

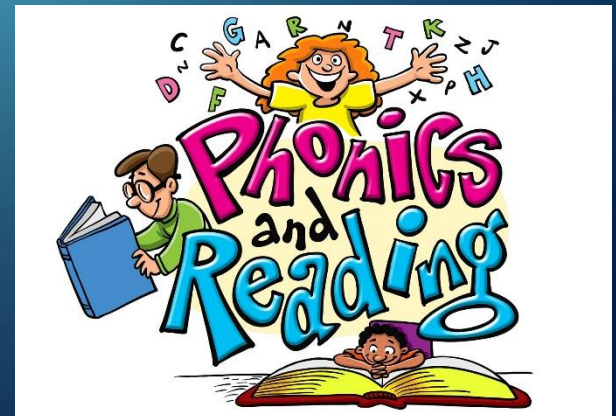


ALTON INFANT SCHOOL

# ‘FUN AND PHONICS’

MONDAY 14<sup>TH</sup> JANUARY 2019

A GUIDE TO PHONICS IN YEAR 1



# OUR CURRICULUM INTENTION

“...THAT EVERY CHILD IS HAPPY, SAFE AND STIMULATED BY OUR ENVIRONMENT, INSPIRING THEM TO BECOME CONFIDENT, CARING AND INDEPENDENT LEARNERS FOR LIFE.”

## PHONICS

“...CHILDREN TO BE ABLE TO USE THEIR PHONIC SOUNDS IN READING AND WRITING BY THE END OF YEAR 1.”

## READING

“...CHILDREN TO READ EASILY, FLUENTLY DEMONSTRATING GOOD UNDERSTANDING OF WHAT THEY HAVE READ.”

# PHONICS IS...

**Knowledge of the  
alphabetic code**

**Skills of segmenting and  
blending sounds**



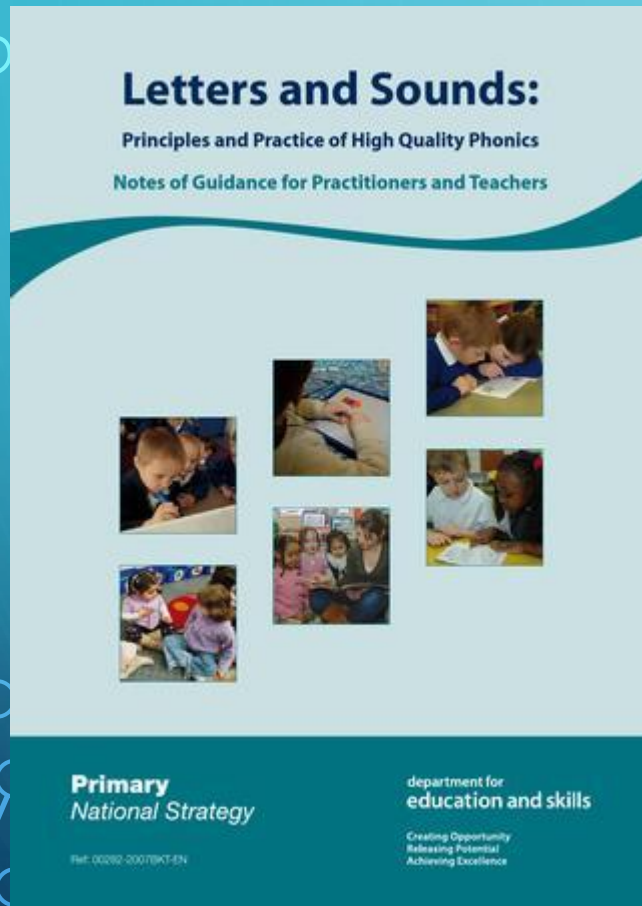
# HOW DO WE KNOW WHAT WE ARE READING AND WRITING?

