

Phonics at Holbrook

Reception 2023

Our Aims

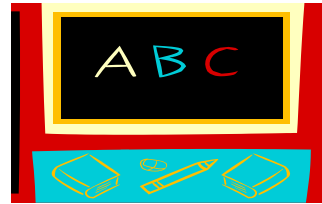
To introduce phonics terminology

To become familiar with the different stages of phonics teaching

To gain more knowledge of practical activities you could do with your child at home

Revision

What is phonics?



Phonics is a method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent.

What do these phonics terms mean?

- ▶ Phoneme - the smallest unit of sound.

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 could be a sequence of letters, such as ai, sh, igh, tch etc. So when a child says the sound /t/ this is a phoneme, but when they write the letter 't' this is a grapheme.
- ▶ Digraph - A digraph is two letters that make one sound. The digraph can be made up of vowels or consonants.
- ▶ Trigraph - A trigraph is a single sound that is represented by three letters
- ▶ Tricky words - words that are not fully decodable using the phonics they have been taught e.g. 'was' or 'the'
- ▶ Segmenting - breaking words down into individual sounds or syllables.
- ▶ Blending - putting the individual sounds they have learnt together. This means that they will learn to look at a short word, such as 'tin' and rather than saying three separate sounds 't', 'i', 'n', link the sounds together and say the whole word in one go.

Pre- phonics skills



It is important that, prior to starting to teach the individual phonemes, children have had the opportunity to:



Listen and distinguish between different sounds in the environment



Learn rhymes and songs



Make sounds using objects/ instruments/ their bodies/ their voices

How we teach Phonics at Holbrook



- Multi-sensory with kinaesthetic, auditory and visual activities that reinforce skills through a variety of learning styles making it ideal for pupils with English as a second language.
- Song is integral to the programme to help children remember every phoneme, a highly active approach with whole-body actions and lots of games to aid learning.
- Carefully differentiated, contains support and challenge tips to cater for every child in the classroom.
- GPCs and tricky words are taught in clearly-defined, incremental sequence and constantly revised and consolidated throughout the programme
- Decodable readers are carefully matched to the children's secure knowledge guided by regular assessment
- Bring phonics to life with a fresh, lively, hands-on approach to teaching phonics with engaging, interactive activities that reinforce learning.

Approved by



Department
for Education

Song of Sounds Stage 1

During the Reception Year the children will be taught:

- ❖ To recognise and write approx. 45 different phonemes
- ❖ To orally blend to read and segment to spell
- ❖ Read and spell regular 'green' words using the phonemes taught
- ❖ To read regular two-syllable words and simple captions
- ❖ Some tricky 'Red' words
- ❖ Learn letter names and capital letters

The Song

The song:

► <https://youtu.be/UdWOstqf3hU>

► The actions

https://youtu.be/o3mAg_yNOINE



Lesson Structure

- ▶ 4x15minute whole-class sessions a week, focus teaching e.g. a phoneme or tricky word, blending, segmenting, syllables
- ▶ Consolidation session at end of the week revising the teaching focus from the week.
- ▶ Taught through a variety of adult-led activities within differentiated groups.

e.g. bingo, Splat, word hunts, matching/pairs games, board games

The GPCs taught in Stage 1

- ▶ Felicity the Phoneme Fairy introduces the children to the different phonemes and their corresponding graphemes (GPCs)
- ▶ Many are single sounds such as 's' and 'a' but we also teach digraphs (2 letters, one sound) such as 'ay' and 'sh'



Stage 1



VC/ CVC /CVCC/CCVC words

- ▶ C = consonant
- ▶ V = vowel

VC words - if, on, it

CVC words - cat, hop, ship,

CCVC words -frog, twin, drag

CVCC word - nest, wind, pink

Blending to read

- ▶ Green words with sound buttons
- ▶ Bert the word builder



Blending to read

► Have a go! Place a • under single sounds such as 't' and



then a under vowel/consonant digraphs such as ck or ee

Can you sound button these words?

duck fair tree

pondweed lightning



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Segmenting to Spell

- ▶ Sound talking
- ▶ Phoneme fingers
- ▶ Syllables (Sally Syllable)

Stage 1 Tricky Words

- ▶ Tricky Trevor helps to introduce the words
- ▶ Red and spiky to encourage STOP and THINK



Captions

Once the children have learnt GPCs and some tricky words they will be ready to have a go at reading and writing captions.

For example...

Pat a dog.

A cap on a peg.

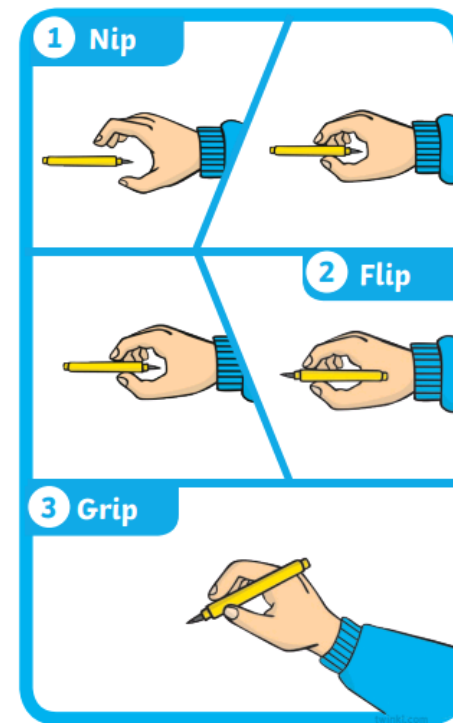
Get off the bus.

