



# Phonics Parent Meeting

## 14<sup>th</sup> October 2024

# What is Phonics?

Phonics is a way of teaching children how to read and write the English language.

It teaches children to read individual letters (e.g. a, s, t) and groups of letters (e.g. oo, sh, igh) by saying the sounds they make.

They then learn how to blend the sounds to make the words they are reading or writing.

For example, if a child knows the sounds for /t/ /p/ /a/ and /s/. They can build up the words: /tap/, /pat/, /pats/, /taps/ and /sat/.

# The Science..!

## The Alphabetic Code

- There are 26 letters in the English language (a...z)
- There are approximately 44 sounds (phonemes) in the English language
- Combined they make in excess of 140 letter combinations (graphemes)

# Terminology

- **Phoneme** – the smallest unit of sound in a word.
- **Grapheme** – a letter or group of letters that represent a phoneme (sound).

What is a  
phoneme?

A phoneme is the  
smallest unit of sound  
in a word.

Example:  
/k/



What is a  
grapheme?

A grapheme is the  
way we write a  
phoneme.

Example:  
/k/ can be written 5 ways  
c k ck qu ch



# Terminology

## Digraphs -

- **two** letters representing one phoneme (sound)
- Consonant digraphs- **ll ss ff zz ng**
- Vowel digraphs- **ai ee oa ar oy**
- Split Vowel digraphs- **a-e e-e i-e o-e u-e**

## Trigraphs –

- **three** letters making one phoneme (sound)
  - **ear air igh**

# Terminology

- **Segmenting** - hearing and saying the individual phonemes within words. In order to spell, children need to segment a word into its component phonemes and choose a grapheme to represent each phoneme. (s-a-t / p-ai-n)

- **Blending** - merging the individual phonemes together to read a word all the way through. Children should sound out each phoneme, not letter when reading unfamiliar words. (sat / pain)

# Terminology

## Tricky words and Common Exception words-

We call them **High Flying Words!**

- They may include a sound that is taught later in their reading journey, such as /my/.
- Words where the usual spelling rule doesn't apply, such as /said/.
- Words that are used often and so we need to learn them by memory, such as /the/.

## Terminology

### Pure Speech Sounds-

Pure sounds are a crucial part of learning phonics pronunciation. Helping learners to understand how to say what we call 'pure sounds' is an important factor in building a strong foundation for future and more complex phonetic skills.

For example, pronouncing the sound /f/, rather than saying it as 'fuh', and /m/ rather than as 'muh'.

# Identifying Graphemes

cake

play

acorn

grey

night

zoom

- **Grapheme** – a letter or group of letters that represent a phoneme (sound).



# How is Phonics taught here at Ryelands?

## **Phonics is taught daily!**

All children in Nursery, Reception, Year 1 and Year 2 take part in daily phonics lessons. From Reception, children learn roughly 2-4 sounds a week, depending on their ability and year group.

# Phonics - Book Wings

We use a Phonics scheme called Book Wings. This scheme has been uniquely written just for Oasis, however it is important to point out that phonics is phonics, no matter what scheme you use!

The uniqueness of Book Wings Phonics is that learning is embedded within the context of real books; books written by skilled and well-known writers and illustrators who know how to engage children and make them want to read for pleasure.



Every grapheme is taught through a fantastic storybook.

# Book Wings lesson- key elements

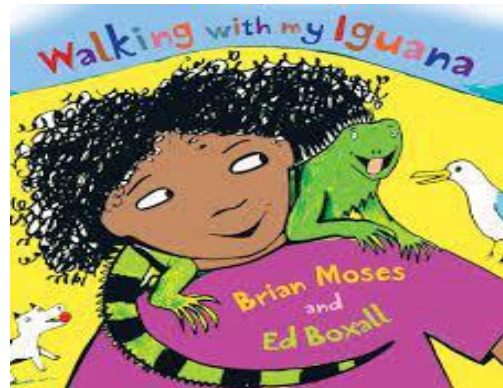
## The Phonics Fairy



## Caption Action

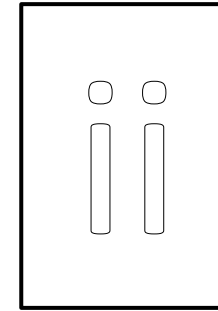
Pretend you're stroking an iguana – i, i,  
iguana

