



Barrow CEVC
Primary School

Inspire, Create, Discover, Together

Early Reading

Monday 23rd September

Mrs Smith

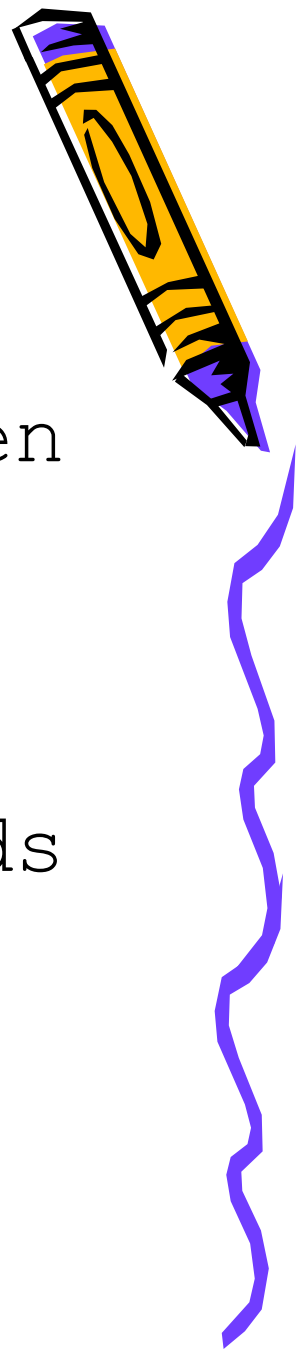


Phonics

- 20 minutes a day
- 6 distinct phases taught sequentially
- Letters and Sounds programme



Phonics consist of...



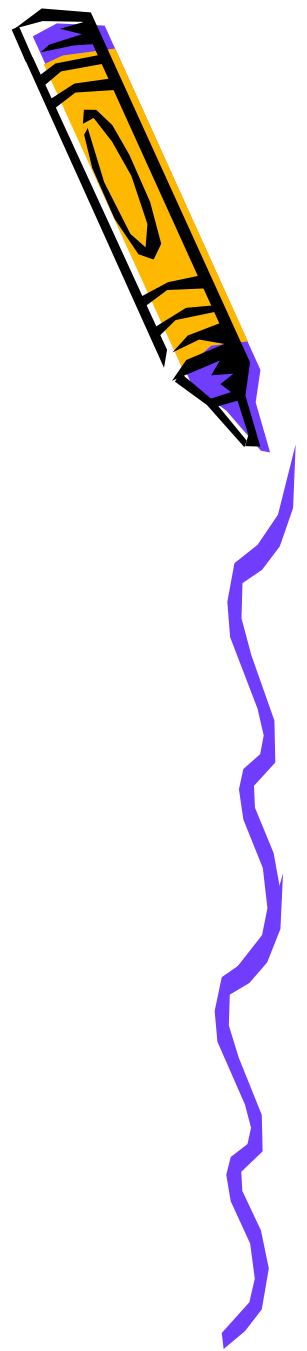
- Identifying sounds in spoken words
- Recognising the common spellings for each phoneme
- Blending phonemes into words for reading
- Segmenting words into phonemes for spelling



Some
definitions...

A **phoneme** is the smallest
unit of sound in a word-
what you hear!

c-u-p c-a-t d-o-g





Grapheme

Letter(s) representing a phoneme—
what you see!

t

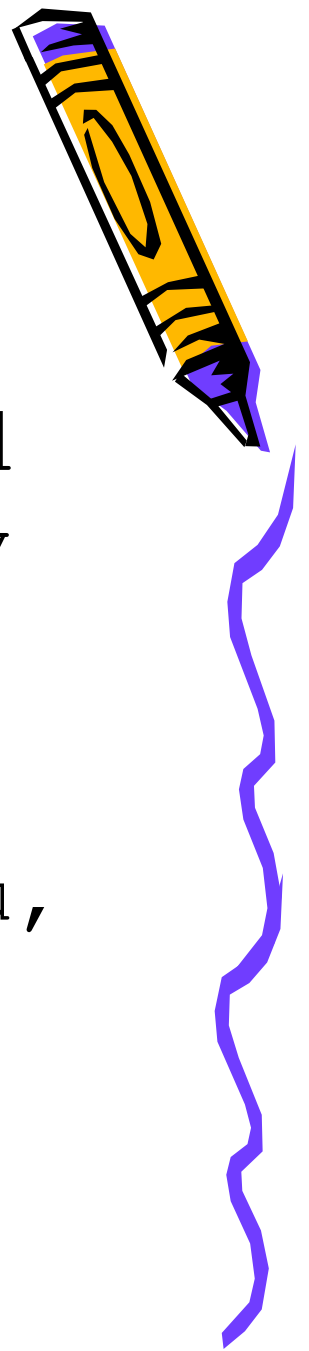
ai

igh

- A grapheme could be a sound written as 1, 2 or 3 letters together.



