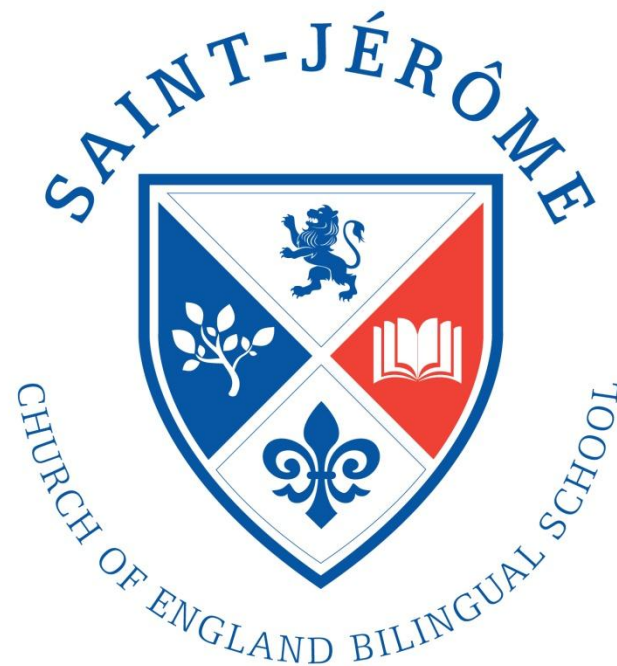


Welcome to
St. Jérôme Church of England
Bilingual School



**Phonics Meeting for
Parents
October 2017**

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 '**Letters and Sounds**' 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 together into a word.

Phonics at a glance

Phonics is...

Skills
of segmentation and
blending



Knowledge
of the alphabetic
code

Phonics consist 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 phoneme can you hear in the word

cat?



Some Definitions

A **Grapheme** – these are the letters that represent the phoneme

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

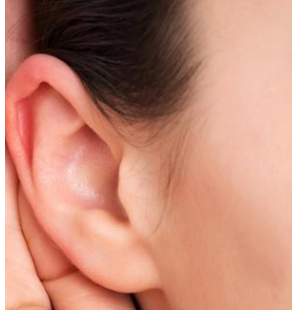
The grapheme could be 1 letter, 2 letter or more!
We often refer to these as **sound buttons**

t ai igh

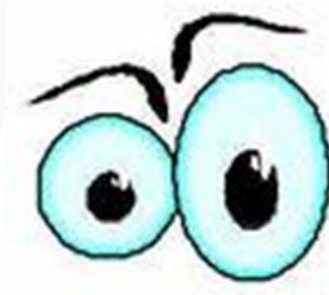


Some Definitions

- 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
- The way we say sound may well be different from when you were at school
- We say the shortest form of the sounds

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, **met**)

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!

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

Segmenting Activity

- Using 'sound buttons' can you say how many phonemes are in each word.
 - shelf
 - dress
 - sprint
 - string

Did you get it right?

- shelf = sh - e - l - f = 4 phonemes
- dress = d - r - e - ss = 4 phonemes
- sprint = s - p - r - i - n - t = 6 phonemes
- string = s - t - r - i - ng = 5 phonemes

Tricky Words

- Words that are not phonically decodeable
e.g. was, the, I
- Some are 'tricky' to start with but will become decodeable 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. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.

Lesson format

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.

Phonic learning is fun!

The children learn and practise their phonemes in lots of fun ways:

- Sound talking and rhyming.
- Playing games – table games or interactive games on the computer.
- Using phoneme frames, “sound buttons” and whiteboards to spell words.
- Sorting phonemes.
- Making words with phonemes.
- Being phoneme ‘detectives’
- Reading and writing sentences. Silly sentences are great fun!

Phase 1

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

Phase 2

- 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*), which phoneme is represented by which grapheme and that a phoneme can be represented by **more than one letter**, for example, /sh/ as in **sh- o -p**. They may be using pictures or hand movements to help them remember these.
- **VC and CVC words**
- 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

Phase 3

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 tricky words and begin to spell some of them
- read and write words in phrases and sentences.

Can you use the phoneme frame to work out how many sounds there are in these words?

pig	p	i	g
church	ch	ur	ch
coat			
curl			
thorn			
chick			
down			
shirt			

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, sport, cream, spoon**
- For example, in the word 'cream', **c = consonant, r = consonant, ea = vowel, m = consonant.**
- They will be learning more tricky words and continuing to read and write sentences together.
- Tricky 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.
- They will learn best fit spellings.
E.g. ai, a-e, ay all make the same sound in words
- They will continue to read and spell tricky words.

Try this online activity

<http://www.phonicsplay.co.uk/DragonsDen.html>

Phase 6

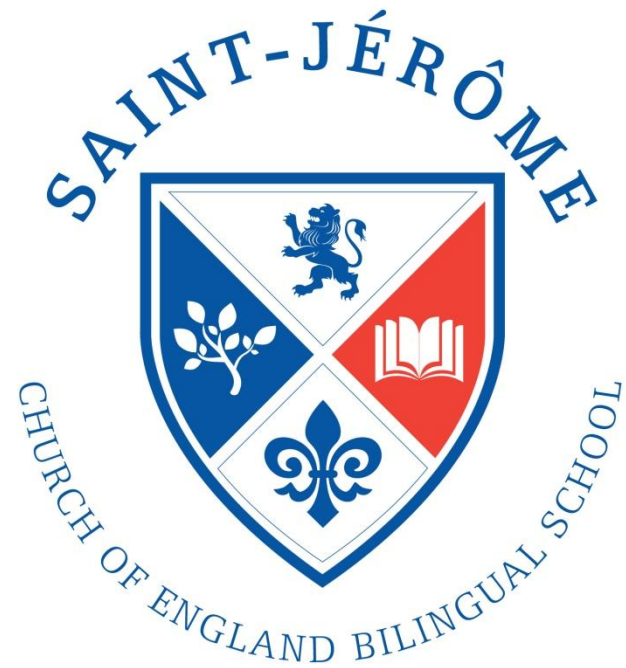
- Recognising phonic irregularities and becoming more secure with less common grapheme – phoneme correspondences.
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
- 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 tricky 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!**



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