Ιφ ωε υσε τηε αλπηαβετ λεττερσ το λεαρν  
ηοω το ρεαδ ανδ ωριτε, ωε ωιλλ νεεδ λοτσ  
οφ πραχτισε ιν λοτσ οφ διφφερεντ ωαψσ.

**‘If we use the alphabet letters to learn how to read and write, we will need lots of practise in lots of different ways.’**



# LETTERS AND SOUNDS



- At AIS, we follow Government guidance with regards to 6 phases of phonics teaching.
- The six phase teaching programme focuses on high quality phonic work.
- **By the end of Year Two**, children should have completed Phase 6.
- Which phase the children should be working on is assessed by the teacher, and appropriate teaching is planned for.



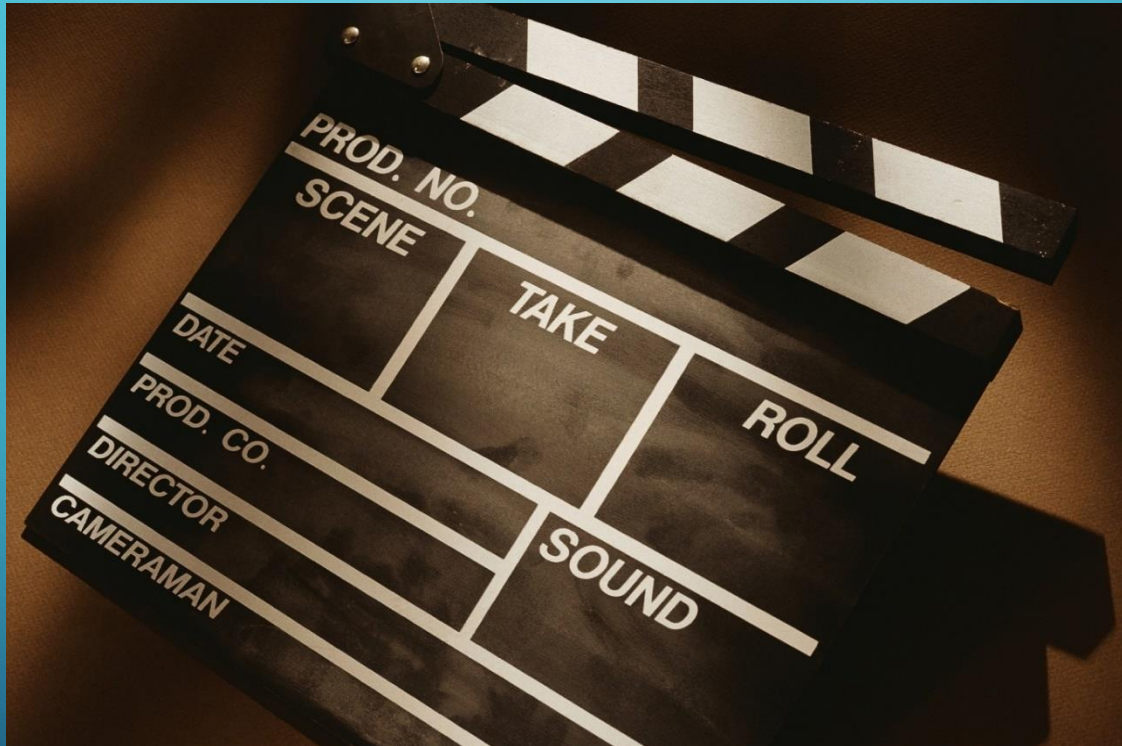
# LETTER ORDER

- The letters are not introduced in alphabetical order. The first group (**s - a - t - i - p - n**) has been chosen because they make more simple three-letter words than any other six letters.
- The letters **b** and **d** are introduced in different groups to avoid confusion.
- Sounds that have more than one way of being written are initially taught in one form only.  
e.g. the sound **ai** (rain) is taught first, and then alternatives **a-e** (gate) and **ay** (day) follow later.



