



# Phonics at Charville

Thursday, 30<sup>th</sup> November 2023

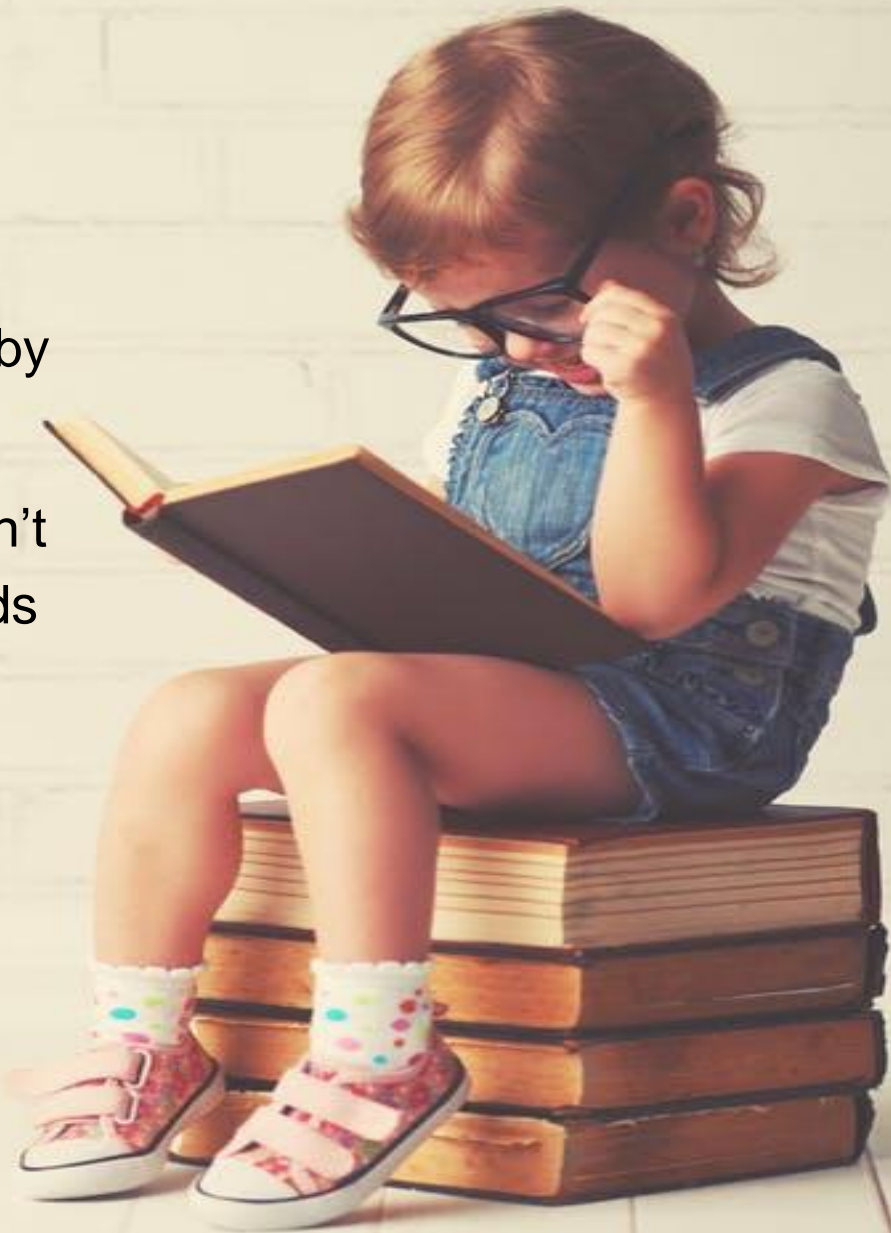
# What is phonics and why is it important?

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. e.g. c-a-t or ch-i-p.

**Explicit Phonics** - we start with the simplest sound in a word and then build out from there by forming patterns, to syllables and then the whole word.



