

Phonics

What is phonics?

- Teaches children to identify the smallest units of sound within a word which are known as phonemes.
- Helps them to decode or read words by blending sounds together.
- Helps them to spell by breaking down or segmenting words into sounds.





Phonemes and graphemes

- Phonemes are the smallest units of sounds within words.
- Letters or groups of letters are called graphemes.
- These letters and combinations of letters make 44 different sounds.
- Phonemes can be represented by graphemes of one, two or three letters.

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Phonics skills

- Grapheme-Phoneme correspondence
- Letter formation
- Blending
- Segmenting
- Best fit rules
- Common exception words

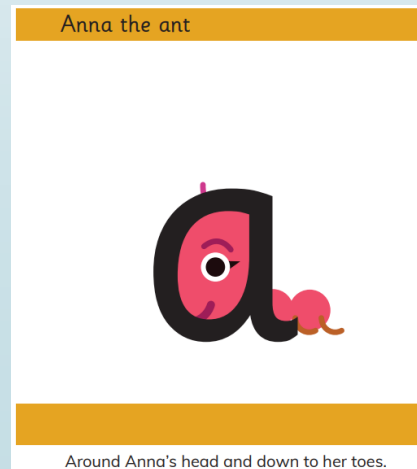
1. Grapheme-Phoneme correspondence (GPC)

- Children are taught all of the phonemes (sounds) and which graphemes (letters) make these sounds.
- Digraph – 2 letters making 1 sound (ch, ai)
- Trigraph – 3 letters making 1 sound (igh)
- Split-digraph 2 letters making 1 sound but split with a consonant in the middle (a_e)
- In Phonics Shed, each GPC has a character with an action to help remember them.



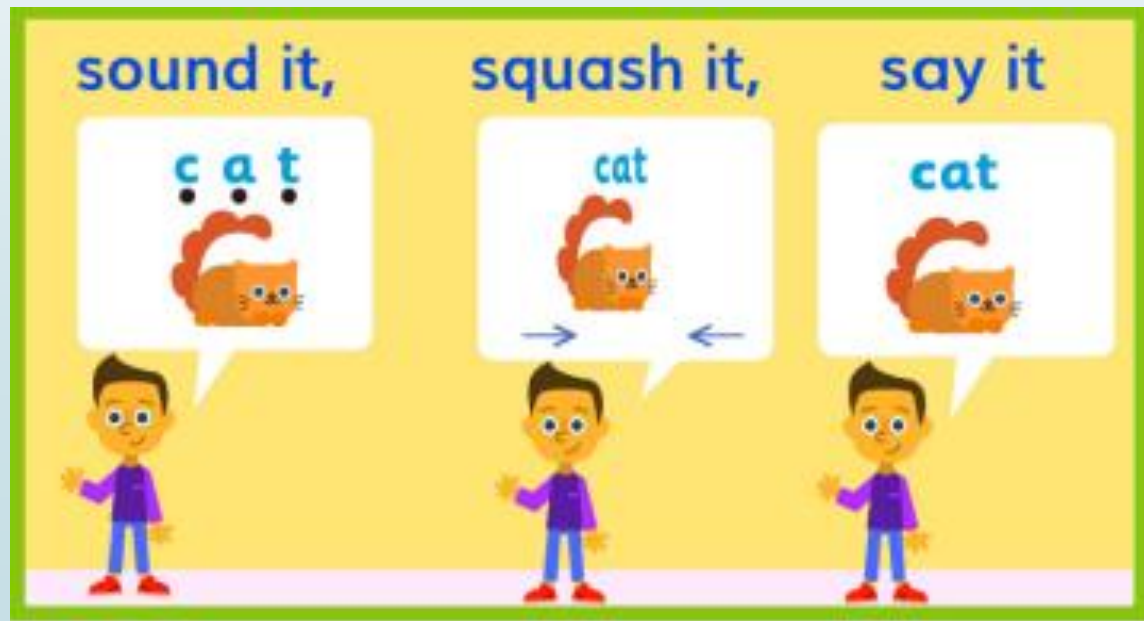
2. Letter formation

- ▶ For each individual letter, children are taught the letter name and a rhyme to remember how to write them.
- ▶ Letter names are used to spell out graphemes that have more than one letter.
- ▶ Capital letters have their own characters and rhymes.



