

Phonics at Hawkinge Primary School

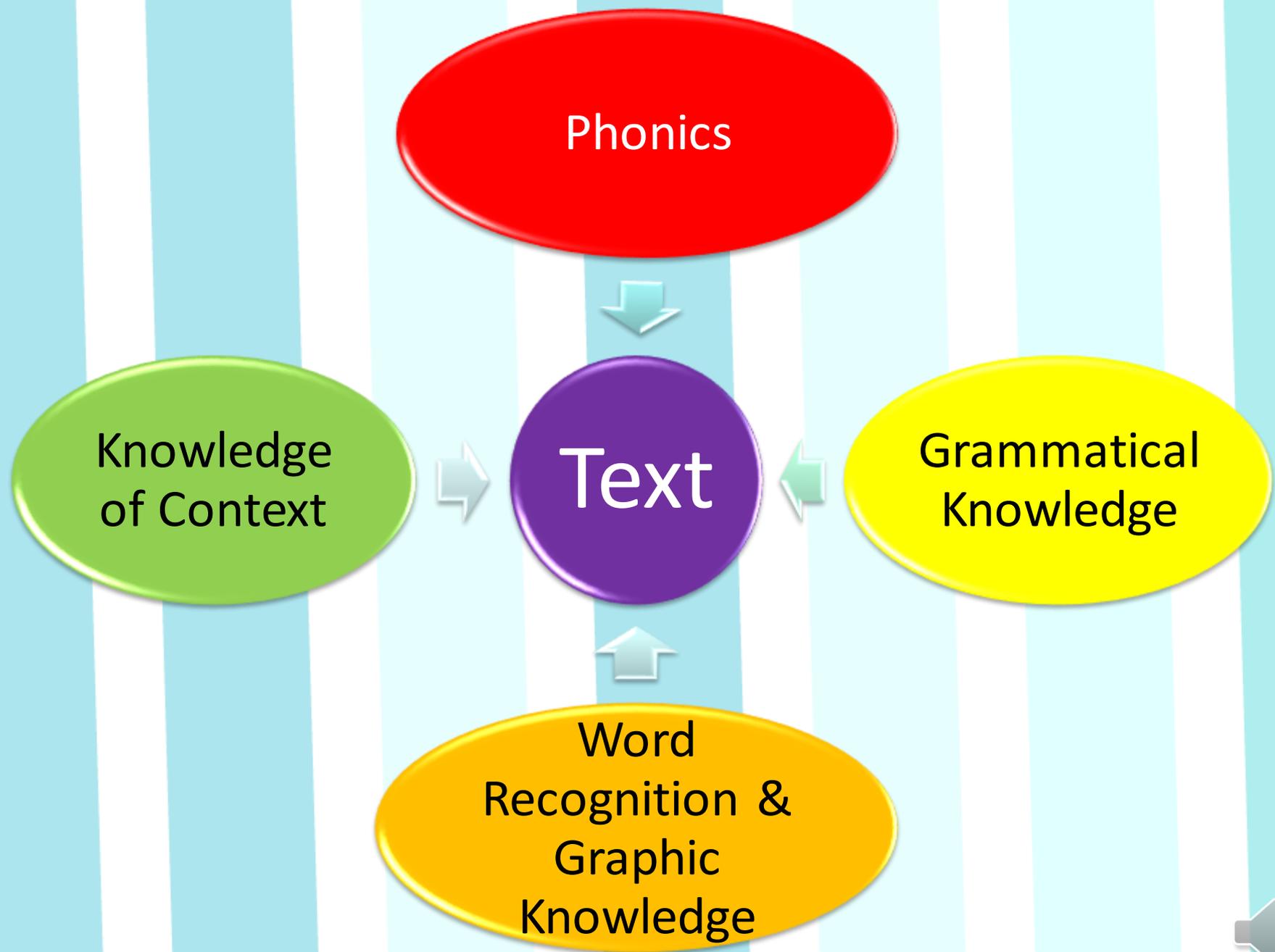
What is phonics and how do
we teach it?