Enunciation



- Phonemes (sounds) should be articulated precisely and clearly
- With the person next to you, say the letter sound (not name) .



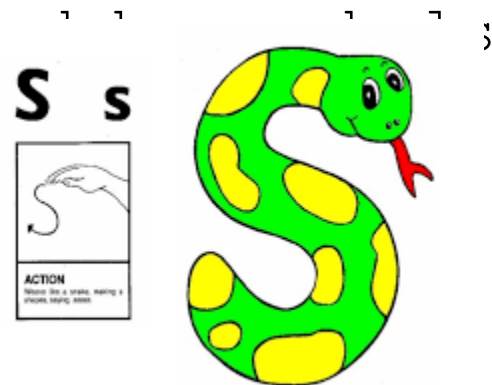
Do you say the same sound?

N M S T

Jolly Phonics



- Phonemes should be articulated clearly and precisely
- Most consonants should be pronounced in a continuous manner ssssssss, mmmmm
- All phonemes need to be said with care so that they do not become distorted e.g muh
- Some phonemes need to be said in the short form /c/ /t/ /p/ /b/ /d/ /g/
- Phonemes should be supported by pictures and actions



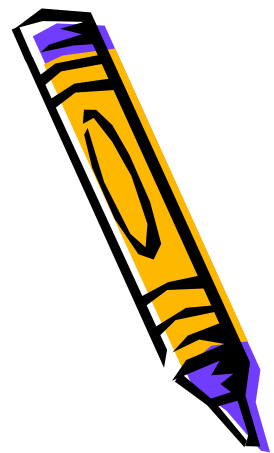
Some more definitions...



Blending

Recognising the letter sounds
in a written word, for example
c-u-p, and merging them in the
order in which they are
written to pronounce the word
'cup'





Segmenting

Identifying the individual sounds in a spoken word (e.g. h-i-m) and writing down or manipulating letters for each sound to form the word 'him'



A phoneme can be represented by one or more letters

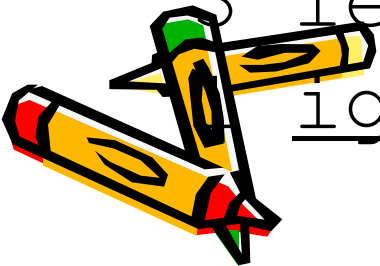


A single phoneme represented by 2 letters or more

e.g. chain - ch ai n

A single phoneme represented by 3 letters or more e.g. light -

igh t

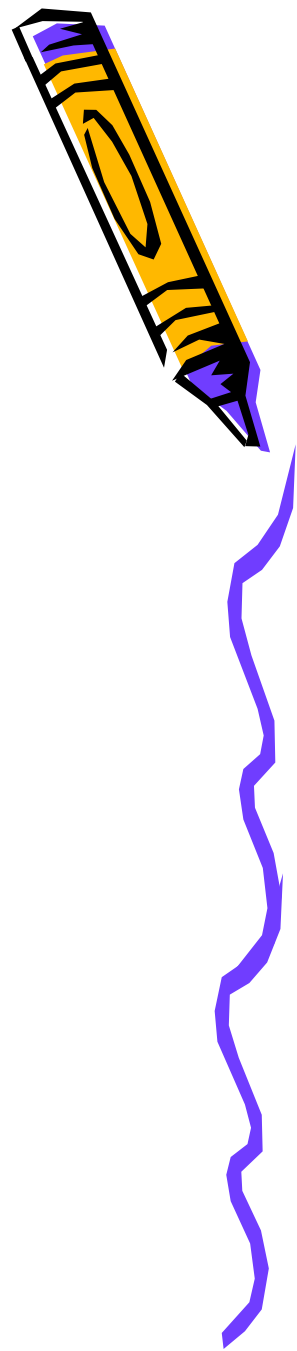


Sound buttons

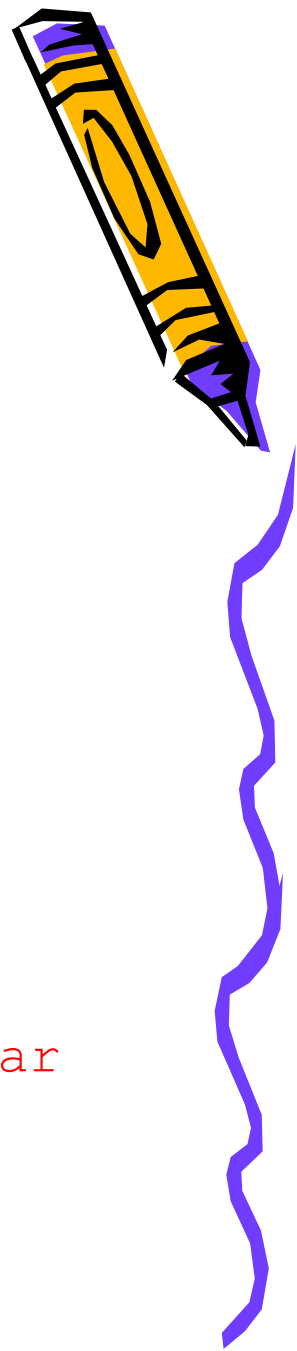
- Decodable words

cat help

~~boat~~ boat shed



Some more definitions...



