

# All About Phonics

A Presentation for Parents and Carers

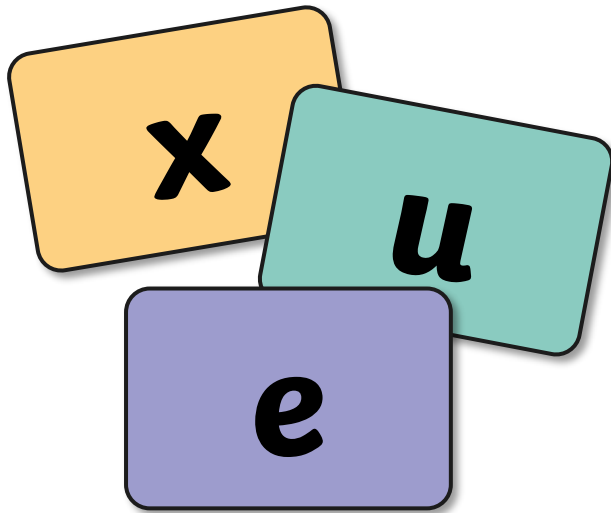
# Did You Know...?

The English language has:

26 letters

44 sounds

over 100 ways to  
spell those sounds



**What does this word say?**

**ghoti**

# Phonics Terminology

**systematic synthetic phonics** - The teaching of reading and spelling by breaking down words into the smallest unit of sound. Preferred method of teaching phonics in the UK.

**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 'ai' 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 Is Phonics?

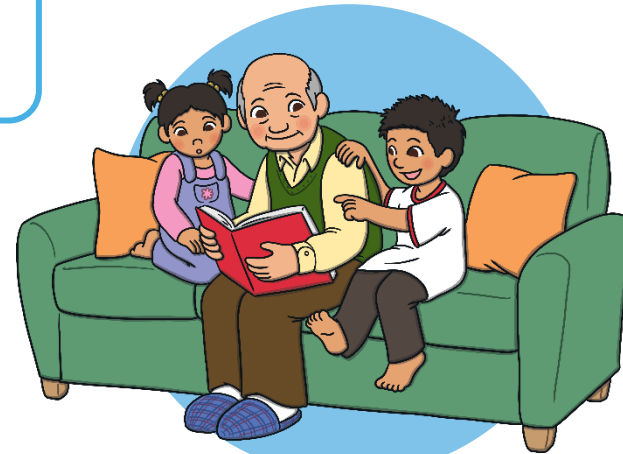
reading and spelling

hearing, recognising and using sounds

routine and familiarity

focus on breaking down and building up words (segmenting and blending)

tricky/common exception words



# Our Phonics Scheme

At Stokenchurch Primary School, we use the Twinkl Phonics Scheme. It is approved by the Department of Education and is a multi sensory approach that uses a variety of methods to support children's learning of phonics.

- Mnemonics, actions, handwriting formation rhymes and songs to reinforce sound and letter recognition.
- Engaging activities focused on developing and applying reading and writing skills.
- Active repetition to ensure rapid recall of GPCs, common exception words.
- Rhino Readers Books that are fully decodable and match children's level of understanding based on regular assessment.

# The Progression of Phonics

Phase One - nursery/F1

Phase Two - reception/F2

Phase Three - reception/F2

Phase Four - reception/F2

Phase Five - year 1

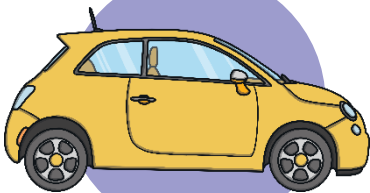
Phase Six - year 2





# Level One

Phase 1 has seven aspects, with a focus on listening skills.



