



# Phonics Meeting

---

25.1.18

# Why Phonics?

---

All children have the chance to follow an enriching curriculum by getting them reading early. That means supporting the teaching of systematic synthetic phonics and introducing a simple reading check at age six to guarantee that children have mastered the basic skills of early reading and also ensure we can identify those with learning difficulties' (**White Paper**)

While it's true that most of us do memorize whole words on occasion (such as names or extremely common words like "the"), it would be impossible for us to memorise every word in the English language. So we must learn how to break words down so that we can decode them.

# Phonic actions

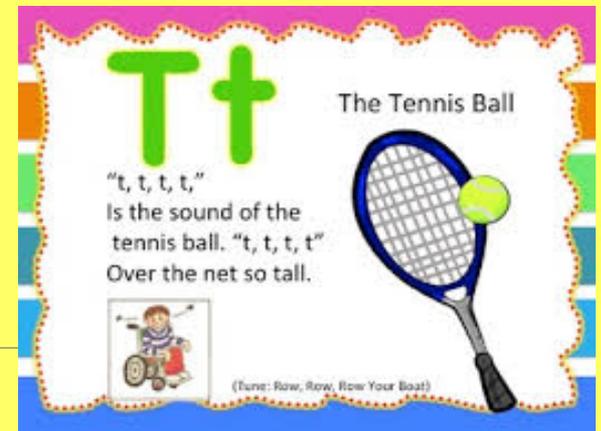
---

We teach the sounds through actions;

T-turn your head from side to side as if watching tennis and say t, t, t  
ck-raise hands and snap fingers as if playing castanets and say ck, ck, ck  
er-roll hands over each other like a mixer and say er, er, er

When children first learn to read it is common for them to use the actions they have learnt for the sounds.

At St Peters we have produced a phonic Progression, we have mapped out the order in which the sounds are best taught. This allows for maximum progress and connections between the sounds.



# Soft sounds

---

In order for children to blend their reading we are careful to make the sound appropriately

E.g. t, s, p, h, f, l, m, n, v

Segment- break down a word for reading or spelling.

C-a-t

Blend- put it back together for reading



# Digraphs and trigraphs

---

Some sounds are put together to form a digraph (2 letters one sound) or a trigraph (3 letters one sound).

The children are taught these in class and use this language too.

b l a c k

b r igh t

f ou n d

f i xi ng

# Split digraphs

---

Some digraphs are split, but should still be read together to make the sound:

**tie**

**time**



**tree**

**these**



**toe**

**tone**



**cue**

**cube**



# Common Exception Words (used to be called high frequency words).

---

- Introduce when pupils can blend CVC words
- Limit learning these words to 2 or 3 a week during phonic lessons
- Help children to decode as far as possible
- Teach the tricky part
- Use mnemonics-**B**ig **E**lephants **C**an **A**lways **U**nderstand **S**mall **E**lephants
- Point out words in shared and guided reading
- Display words that cannot be sounded out but are frequently needed on class learning walls e.g. the, said
- These are used for EYFS and KS1 Reading and Spelling Rockets

# Phonic Bug

---



In 2012 our school purchased a new interactive programme to insure the successful teaching of phonics at St Peter's. In 2013 we purchased the connecting reading scheme to use. The scheme has plays, comics for phonics, stories and non-fiction. We find the scheme to be particularly boy-friendly, where as the previous reading books did not have any non-fiction.

This year we have introduced ebooks. All children on the reading scheme between pink and orange have an account that allows them to access the reading books on a tablet or laptop.

# Phonic assessment

---

In 2012 the Government introduced phonic screening for Year 1 children.

The screening will take place in June of this academic year.

The phonics screening check is designed to confirm whether individual children are at the appropriate level for their age.

Any children who do not achieve this will receive support to improve their decoding skills to retake the check at the end of year 2.

Year 1 parents will be invited to a short meeting before the phonic screening check where more detail will be given.

# Nonsense words

During the year 1 phonic screening, children will be asked to read nonsense (pseudo) words.

Practise sheet: Pseudo words.

geck



chom



tord



thazz



# Phonics at home

---

Writing- a range of good writing materials and papers

Writing- for a purpose e.g holiday diary, thank-you letter, cards

Jolly phonic resources- from the Early Learning Centre

Magnetic letters, flashcards-looking for opportunities to reinforce sounds (cereal boxes, shopping trips)

Correcting- some speech where sounds are dropped/incorrect e.g 'I flew it' 'I threw it', showing how to make the correct shape with your mouth. Using the correct word 'nana' is not a 'banana'.

Being a reading and writing role-model- let your children see you writing shopping lists, notes. Also read in front of them so they see the value of reading and writing.

# Websites and Apps

---

Internet-[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

APPs- Twinkl phonics

There are many APPs and websites, but these are ones that teachers have experience of using and finding helpful.

# And Finally.....

Thank-you for your time and support.

I will be available after the presentations if you have any questions.

St Peter's Anglican/Methodist VC Primary School



"St Peter's is a dynamic place where children are nurtured, valued and challenged to reach their full potential in a caring, stimulating environment, in which Christian values underpin all our expectations."