

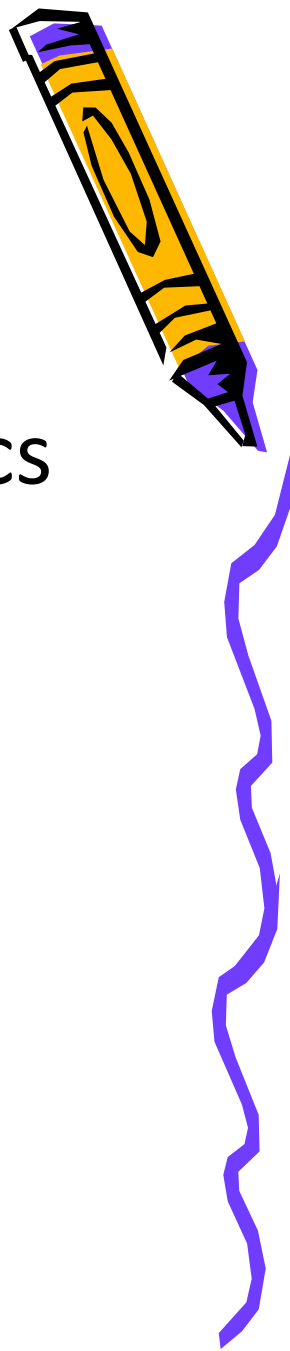
# Phonics Meeting for Foundation Stage parents

Wednesday 10th November 2021



# Aim of the session

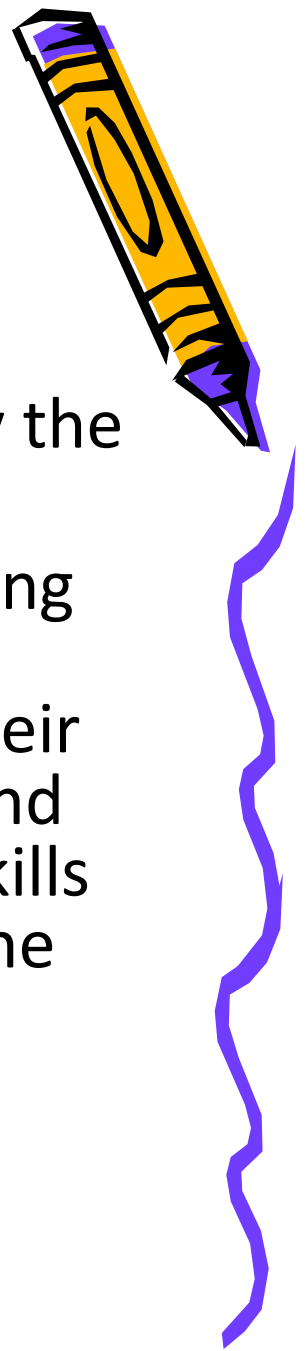
- Phonological awareness and Phonics
- Terminology
- Enunciation of pure sounds
- Letters and Sounds
- Support at home



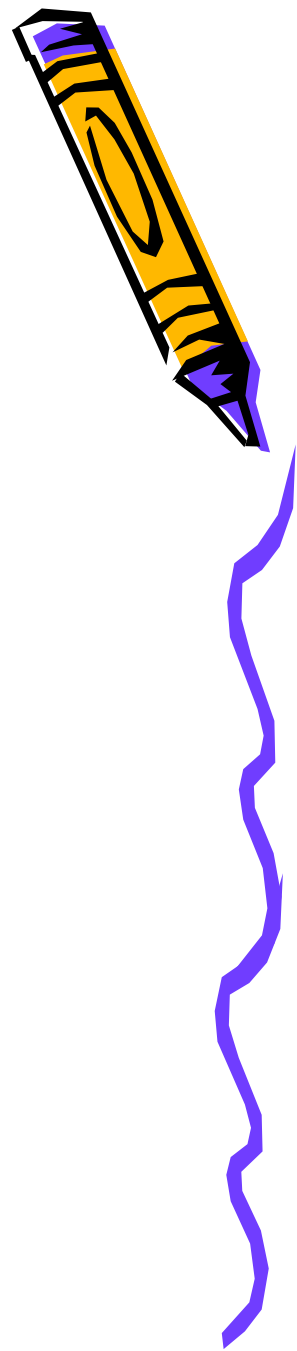
# Letters and Sounds

Letters and Sounds is a 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 prepare children for learning to read by developing their phonic knowledge and skills. It is 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.



