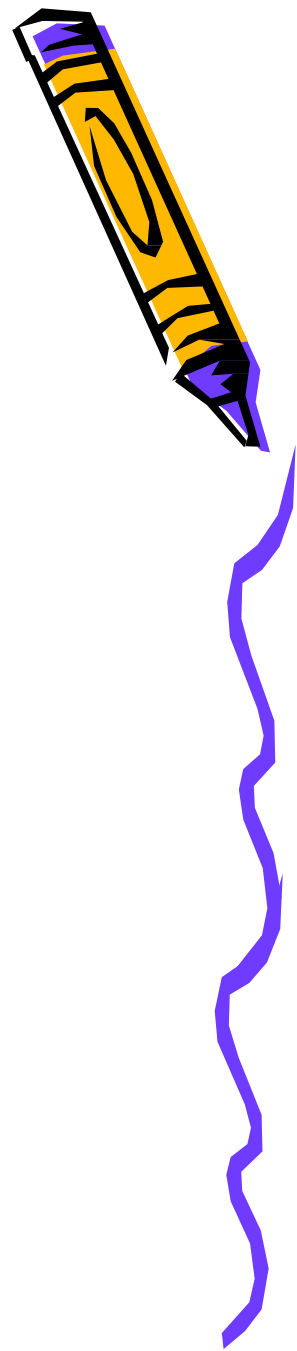


Teaching and Learning: EYFS Phonics

Delivered by

Miss Lomas



Aims for this workshop

- To share how phonics is taught at school.
- To develop parents' confidence in helping their children with phonics and reading.
- To outline the different stages in phonic development.
- To teach the basics of phonics and some useful phonics terms,
- To see phonics in action.



What is phonics?



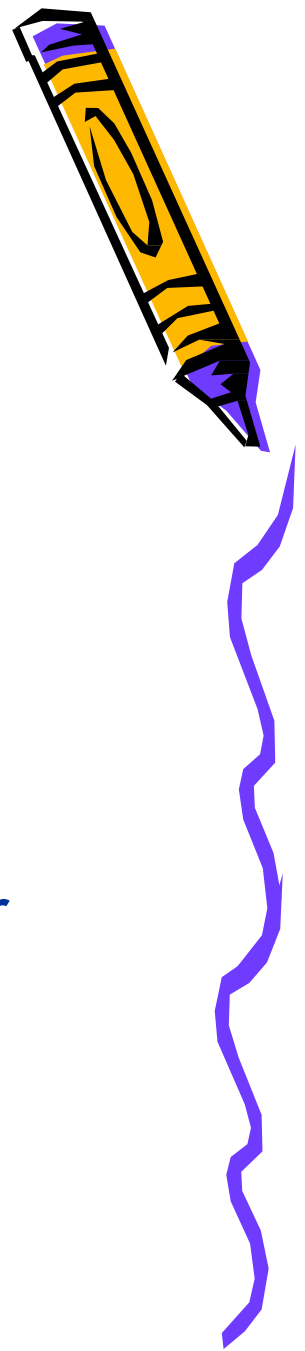
Phonics is all about using ...

skills for
reading and
spelling

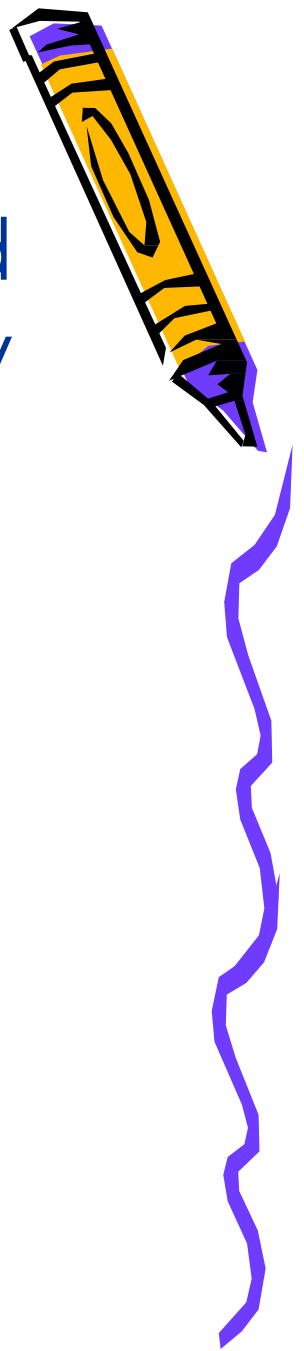
+

knowledge
of the
alphabet

Learning phonics will help your child to become a good reader and writer.



