

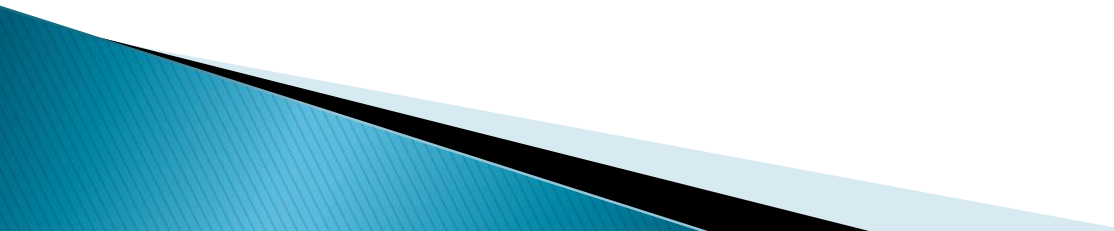
Phonics

Friday 3rd July 2015

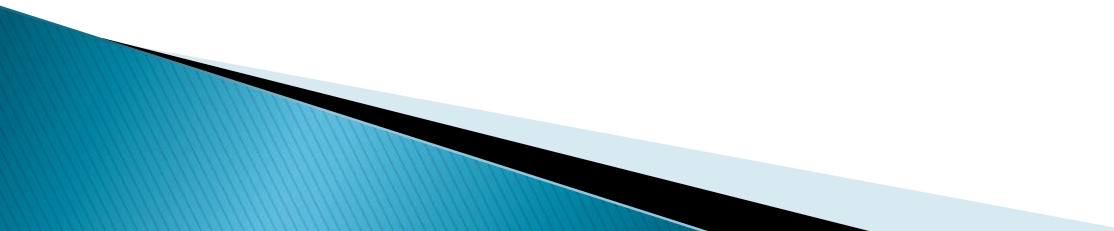
Katie Smith



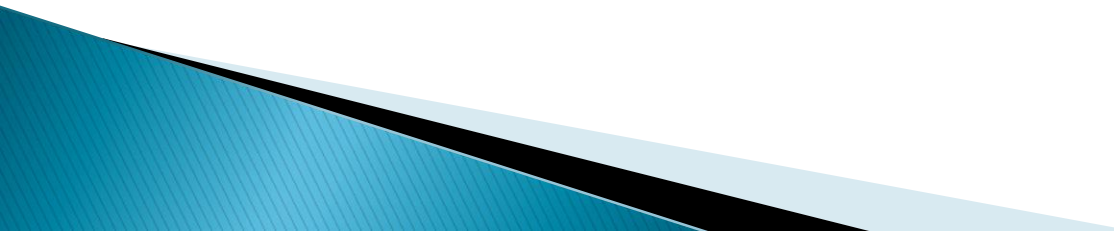
Expected Outcomes

- ▶ Developed knowledge and understanding of phonics
 - ▶ Be able to use a range of activities
 - ▶ Know a range of teaching strategies based on phonics
 - ▶ Enjoyment and have fun
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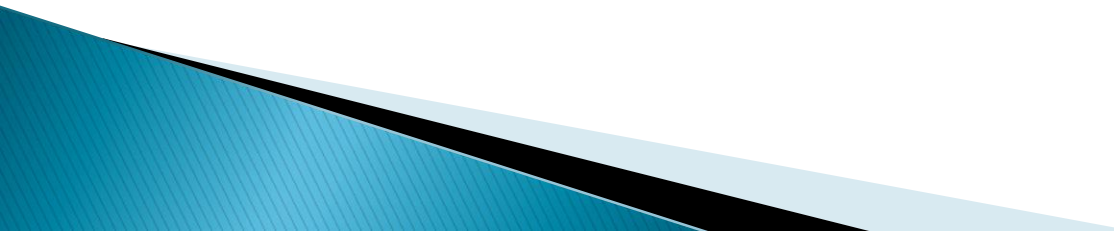
What is phonics?

