### Phonics/Home Learning

Welcome, please sit down!



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# Phonics/Reading

In schools the reading process takes
place in a series of phases.
As recommended by the Rose Report
-The principles and practice of High
Quality Phonics work must take place
within a
five-phase Teaching Programme.

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#### Phase One

Begins within the Early Years Foundation Stage i.e. Nursery & Reception.

This programme of learning includes a lot of speaking and listening and involves:

- General sound discrimination i.e. environmental and
  - instrumental
  - Rhythm and rhyme activities
- Alliteration e.g. 'She sells sea shells on the sea shore'
  - Voice sounds
- **Oral blending and segmenting** i.e. splitting words into separate sounds and then putting the sounds back together again to say the word.

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## Phonics/Reading

Phases 2, 3, 4 and 5

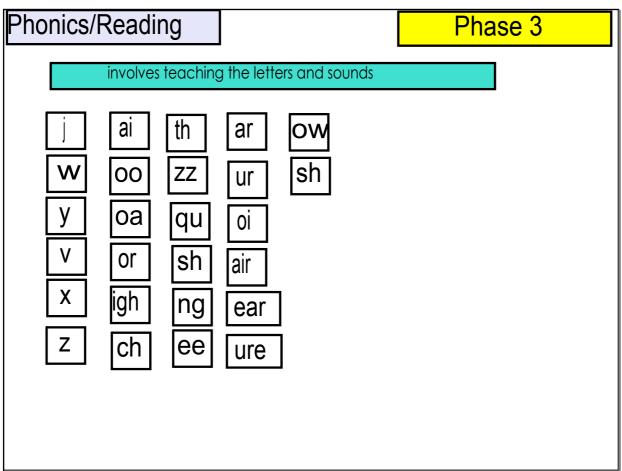
- These phases link directly to the teaching and
- practice of letter recognition and sounds that will
- enable children to read and spell words effectively
  - They also teach and practice oral blending and
    - segmentation for reading and spelling.
    - Teaching and practising high frequency (common) words

Phonics/Reading	our phonics dictionary	
A <b>phoneme</b> s another word for a sound.		
It is the smallest unit of sound in a word		
A <b>grapheme</b> another term for a letter or collection of letters e.g.  Letter(s) representing a phoneme <b>t ai igh</b>		
A <b>diagraph</b> is a term for two letters which make one sound e.g. Letter (s) representing a phoneme <b>ayai ch th</b>		
<b>Blending</b> is the synthesising, they occur along a word to read	or combining of phonemes in the order it. c-a-t = cat	
<b>Segmenting</b> is the breaking up of a word into its phonemes in the order they occur along a word to spell it. cat = c-a-t		
, ,		

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Phonics/Reading	Phase 2
involves teaching the letters and sounds	
s m ck f a d e # t g u — p o r — c h ss n k b	

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# Phonics/Reading

Phase 4

The main purpose of this phase is to teach children to read and spell words containing adjacent consonants.

Phase 5

The main purpose of this phase is to teach children to use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.

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## Phonics/Reading

## synthetic phonics

- Synthetic phonics refers to an approach to the teaching of reading.
- For example, children are taught to take words such as **cat** apart into its three letters, **/c-a-t/**, and blend the phonemes together to form a word. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn, for example **d, o, g/**, and write a grapheme for each phoneme in turn to produce the written word, **dog**'

Now it's your turn... can you segment these words?

trip

snail

thinking

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#### Phonics/Reading

#### reading methods

Finger pointing: In blending, model for the children how to use a pointing finger'. Say and point at each phoneme, then finish by sweeping your finger along, under the word.

p-oi-n-t point Im Im Im I

**Finger counting:** In segmenting, model how to say the words, then start with your thumb, count each phoneme out on your fingers as you move along the word.

c - ou - n - t

1 - 2 - 3 - 4

#### **Enunciation**

- Most consonants should be pronounced in a continuous manner e.g. ssssss mmmmmm ||||||||| nnnnnn shshshsh rrrrrr zzzzzzzz
  vvvvvvv
- Some can't be said like this (e.g. /c/ /t/ /p/ /b/ /d/ and /g/)
   but /c/, /t/ and /p/ should be enunciated without the voice .
  - Phonemes wwwwww and yyyyyyyy are not easy but can be attempted.
- Many misconceptions spring from incorrect enunciation e.g. teachers reporting that children confuse 'ch' and 'tr'. If the 'ch' is enunciated correctly, as one phoneme, rather than 'chur'and -' tr' clearly as 2, eg. t -r -, there is far less likelihood of confusion.

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### Phonics/Reading

## Fast or tricky words

Irregular words are sometimes called **tricky or fast words** and are difficult to decode, e.g. **who, was, you** They cannot be easily sounded out using the synthetic approach. Children must therefore

learn to use their **visual memory**to recognise and say these types of words, without hesitation when they are reading.

#### Phonemes with one Phonics/Reading or more grapheme ay ey eigh ai a-e е-е ea ee y i-e ie igh y о-е oa oe ow ue oo ew u-e oul 00 u owou ough oi oy ar a or ough aw ore a air are ear eer ear

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