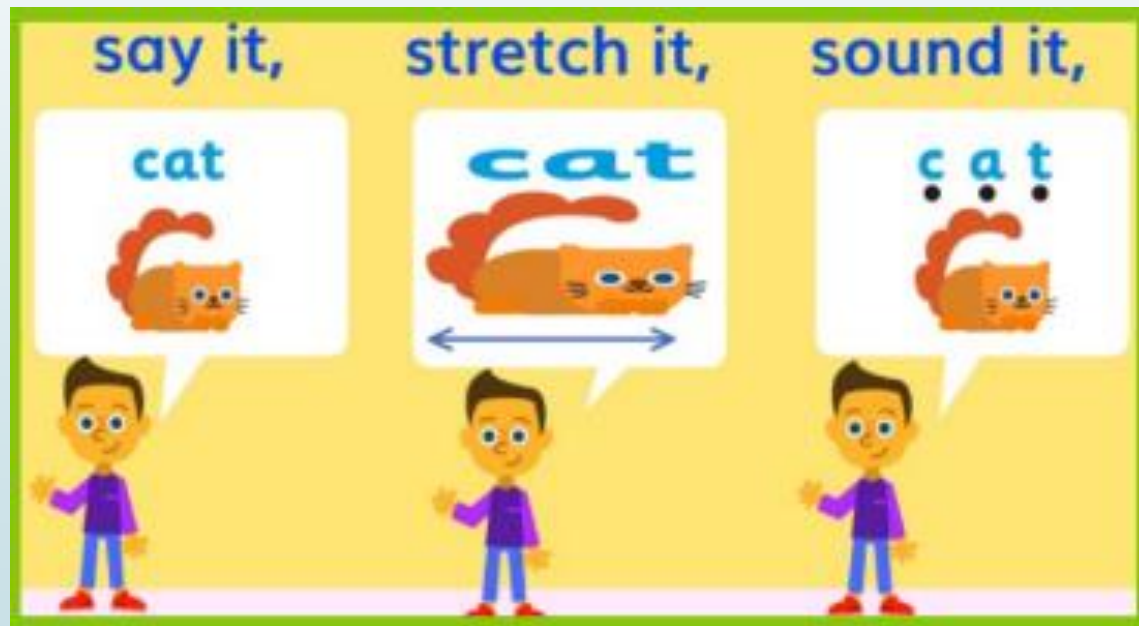
3. Blending

- ▶ Saying the sounds and then merging them together to make the word.
- ▶ Start with shorter words and progress to longer words.



4. Segmenting

- Breaking up the sounds to spell the words.



5. Best fit rules

- ▶ When children are taught an alternative spelling for a sound, they are also taught which one will be more likely to be used at different points in words.
- ▶ When children are taught that letters can make more than one sound, they are taught to try the different sounds to see which sounds right.

Best Fit Rules
/oa/ sound

At the start or middle of a word:

oats oak boats coach



At the end of short words:

toe Joe aloe

Or when 's' is added to words ending in /oa/ sound:

goes mangoes tomatoes



Common Exception Words: go no so

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Ch4a Set 1 Resource 1

6. Common exception words (CEW)

- ▶ High frequency words (HFW) occur very regularly. They are taught when they become decodable.
- ▶ Common exception words (CEW) are only partially decodable because they have rare spellings.
- ▶ CEW are taught to enable children to read longer texts sooner.

Chapter 3

Common Exception Words

they are
he all
she said
we little
me can't
be
my
was
you



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Articulation of sounds

- ▶ Correct articulation of sounds is essential to make blending easier.
- ▶ Some sounds are long. (s, n, m)
- ▶ Some sounds are short. (p, d, t)
- ▶ Try not to add an 'uh' sound (schwa) at the end of sounds. (c not cuh)

Phonics Shed



- Chapter 1 – speaking, listening, comprehension and motor skills
- Chapter 2 – individual letters and double consonants
- Chapter 3 – more complex digraphs and trigraphs
- Chapter 4 – alternative GPCs and best fit rules

Daily phonics lesson

- Recap sounds
- Introduction to new sound
- Song/letter formation/story
- Independent activity
- Plenary



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Phonics screening

- Statutory phonics screening for year 1 pupils.
- Designed to check children can decode phonetically at an age-appropriate level.
- 1:1 with a teacher.
- Takes about 5-10 minutes.
- Contains 40 words, 20 are real and 20 are made-up.

Reading

- Phonics enables children to decode and read words.
- Reading requires children to understand the meaning of the words.
- Reading requires children to understand the text or story.
- Talking about a book is the best way to develop understanding.



Reading in school

- Phonics
- Independent reading
- Shared reading
- Guided reading
- Focused reading activities
- Reading across the curriculum
- Class story time



What can you do at home?

- ▶ Enjoy reading stories to your children.
- ▶ Read a variety of different types of books.
- ▶ Children bring home 2 books, twice a week.
- ▶ Try to hear your child read at least 4 times a week.
- ▶ Re-reading books is very valuable.
- ▶ Encourage children to decode the words.
- ▶ Ask questions about the book and word meanings.
- ▶ Be positive!





“The more that you
READ,
the more things you will
KNOW.

The more that you
LEARN,
the more places you’ll
GO.”

- Dr. Seuss

Remember Kids:

Reading gives you
the power to be who-
ever you want!