

# Phonics Meeting for Parents



# Why teach phonics?

- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills:
  - e.g. **cat** can be sounded out for reading and spelling.
- We use a synthetic scheme called 'Bug Club Phonics' as our teaching resource.



# Why synthetic phonics?

*"Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers"*

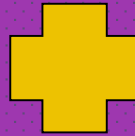
*Sir Jim Rose, Rose Review of Reading  
2006*

- Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended into a word.



# Phonics is...

**Skills of  
segmentation and  
blending**



**Knowledge of  
the alphabetic  
code.**

# Phonics Consists of:

- Identifying sounds in spoken words.
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.



# Some Definitions

## A Phoneme

This is the  
smallest unit of  
sound in a word.



How many phonemes can you hear in

sat?



# A Grapheme

These are the letters that represent the phoneme.



*Children need to practise recognising the grapheme and saying the phoneme that it represents.*

The grapheme could be 1 letter, 2 letters or more!  
We often refer to these with sound buttons:

t



ai



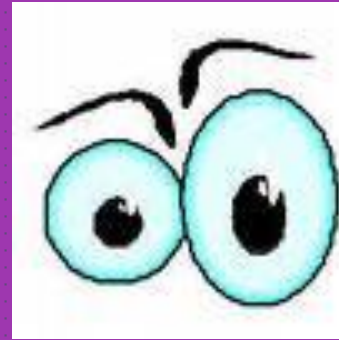
igh



- A phoneme you hear



- A grapheme you see



A word always has the same number of phonemes and graphemes!








































# How to say the sounds

- Saying the sounds correctly with your child is extremely important.
- We say the shortest form of the sounds.



# The 44 phonemes

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
										
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										

# This is where it gets tricky!

- Phonemes are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way ( **c**at, **k**ennel, **ch**oir)
- The same grapheme may represent more than one phoneme ( **m**e, **m**et)



# Blending

- Recognising the letter sounds in a written word, for example

c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'



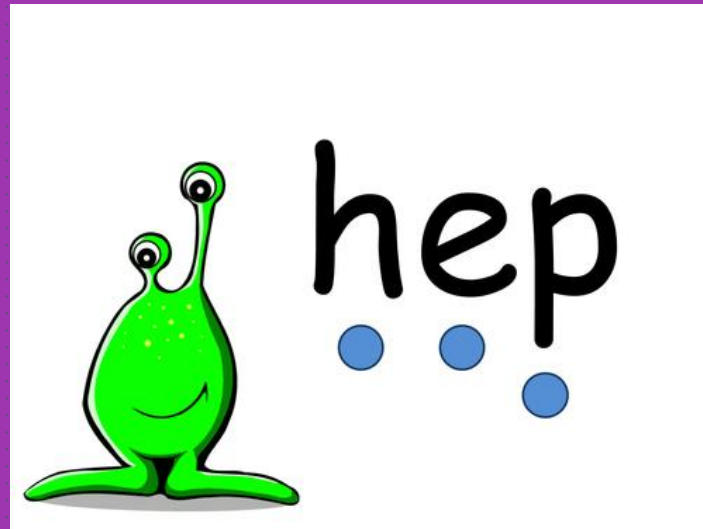
# Segmenting

- 'Chopping Up' the word to spell it out.
- The opposite of blending.
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word him and stork



# Segment and blend these words...

- drep
- blom
- gris



Nonsense games like this help to build up skills - and are fun!

plap



froin



melp



heent



# Once children are good with single phonemes...

- DIGRAPHS - 2 letters that make 1 sound  
ll ss zz oa ai
- TRIGRAPHS - 3 letters that make 1 sound  
igh dge



# Incredible (Tricky) Words

- Words that are not phonically decodable at the phase they are taught:  
e.g. was, the, I
- Some are 'tricky' to start with but will become decodable once we have learned the harder phonemes.  
e.g. out, there,





# Letters and Sounds

- *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning.
- Children have time to practise and rapidly expand their ability to read and spell words.



# Lesson format

- In Foundation and Year 1, daily phonic lessons follow the same format:
- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes or high frequency or tricky words will be taught.
- **Practice:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences.



# Phase 1
























- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and Rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting




# Phase 2

- Sounds are introduced in sets

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

a 	b 	c 	ck 	d 	e 	f 	ff 
g 	h 	i 	k 	l 	ll 	m 	n 
o 	p 	r 	s 	ss 	t 	u 	

My Phase 2 sound mat



[www.twinkl.co.uk](http://www.twinkl.co.uk)  
Copyright © 2020 twinkl

# Phase 3:

## Learning the long vowel phonemes

In Phase 3. 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



# Phase 4

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:
  - **CVCC** words: tent, damp, toast, chimp
  - For example, in the word 'toast', t = consonant, oa = vowel, s = consonant, t = consonant.
  - and **CCVC** words: swim, plum,
- For example, in the word 'cream', c = consonant, r = consonant, ea = vowel, m = consonant.
- They will be learning more 'Incredible words' and continuing to read and write sentences together.
  - 'Incredible words'

said, so, do, have, like, some, come, were,  
there, little, one, when, out, what



# Phase 5

- The children will learn new graphemes for reading and spelling.

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, cow/blow, tie/field, eat/bread, farmer/her, hat/what, yes/by/very, chin/school/chef, out/shoulder/could/you.



# Phase 6

- Recognising phonic irregularities and becoming more secure with less common grapheme - phoneme correspondences.
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
- Teaching spelling long words
- Finding and learning the difficult bits in words





# How can I help?

- Sing an alphabet song together
- Play 'I spy'
- Continue to play with magnetic letters, using some two-grapheme (letter) combinations, eg: *r-ai-n* = *rain* blending for reading  
*rain* = *r-ai-n* segmenting for spelling
- Praise your child for trying out words
- Look at incredible words
- Look for phonic games
- Play pairs with words and pictures



REMEMBER: Phonics is not the only thing needed to become a fluent reader.

• Please continue to read with your child each night and encourage them to:

- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.



And most importantly ENJOY READING!

Any questions?





Have a go!

Please feel free to have a go at some of the activities that your children enjoy in their phonic sessions.

Thank you.