# Sequence of teaching in a discrete phonics session



**Introduction**

***Objectives and criteria for success***



**Revisit and review**



**Teach**



**Practise**



**Apply**

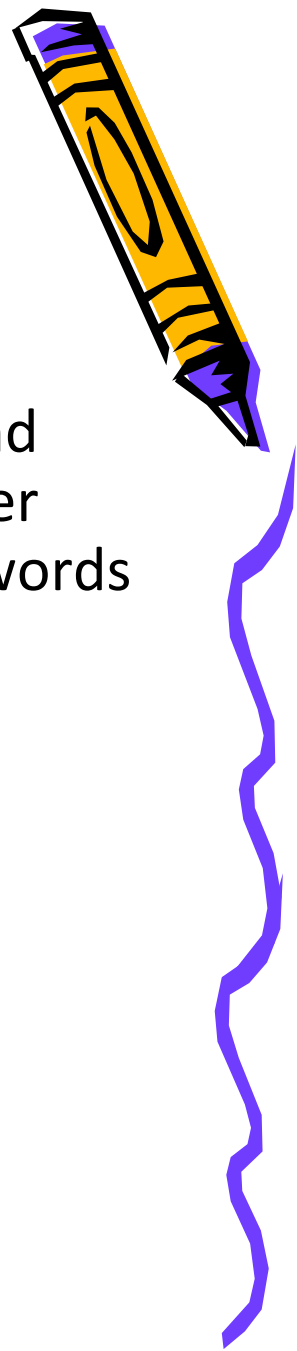


**Assess against criteria**



# Letters and Sounds Phase 1

## Phonological awareness



**In this ongoing phase your child is learning to:**

have fun with sounds, listen carefully, develop their vocabulary, speak confidently to you, other adults and other children, tune into sounds, listen and remember sounds, talk about sounds, understand that spoken words are made up of different sounds.

**Phase 1 consists of seven interlinking parts:**

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration (words that begin with the same sound)

Voice sounds

Oral blending and segmenting.



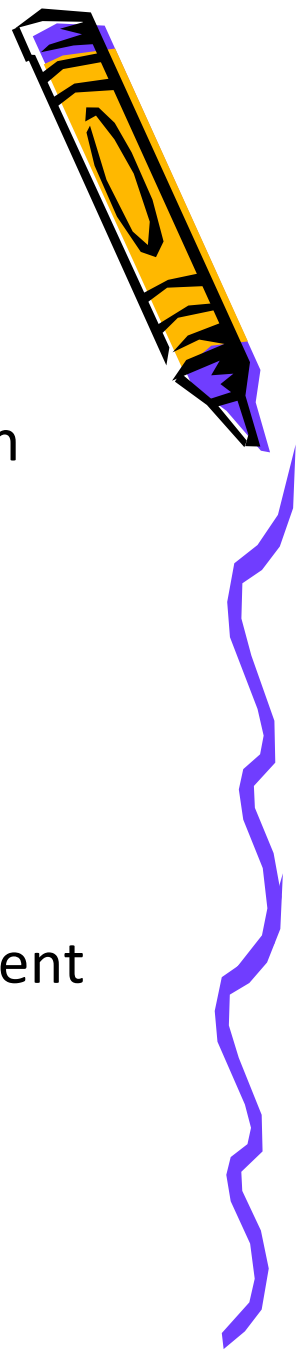
# Phonics

In contrast Phonics is...

the system by which written letters represent the individual speech sounds (phonemes) to form written words and sentences, eg f-l-a-g.

Phonics consists 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
- Understand that spoken words are made up of different sounds



# Terminology

## A phoneme

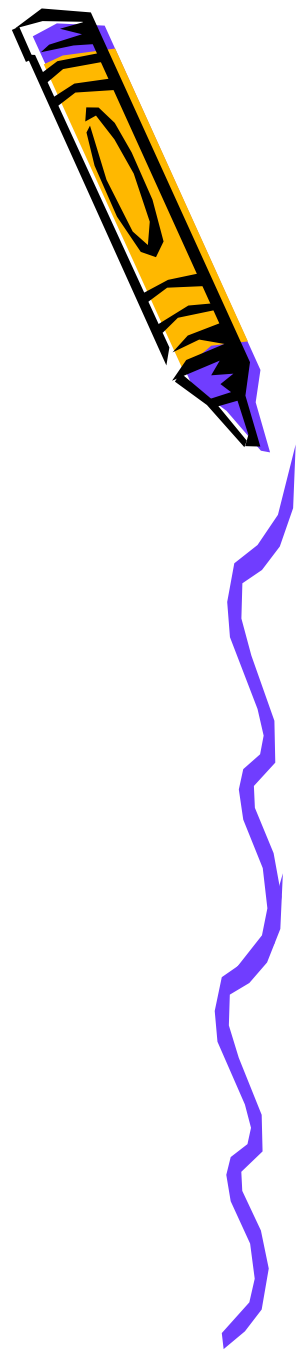
This is the smallest unit of sound in a word