- ▶ Part of the Primary National Strategy
 - ▶ It's a method of teaching reading through sounding out letters which create the word
 - ▶ Its also a strong support to teach spelling
 - ▶ Supports Early Years Foundation Stage
 - ▶ Promotes; Communication and Language skills, Personal, Social and Emotional Development, Problem Solving, Reasoning and Numeracy skills, Knowledge and Understanding of the World, Physical Development and Creative Development
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Phonics

- ▶ Its taught through phases
 - ▶ There are 6 phases
 - ▶ Good practice is to use a variety of these skills each day
 - ▶ Children acquire the alphabetic principle, understanding that the letters represent sounds
 - ▶ They segment words into letter sounds and use letter–sound correspondence to spell
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Phase 1 (7 aspects)

- ▶ 1 – 3 Develop general sound discrimination skills
 - ▶ 4 – 6 Focus on the sounds we make with words
 - ▶ Aspect 1 General sound discrimination – environmental sounds
 - ▶ Aspect 2 General sound discrimination – instrumental sounds
 - ▶ Aspect 3 General sound discrimination – body percussion
 - ▶ Aspect 4 Rhythm and rhyme
 - ▶ Aspect 5 Alliteration
 - ▶ Aspect 6 Voice sounds
 - ▶ Aspect 7 Oral blending and segmenting
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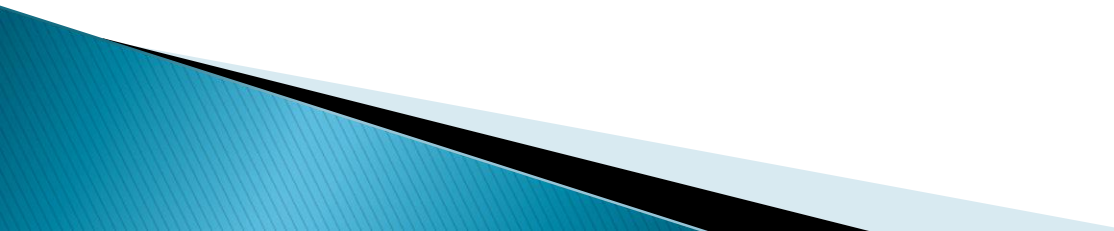
Aspect 1

- ▶ Environmental sounds
- ▶ Activity; Listening walk

- ▶ Other activities include; Mrs Browning's Box, sound lotto, drum outdoors, socks and shakers etc.

Aspect 2

- ▶ Instrumental sounds
 - ▶ Activity; Sound bingo

 - ▶ Other activities include; homemade instruments, STOMP, Music man song, sound barrier game etc.
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Aspect 3

- ▶ Body percussion
- ▶ Activity; Making rain

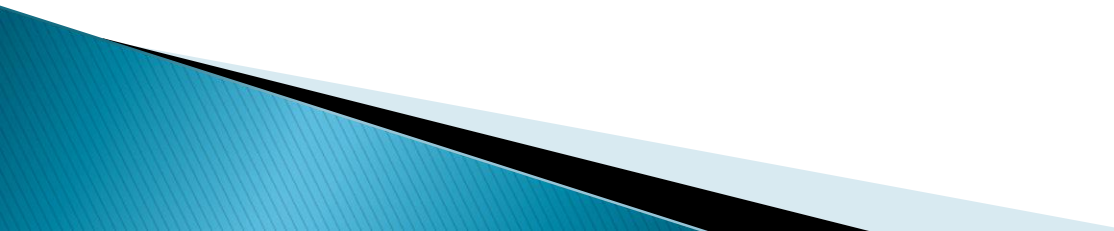
- ▶ Other activities; Head, shoulders, knees and toes, Wind the bobbin up, Stamping or splashing etc.

Aspect 4

- ▶ Rhythm and rhyme
- ▶ Activity; Odd one out

- ▶ Other activities; rhymes – hickory dickory dock, create role play – dolls (Miss Polly had a dolly), share books which include rhymes e.g. the gingerbread man.