Digraph

Two letters, which make one sound/phoneme

sh in shop, ch in chip

Trigraph

Three letters, which make one sound

igh in light ear in hear












The same phoneme can be represented/spelt in more than one way



This is very common particularly among the vowels, e.g.

rain, may, lake

burn,

| | | | | | |
|---|----------|---|-----|---|----------|
| ai ay  | a-e | ee  | ea | ie igh  | y i-e |
| oa ow  | o-e | ue ew  | u-e | er ir  | ur |
| or au  | al aw | oi  | oy | ou  | ow |



High Frequency Words



- The majority of high frequency words are phonically regular
- Some exceptions - for example **the** and **was** - should be directly taught (tricky words)
- It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words - decodable and tricky - is the ultimate goal



Overview of Phases

Phase 1 : Rhyming , keeping rhythms and start to relate letter sounds to words e.g. b is for bag **Nursery**

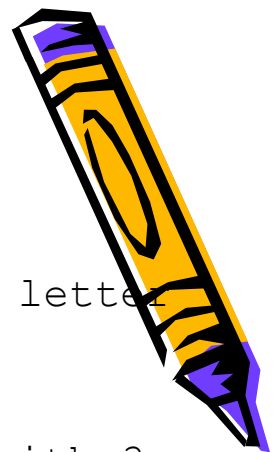
Phase 2 : Learn initial letter sounds and build words with 3 phonemes. **Reception**

Phase 3 : Learn all 44 phonemes and blend sounds together to read words **Reception**

Phase 4 : Blend consonants together to read difficult words e.g. blue , grab **Year One**

Phase 5 : Learn how to spell letter sounds in more than one way e.g rain, day , make **Year One / Year Two**

Phase 6 : Learn how to spell word specific spelling e.g turned beautiful **Year Two**



Effective Phonics at Barrow...

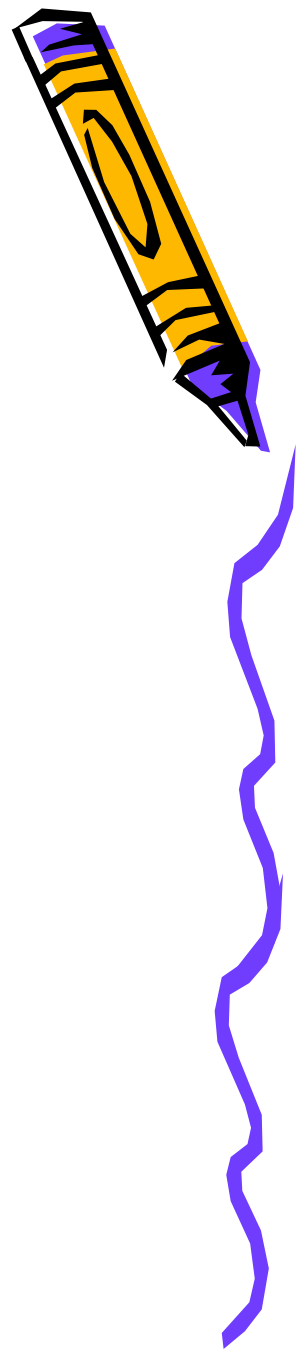


- Children understand the purpose of learning phonics and have lots of opportunities to apply their developing skills in purposeful and engaging reading & writing activities.
- Children are able to apply the highly important skill of blending phonemes in the order in which they occur, all through the word to read it.
- Children are able to apply the skills of breaking down words into their individual phonemes.



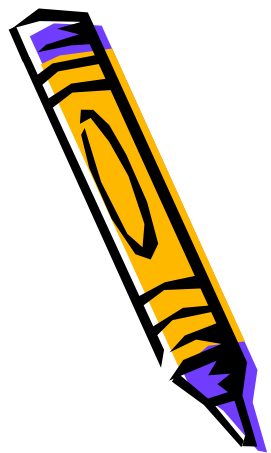
Reading

- Vocabulary & WOW words
- Frequency of changing books
- Book Nooks



How to help at home...

- Consolidate sounds at home
- Phonic cards- Friday
- Letter name & sound
- Kinaesthetic (multi-sensory) approach
- Incorporate phonics into everyday conversations at home
- Games- handout
- Helping to learn tricky words



Any questions?