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# MOVIE TIME - PRONUNCIATION



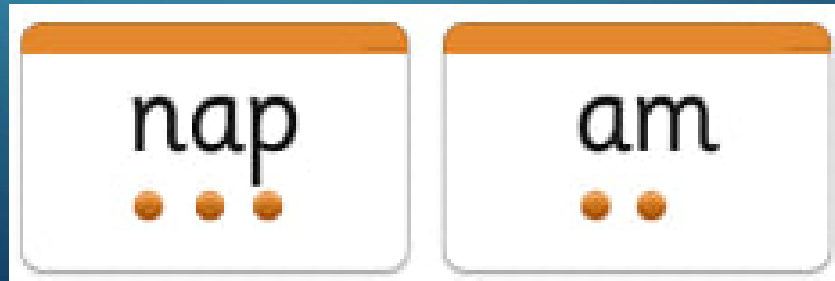
It is extremely important to pronounce  
the sounds clearly.

# PHASE 2

By the end of EYFS, children should have a confident knowledge of Phase 2 letter sounds.

Within Phase 2, children know that words are constructed from **phonemes** and that phonemes are represented by **graphemes**.

They have a knowledge of a small selection of common consonants and vowels and begin to put them together to read and spell CVC words.





# PHASE 3

By the time they reach Phase 3, children should be able to blend and segment words containing the 19 letters taught in Phase 2. Twenty-five new graphemes are introduced

- **Set 6:** j, v, w, x
- **Set 7:** y, z, zz, qu
- **Consonant digraphs:** ch, sh, th, ng
- **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er



Children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

# PHASE 4

In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

# PHASE 5

In Phase Five, children will learn more graphemes and phonemes. For example, they already know **ai** as in **rain**, but now they will be introduced to **ay** as in **day** and **a-e** as in **make**.

Alternative pronunciations for graphemes will also be introduced, e.g. **ea** in **tea**, **head** and **break**.

# BLENDING

Blending is the process of saying the individual sounds in a word and then running them together to make the word.

It is a technique every child will need to learn, and it improves with practice.

**d-o-g becomes dog**

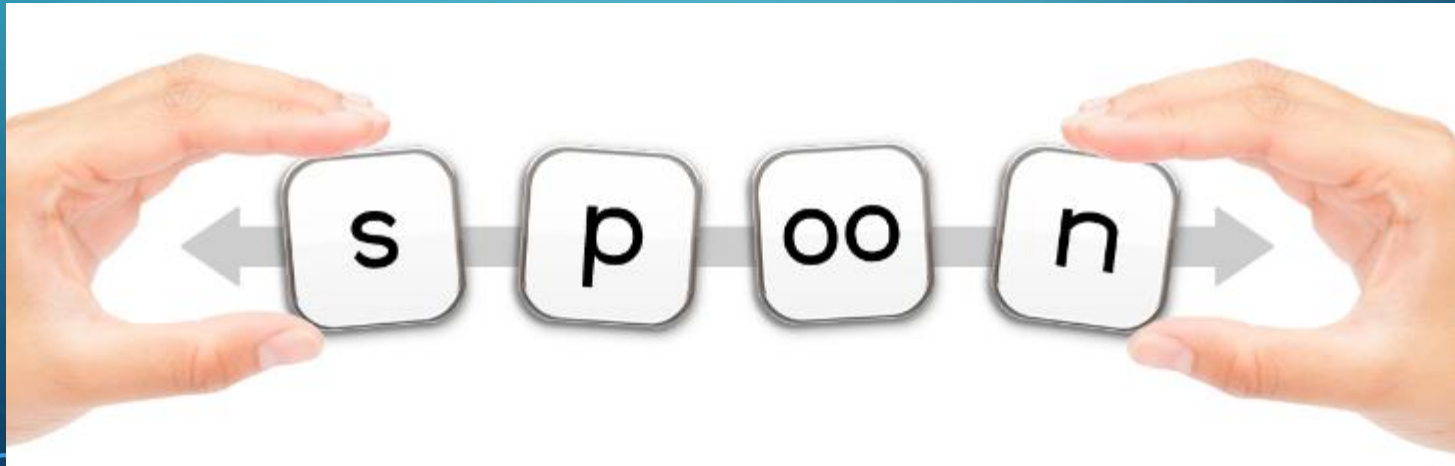
**f-i-sh becomes fish**



# SEGMENTING

Segmenting is the process of taking a whole word and 'pulling' it apart to reveal the individual sounds.