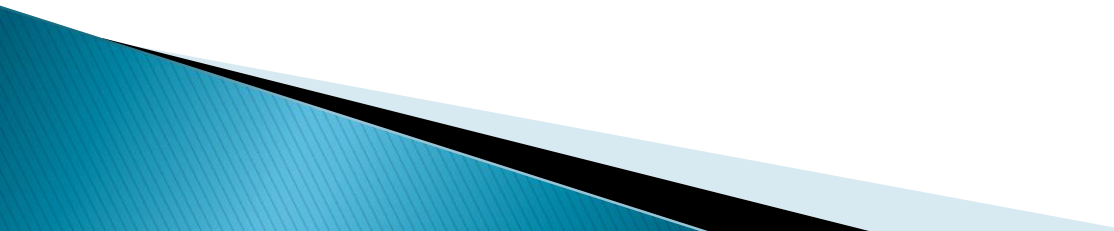
Aspect 5

- ▶ Alliteration
 - ▶ Activity; Bertha goes to the Zoo
 - ▶ Other activities; simple tongue twisters, sound bags/boxes, mirror play, musical corners etc.
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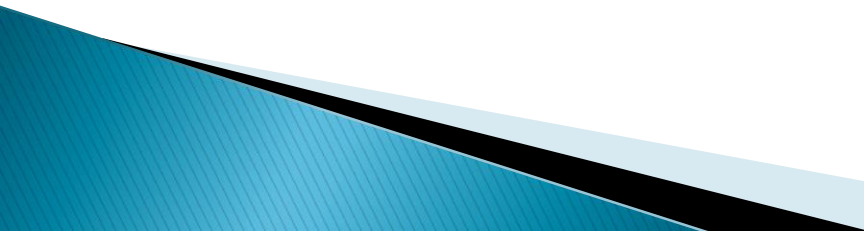
Aspect 6

- ▶ Voice sounds
- ▶ Activity; Make your voice go down a slide – wheee!, Make your voice bounce like a ball – boing, boing, Sound really disappointed – oh, Hiss like a snake – ssssss, Keep everyone quiet – shshshsh
- ▶ Other activities; intensive interaction – copy your child's sounds, making trumpets, animals masks and sounds etc.

Aspect 7

- ▶ Oral blending and segmenting
 - ▶ Activity; Segmenting words / names
 - ▶ Other activities; I spy, introduce CVC words, segment words into phonemes etc.
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Moving on

- ▶ Phoneme is the sound of the letter
 - ▶ Grapheme is the written representation of the letter
 - ▶ Approximately 44 phonemes in English however it depends on your accent
 - ▶ Some phonemes can be represented by more than one grapheme e.g. ch, sh, th
 - ▶ Or you can call them the letter and the sound
 - ▶ E.g. 'a' letter and 'a' sound so on..
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Teaching the pure sound

- ▶ Mr Thorne
- ▶ <http://www.mrthornedoesphonics.com/>

<https://www.youtube.com/watch?v=LITw0oiLNys>

Remember its important to sign the letters as another form of support to communication

Also try not to add the 'uh' onto the end of words

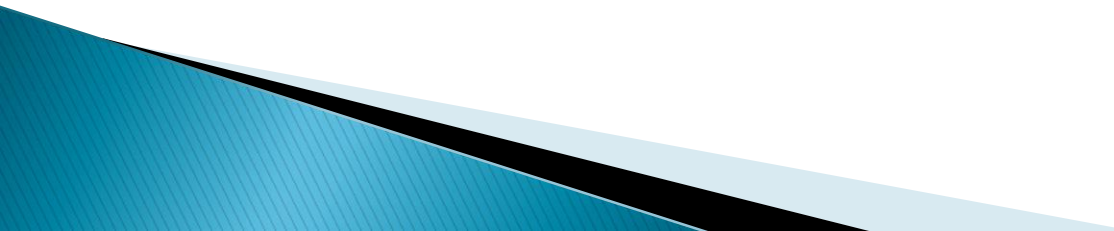
Phase 2

- ▶ Letter progression
 - ▶ s,a,t,p
 - ▶ i,n,m,d
 - ▶ g,o,c,k
 - ▶ ck,e,u,r
 - ▶ h,b,f,ff,l,ll,ss
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- ▶ Activity – 1 letter each, write as many words down as you can which begin with that letter or sound

