Phonics is the basis for reading and writing skills

- It develops the skills needed to hear sounds in words and match them to the corresponding visual representation
- It gives children the skills needed to use their knowledge of the alphabet to support their reading and their writing as they move through school
- Reading and writing are like a code: phonics is teaching the child to crack the code
- Year 1 phonics screening test
All children in Nursery, Reception, Year 1 and Year 2 have daily phonics sessions of 20 minutes in ability groups. This is supported by phonics based routines, activities and games throughout the EY’s provision.
What?

* We follow the government recommended scheme called “Letters and Sounds”
* It is a 6 phase teaching programme that all children work through during their time in EYFS and KS1 moving onto a programme for spelling, punctuation and grammar (SPaG) as they move towards KS2
How?

- We teach phonics using a range of games, songs, rhymes, activities and resources
- We try to keep it as fun and interactive as possible
- All the teachers and teaching assistants in school (R-Yr. 2) work with a group of children who are working at a similar level, this means that children from different classes may be taught together
- Each child will have a phonics passport which the teachers will use to assess their knowledge, plan next steps and plan appropriate groups
From the children’s perspective......
Could you type the word cat? Even with a knowledge of a keyboard it would be tricky or confusing! You would have to remember which letters related to which sounds!
Now could you?
Some of the words you may hear the children talking about!

- **Phoneme** – this is a sound it can be represented by 1, 2, 3 or 4 letters
- **Grapheme** – is the letter or letters that represent a sound
- **Diagraph** – 2 letter sounds can be a consonant diagraph such as “sh” or a vowel diagraph such as “ee”
- **Trigraph** – 3 letter sounds such as “igh”
- **Split diagraph** – may know it as “magic e” a diagraph in which the two letters are not next to each other
- **Syllable** – single unit, an unbroken sound used to make up a word
* **CVC** – a word with a consonant, vowel, consonant
* **Blending** – the ability to listen to sounds spoken individually and be able to push them together to blend them and hear the word
* **Segmenting** – the opposite of blending, to be able to identify the individual sounds when the word is spoken
* **Alliteration** – is the consonant sound at the beginning of several words in close succession. For example – Peter picked purple pansies
* **Sound out** – this is the process we ask children to go through when they are unsure when reading a word, they say the sounds in order then blend them to hear the word
* **High frequency words/tricky words** – these are words that your child will come across frequently in reading and writing that they may not be able to sound out, they just need to recognise them by sight
* **Sound buttons** – these are the marks we make when building or reading a word to identify the sounds in the word
Phase 1 covers the building blocks needed for future phonics learning. The children don’t have to master all these strands before they start learning the sounds and letters but they are essential for future success.

- It covers things such as the ability to listen, talk about and hear the difference between sounds in the environment, instrumental sounds and voice sounds.
- It also covers alliteration, rhyme, rhythm and oral blending & segmenting.
Gradually introduces phoneme grapheme correspondence through a staged approach
Blending and segmenting more complex words including polysyllabic words
Learning tricky words
From phase 3 they are introduced to letter names eg the alphabet song
What can you do?

- Make sure you use the correct pronunciation of sounds – don’t add “uh” on the end “Speech and language” parent session coming up!
- Use lower case letters when writing together, talk about when they would use a capital letter eg at the beginning of a name or at the beginning of a sentence
- Share rhymes and songs, create sound effects to stories, explore music and movement
- Talk about sounds you hear around you eg soft, loud, quick, long, high, low
- Play with sounds – “can you put your hands on your n…e…ck?” “I spy…”
- Explore nonsense words (phonics test)
- Borrow the parent grab bags in the Nursery and Reception classrooms
- Education City games, www.phonicsplay.co.uk
- www.letters-and-sounds.com
Any questions?

* Thank you for coming!