



Phonics

UNLOCKING LETTERS AND SOUNDS



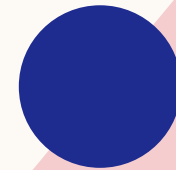
UNLOCKING LETTERS AND SOUNDS

Introduction

What is phonics?

How do we teach your children in EYFS?

What you can do to support at home.



INTRODUCTION

At Contoso, we empower organizations to foster collaborative thinking to further drive workplace innovation. By closing the loop and leveraging agile frameworks, we help business grow organically and foster a consumer-first mindset.



PRINT AWARENESS

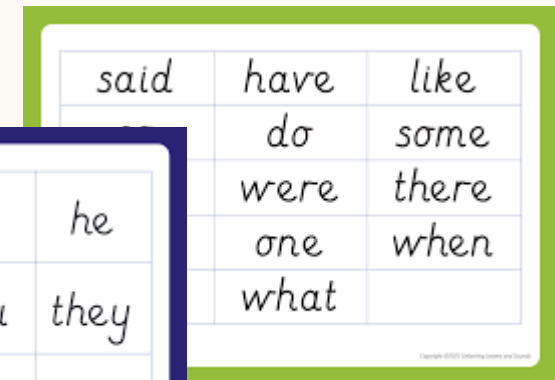
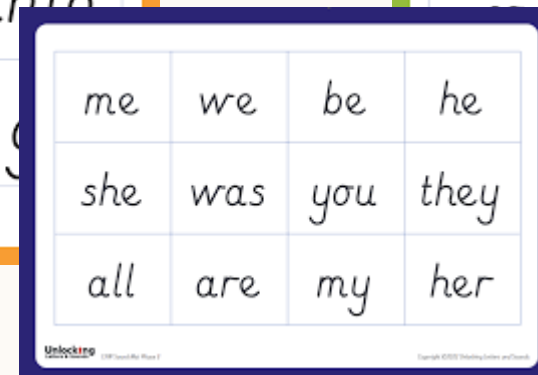
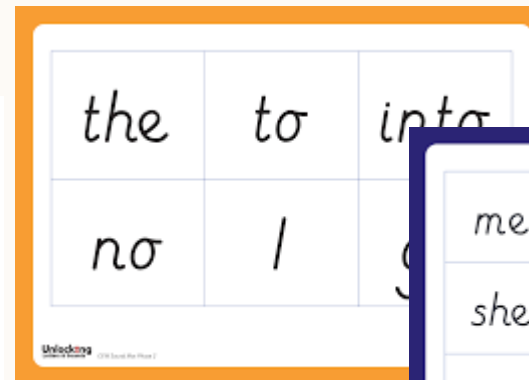
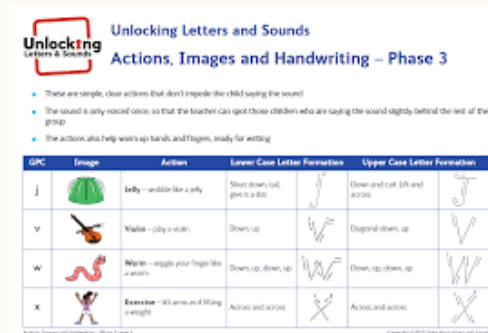
*They are just a series of images and
pictures to your child!*

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

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 '**Unlocking Letters and Sounds**' as our teaching resource.



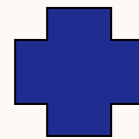
WHY SYNTHETIC PHONICS?

- Synthetic phonics is simply the ability to change a letter or letter group into sounds that are then blended together into a word.
- In other words synthesising (put together/build up) sounds and blend together to make a word.

Phonics at a glance

Phonics is...

**Skills of
segmentation and
blending**



**Knowledge of
the alphabetic
code.**

DEFINITIONS

A Phoneme:

This is the smallest unit of sound in a word and the sound that letter or group of sounds make.....