Activities

- ▶ Magnetic letters
 - ▶ Squidgy letters
 - ▶ Foam letters

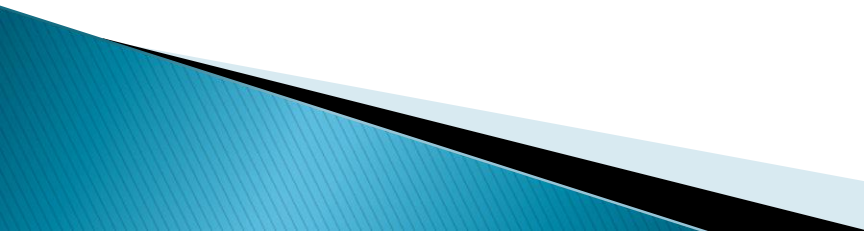
 - ▶ Practice making CVC words
 - ▶ Correct letter formation
 - ▶ Sound soup

 - ▶ Develops, reading, spelling, writing, listening and speaking skills (All areas of Literacy)
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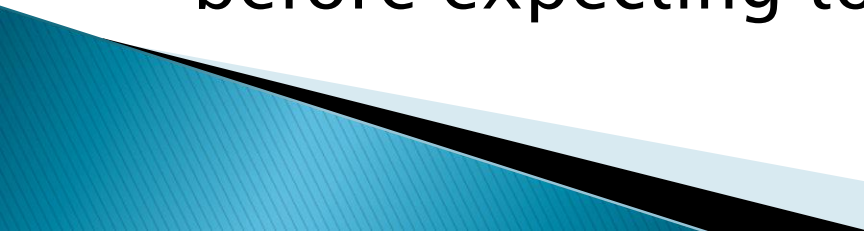
Phase 3

- ▶ Letter progression
 - ▶ j, v,w,x
 - ▶ y, z,zz, qu

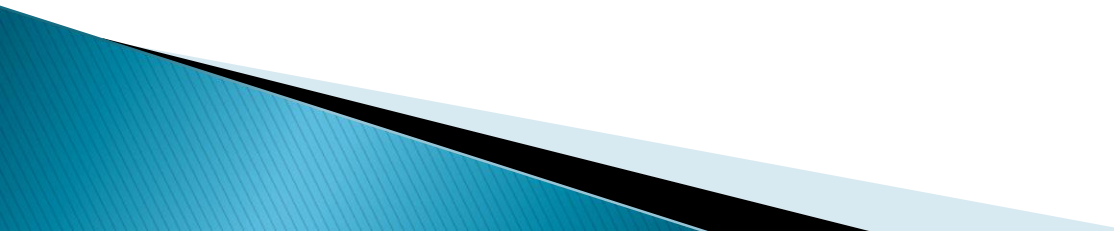
 - ▶ Activity – say it and write it

 - ▶ Alphabet songs
 - ▶ Alphabet frieze containing lower and upper case
 - ▶ Animal pictures or toy animals
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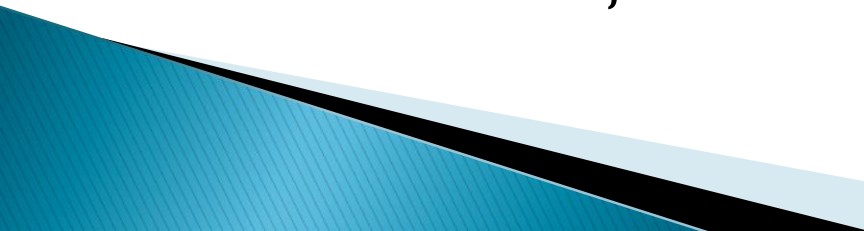
Teaching 2 and 3 letter graphemes