1. Environmental sounds

2. Instrumental sounds

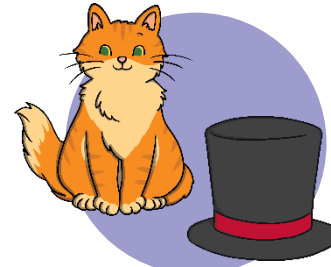


3. Body percussion



4. Rhythm and rhyme

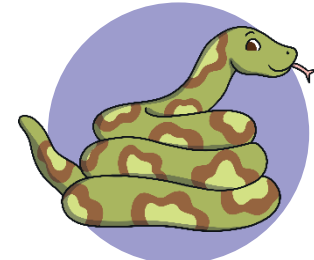
5. Alliteration



6. Voice sounds



7. Oral blending and segmenting





# Level Two

<p><b>s</b></p>   <p>Make a snake's head with your hands and wiggle your body like a snake!</p>	<p><b>a</b></p>   <p>Pretend to bite into a crunchy apple.</p>	<p><b>t</b></p>   <p>Pretend to stir a teaspoon around a teacup.</p>	<p><b>p</b></p>   <p>Make one hand into a puppy's head and pat it with your other hand.</p>	<p><b>i</b></p>   <p>Flap your hands like an insect's wings.</p>	<p><b>n</b></p>   <p>Make your fist into a nut and tap it.</p>
<p><b>m</b></p>   <p>Yummy! Rub your tummy.</p>	<p><b>d</b></p>   <p>Pretend to play your drum kit.</p>	<p><b>g</b></p>   <p>Pretend to wrap your scarf like Gabi.</p>	<p><b>o</b></p>   <p>Pretend to squeeze a juicy orange.</p>	<p><b>c</b></p>   <p>Wiggle your finger like a caterpillar.</p>	<p><b>k</b></p>   <p>Pretend to spread your hand like a kite and fly it in the air.</p>
<p><b>ck</b></p>   <p>Make a duck's beak with your hands and pretend to pick up sticks.</p>	<p><b>e</b></p>   <p>Make an egg with one hand and tap it with the other.</p>	<p><b>u</b></p>   <p>Make one hand into an umbrella and sprinkle rain on it.</p>	<p><b>r</b></p>   <p>Move your arms like a robot.</p>	<p><b>h</b></p>   <p>Pretend to open the door of the house.</p>	<p><b>b</b></p>   <p>Pretend to throw and catch a ball.</p>
<p><b>f</b></p>   <p>Pretend to wave a magic wand.</p>	<p><b>l</b></p>   <p>Pretend to lick an ice lolly.</p>	<p><b>ff</b></p>   <p>Pretend to switch off the light.</p>	<p><b>ll</b></p>   <p>Pretend to ring a bell.</p>	<p><b>ss</b></p>   <p>Blow a kiss.</p>	



# Level Three

 <p><b>j</b></p> <p>Sweep your hand up like a jumbo jet taking off.</p>	 <p><b>v</b></p> <p>Draw a v shape on your chest to show the V-neck of the vest.</p>	 <p><b>w</b></p> <p>Make waves with your hand.</p>	 <p><b>x</b></p> <p>Hold one hand like a map and draw an x on it.</p>	 <p><b>y</b></p> <p>Pretend to raise and lower a yo-yo.</p>	 <p><b>z</b></p> <p>Draw the zigzag path in the air.</p>
 <p><b>qu</b></p> <p>Give a royal wave.</p>	 <p><b>ch</b></p> <p>Use your thumb and forefinger to make a chick's beak.</p>	 <p><b>sh</b></p> <p>Put a finger to your lips.</p>	 <p><b>th</b></p> <p>Put your forefingers on your head and wiggle your moth's feelers.</p>	 <p><b>th</b></p> <p>Stroke your hand on your cheek like a soft feather.</p>	 <p><b>ng</b></p> <p>Tap your ring finger.</p>
 <p><b>ai</b></p> <p>Draw a spiral snail's shell.</p>	 <p><b>ee</b></p> <p>Make mouse whiskers.</p>	 <p><b>igh</b></p> <p>Hold one arm across your body as if holding a shield and pat it with your other hand.</p>	 <p><b>oa</b></p> <p>Pretend to row your boat.</p>	 <p><b>oo</b></p> <p>Point at the moon.</p>	 <p><b>oo</b></p> <p>Pretend to open a book.</p>
 <p><b>ar</b></p> <p>Make twinkly star fingers.</p>	 <p><b>or</b></p> <p>Pretend to press a car horn.</p>	 <p><b>ur</b></p> <p>Pretend to open a purse.</p>	 <p><b>ow</b></p> <p>Pretend to squeeze the daisy flower on your coat.</p>	 <p><b>oi</b></p> <p>Flick your thumb as if tossing a coin.</p>	 <p><b>ear</b></p> <p>Cup your hand around your ear.</p>
 <p><b>air</b></p> <p>Hold a chair, move it in and out from a desk.</p>	 <p><b>ure</b></p> <p>Swing your arm like a pirate.</p>	 <p><b>er</b></p> <p>Pretend to sneeze!</p>			

# Levels Four, Five and Six

In level 4, children will be consolidating their knowledge of level 3 sounds and will also be introduced to adjacent consonants, 14 new tricky words for reading and the level 3 tricky words for spelling.

