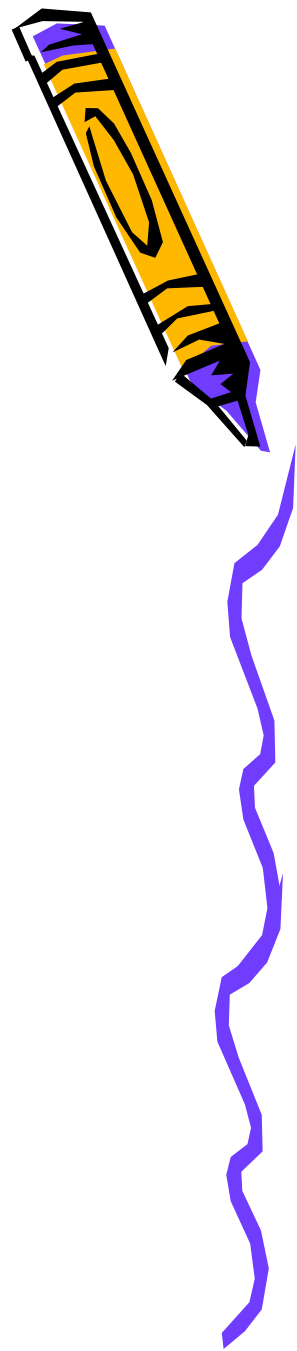
Oral blending



# Saying the sounds

- Sounds should be articulated clearly and precisely.

PHONICS SONG





## 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.



# 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 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** .
- Fred the Frog-Fred fingers



# Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/



# 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

sh-i-p



# 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.

YOU CAN'T FRED THE RED

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:

*night,*

*burn,*

*chip, shop, thin, ring, pain, feet,*

*boat, boot, look, farm, fork,*

*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:

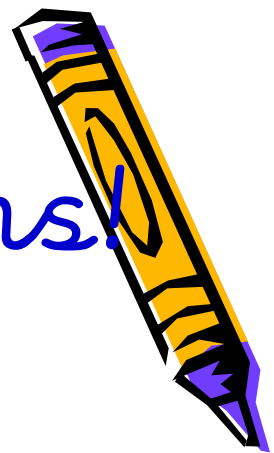
### Introducing consonant clusters: reading and spelling words with four or more phonemes

- Phase 4 doesn't introduce any new phonemes, it's a chance to secure the sounds already learnt.
- 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*



# Learning all the variations!

## Phase 5



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

*burn*

*first*

*term*

*heard*

*work*



# 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.

•



# Teaching the split digraph

tie

time

toe

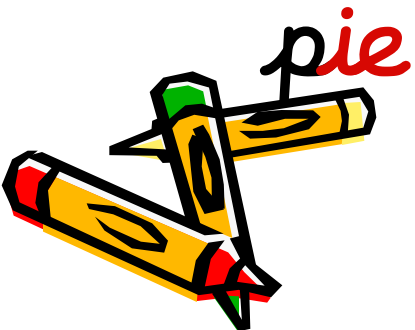
tone

cue

cube

pie

pine



# The Phonics Screen Test.



 quemp	 hild	 voo
 chom	 geck	 blurst
 thazz	 tord	 terg
 steck	 blan	 stroft

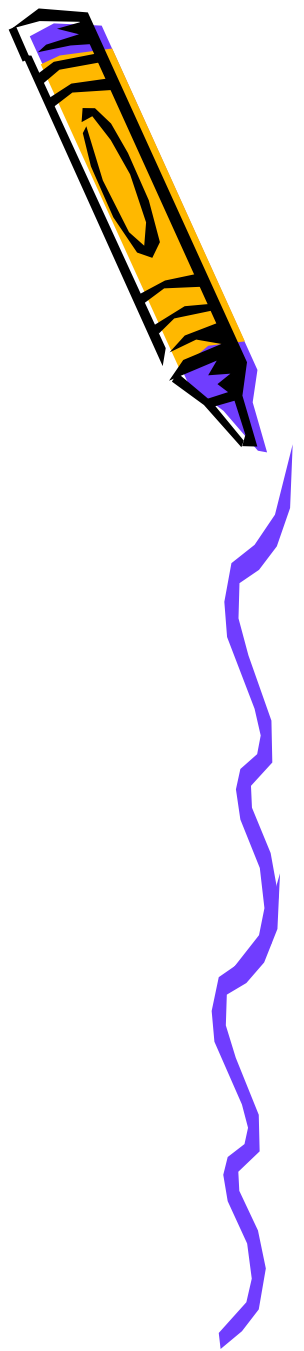
The test takes place towards the end of June in Year 1.

Children are presented with 40 words to decode/ read. Some are real words and some are made up words. These are called "Alien or monster Words".

In order to pass the Screen your child will need to score over 32.

We regularly assess the needs of each child, and keep you informed of their progress through the use of the Reading Record books.

Lesson



# 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
- 'tion' and 'sion' words



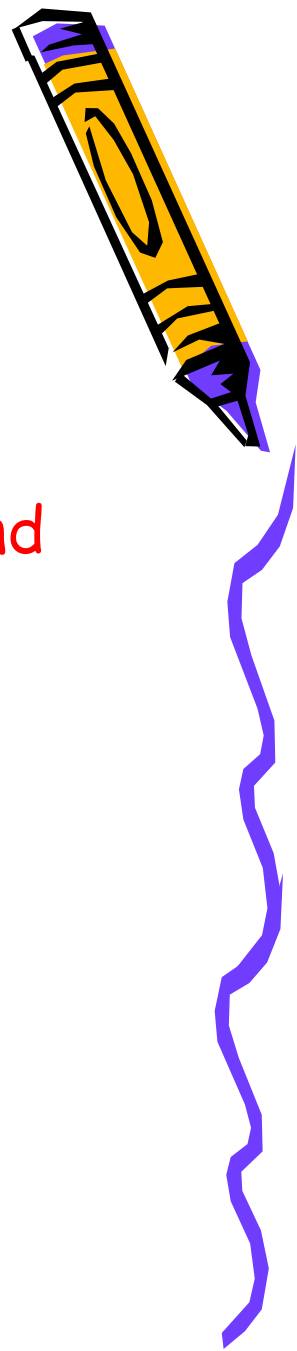
Is there anything I  
can do at home?



y	e	s
---	---	---



# At home



- Phonics Flip cards
- Practise the phonemes together.
- Use them to make different words at home and play phonics games
- Read everyday with your child if possible
- Down load and use APPS e.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'.

"What's in the box?" is a great game for practising this skill.

-Reading at home the Green words in their books

-APPS e.g.