**cat becomes c-a-t**  
**chop becomes ch-o-p**



It is important to remember that some sounds are represented by two letters, such as sh. Children should sound out the digraph (sh), not the individual letters (s – h).

**r – ai – n**



**f – ee – t**





# PHONICS IS FUN!

So that the children are able to make progress in their phonic sessions, they need to have the opportunity to be able to learn in a fun and varied style.



# THE PHONICS SESSION STRUCTURE

**Daily Discrete Phonics session - from Phase 2 onwards**

**Model for daily teaching of phonic skills and knowledge**  
**Multi-sensory, interactive and FUN**

**REVISIT AND REVIEW**

Recently and previously learned phoneme-grapheme correspondences, blending and segmenting skills as appropriate



**TEACH**

New phoneme-grapheme correspondences; skills of blending and segmenting; tricky words



**PRACTISE**

New phoneme – grapheme correspondences; skills of blending and segmenting



**APPLY**

New knowledge and skills while reading/writing

Use of  
flashcards to  
check recall

Playing games  
i.e. Buried  
Treasure

Introduction of  
new sound(s)  
for session

Reading  
captions or  
sentences

# WAYS OF TEACHING

At AIS, we endeavour to teach Phonics to the children in ways that are fun and exciting, but at the same time, are effective in helping the children to have the confidence to blend and segment independently.

To help the children be able to identify the individual sounds in a word, we use a variety of techniques.

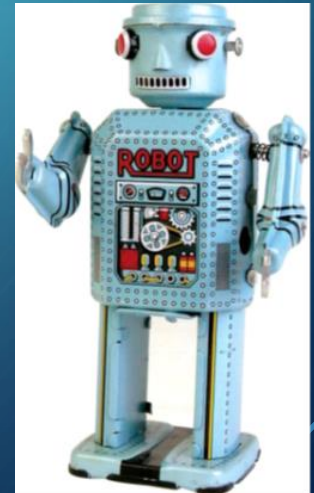


Sound  
Buttons

Writing in  
Phoneme Frames



‘Robot Talk’



# SOUND BUTTONS

at



sat



pat



tap



joint

paint

# WE ALSO USE A RANGE OF ONLINE RESOURCES THAT CAN BE ACCESSED AT HOME

Free part of  
website  
Subscription side of  
website

Your child should  
have their own log-  
in information





# TRICKY WORDS

**Tricky words** are **words** which cannot be sounded out correctly. The only way these **words** can be read and spelt correctly is by learning them and having plenty of practise. At AIS, we call them 'tricky truck words'.

There are a set of words for Phase 2, 3, 4 and 5.

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could

# WAYS TO REMEMBER TRICKY WORDS



- 1) Say, look, cover, say, write and check
- 2) Say it as it sounds: M – on – day
- 3) Mnemonics. The initial letter of each word in a saying gives the correct spelling of a word. Laugh: **L**augh **A**t **U**gly **G**oat's **H**air
- 4) Rhymes/sayings – It is necessary to have coffee with two sugars: **NECESSARY**
- 5) Using joined up (cursive) writing also helps with memory.

# Phonics screening check

Government directed  
assessment

40 words and non-words that  
will follow phonics rules your  
child has been taught

Scheduled for June  
2019

‘...how well your child can use the  
phonics skills they’ve learned up to  
the end of Year 1...’