In level 5, Children will be taught new graphemes and alternative graphemes for the sounds they already know. They will begin to learn to choose the appropriate grapheme when spelling. The children will be automatically decoding a large number of words for reading by this point.

In level 6, children will be reading longer and less familiar texts independently and fluently. It is crucial that, at this point, children are now reading to learn and reading for **pleasure**.

Children should be able to read the 300 high-frequency words. At this point, it is important that comprehension strategies are developed so that children clarify meaning, ask and answer questions about the texts that they are reading, construct mental images during reading and summarise what they have read.

In spelling, children are introduced to the adding of suffixes and how to spell longer words. Throughout the phase, children are encouraged to develop strategies for learning spellings.



# Teaching Phonics

A typical phonics lesson in F2 will follow this format:

Revisit and review - revise previously taught GPCs and any tricky words that have been introduced.

Teach – Introduce the new sound using the story, mnemonic flashcard, action and song.

Practise – Work through a selection of activities that will reinforce the learning of the new sound.

Apply – Read or write a sentence or caption that will apply the sound we have learnt in the lesson.

**Revisit & Review**



**Teach**



**Practise**



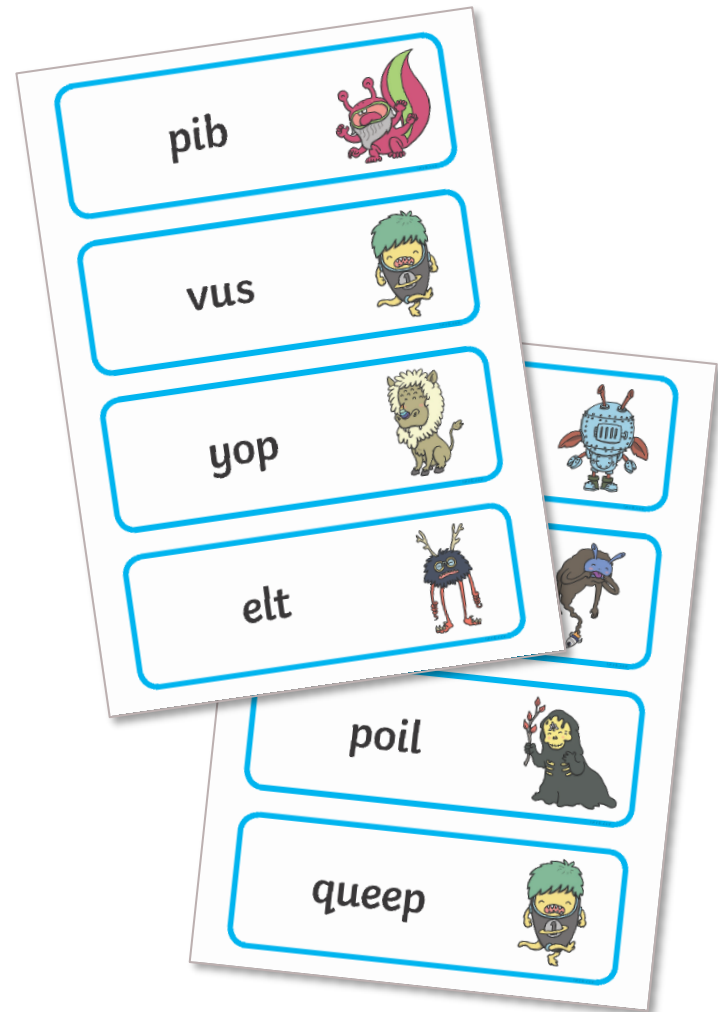
**Apply**

# The Year 1 Phonics Screening Check

In June, all year 1 children are expected to complete the year 1 Phonics Screening Check.

The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' words.

The outcome of this check enables practitioners to see if any children may need additional support to help them make progress in year 2.

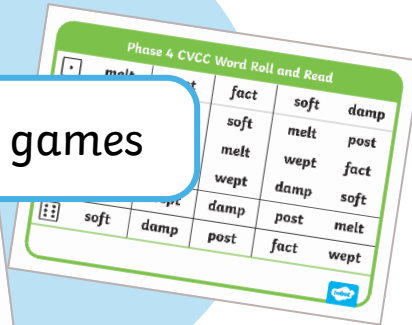




# Helping Your Child at Home



play games



provide opportunities  
for writing



[Articulation of sounds](https://www.youtube.com/watch?v=BqhXUW_v-1s)  
[https://www.youtube.com/watch?v=BqhXUW\\_v-1s](https://www.youtube.com/watch?v=BqhXUW_v-1s)



provide opportunities  
for reading