There are 44 phonemes that we teach!

## A phoneme you can hear



How many phonemes can you hear in the word **cat**?



# A grapheme

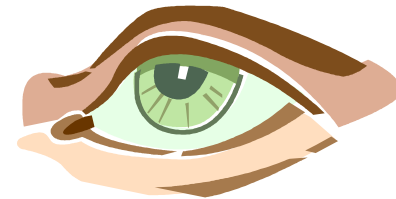
These are the letters that represent the phoneme (sound)

The grapheme could be 1 letter, 2 letters or more!

We also refer to these as sound buttons

t   ai   igh

**A grapheme you see**





# sound buttons

s u n

h a t

r a i l

t o a d

s e e d

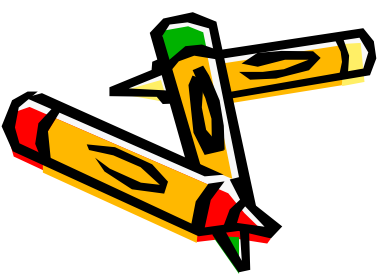
b r o o m

f o i l

y e a r

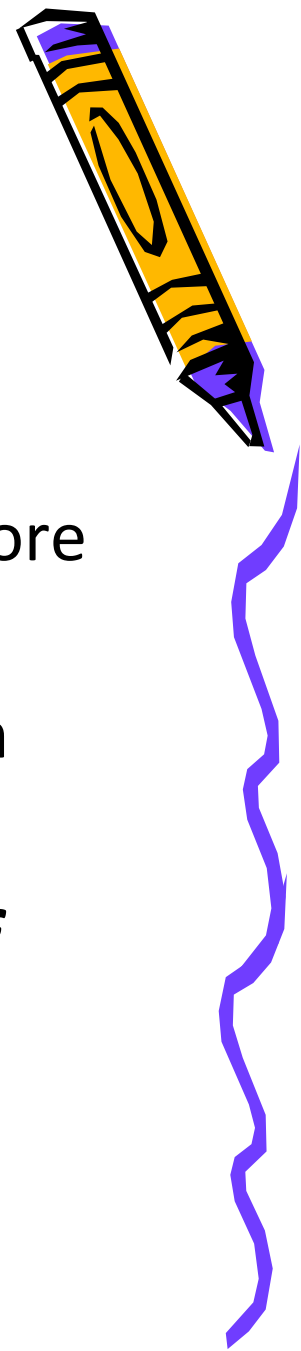
s l i g h t

j u m p e r

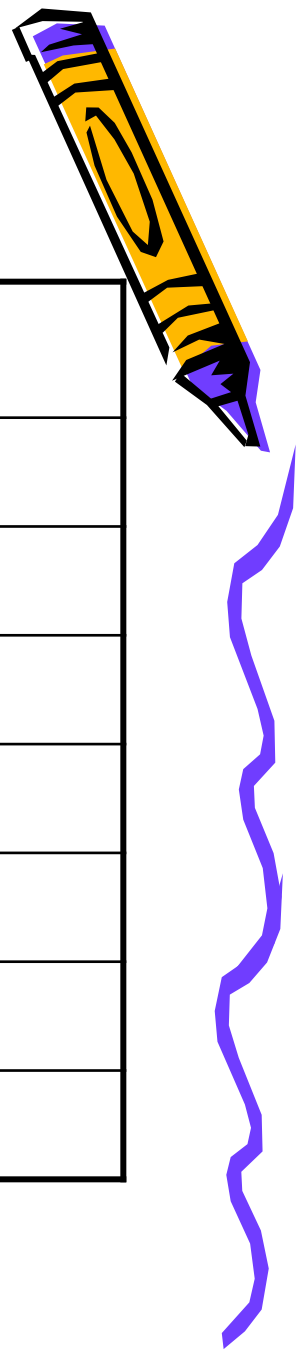


## Things to remember...

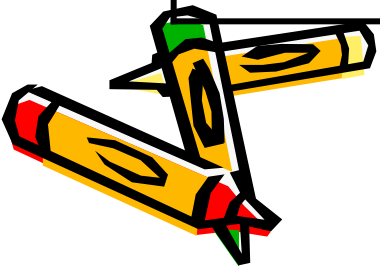
- \*Phonemes are represented by graphemes
- \*A grapheme can consist of 1, 2 or more letters
- \*A phoneme can be represented / spelled in more than one way (cat, kennel, choir)
- \*The same grapheme may represent more than one sound (me, met)
- \*A word always has the same number of phonemes and graphemes!***



How many phonemes are in each of these words?



| word   | phoneme count |     |    |    |    |  |
|--------|---------------|-----|----|----|----|--|
| bleed  | b             | l   | ee | d  |    |  |
| flop   | f             | l   | o  | p  |    |  |
| cow    | c             | ow  |    |    |    |  |
| chair  | ch            | air |    |    |    |  |
| clash  | c             | l   | a  | sh |    |  |
