

Phonics at William Read Primary School

Everything starts with reading



Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

(‘Letters and Sounds’ Principles and Practice of High Quality Phonics)

The Rose Review

The independent review of early reading, conducted by Jim Rose, confirmed that ‘high quality phonic work’ should be the prime means for teaching beginner readers to learn to read (and spell).

The review also highlighted the importance of developing, from the earliest stages, children’s speaking and listening skills – ensuring that beginner readers are ready to get off to a good start in phonic work.

What is Phonics?

Phonics is the link between letters and the sounds they make.

Using a highly structured programme working through 6 progressive phases, children are taught:

- The full range of common letter/ sound correspondences.
- To hear separate sounds within words.
 - To blend sounds together

Some definitions

Phoneme – The smallest unit of sound in a word.

Grapheme – What we write to represent a sound/ phoneme – for some phonemes, this could be more than one letter.

e.g. t ai igh

Definitions cont.

Digraph Two letters which make one sound.

A consonant digraph contains two consonants next to each other, but they make a single sound.

e.g. sh, ck, th, ll

A vowel digraph contains at least one vowel but the two letters still make a single sound

e.g. ai ee ar oy

A split digraph is a digraph in which the two letters making the sound are not adjacent,

(e.g. *make*)

More definitions

Blending is recognising the letter sounds in a written word, for example c- u- p, and blending them in the order which they are written, to read the word 'cup'. (reading)

Segmenting is identifying the individual sounds in a spoken word (e.g. 'him' = h – i – m) and writing down letters for each sound to form the word. (spelling)

What we use to teach Phonics at William Read

At William Read we follow the Letters and Sound Document.

Letters and Sounds is a phonics resource published by the Department for Education and Skills in 2007. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Letters and Sounds

There are six overlapping phases. The table below is a summary based on the Letters and Sounds guidance for Practitioners and Teachers.

Phase	Phonic Knowledge and Skills
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

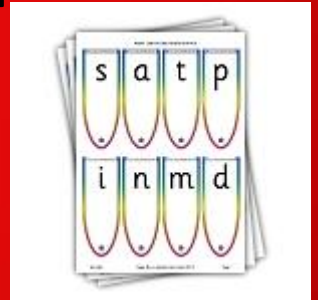
Phase 2

(up to 6 weeks)

By the end of phase two children should be able to read some vc and cvc words

Children will also learn to read the words 'the, to, go, I and no.'

Five sets of letters are introduced – one set per week



Introduction



Revisit and Review



Teach



Practise



Apply

Phase 3

(up to 12 weeks)

ch	sh	th	ng	
ai	ee	igh	oa	oo
oo	ar	or	ur	ow
oi	ear	air	ure	er

Children are taught another 25 graphemes

Children continue to blend and segment CVC words for reading and spelling.

Children will then use this knowledge to blend and segment two syllable words.

Phase 4

(4-6 weeks)

Children will consolidate their knowledge of the graphemes learnt in phase 2 and 3.

Children will read and spell words containing adjacent consonants and words with more than one syllable

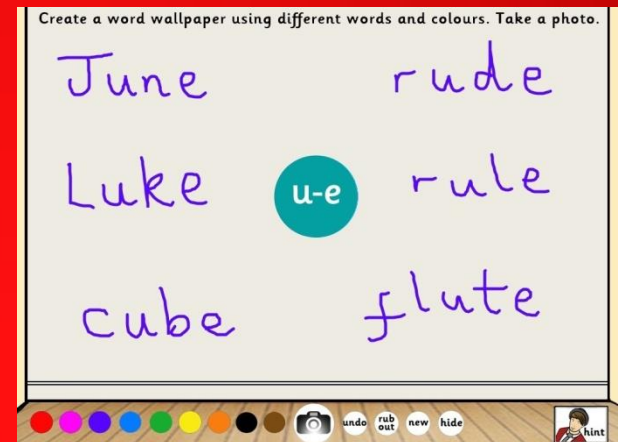
e.g. black, flat, strip, chest

Phase 5

(throughout year 1)

Children will broaden their knowledge of graphemes and phonemes.

They will learn alternative pronunciations of graphemes including split digraphs.



Same letters different sound

mean

bread

read

Same sound different spelling

may

make

pain

Tricky words

Some words can not be sounded out or blended and need to be recognised as a whole

e.g. **said** **the** **eyes**

These are taught as tricky words.

Children develop their ability to do this over time.

Children develop their own way of remembering these words.

Phonics Screening check

In June all Year One children will be expected to undertake a phonics check.

The aim is to check that a child is making progress in phonics.

If a child has not reached the expected standard we will ensure that additional support is given to help your child progress in year 2.

Phase 6

(throughout year 2)

Children working at phase six can read hundreds of words automatically

Children can decode words quickly and silently

Children's spelling will be phonemically accurate.

During this phase children become fluent readers and increasingly accurate spellers.