- Every child in EYFS (Nursery and Reception) and KS1 learns daily Phonics at their level.
- Phonics gradually progresses to learning spellings – rules etc.
- At the end of Year 1 children undertake a National Phonics screen.



Daily Phonics

- **Fast paced** session approx. 20 mins
- Delivered through a **range of games**, songs and rhymes.
- We use the **Twinkl** programme supported with resources and actions.
- There are **6 phonics phases**, which the children work through at their own pace, from Nursery to Year 2.



Terminology

- **Phonemes:** The smallest units of sound that are found within a word.
- **Grapheme:** The spelling of the sound e.g. t, ai, igh.
- **Diagraph:** Two letters that make one sound when read e.g. sh, ck, th.
- **Trigraphs:** Three letters that make one sound e.g. igh, air.
- **CV and CVC Words:** Words made from consonant, vowel, consonant e.g. u-p, a-t, p-e-n, sh-i-p.
- **Segmenting/Decoding:** Breaking up a word into sounds (starts orally).
- **Blending :** Putting the sounds together to read a word (starts orally).
- **Tricky words:** Words that cannot easily be decoded e.g. was, the, to.



Phase 1: Getting ready for phonics

Generally undertaken in Nursery - Phase One is split into seven aspects:

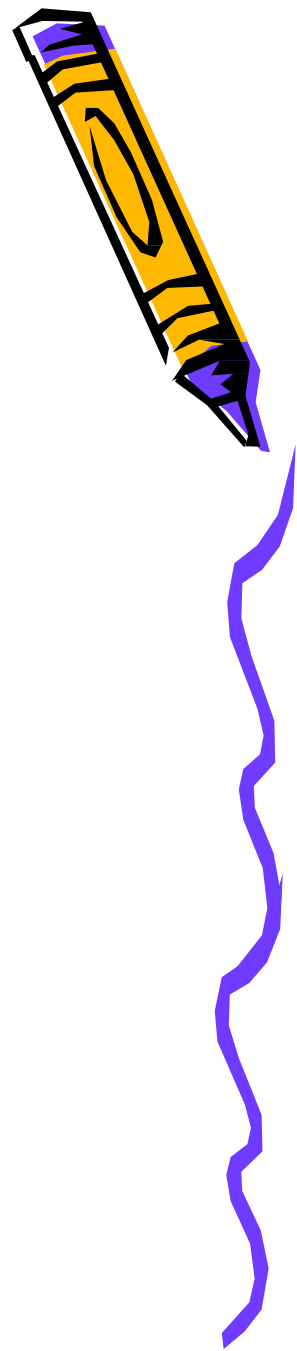
1. **General sound discrimination** – environmental sounds
2. **General sound discrimination** – instrumental sounds
3. **General sound discrimination** – body percussion
4. **Rhythm and rhyme**
5. **Alliteration**
6. **Voice Sounds**
7. **Oral blending and segmenting**

Each of these aspects is split into:

Tuning into sounds

Listening & remembering sounds

Talking about sounds



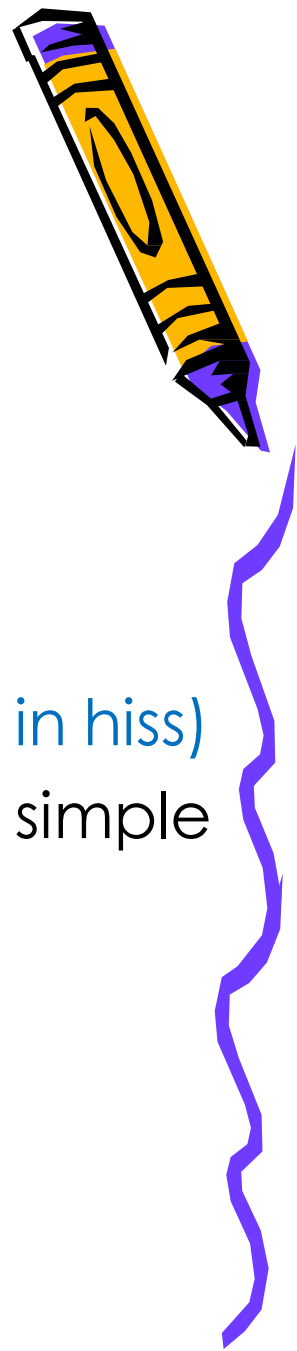
Phase 1: Getting ready for phonics (cont.)



