

Phonics

Teaching of Early Reading and Writing at Woodford Valley CE Primary Academy

Sue Gallagher (Early Years Teacher)

Miranda Naish (Year 1 teacher)

Katharine Higham and Jo Rackham (Year 2 teachers)

Caroline Conduit (Literacy Lead)

Welcome!

Meet the team:

- Mrs Gallagher: EYFS Reception class teacher
- Miss Naish: Year 1 teacher
- Mrs Higham and Mrs Rackham: Year 2 teachers and phonics leads.
- Mrs Conduit: Literacy subject lead and another phonics lead.

Phonics requirements

- From September, every school was required to follow a systematic, synthetic Phonics programme (SSP) from the government's validated scheme with fidelity.
- Fidelity means following the programme chosen and not mixing and matching. This means sticking to one programme. Each programme will use programme-specific systems and terminology, mnemonics, prompts, key words and routines to teach the knowledge and skills children need.
- This idea of fidelity also implies that how you support your child at home needs to be in line with how we teach at school.

What is synthetic phonics?

Phonics is recommended as the first strategy that children should be taught in helping them learn to read.

From September 2022 we have followed the Lesley Clarke Systematic Synthetic Programme (validated by DFE)

<https://www.lesleyclarkesynteticphonics.co.uk/index.php/parents>

Lesley Clarke
Synthetic Phonics

What is synthetic phonics?

Teaching the smallest units of sounds (phonemes) and the letters which are used to write these (graphemes).

d s ai ou air ear

Children learn to put the phonemes together (**blend them**) to read words. They also learn to break words into phonemes (**segment them**) for spelling.

dog – d o g

Lesley Clarke uses mnemonics to support the children's learning of these.

ir instrument in the rain

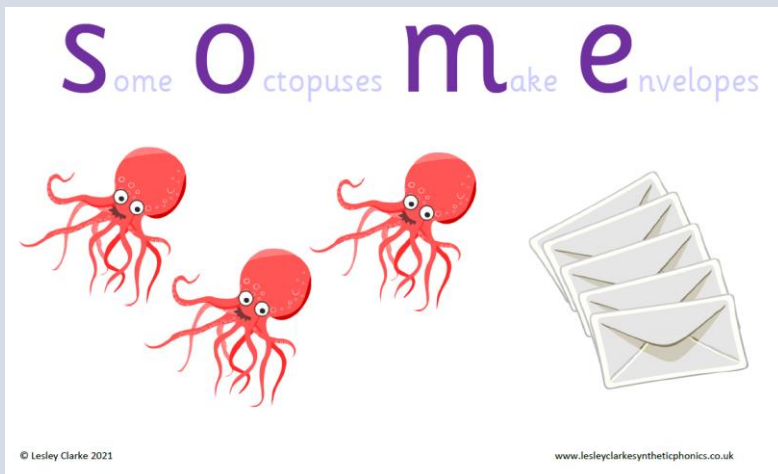


Tricky words

Children are also taught 'tricky words'. These are words that are not decodable and need to be learnt by sight.

the into come said go asked taught

Mnemonics and songs to help remember some of these tricky words.



What makes phonics tricky?

In some languages learning phonics is easy because each phoneme (sound) has just one grapheme (letter) to represent it.

English is more complicated... Each set of invaders brought new words and new sounds with them.

As a result, English has around 44 phonemes but there are around 120 graphemes or ways of writing down those 44 phonemes.

What makes phonics tricky?

With only 26 letters in the alphabet some phonemes are made up from more than one letter.

Digraphs

ch, ai, ee

Trigraphs

ear, igh, air

What makes phonics tricky?

Some phonemes are represented by more than one grapheme (they have more than one way of writing them). (Phase 5).

ai	a-e	ay
rain	cake	play

oa	oe	o-e
boat	toe	home

Split digraphs

cake, like, these, June, home

What makes phonics tricky?

Some graphemes represent more than one phoneme (Phase 5b). For example **y** makes three very different sounds in these three words:

yes very sky

What makes phonics tricky?

Some graphemes can represent more than one phoneme (Phase 5b). For example **i** makes two very different sounds in these words:

kind

wild

bit

Overview of Phonics Phases

Phase 2 – most single letter phonemes and graphemes

Phase 3 – digraphs and trigraphs (the most common way for a sound)

Phase 4 – consonant blends and polysyllabic words

Phase 5a – common graphemes

Phase 5b – alternative pronunciation of graphemes

Phase 5c – best bet – the most likely grapheme for spelling a - sound in a word.

Phase 6 – spelling patterns

What does phonics look like in school?

Daily sessions 20 - 25 minutes (this may be smaller blocks in EYFS)

Review and Revisit

Teach

Practise

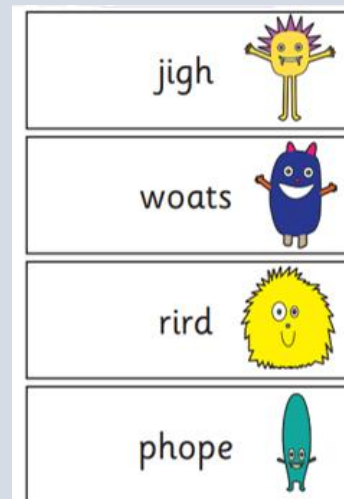
Apply

Assessment

Every child's progress in phonics is regularly assessed to check their GPC recognition, reading and spelling of Tricky words and their ability to both blend and segment.

Interventions are quickly put in place to close any gaps.

Year 1 children undergo a statutory Phonics Screening check in June, which if they do not pass, they then re-sit the following year.



Reading books

All children working within the Phonics Programme are required to have a fully decodable reading book.

These are matched precisely to the phonics being taught in school.

This approach is aimed at ensuring children have a high level of fluency.

Books are changed weekly, and children are also able to select a free choice book.



Reading books at home

Reading should be taking place daily at home using the fully decodable book.

Encourage children to sound out words using their phonics.

Avoid using **schwabs** at the end of sounds

It is vitally important to:

- share a love of reading and books.
- check that the story and all its language has been fully understood.
- continue to develop storytelling skills, by encouraging children to retell stories, adding information from pictures etc.
- develop comprehension by talking about the characters, events, and making predictions/alternative endings is also important.

Help for parents

<https://www.lesleyclarkesynteticphonics.co.uk/index.php/parents>

<https://www.lesleyclarkesynteticphonics.co.uk/index.php/parents/125-articulation-of-phonemes>

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Useful Websites

- <https://www.lesleyclarkesynteticphonics.co.uk/index.php/parents>
- www.phonicsplay.co.uk
- <http://www.ictgames.com/literacy.html>

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Any questions?