Why teach phonics?

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7.
(DfE)





- Every day the children in Years R/1/2 have 20 minute sessions of phonics
- Fast paced approach
- Lessons include a range of games, songs and rhymes
- We use the Letters and Sounds document to support the teaching of phonics
- There are 6 phonics phases which the children work through at their own pace



The English language is made up of:

44 phonemes,
represented by 26 letters,
in about 140 combinations.



Definitions

- * We teach children the correct terminology from YR onwards
- * Children love learning this challenging language!



Definitions

Phoneme

- * smallest unit of sound
- * a single sound
- * can be made up of more than 1 letter



Grapheme

- * the letter or letters that represent a sound

p oa igh



Definitions

Segmenting (spelling)

- * hearing a whole word and saying every sound that they hear
- * writing or sounding out a word by splitting it into individual sounds

b-i-n
m-u-g



Definitions

Blending (reading)

* hearing the separate sounds in a word and then blending them together to say the whole word

c-u-p to cup

b-e-d to bed



Definitions

Digraph

2 letters that make 1
sound

oa sh ng

Consonant digraphs

ch ck th

Vowel digraphs

contains at least 1 vowel

ai ee ar



Beware!

* 2 consonants together are often incorrectly considered to be digraphs

tr as in trap

sp as in spin

* BUT they remain 2 separate sounds because you can hear both sounds



Definitions

Trigraph

3 letters that make 1 sound

igh dge ure

Split digraph

a digraph in which the 2 letters are not next to each other

line



Definitions

Sound buttons

crayon

dots or lines to show
how many sounds
there are in a word

field

cake



Definitions

CVC

consonant-vowel-consonant

bag

Beware!

CVC refers to the sounds in the word, not the letters so...

coat and shop are CVC



but far is not (CV only)



Which are CVC?

pig

sheep

boy

ship

car

whip

cow

whizz

day

miss

for

song



Which are CVC?

pig

sheep

boy

ship

car

whip

cow

whizz

day

miss

for

song



CVCC lamp

CCVC frog

CCVCC crisp



Letters and Sounds

- * 6 phases to teaching phonics in EYFS and KS1

- * 20 mins daily, discrete phonics lesson



Phase 1

- * Taught in Nursery/Year R
- * Chn distinguish between sounds (environmental, instrumental, own voice)
- * Speak clearly and audibly, with confidence and control
- * Speaking and listening, develop vocab
- * Recognising rhyme, rhythm, alliteration



Phase 1

Aspect 1	environmental sounds
Aspect 2	instrumental sounds
Aspect 3	body percussion
Aspect 4	rhythm and rhyme
Aspect 5	alliteration
Aspect 6	voice sounds
Aspect 7	oral blending and segmenting



Phase 2

- * Taught in Year R
- * Introduces grapheme-phoneme (letter-sound) correspondences
- * Know that words are built using sounds
- * Know a small selection of common consonants and vowels
- * Begin to blend and segment (read and write) CVC words



Phase 2

Week 1	s,a,t,p (SET 1)
Week 2	i,n,m,d (SET 2)
Week 3	g,o,c,k (SET 3)
Week 4	ck,e,u,r (SET 4)
Week 5	h,b,f,ff,l,ll,ss (SET 5)
Week 6	Revise all



Phase 2

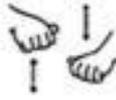
* most consonants should be pronounced in a continuous manner – e.g. ssssss mmmmmm
lllllll nnnnnn shhhhh rrrrrr zzzzzzzz
vvvvvvv

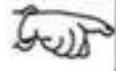
* some cannot be said like this e.g. c, t, p, b, d, g

* c, t, p should be enunciated *without the voice* – ‘soft’ sounds,
- otherwise c-a-t is cur-a-tur