Activities within the seven aspects are designed to help young children:

- 1. Listen attentively**
- 2. Enlarge their vocabulary**
- 3. Speak confidently to adults and other children**
- 4. Discriminate phonemes**
- 5. Reproduce audibly the phonemes they hear, in order, all through the word**
- 6. Use sound-talk to segment words into phonemes**





Phase 2: Learning phonemes to read and write simple words

- Children will learn their first 19 phonemes:

Set 1: s a t p **Set 2:** i n m d

Set 3: g o c k **Set 4:** ck (as in duck) e u r

Set 5: h b l f ff (as in puff) ll (as in hill) ss (as in hiss)

- They will use these phonemes to read and spell simple “consonant-vowel-consonant” (CVC) words:

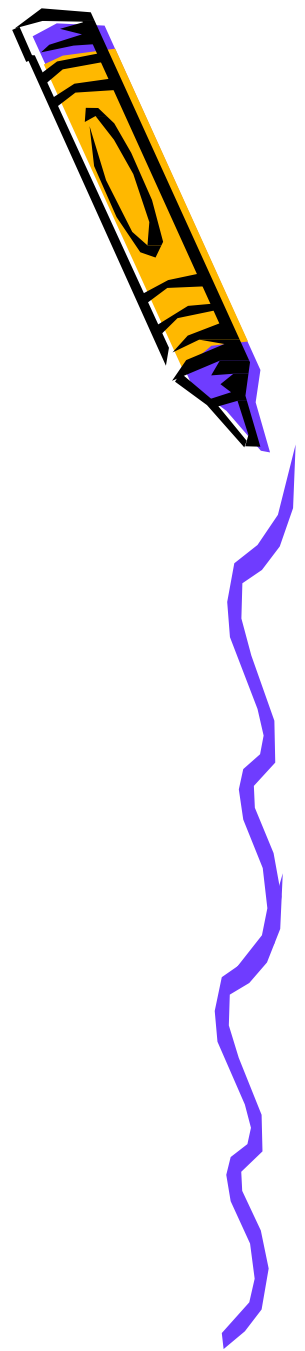
sat, tap, dig, duck, rug, puff, hill, hiss

(All these words contain 3 phonemes)



Saying the Sounds

- Correct pronunciation is crucial!
- Sounds should be articulated clearly and precisely - in Bolton many people catch the “buz” to town but children need to hear and say it correctly as “bus” in order to be able to write it correctly.



Segmenting

Children need to be able to hear a whole word
and say every sound that they hear

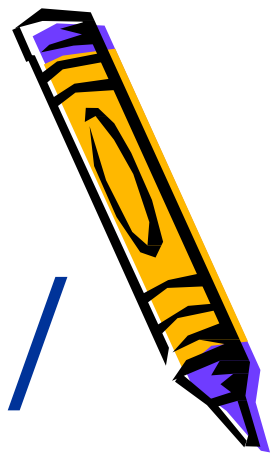


Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/



Blending

Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word .



Blending – let's give it a go!



/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug



Phase 3:

Learning the long vowel phonemes

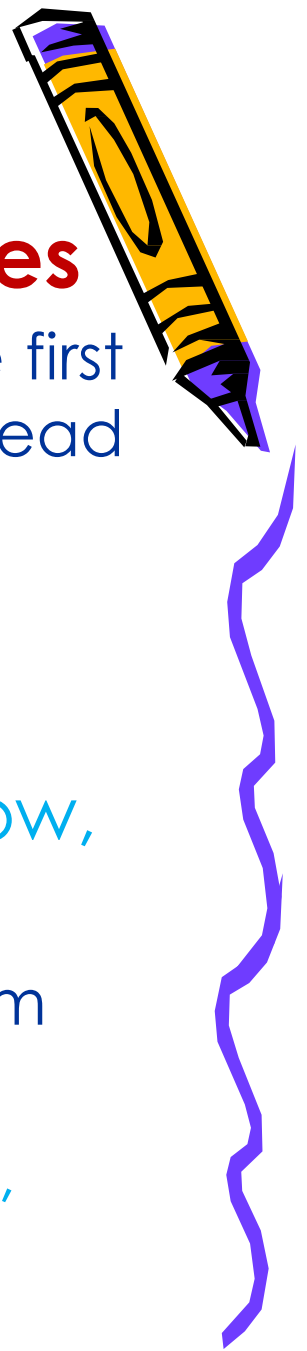
- Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.
- They will learn another 26 phonemes:

j, v, w, x, y, z, zz, qu

ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.

