

# Phonics at Holbrook

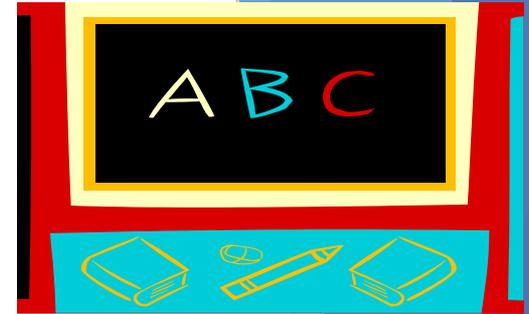
Year 1 and Year 2

2023



## Our aims:

- ▶ To revise phonics terminology
- ▶ To become familiar with Stages 2 and 3 of Song of Sounds
- ▶ To gain understanding of the Year 1 Phonics Screening
- ▶ To gain more knowledge of how to support your child's reading at home



## 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.

# Lesson Structure



- ▶ Each stage is taught through a song. The children learn the song and actions.
- ▶ 4x daily 15 minute whole class sessions a week, teaching e.g. a phoneme or tricky word, blending, segmenting, syllables etc.
- ▶ Consolidation session at end of the week, revising the teaching focus from the week. Taught through a variety of adult-led and independent activities within differentiated groups e.g. bingo, Splat, word hunts, matching/pairs games, board games.

# Song of Sounds Stage 1

During the Reception Year the children will be taught:

- ❖ To recognise and write approx. 42 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

# Stage 1



# Stage 1 Tricky Words

and

I

the

no

go

so

into

to

do

he

she

we

be

me

put

push

pull

full

my

by

was

you

they

of

all

are

have

a

some

come

love

here

were

there

her

out

one

once

when

what

his

said

ask

little

like

house

## Stage 2 - Year 1

### Purposes of this phase:

- Teach approximately 20 new graphemes (many of these are digraphs e.g. 'ai', some are trigraphs e.g. 'air')
- Continue to practise blending and segmenting and use them in the spelling of two-syllable words and captions
- Read and spell regular 'green' words using the phonemes taught
- Learn to read and spell some more tricky red words

# Phonemes taught in Stage 2





# Split digraphs

May be remembered by adults as 'magic e'. It changes the vowel sound from the short vowel sound (a/e/i/o/u) to a long vowel sound (ay/ee/igh/oa/you)

▶ a-e grapes

▶ e-e these

▶ i-e like

▶ o-e home

▶ u-e rule

Sound buttoning - best technique for helping children to spot digraphs etc.

• = single sound

\_ = digraph/trigraph

⌋ = split digraph

# Stage 2 Tricky Words

oh

again

Mr

Mrs

school

your

where

their

people

asked

any

many

want

please

friend

great

who

whole

our

hour

break

because

water

busy

pretty

beautiful

prove

door

poor

floor

move

shoe

half

parents

eye



# Phonics Screening - Year 1

Practice sheet: Real Words

beg

twinkl.co.uk

at

twinkl.co.uk

sum

twinkl.co.uk

in

twinkl.co.uk

Practice sheet: Pseudo Words

vap



twinkl.co.uk

osk



twinkl.co.uk

ot



twinkl.co.uk

ect



twinkl.co.uk

# What Is The Phonics Screening Check?

- ▶ Phonics check in June for all Year 1 children (and children in Year 2 who did not 'pass' / have not taken the check in Year 1.)
- ▶ Focus is on decoding and blending skills using 'real' words and 'alien' words.
- ▶ 1:1 with their teacher, 40 words to read.
- ▶ Results given to parents in July.

# Stage 3 - Year 2

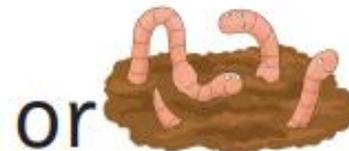
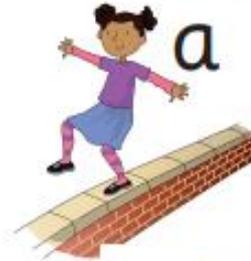
Purposes of this stage:

- ❖ To broaden the children's knowledge of graphemes and phonemes in reading and spelling
- ❖ To learn new graphemes and learn alternative pronunciations for these, and graphemes they already know
- ❖ To learn spelling rules such as suffixes, homophones, contractions

# Stage 3



ce



# Stage 3 Tricky Words

oh

again

Mr

Mrs

school

your

where

their

people

asked

any

many

want

please

friend

great

who

whole

our

hour

break

because

water

busy

pretty

beautiful

prove

door

poor

floor

move

shoe

half

parents

eye

# Spelling Rules

Stage 3 also covers spelling rules that link to our spelling, grammar and punctuation work.

- ▶ Syllables
- ▶ Plurals - rules for adding 's' and 'es'
- ▶ Suffixes - ed, ing, er, est, ment, ness, ful, ly, less, y
- ▶ Contractions - e.g. would not = wouldn't
- ▶ Homophones - e.g. their/there/they're, to/two/too

# How Can I Help My Child At Home?

- Play lots of sound and listening games with your child. (Ideas on Home Learning sheets/spelling games booklets)
- Read as much as possible **to** and **with** your child.
- Encourage and praise - get them to have a 'good guess'.
- Use the Song of Sounds phoneme finder and encourage them to look for the sound they are struggling with.
- When using phonics for writing, we encourage the use of any of the correct graphemes at this stage, e.g. *snayl* (although we do discuss which is more likely, such as *ai* in middle of the word, *ay* at the end, children have not always read the word they are trying to spell, so need to have their best go using their phonics (unless it is a 'tricky' word that they should know!))



# Reading At Home

- Your child may bring home colour banded book, or a Phonic reader, depending on their stage of reading development.
- Phonic Readers contain the graphemes and words we know your child is confident with, therefore we would expect them to be able to read them to you relatively independently.
- Encourage your child to develop their fluency and expression by re-reading Phonic Readers.
- Colour banded books are more suitable for children who are becoming fluent readers and have developed a good sight vocabulary. They may contain words or spelling patterns your child has not learned yet and therefore will require you to support them more by reading irregular words to them or encouraging use of other strategies.
- Sharing books is really important! Encourage your child to answer questions about what they have read, or you have read to them. Can they talk about the characters feelings and motivations? Encourage them to make predictions about events. Can they remember what they have read and locate specific information?



# Reading Tips



- ▶ Make sure you give them plenty of time
- ▶ Encourage them to point to the word they are reading
- ▶ If words can be split up e.g. hotpot - hot/ pot - cover half the word up to make it easier to sound out
- ▶ Talk about spelling patterns as you read. Are there any other words that are similar?
- ▶ Ask them questions about the words and the story - see if they understand the story



# Reading Strategies

As your child's GPC knowledge and sight vocabulary develops they will begin to use a range of strategies to help them read:

- ▶ Segmenting and blending - check it makes sense, check children are using digraphs/ trigraphs
- ▶ If it's a tricky word, tell them e.g. "it's a tricky word you've learnt with Tricky Trevor"
- ▶ Picture clues - not to be used solely (can be hidden if needed) e.g. If a child knows the initial phoneme, say, "what can you see in the picture that begins with that phoneme?"
- ▶ Look out for repetition e.g. "we've just read that on the previous page"
- ▶ Look at the word in the context of the sentence i.e. try reading on/back and think about the meaning of the word.

# Thank you for your time.

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

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