| spring | s             | p   | r  | i  | ng |  |
| church | ch            | ur  | ch |    |    |  |

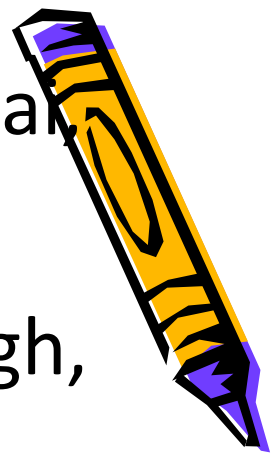


**Digraph** – 2 letters making one sound (ai, ee, oo)

**Trigraph** – 3 letters making one sound (igh, air, ure, ear)

**Split digraph** – where the two letters are not adjacent (a\_e, o\_e)

**Adjacent consonants** – 2 or 3 letters with discrete sounds, which are blended together (str, cr, bl previously consonant clusters)



# Blending



Blending (for reading)

\*Recognising the letter sounds in a written word and merging them together into the correct order to pronounce the word

For example, c-u-p cup

sh-ee-p sheep



# Segmenting

Segmenting (for spelling)

- \*Identifying the individual sounds in a spoken word (eg h-i-m, s-t-or-k) and writing down each sound (phoneme) to form the words him and stork
- \*Blending and Segmenting are reversible skills



# Enunciation

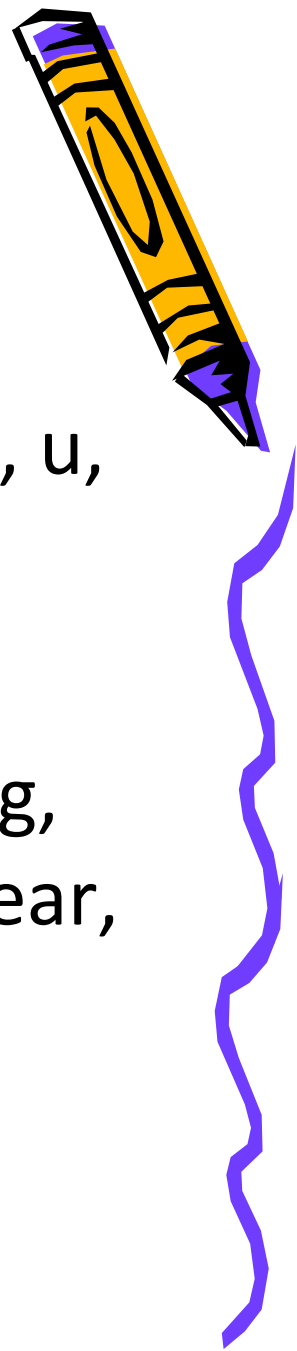


- Enunciation of a pure sound is very important!
- Teaching phonics requires technical skill in enunciation.
- Phonemes should be articulated clearly and precisely.
- Online video – How to pronounce the pure sounds:

<https://www.youtube.com/watch?v=UCI2mu7URBc>



# Letters and Sounds sequence



Phase 2: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u,  
r, h, b, f, ff, l, ll, ss