## The book



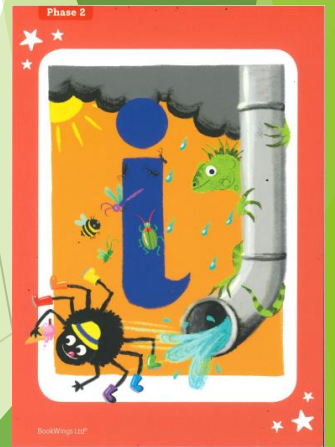
## Sparklemark

Down the iguana's back and dot his eye.



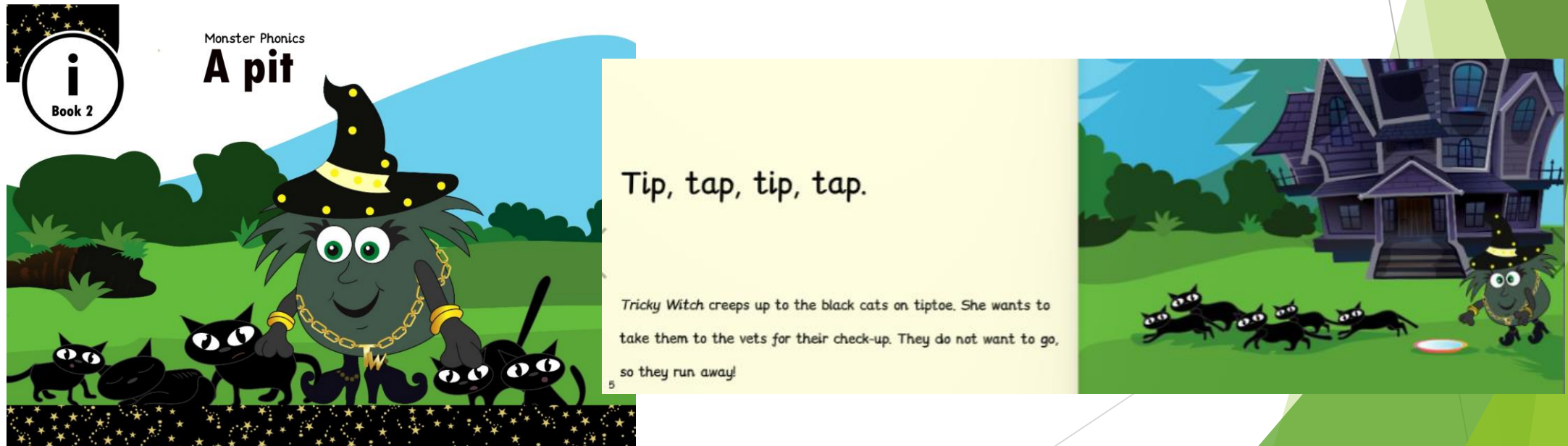
## Eye Spy Card

incy, iguana, insects



# Monster Phonics Books

We use Monster Phonics reading books to embed the children's learning and develop their early reading skills. Books match the sounds the children have learnt and progress in difficulty as their reading develops.



# The Phonics Journey- the order we teach the sounds

The teaching of Phonics begins in Nursery with- Phase 1

**Phase 1** : concentrates on developing children's speaking and listening skills. Lays the foundations for the phonic work.

The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

# The Phonics Journey- the order we teach the sounds

## Reception- Phase 2:

- Sounds are introduced one at a time.
- A set of letters is taught each week, in the following sequence:
  - 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

After a set of letters is introduced, children will begin learning to **segment**, **blend and read** words using the sounds they have learnt e.g. **set 1:** s/a/t sat, t/a/p tap **set 2:** m/a/p map, n/i/p nip.

# The Phonics Journey- the order we teach the sounds

## Reception continues into- Phase 3:

25 new graphemes are introduced one at a time.