Jolly Phonics Actions Chart

Ra short a 	Bb 	Ch ch 	Dd 	Ee short 	Ff 	Gg 	Hh 	Ii 	Jj 
Ll 	Mm 	Nn 	Oo short o 	Pp 	Qu qu 	Rr 	Ss 	Tt 	Uu short u 
Vv 	Wh 	Xx 	Yy 	Zz 	ar 	ch 	oo oo 	sh 	ng 

or 	th voiced th unvoiced 	ou ow 	er ir ur 	oi oy 	ai ay 	ea ee ey e_e 	ie y I_e Iah 	oa o_e ow 	ue u_e ew 
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Phase 3

- * Ideally taught in Year R
- * Know 1 grapheme for each of the 44 phonemes
- * Read and spell simple regular words
- * Hear and say sounds in the correct order in which they occur in a word
- * Recognise common digraphs



Phase 3

Week 1	j,v,w,x (SET 6)
Week 2	y,z,zz,qu (SET 7)
Week 3	ch, sh, th, ng
Week 4	ai, ee, igh, oa
Week 5	oo, ar, or, ur
Week 6	ow, oi
Week 7	ear, air, ure, er
Week 8	Revise all vowel and consonant graphemes from Phase 3 (Can extend revision if needed)
Week 9	
Week 10	



Phase 4

- * Ideally taught in Year R/1
- * Read and spell words containing consonants next to each other (CCVC, CVCC etc)
- * No new sounds



Phase 4

Week 1	Phase 2 and 3 graphemes
Week 2	CVC and CVCC words – reading and spelling Tricky words
Week 3	Phase 2 and 3 graphemes
Week 4	Reading and spelling words with adjacent consonants Tricky words



Phase 4

- understand concept of blending two consonants at the beginning of the word
- a 'cluster' is the two phonemes blended together but they remain two separate phonemes e.g. **cr**ab
- to spell the word, children need to be able to hear all the sounds, otherwise we get 'fat' for 'flat'



Phase 4

dog, black, flat, strip, chest

How many phonemes?

- show on fingers
- phoneme frame

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Phase 5

- * Ideally taught in Year 1
- * Recognise increasing number of high frequency words
- * Teach new graphemes...



Phase 5

Week 1	ay (day), ou (out), ie (tie), ea (eat)
Week 2	oy (boy), ir (girl), ue (blue), aw (saw)
Week 3	wh (when), ph (photo), ew (new), oe (toe), au (Paul)
Week 4	a_e (make), e_e (these), i_e (like), o_e (home), u_e (rule)



Phase 5

Weeks 5-7 Alternative pronunciations (pg 136)	
Week 5	i (fin, find), o (hot, cold), c (cat, cent), g (got, giant), u (but, put)
Week 6	ow (cow, blow), ie (tie, field), ea (eat, bread), er (farmer, her), a (hat, what)
Week 7	y (yes, by, very), ch (chin, school, chef), ou (out, shoulder, could, you)
Weeks 8-30	Alternative spellings of phonemes (pg 144)



Phase 5 - Split Digraph

tie

time


toe

tone


cue

cube


pie

pine




Phase 5

* Alternative ways of pronouncing the graphemes that have been taught – same letters, different sounds

ea: meat/bread

e: he/bed

ear: bear/hear

ow: cow/low



Phase 5

* Alternative ways of spelling the phonemes that have been taught – same sounds, different letters

ai—plain

a—paper

ay—play

ey—they

a-e—spade

ei—vein

eigh—eight



A Real Treat

Tom was very happy. It was the weekend and he was off to the beach with his mum and dad, his puppy and baby Pete.

‘Help me pack the green bag,’ said mum. ‘We need sun cream and lots to eat.’ Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep!

At the end of the street there was a big truck. It had lost a wheel.

‘Oh, no,’ said Tom. ‘We’ll be here for a week!’ Dad went to speak to the driver to see if he could help.

Highlight
long ‘ee’
sounds



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A Real Treat

Sort according to the grapheme:

e	y	ee	ea	e_e

- * which is the most common grapheme?
- * where does the y grapheme come in a word?