- ▶ Grapheme progression
 - ▶ ch, sh, th, ng, ee, ai, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
 - ▶ Activity – rhyming words
 - ▶ Matching pictures, pictures and words, shared reading, yes and no questions, adult to demonstrate writing
 - ▶ Children should be able to read the words before expecting to spell them
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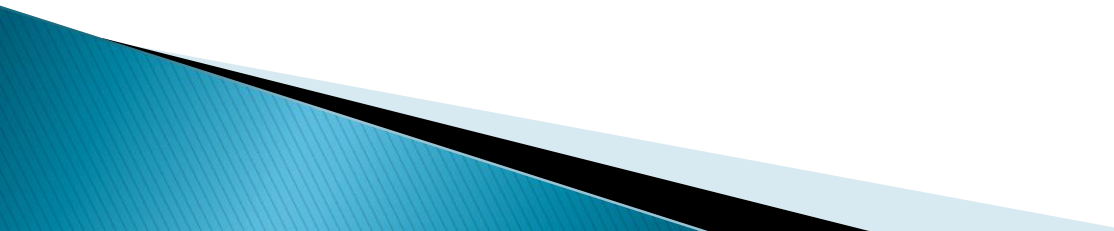
Phase 4

- ▶ No new graphemes taught
 - ▶ More teaching of tricky words, e.g. like, have, some
 - ▶ CVCC words, e.g. went, wind, hump
 - ▶ Sentence substitution e.g. We had sandwiches for a snack. plums, slugs, picnic, took.
 - ▶ Words up to and around 7 letters are taught
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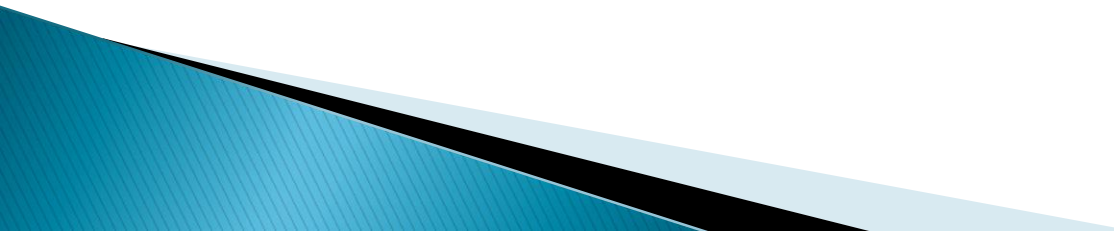
Phase 5

- ▶ Focus on reading and spelling
 - ▶ Practice the HFW
 - ▶ Teach a new grapheme zh, in words such as treasure
 - ▶ Teach further graphemes for reading, e.g. oy – boy, wh – when, oe – toe, aw – saw
 - ▶ Display cards, matching activities, basic reading and making sentences
 - ▶ Homographs – two words look the same but have different pronunciation, wind or wind, bow or bow, read or read
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Phase 6

- ▶ Last phase
 - ▶ By the time they reach this phase the children should be able to read 100's of words
 - ▶ In 3 ways, automatically read if they are familiar with the word, decode quickly and silently, decode aloud
 - ▶ Spelling is generally harder than reading so this takes longer to grasp
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Discrete Phonics Session

- ▶ Revisit and Review (practice previously learned letters or graphemes)
 - ▶ Teach (new letter or grapheme)
 - ▶ Practice (blending or reading together)
 - ▶ Apply (child's turn)
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- ▶ I always start with phase 1 work before progressing onto phase 2
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Working memory

- ▶ The ability to hold in mind and mentally manipulate information for short periods of time
 - ▶ Your brains post it note
 - ▶ A short term memory store
 - ▶ Children use their working memory all the time
 - ▶ Once you have learnt something it transfers into your long term memory (your brains filing cabinet)
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Outcomes

- ▶ Do you feel your knowledge is better around phonics?
- ▶ Are you able to use a range of activities at home?
- ▶ Have you enjoyed yourself and had fun?
- ▶ Any questions?

Thank you