Developing learning across the week

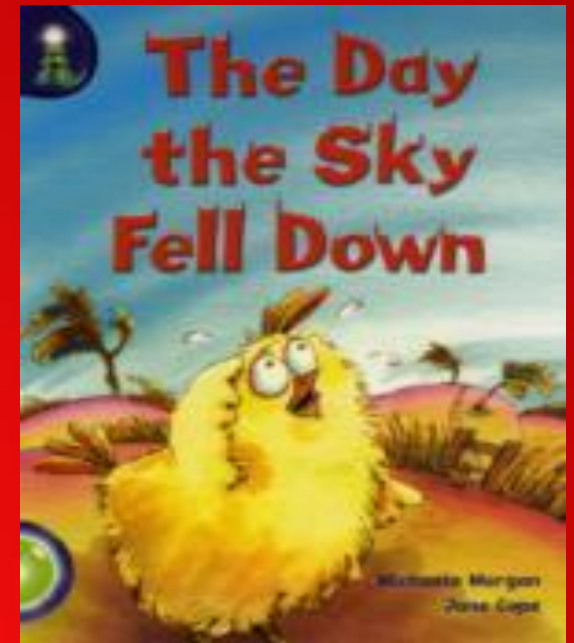
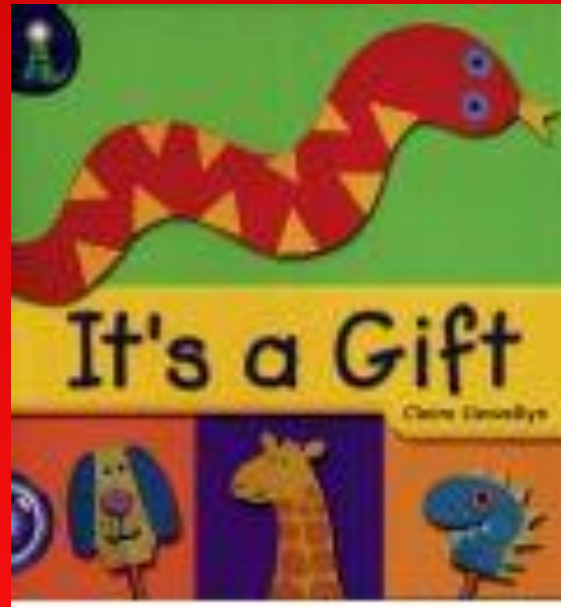
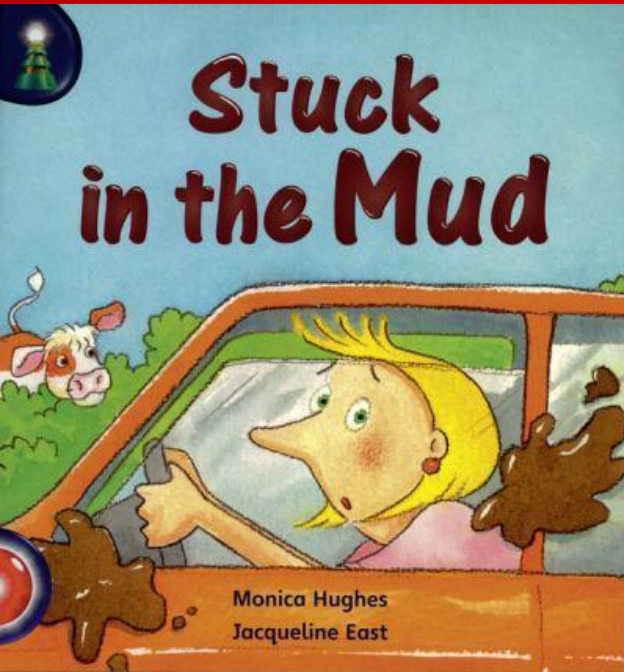
- Discrete daily teaching of phonics
- Daily application in shared reading and writing
- Daily application across the curriculum
- Application in guided reading
- Application in guided writing

Quiz



1. What is a phoneme?
2. How many phonemes in the word clock?
3. How many phonemes in the word brain?
4. What is a digraph?
5. Write down three words containing a split digraph.
6. What year group is phase 5 taught?

Reading books



At William Read we use a variety of reading schemes.

How can you help your child?

Phonics works best when children are given plenty of encouragement and learn to enjoy reading and books. You play a very important part in helping with this.

- With all books encourage your child to 'sound out' unfamiliar words and then blend the sounds together from left to right rather than looking at the picture clues.
- Ask your child's class teacher what phonemes they are working on that week so you can reinforce it when they are reading.
- Try and make time to read with your child every day.
- Word games like 'I-spy' can also be an enjoyable way of teaching children about sounds and letters. Encourage your child to read words from your shopping list or road signs to practise phonics.
- Internet phonics games such as phonicsplay.com are a good way to encourage children to read.

Any Questions?

Thank you for coming