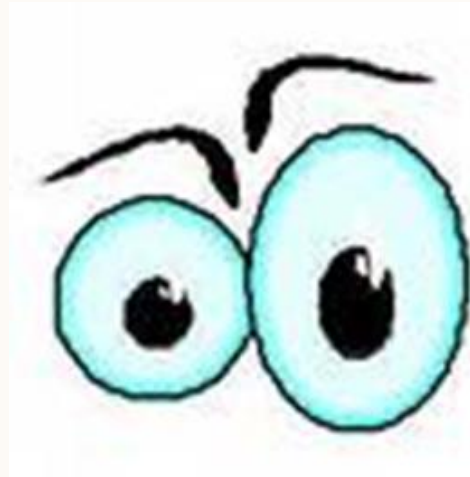
How many phonemes/sounds can you hear in:

cat? **shelf?**









DEFINITIONS

A grapheme

The written representation of a phoneme.



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

Unlocking Letters and Sounds		Unlocking Letters & Sounds
Phase 2 - Set 1 - s a t p		
Focus Phonemes		
See it	Say it	Form it
	Ss Snake – Slithering snake action with arm	 Up and over, around the other way
	Aa Arrow – Firing an arrow	 Around, up, down and flick
	Tt Tap – Twisting a tap	 Down and round, pencil off, across
	Pp Paint – Painting with a paintbrush	 Down, up to the top, round to the middle
Adult oral blending words:		Words we have been learning to spell:
bag toe chip apple steep mess		a at tap

The grapheme could be 1 letter, 2 letters or more!

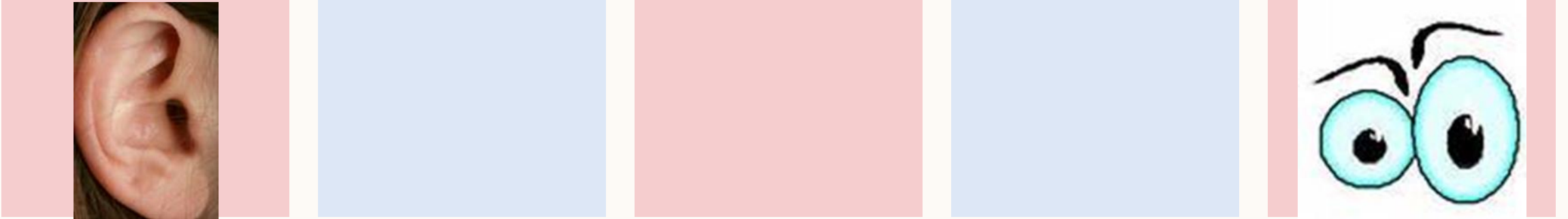
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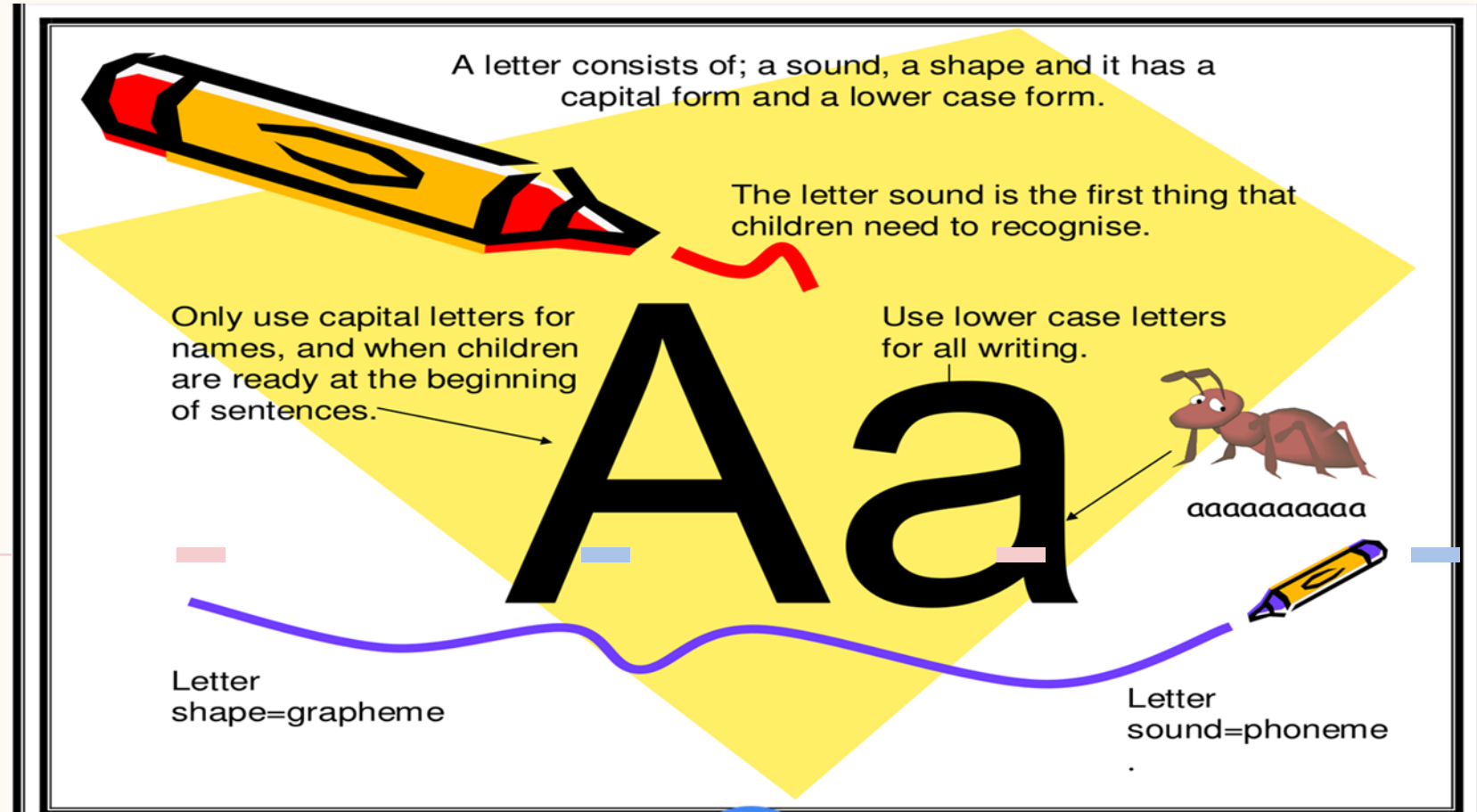
ai