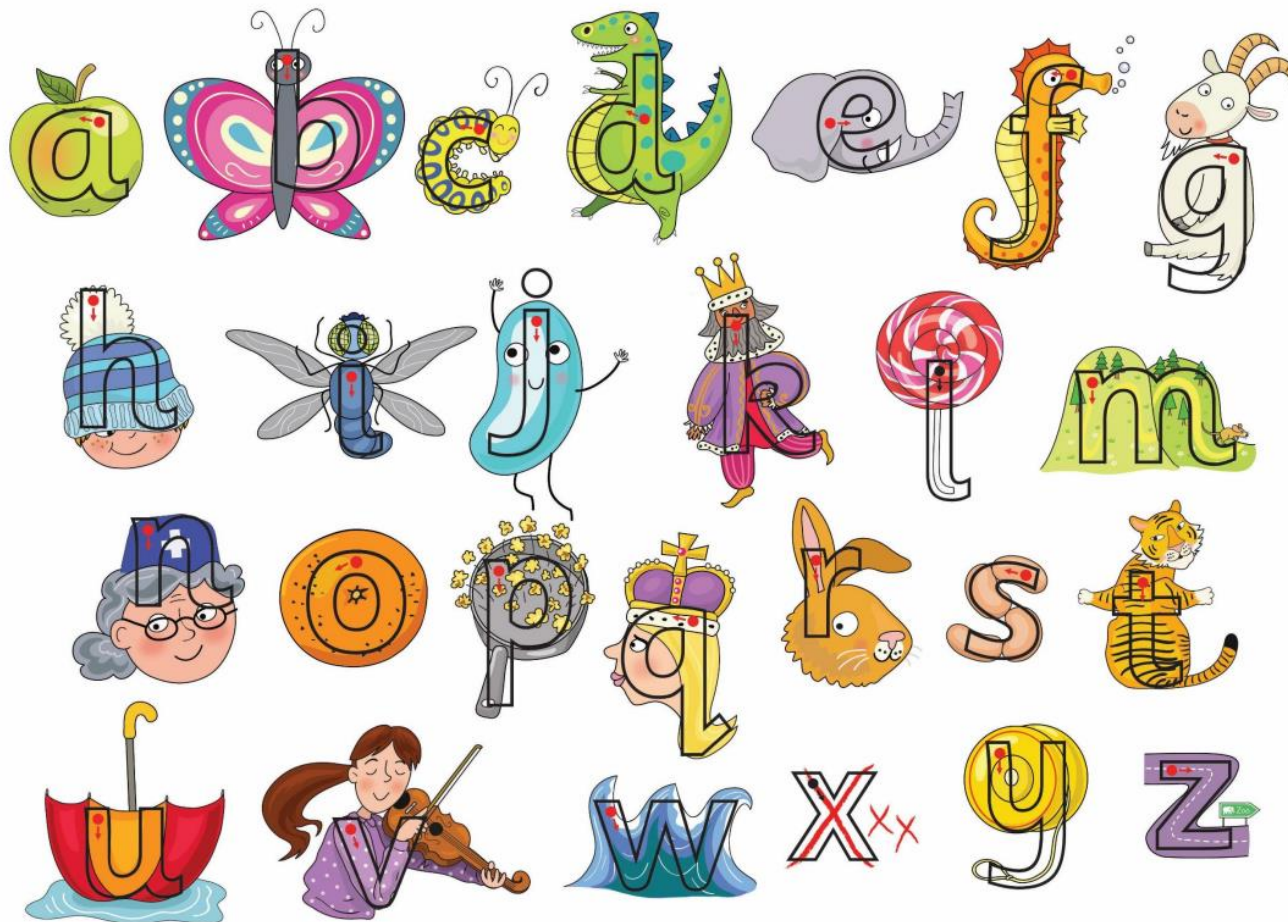
Reading

- ▶ Early days! As a school we want to foster a love of books and reading first and foremost, so please continue to share your favourite bedtime stories etc. together.
- ▶ Your child will be able to bring home a book to share with you. These sharing books will contain words or phonemes they will be unable to read yet, so please read to you child initially, but allow them to contribute as and when they see graphemes they are familiar with. Encourage your child to use the illustrations to verbally create their own stories and predict what will happen next/summarise what has happened.
- ▶ Once children are familiar with a range of phonemes and are starting to blend the sounds to read, they will be sent home with a 'Phonic reader' book. The children should be able to read these books independently. We would encourage you to allow your child to re-read these books several times in order to build up their confidence, fluency and expression. They should contain GPCs your child can recognise and use to blend.

Writing

- ▶ As the children progress through the phonics scheme, they will become better and better at identifying the graphemes (letters) that represent the phonemes (sounds) which will help them with their independent writing.
- ▶ Alongside this they will need the gross and fine motor skills that enable them to write the letters, and this is something that varies considerably from child to child.
- ▶ We will be working on developing these skills in class, with varied activities from large scale painting and sweeping to wall press ups to improve their gross motor skills, and for the fine motor skills we will be using things like tweezers and threading and Play-Doh to ensure that children develop the skills necessary.
- ▶ We still very much value all kinds of writing and mark-making, so please do let the children see you making lists/writing messages, and value the marks they make while attempting to copy you!
- ▶ We are also working hard on writing their name, so this can be encouraged in card writing/thank you letters etc. (Capitals for first letter only if possible please!)
- ▶ Correct pencil grip is also something we value your support with - plenty of advice on the internet with demonstrations, but we like the 'nip/pick, flick and grip' advice! (Again, this is something your child may not be physically ready for, so do not feel you have to push it if they are not ready.)





Thank you for your time.

If you have any queries, please
contact your child's class teacher
via their class email address.

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