- They will use these phonemes (and the ones from Phase 2) to read and spell words:

chip, shop, thin, ring, pain, feet, night,
boat, boot, look, farm, fork, burn,
town, coin, dear, fair, sure.



Phase 4:

Introducing consonant clusters: reading and spelling words with four or more phonemes

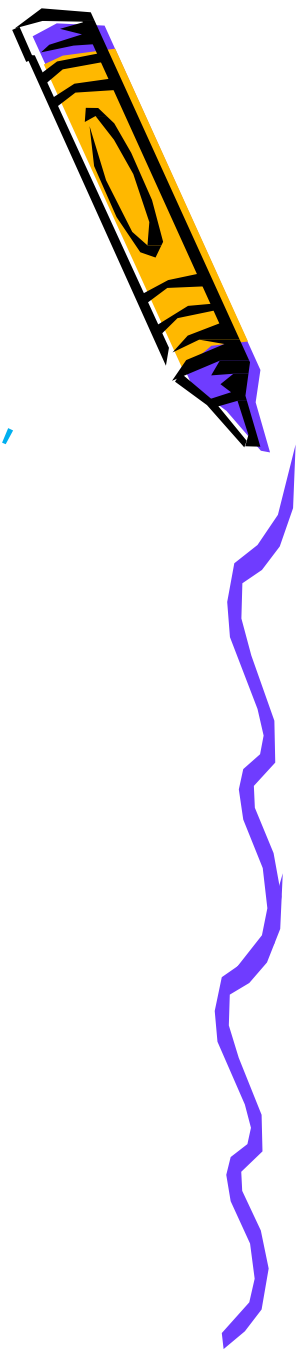
- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have **consonant clusters** at the beginning: **spot**, **trip**, **clap**, **green**, **clown**
...or at the end: **tent**, **mend**, **damp**, **burnt**
...or at the beginning and end!
trust, **spend**, **twist**



Phase 5

- Teach new graphemes for reading:
ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe,
au, a-e, e-e, i-e, o-e, u-e.
- Learn alternative pronunciations of
graphemes (the same grapheme can
represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant,
but/put, cow/blow, tie/field, eat/bread,
farmer/her, hat/what, yes/by/very,
ch~~in~~/sch~~ool~~/ch~~ef~~, out/shoulder/could/you.



Phase 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.
- Children might learn about past tense, rules for adding 'ing' and irregular verbs.
- 'tion' and 'sion' words.



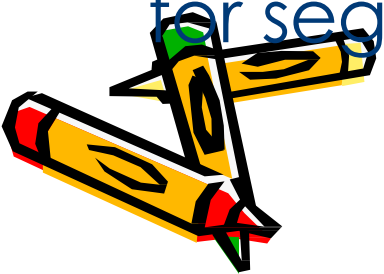
How can I help at home?



Oral blending: Children need to practise hearing a series of spoken sounds and merging them together to make a word.

The robot game speaking like a robot, you say 'b-u-s', and your child says 'bus'.

“What’s in the box?” is a great game for practising this skill. This works equally well for segmenting too.



How can I help at home?



Sound buttons: When reading have your child imagine there is a button under each sound in a word, have them press the button, say the sound then blend the sounds together.

c a t
● ● ●



Sound Buttons – let's give it a go!



sh



i



p



b



i



g



ch



i



ck



Phoneme Frames



- **Phoneme Frames:** Say a CVC word and have your child segment it into sounds writing the matching grapheme (letter) in each box.

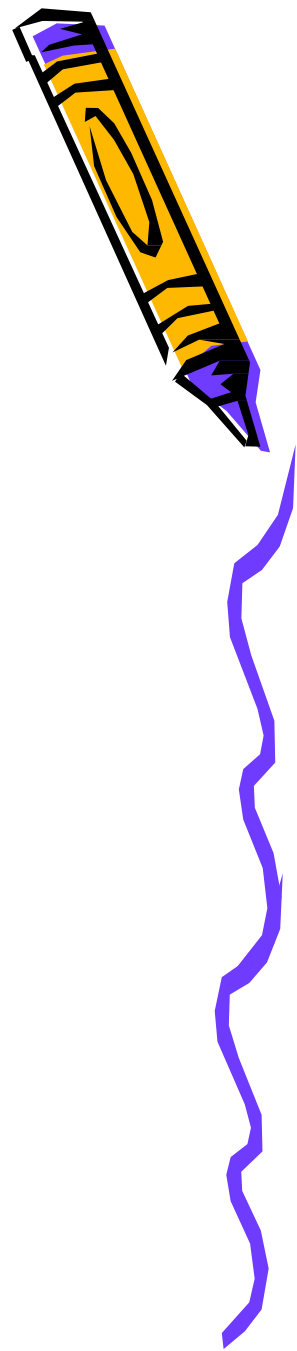
f	i	sh
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c	a	t
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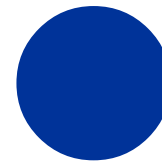
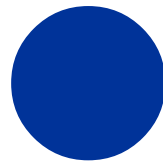
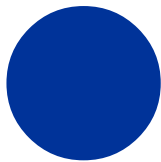
Is there anything else I
can do at home?