Phase 3: j, v, w, y, z, zz, qu, ch, sh, th, **th**, ng,  
ai, ee, igh, oa, oo, **oo**, ar, or, ur, ow, oi, ear,  
air, ure, er



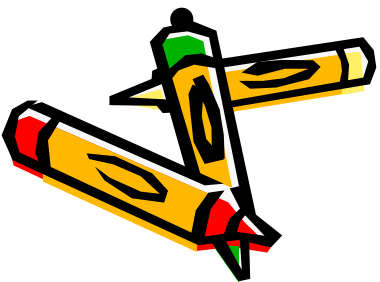




# Letters and Sounds

## Purpose of Phase 2

- To teach at least 19 letters.
- To move from oral blending and segmentation to blending and segmenting with letters.
- To read some VC and CVC words and to spell them using either magnetic letters or write them on paper/whiteboards.
- Introduction to reading two-syllable words and simple captions.
- Learn some high frequency 'tricky' words: the, l, to, go, no.



# Letters and Sounds

## Purpose of Phase 3

- To teach another 25 graphemes, mostly digraphs (eg oa).
- To continue to practise CVC blending and segmentation.
- To apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.
- To learn letter names.
- To read some more high frequency 'tricky' words and begin to learn to spell some of these words.



# Letters and Sounds

## Purpose of Phase 4

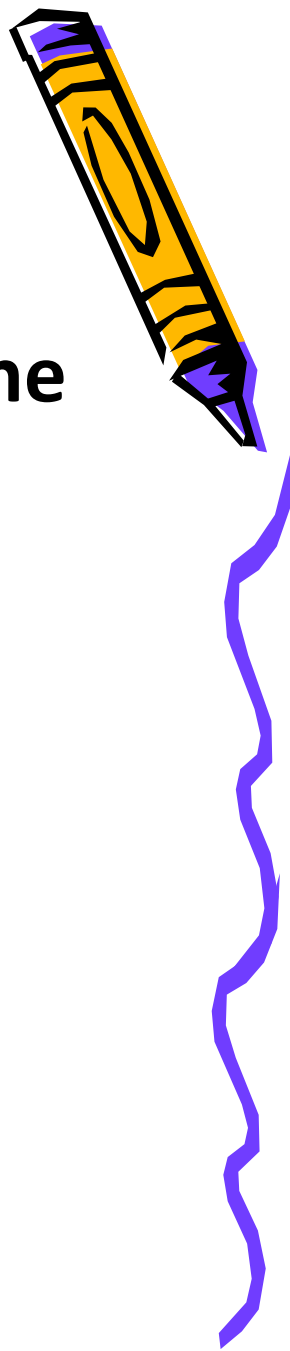
- To consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.
- No new phonemes/graphemes.
- Increasing speed of recognition of graphemes – whole word
- Use of letter names (taught earlier but should be used by pupils now)



# Reading

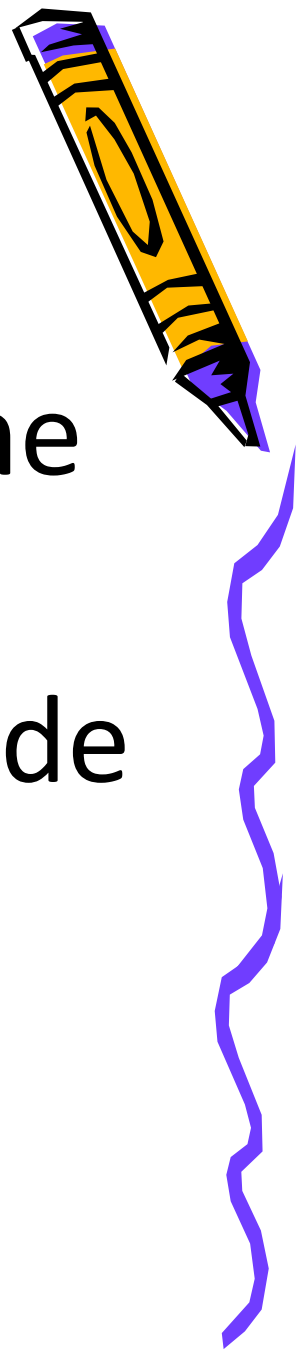
There are 3 main reading strategies for the children to develop

- **Phonic decoding** (sounding out)
- **Using picture cues**
- **Word recognition**