Phase 6

- * Ideally taught throughout Year 2
- * Suffixes
- * Past, present, future tenses
- * Spelling rules
- * Recognise and spell more complex words
- * Read HF and MF words independently and automatically



Phase 6

Suffixes

-s, -es, -er, -est

-ing -ed -y -en

-er -ment -ness

-ful -ly



Tricky Words

- * Some words do not follow the rules of phonics!
- * We call these *tricky words* and children are taught to recognise these without the need for phonics



Tricky Words

End of phase	Read	Spell
2	the, to, go, no, I, into	
3	he, she, we, me, be, was, you, they, her, all, are	the, to, go, no, I, into
4	said, so, have, like, some, come, were, there, little, one, do, when, out, what	he, she, we, me, be, was, you, they, her, all, are
5	oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, pleased	said, so, have, like, some, come, were, there, little, one, do, when, out, what, oh, their, people, Mr, Mrs, looked, called, asked



Phonics Lesson

- * Mostly whiteboard and pen work, use of IWB
- * We normally set for phonics across Year 1 and Year 2 – cater to the need of each child, allows flexibility
- * We also use our TAs in Year R to teach a different phonics phase to a group of children if necessary



Resources

- * Phoneme/HF/tricky word balls
- * Magnetic w/boards – full circle (sat, sit, sip, tip, tap, sap, sat)
- * Ping pong balls in water
- * Buried treasure
- * Yes/no questions
- * Phoneme friezes
- * Caption matching
- * Phoneme frames
- * Sentence substitution
- * Phonics GR books



Assessing Phonics

- * After/during a phase has been taught, teacher completes assessment on the whole class – opt out basis
- * This might show some children who:
 - are not secure in this phase yet
 - cannot segment words to spell them
 - are stuck on a particular phoneme etc



Assessing Phonics

- * Usually, this will show that most or all children are ready to begin next phase
- * If a child is not secure in current phase, they may have an extra phonics intervention (in addition to normal phonics lesson), to address their needs e.g. a particular phoneme
- * We also have the flexibility to move children between sets



Assessing Phonics

- * All phonics teachers meet with Head Teacher & myself throughout the year to discuss how the children are progressing
- * We carefully consider if a child needs to move sets or have extra intervention – although this is common practice in our school



Y1 Phonics Screening

* all chn in Year 1 are screened each June (government)

* 40 words to be read (20 real words, 20 pseudo words)

* 1:1 with teacher

* if children do not pass in Year 1 they will retake the test at the end of Year 2

* pass mark has been 32/40 but could change each year

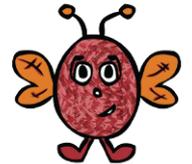
ot



vap



osk



ect



What happens in KS2?

- * Follow National Curriculum – spelling section
- * We teach spelling through (longer) starters, 2/3 times a week
- * Children who are not secure in Phases 1-6 are given extra intervention groups (not in place of their spelling lessons)



How can I help at home?

- read – lots!
- let your child see you reading too
- play I-spy with sounds as well as letter names
- make up silly rhyming strings
- treasure hunt for things beginning/ending with a particular sound



How can I help at home?

- When spelling, encourage your child to think about what looks right – the more chn read, the more they will be able to recognise when a word does not look right
- Have fun trying out different options
- tray trai
- rain rayn
- boil boyl
- boy boi
- throat throwt
- snow snoa



How can I help at home?

Oral blending: the robot game

Children need to practise hearing a series of spoken sounds and merging them together to make a word.

e.g. you say 'b-u-s', and your child says 'bus'.



How can I help at home?

- * using soft sounds (no extra uh sound e.g. sss not suh)
- * encourage children to 'sound out' to write
- * help children learn tricky words
- * remember that our school follows Letters & Sounds



Websites

www.phonicsplay.co.uk

www.letters-and-sounds.com