In 2018 the "pass threshold"  
was 32, which means children  
had to read at least 32 words  
out of 40 correctly.

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

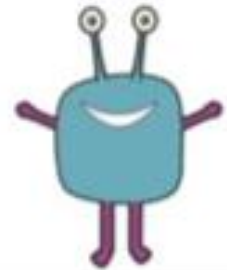
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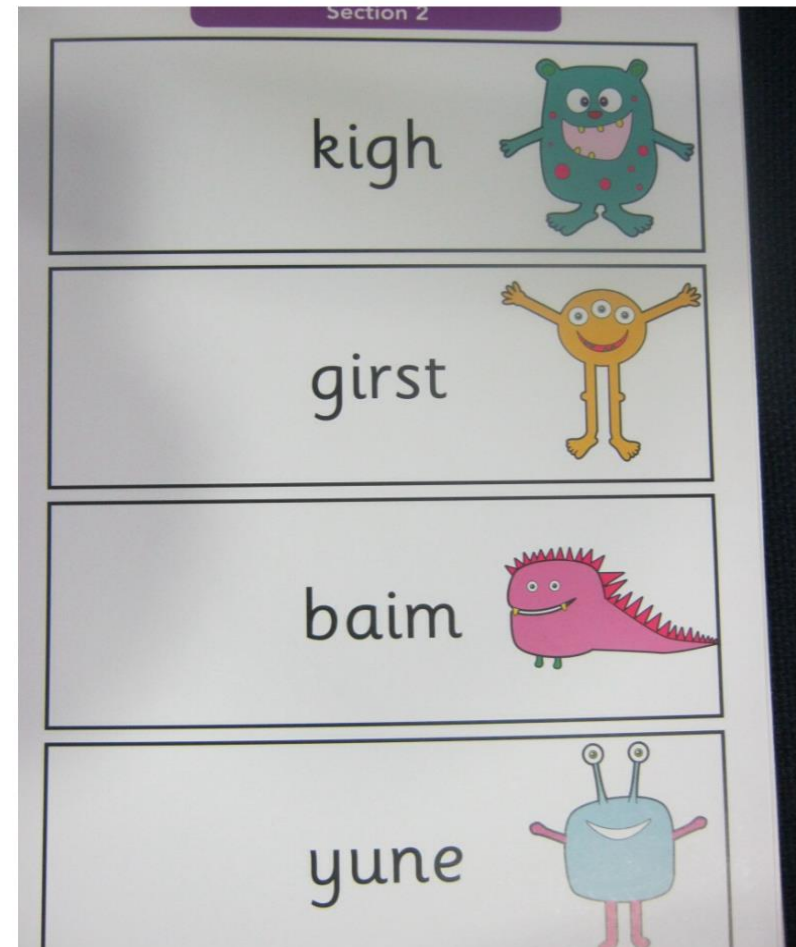


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# Phonics screening

- The test is completed in a low key fun manner in which we have to find the alien names. The children are not informed as to how well that have done but are praised throughout.





# Screening check: Answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
tox				voo			
bim				jound			
vap				terg			
ull				face			
geck				snemp			
chom				blurst			
tord				apron			
thazz				stroft			
blan				day			
steck				slide			
hild				newt			
quemp				phone			
shin				blank			
gang				trains			
week				strap			
chill				scribe			
grit				rusty			
start				finger			
best				dentist			
hooks				starling			

# HOW CAN I HELP MY CHILD?

Download practice papers from the Department of Education

<https://www.gov.uk/government/publications/phonics-screening-check-2017-materials>

<https://www.gov.uk/government/publications/phonics-screening-check-2018-materials>

Continue to practice the sounds that your child has been taught in school – all of their phonic sounds can be found in their reading diary.

Play games – Phonics Play and Education City



Phonics

Support your child and reassure them that there is nothing to worry about. Encourage them to just try their best!

# THANK YOU FOR LISTENING.

