

Phonics  
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# An introduction to phonics

4<sup>th</sup> December 2019

# Welcome and Introduction

What we hope to achieve during the session:

- A clear understanding of what phonics is
- An understanding of how phonics is taught at Hadleigh Infants
- How you can help your child with phonics



# What is phonics?

- Phonics is that vital initial step that teaches children to read. It is recommended as the first strategy that children should be taught in helping them to read
- Phonics is a way of teaching children to read quickly and with skill
- It's all about sounds!

# An approach to support children with unknown words...

## Phonics

Although letter names are important, children need to use letter sounds to blend words.



# Pronunciation of sounds

- Some of the sounds are pronounced very differently to how we were taught
- Correct pronunciation of sounds is very important so that children can blend their sounds together successfully
- Ones to watch out for: p, t, c, h, m, w
- Mr Thorne is very helpful if you are unsure!

# Mr Thorne



# Blending to read

Phonemes – smallest unit of sound

- There are 44 sounds in the English language which we put together to form words.

h-a-t = hat



r-i-ng = ring



# Phonics for writing

- Oral segmenting – segmenting words into phonemes for spelling
- Grapheme - a letter or number of letters that represent a phoneme
- Children can be encouraged to chop the word up into the sounds

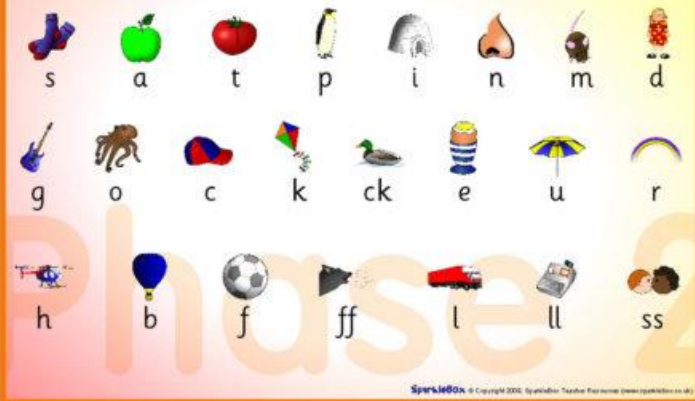
e.g. cat = c-a-t

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# Sound mats

## Phase 2 Sound Mat



## Phase 3 Sound Mat



# Phases in phonics – Letters and Sounds

- Phase One – Hearing sounds (Rhyme and alliteration)
- Phase Two – Learning the sounds and starting to blend for reading and segmenting for spelling  
(Reception: Autumn term)
- Phase Three – Children will already be able to blend and segment words containing the letters taught in Phase 2. They will now be taught 25 new sounds which are introduced one at a time  
(Reception: Spring and Summer term)

# Phases in phonics – Letters and sounds

- Phase Four – CVCC words - e.g. tent, CCVC words e.g. drop and CCVCC words – e.g. crunch and ground (Reception: Summer term)
- Phase Five – Alternative pronunciations and spellings e.g. play, cake, rain, fin and find (30 weeks – Year 1)

Year 2- focus is on grammar, punctuation and spelling

# Teaching 'tricky' words

- During each phase, children learn 'tricky' words. These are words that they cannot blend and just have to learn e.g. **the, no, go, he, she**
- Children are expected to learn to spell these words as well

# Don't forget the joy of reading!

- Phonics is important, but don't stop the focus here...
  - *Draw children's attention to the pictures to help work out what they are reading*
  - *Ask questions to help your child think about what is going to happen next*
  - *Talk about the story, what have you read together?*

# Helping your child at home

- Practise the sounds and words that your child has been learning. These will be featured in the phonics homework books
- Help your child to blend words. You could use magnetic letters or post it notes with sounds on and encourage your child to blend the sounds



# Helping your child at home

- Flash cards – make words with the phonemes that your child is learning- play treasure hunts, hide them around the house
- If your child is unsure of how to write the grapheme, encourage/help them to find it on the sound mat



# Additional Information

- Websites to visit - see handout
- Useful terminology