igh

SIMPLITCITY

- A phoneme you hear
- A grapheme you see

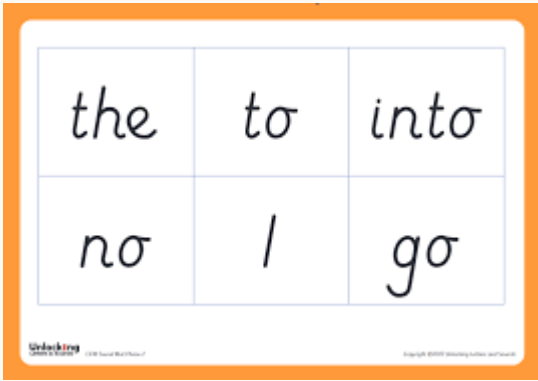




UNLOCKING LETTERS AND SOUNDS

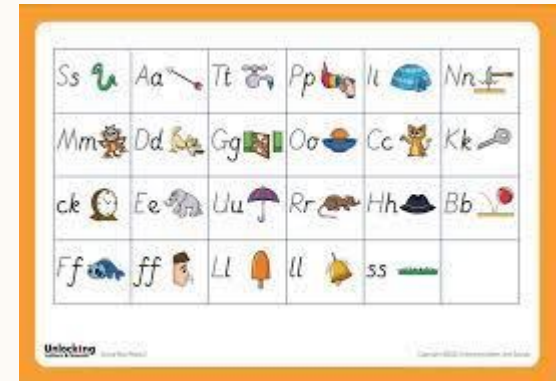










- *Unlocking Letters and Sounds* is divided into five phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'Common Exception words with tricky elements', which are words with spellings that are unusual.