- **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

**Blending and Segmenting** will also continue using the new sounds the children have learnt. By the end of phase 3 children will have learnt the skills to blend and read words such as l/igh/t and f/ar.



# The Phonics Journey- the order we teach the sounds

When children reach the end of Phase 3, they will know a grapheme for each of the 42 phonemes (sounds). They will be able to blend phonemes to read CVC (consonant-vowel-consonant) words, and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling some tricky words.

## Phase 4 – Reception/Year 1

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**.

# The Phonics Journey- the order we teach the sounds

## Year 1- Phase 5

In Phase 5, 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** (**ee**), **head** (**e**) and **break** (**ai**).

With practice, the children's speed at recognising and blending graphemes will improve. Word and spelling knowledge will be worked on extensively.

At the end of Year 1 children will take the  
**National Phonics Screening Check.**

This check is statutory for all maintained schools.

All pupils in our **current Year One** classes at will take the Screening Check in  
June.

The screening check is designed to show how well your child can use the  
phonics skills.

The screening check assesses whether your child is able to read/decode at an  
appropriate standard.

# Reading at home

Home is a crucial place to develop a child's love of reading. All members of the family play a vital role in this!

Creating a phonics friendly home can help children to see phonics and reading as fun and not something that is scary or difficult.



**Reading for pleasure**  
**vs**  
**Reading for convenience**



**Reading for pleasure** is a crucial part of a child's reading journey. Reading to your child and sharing stories, will help to build reading fluency and comprehension skills.

# Reading at home

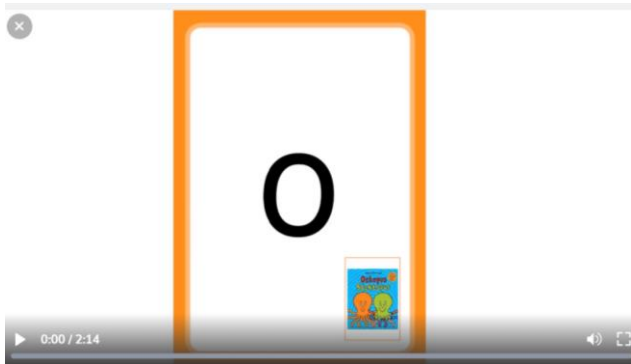
## **Hearing the sounds!**

**Play games** that encourage the children to hear the sounds in words. **Oral blending and segmenting** helps children to develop the listening skills needed for sound and word identification.

‘I can see a c/a/t in the garden.’

## **Identify the sounds!**

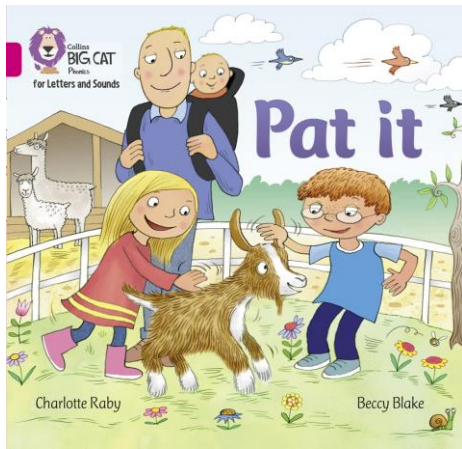
When looking at stories together encourage your child to **identify the sounds** they can see. This can also be done with road names or in the supermarket.



# Reading at home School and Home

## Daily Practice Videos

To help consolidate the learning that has taken place at school, we upload the Daily Practice Videos to SeeSaw (R) or Showbie (yr1/2). Watch these at home with your child, to educate yourself and remind the children of the sound/ caption action/ sparklemark and the story. Importantly to ensure there are **no misconceptions** between home and school e.g. the use of pure sounds!



# Reading at home School and Home

## Decodable books



From November onwards in Reception, children who are **reading ready** have the opportunity to take home a decodable phonics reading book.

These books are colour banded (different from the Monster Phonics books), they are closely matched to the children's reading ability and progress in difficulty as the children move through the school.

The children are encouraged to read these stories at home, over a couple of days and returned, ready for a new book.



# Helpful websites:



Letters and Sounds



OxfordOWL