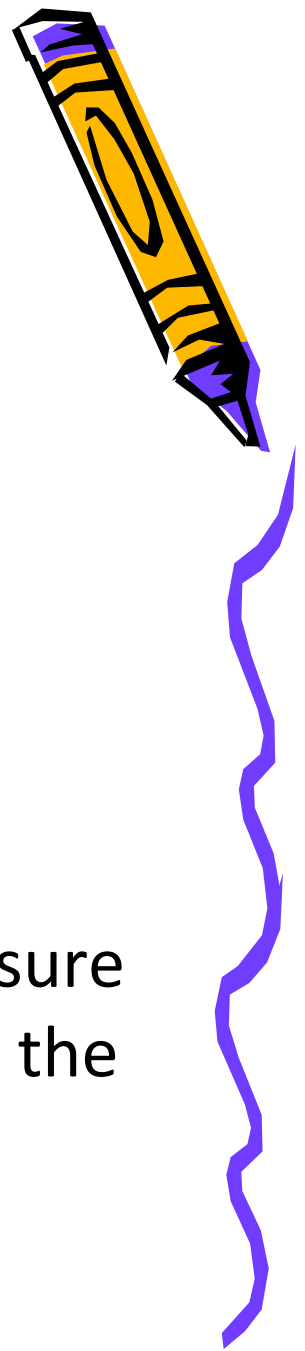
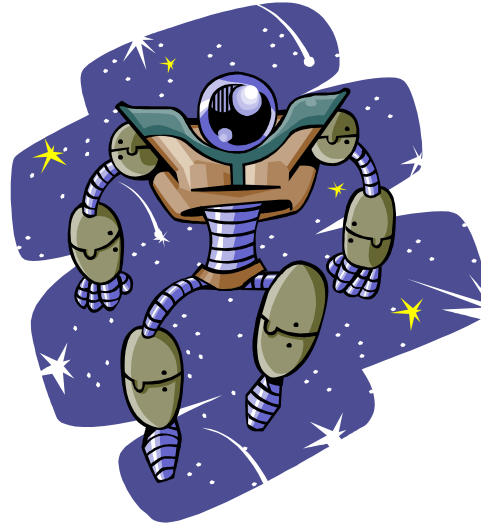
**Important!**

Phonics should be the prime  
approach in learning to  
decode (*to read*) and encode  
(*to write/spell*) print



# Non-words (pseudo words)

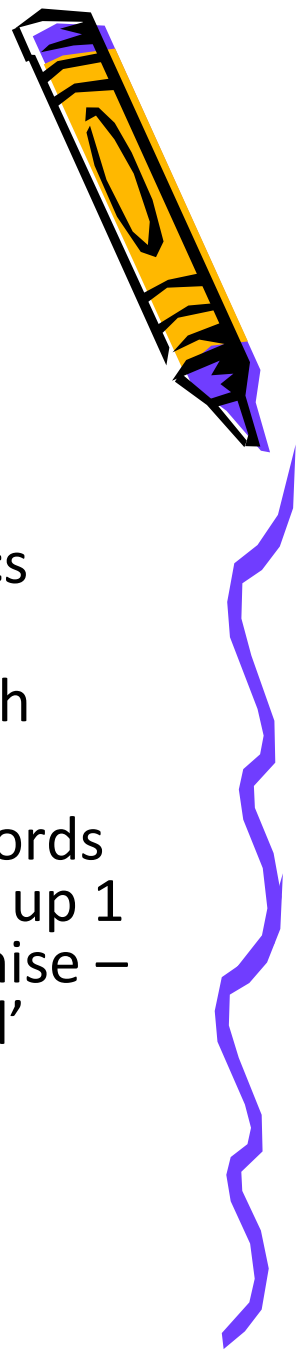
- et
- osk
- drep
- blom
- gris



We learn alien / monster / rubbish words to ensure that the children have knowledge and can read the sounds in unfamiliar words.



# What can we help with at home?



**These will be in a pack or the book bag.....**

- Decodable Phonics reading books – pink level
- Group reading books – Decodable / non-decodable
- Letters and Sounds book – Guidance and Jolly Phonics actions
- Letters and Sounds pack - Individual letter sound flash cards and decodable word flash cards
- Reading pack – 2 word walls with some decodable words but mostly tricky non-decodable words on them. Cut up 1 to make flash cards and use the 2 envelopes to organise – ‘Words that I am learning’ and ‘Words that I can read’



Any questions or  
anything to add?