y

e

s



At home

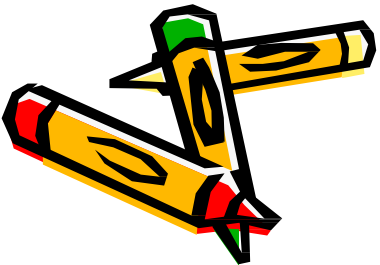
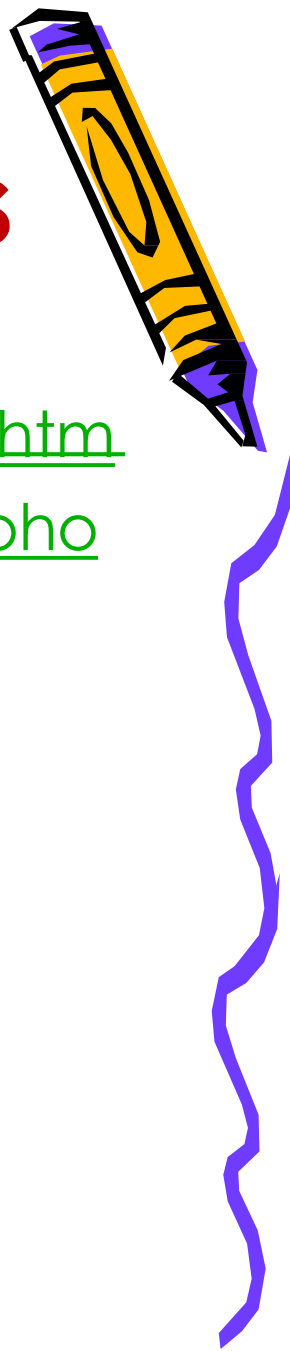


- Help your child choose a book from our home library and share it together at home.
- Encourage your child to listen to sounds inside and outside the home.
- Play the suggested games to practise oral blending and segmenting.
- Encourage your child to read their reading book every day.
- Help them learn their tricky words using games like 'Splash'.
- Encourage them to point out tricky words in other books and the environment.
- Support your child to practise letter formation too.



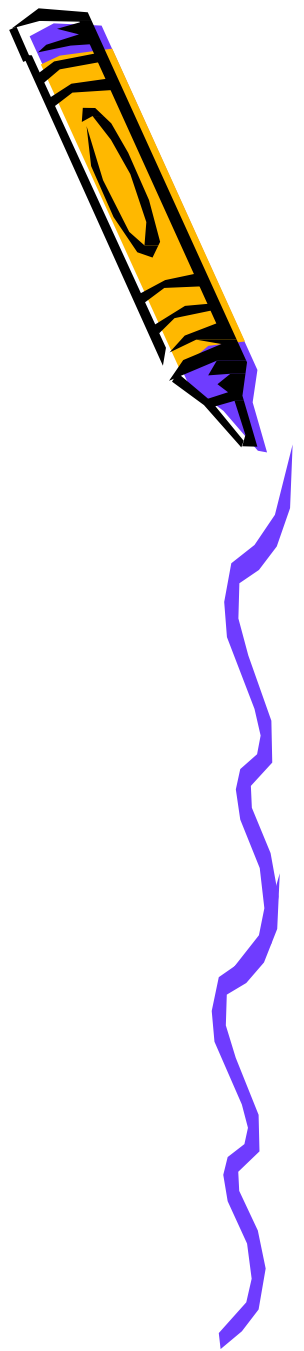
Check out these websites

- www.phonicsplay.co.uk
- www.ictgames.com/blendingDragon/index.htm
- www.bbc.co.uk/schools/wordsandpictures/phonics/
- www.northwood.org.uk/phonics



...And remember

Learning to read
should be fun for
everyone!



Thank you for
coming!



Any questions?

