

Welcome

Phonics

Wednesday 5th October

What Is Phonics?

Children begin to learn phonics (sounds) in Early Years, both Nursery and Reception.

Once children begin learning sounds, they use this knowledge to read and spell words. Children can then see the purpose of learning sounds. For this reason, the first initial sounds that are taught are 's', 'a', 't', 'p', 'i', 'n'.

These can immediately be blended for reading to make simple CVC words (consonant, vowel, consonant) e.g. sat, pin. Children then develop segmenting for writing skills; breaking the word into sounds to spell it out.



Phoneme

The smallest unit of sound.

- such as the *s* of *sat* and the *ch* of *chin*

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Grapheme

A grapheme is a written symbol that represents a sound (phoneme). This can be a single letter or a combination of letters.

Blending

This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is.

- *For example when they sound out c-a-t, they can tell you that the word is cat.*

Segmenting

Children are also taught to segment. This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up.

- *For example when they say the word mum, they can pick out the sounds m-u-m.*

The progression - from Early Years to KS1

Phonics is made up of 6 phases:

Phase 1 (Nursery & Reception)

Focuses on the basic skills for reading and writing, using rhyme and listening games to support.

Phase 2 (Reception - up to 6 weeks)

Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.

Phase 3 (Reception - up to 12 weeks)

The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions.

Phase 4 (Reception - 4 to 6 weeks)

No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

Phase 5 (Throughout Year 1)

Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know, e.g. They already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.

Phase 6 (Throughout Year 2 and beyond)

Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.



What Is The Phonics Screening Check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1, or they have not taken the test before. Head teachers should decide whether it is appropriate for each of their pupils to take the phonics screening check.

The phonics screening check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.

What Happens During The Test?



The test contains 40 words.

Each child will sit one to one and read each word aloud to a teacher.

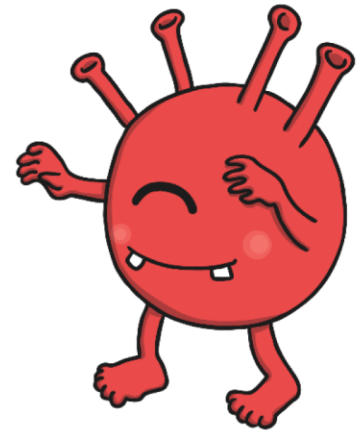
The test will take approximately 10 minutes per child; although all children are different and will complete the check at their own pace.

The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words).

Pseudo Words (Nonsense Words)

The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have.

Pseudo words are included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.



Example Of The Check

Practice sheet: Real Words

beg

[twinkl.co.uk](https://www.twinkl.co.uk)

at

[twinkl.co.uk](https://www.twinkl.co.uk)

sum

[twinkl.co.uk](https://www.twinkl.co.uk)

in

[twinkl.co.uk](https://www.twinkl.co.uk)

Example Of The Check

Practice sheet: Pseudo Words

vap



twinkl.co.uk

osk



twinkl.co.uk

ot



twinkl.co.uk

ect



twinkl.co.uk

Reporting To Parents

By the end of the Summer term all schools must report their child's results to parents.

They will also confirm if the child has met the standard threshold.

Children who do not achieve the expected level will retake the test when they are in Year 2.



How Are The Results Used?

Results from the check will be used by schools to analyse their own performance and for Ofsted to use in inspections.



How Can I Help My Child At Home?

- Play lots of sound and listening games with your child.
- Read as much as possible to and with your child.
- Encourage and praise – get them to have a 'good guess'.



How Can I Help My Child At Home?

- If your child is struggling to decode a word, help them by encouraging them to say each sound in the word from left to right.
- Blend the sounds by pointing to each letter, e.g. /c/ in cat, or the letter group, e.g. /ng/ in sing. Next move your finger under the whole word as you say it.
- Discuss the meaning of words if your child does not know what they have read.

- Make time for your child to read school books to you regularly - encourage them by pointing to the words and ask them about the story they are reading.



- Use sounds/flash cards provided by your class teacher each week. Ask your child to read the sound or word to you.



- Read aloud the same sounds or words to your child and ask them to write these.



- Help your child to practise reading key words and sounds when these are sent home.



- Communicate with your child's teacher through their Home/School reading diary. Remember! We are here to help your child do their very best.



- Share books and magazines with your child, take them to the library to choose books, read to them regularly, point out texts around you e.g. in the street etc



Thank you