PHASE 2 - RECEPTION

- In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'
- They will also be taught the phonemes (*sounds*) for a number of graphemes (*letters*):
- s a t p i n d g o c k c k m n e r u h b l f
- ll ff ss
- This phase teaches blending to read & segmenting to spell.



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Adult oral blending words:	Words we have been learning to read:	Words we have been learning to spell:
bag chip sleep	as at sat pat sap tap	a at tap



Unlocking Letters and Sounds				Actions, Images and Handwriting – Phase 2			
Unlocking Letters and Sounds				Actions, Images and Handwriting – Phase 2			
These are simple, clear actions that don't impede the child saying the sound.				The sound is only voiced once, so that the teacher can spot those children who are saying the sound slightly behind the rest of the group.			
The actions also help warm up hands and fingers, ready for writing.							
GPC	Image	Action	Lower Case Letter Formation	Upper Case Letter Formation	Lower Case Letter Formation	Upper Case Letter Formation	
s		Snake – Slithering snake action with arms	Up and over, around the other way				
a		Arrow – Firing an arrow	Around, up, down and flick				
t		Tap – Twisting a tap	Down and round, pencil off, across				
p		Paint – Painting with a paintbrush	Down, up to the top, round to the middle				

HOW TO SAY THE SOUNDS

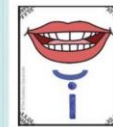
Why Teaching Mouth Placement is Important

Individual phoneme production is an integral part of reading and spelling instruction. Students need to be able to isolate phonemes to segment. The skill of segmenting is the ability to take apart individual phonemes, sounds, within words. Think of these as the parking spots for the letters that represent these sounds.

When we help students identify the placement of their mouth for individual sound production, we create a connection between what we are hearing and how that sound feels in our mouth.

Top Tips for Clearing Up Sound Confusions

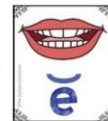
Short i or Short e?














/i/ makes
you grin,

and

/e/ drops
the chin.



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. Children have to learn the grapheme to know the sound.
- 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**e**t)

Movie time – Correct pronunciation

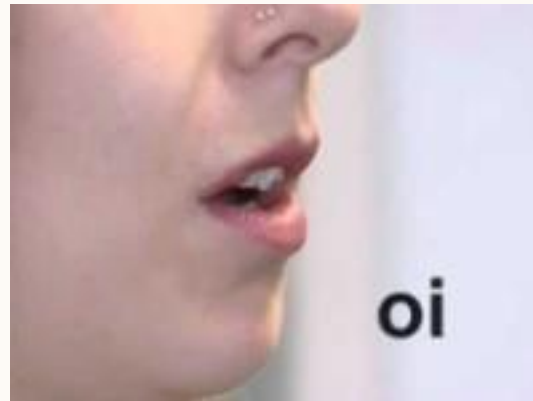
We talk about the shape of the mouth when producing the sound to the children

1 letter –grapheme = 1 sound

2 letters – digraph = 1 sound

3 letters – trigraph = 1 sound

https://www.youtube.com/watch?v=BqhXUW_v-1s



Alton Infant School Phonic Song

Help teach the phonic sounds linking to the picture clues on the sound mats. This will be downloaded onto Class dojo.

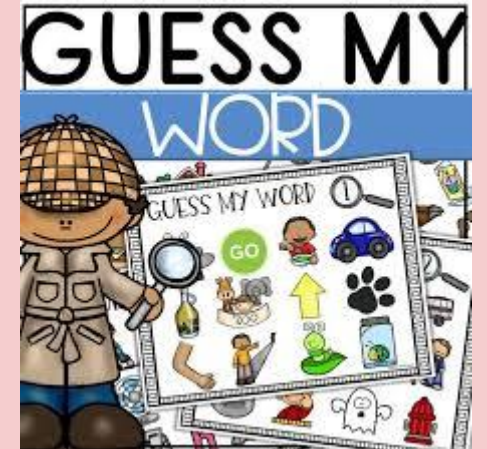
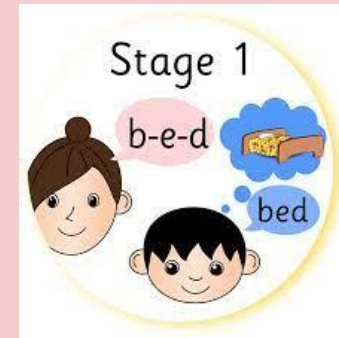