- **Systematic phonics** follows a scope and sequence that allows children to form and read words early on. This leads to reading by sight – a must for fluent reading.
- However, there are so many words that don't obey the sounds rules! Some of these words are taught as tricky words.
- **e.g. here, come, my**



# What are the keywords in Phonics?

**Phonics** (also known as 'synthetic phonics') - The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

**phoneme** - Any one of the 44 sounds which make up words in the English language.

**grapheme** - How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

**blending** - Putting together the sounds in a word in order to read it, e.g. 'f - r - o - g, frog'

**segmenting** - Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f - r - o - g'

# What does Phonics look like in Charville?

- ▶ In July 2021, the government issued a document to ensure that schools show fidelity to one phonics scheme.
- ▶ We currently use the Jolly Phonics scheme at Charville.
- ▶ From Reception to Year 2 the children learn sets of sounds in a systematic order to support their blending and fluency in reading.
- ▶ Children in Year 1 and 2 use the Jolly Grammar scheme. They complete weekly lessons to support their grammar knowledge and writing skills.





# How can your child become a fluent reader?

► In order for a child to become a fluent reader, they must be competent in the these areas of reading:

- Word recognition
- Language comprehension.










Together this will allow the child to develop reading comprehension.

Figure 1: The Simple View of Reading (Source: DfES, 2006, p. 53)



# What does Phonics look like in Year 1?

- ▶ Review of sets 1-7
- ▶ Learn the alternative sounds
- ▶ Add other sounds that have not been covered e.g. dge

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

# Which order do we teach the sounds?

- ▶ 1. s a t i p n
- ▶ 2. c k e h r m d
- ▶ 3. g o u l f b
- ▶ 4. ai j oa ie ee or
- ▶ 5. z w ng v oo
- ▶ 6. y x ch sh th
- ▶ 7. qu ou oi ue or ar



- ▶ Each letter is introduced through a story



# What are tricky words?

- ▶ Words that just don't build up by blending
- ▶ You need to remember the whole word pattern
- ▶ And then use it in context
- ▶ Repetition of the words
- ▶ Here - here is a cat, here is a dog
- ▶ Talking partners to repeat sentences, tell stories again and again
- ▶ Then write the sentence - Here is a ....

I  
the  
he  
she  
me  
we  
be  
was  
to  
do  
are  
all

you  
your  
come  
some  
said  
here  
there  
they  
go  
no  
so  
my

one  
by  
only  
old  
like  
have  
live  
give  
little  
down  
what  
when

why  
where  
who  
which  
any  
many  
more  
before  
other  
were  
because  
want

saw  
put  
could  
should  
would  
right  
two  
four  
goes  
does  
made  
their

once  
upon  
always  
also  
of  
eight  
love  
cover  
after  
every  
mother  
father

# Clear articulation of sounds

- ▶ Articulation of sounds is so important. We must model and teach the pure sound, without the schwa. The schwa is the addition of 'uh' at the end of sounds.
- ▶ Particularly c,d,t,s,m,n,l,p,b



# What does a phonics lesson look like?

- Revise previously taught sounds.
- Revisit tricky words
- Introduce the new sound using the Jolly story.
- Sing the song and do the action
- Blend words contained previously taught sounds
- Letter formation
- Dictation of words and simple sentence
- Check key writing skills (capital letter, finger space and full stop)
- Revise consonant blends and pseudo words

Revise:

Tricky words

he

to

go

she

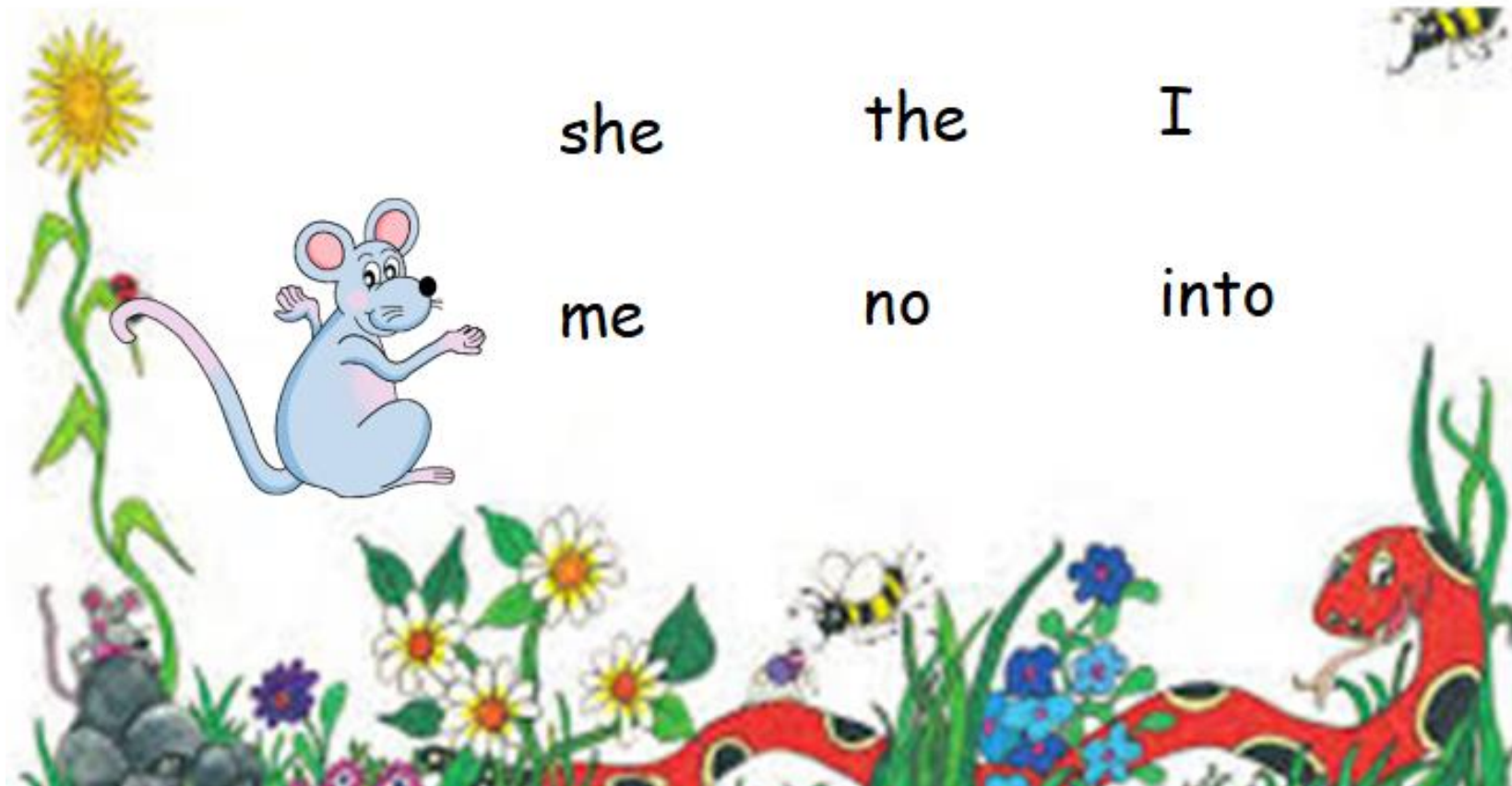
the

I

me

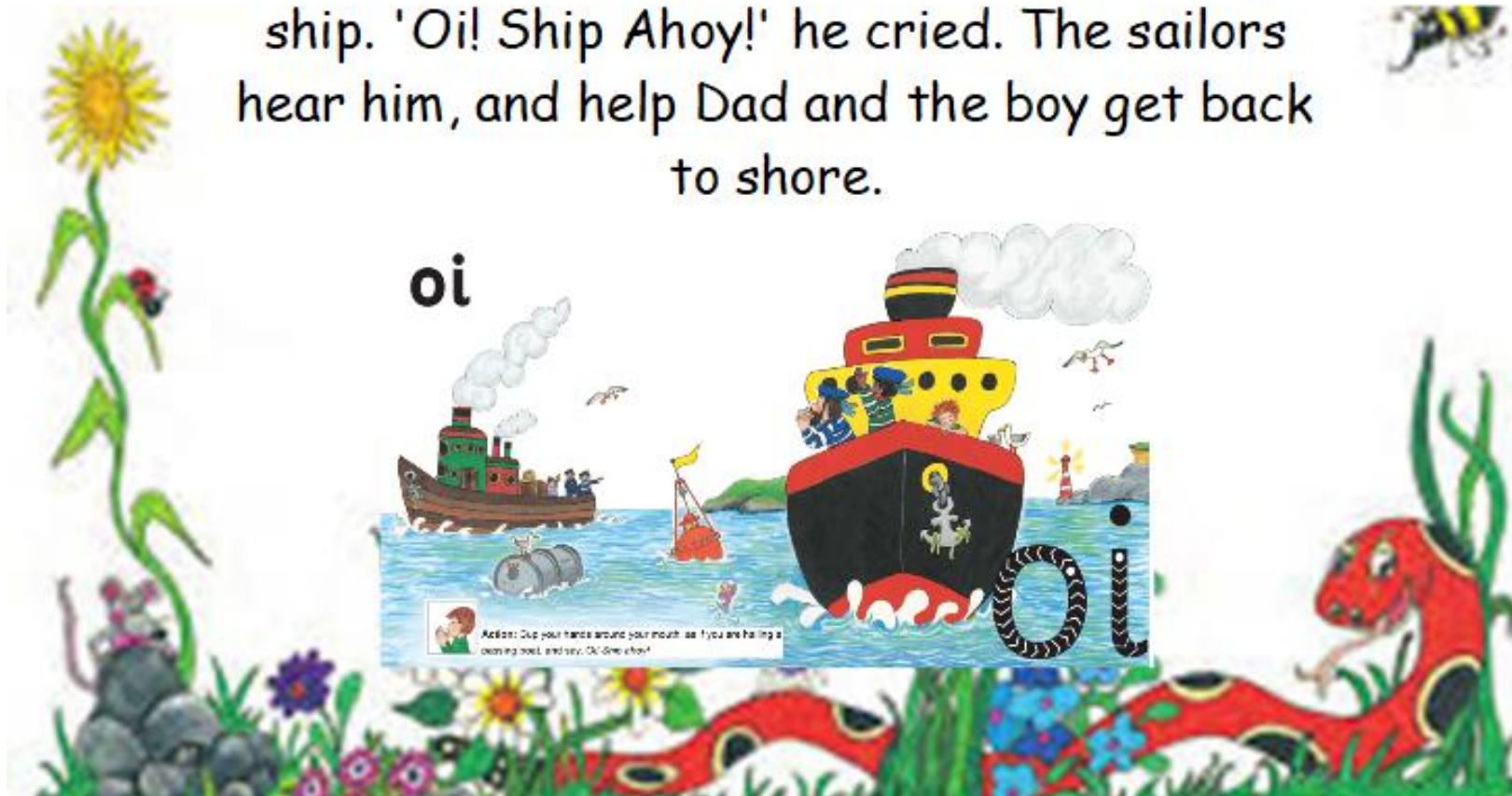
no

into



Story:

A boy enjoys sailing. He is on his dad's boat when there is a loud noise, BANG! An oil drum hits the boat and makes a large hole. Dad looks for help and points to a nearby ship. 'Oi! Ship Ahoy!' he cried. The sailors hear him, and help Dad and the boy get back to shore.





Blending:

coin



foil



join



soil



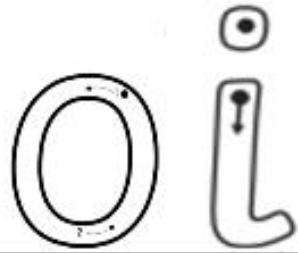
avoid

toilet

poison



Letter formation:



Write letters <oi> on the worksheet.



Dictation:

Write the following words:

boil

join

soil

joint

spoil

Write the sentences:

It was a noisy car.

They are pointing at me.



# What does Phonics look like currently in Year 1?

- We are currently teaching the Phase 5 sounds to majority of the children.
- We have split into groups led by all teaching staff in Year 1. These groups move at different paces to support the children.
- Children complete Phonics based activities in Guided Reading time to support their understanding.
- Targeted interventions take place to help children keep up with teaching.
- Children are supported with their Phonics when reading with adults.



What are we heading for?



The phonics screening data collection is an annual statutory data collection that takes place each June.



# 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.

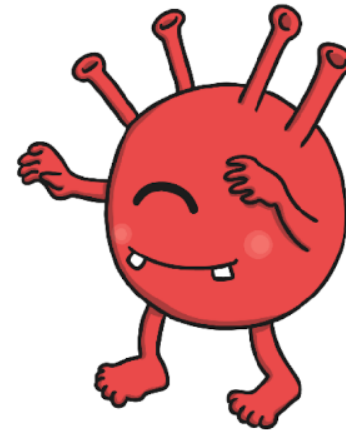
The test will take approximately 10 minutes per child; although all children are different and will complete the check at their own pace.

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

# How can you help your child at home?

- Work on listening skills.
- Practise segmenting and blending.
- Look for familiar sounds and words in the world around you.
- Support your child to complete homework.
- Practise new sounds and graphemes.
- Read to and with your child every day.