BLENDING

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

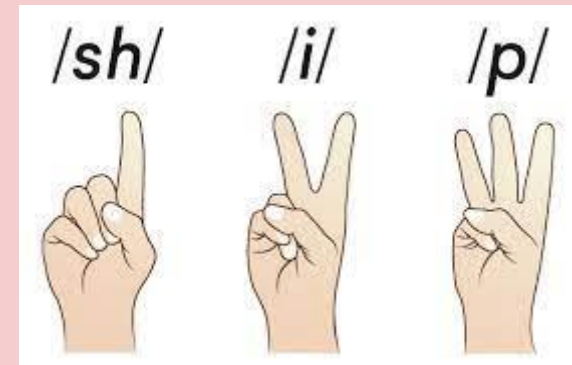
c-u-p

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



COMMON EXCEPTION WORDS

- Words that are not phonically decodable
e.g. to, the, I, no, go, into

the	to	into
no	I	go

me	we	be	he
she	was	you	they
all	are	my	her

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

LESSON FORMAT

PLEASE WATCH CLIP

- In each year group, 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 3 - RECEPTION

The purpose of this phase is to:






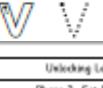







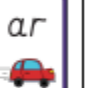


- teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
- practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**

learn all letter names and begin to form them correctly

read more common exception words and begin to spell some of them

read and write words in phrases and sentences.

me	we	be	he
she	was	you	they
all	are	my	her

Unlocking Letters and Sounds Phase 3 - Set 2 - y, x, w, q		Unlocking Letters and Sounds Phase 3 - Set 5 - oo, ar, or, ur	
Focus Phonemes		Focus Phonemes	
See it	Form it	See it	Form it
Jj 	Jj Jelly - Wobble 	oo 	oo Book - open Moon - crescent shape 
Vv 	Vv Violin - Play instrument 	ar 	ar Car - drive a car 
Ww 	Ww Worm - Move your legs 	or 	or Sword - slash a sword 
Xx 	Xx X-ray - Exercise 	ur 	ur Urn - draw a curl 
Read and blend words jelly wiggle velvet nose cobweb mix pig in the jam Get the wax in the wax Fill the vet		Read and blend words moon park burst rooftop corner church Can they work a car? Mark lines on the bark. The goat is here. I can go to the zoo.	

Jj	Vv	Ww	Xx	Yy	Zz
zz	qu	ch	sh	th	th
ng	ai	ee	igh	oa	oo
oo	ar	or	ur	ow	oi
ear	air	ure	er		



PHASE 4

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:

No further sounds taught at this phase.

Reading & spelling words containing adjacent consonants
e.g. **crunch, float, groan.**

- 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, sport, cream, spoon**

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

Unlabeled
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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 common exception words
- Look for phonic games
- Play pairs with words and pictures



END OF YEAR EXPECTATION

End of Year Expectation

Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words.

They demonstrate understanding when talking with others about what they have read.

Children should know all Phase 2 and Phase 3 phonic sounds.



(Phase 3 – At least 10 digraphs – Early learning goal)



ADDITIONAL LINKS

Website addresses and apps

[www.unlocking letters and sounds letters and sounds](https://www.unlockinglettersandsounds.com/)



www.phonicsplay.co.uk



www.oxfordowl.co.uk



www.bbc.co.uk/cbeebies/shows/alphablocks



www.teachyourmonstertoread.com/



REMEMBER

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”

— Dr. Seuss, I Can Read With My Eyes Shut!

