



# An Introduction to Phonics

## Mrs A Rowley



# Welcome!

This afternoon I will try and give you a brief overview of how we teach phonics...



A Typical Day in Reception...

Arrive & self registration on the IWB

Assembly

Literacy/Mathematics Focus Group & free play inside and outside

Phonics

Lunch

Expressive Arts & Design or Understanding of the World Focus & free play inside and outside

Story time

Home time



# Lets Talk about Phonics...

- Jolly Phonics, a combination of songs, pictures and actions for each sound.
- Sounds rather than letter names.
- Recap and learn new sounds.
- High Frequency words can be found in your child's reading diary cover.



# Sound Chart

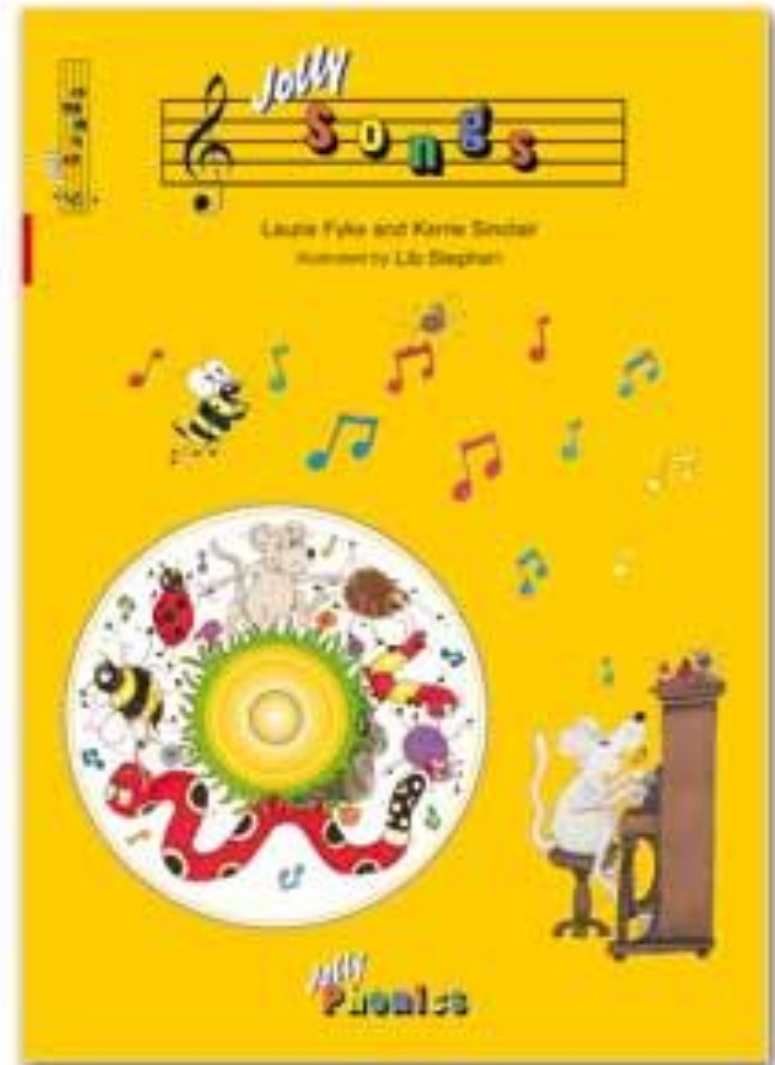
 A a	 B b	 C c	 D d	 E e	 F f	 G g	 H h	 I i	 J j
 K k	 L l	 N n	 N n	 O o	 P p	 Q q	 R r	 S s	 T t
 U u	 V v	 W w	 X x	 Y y	 Z z				

ch  cheese	sh  shark	wh  whale	th  thumb	ai  aunt	ai  ball	at  car	aw  cone	oy  toy	ed  ear
ed  bread	ee  tree	ck  cup	igh  night	ing  ring	ink  pen	ir  girl	ish  laugh	oa  tooth	oi  pig
oo  tooth	ou  ouch	ough  donut	or  horse	ow  owl	ow  ant	oy  boy	ph  phone	qu  queen	ur  turtle

Example of song & actions

<http://www.youtube.com/watch?v=xGpsVmWLRFA>

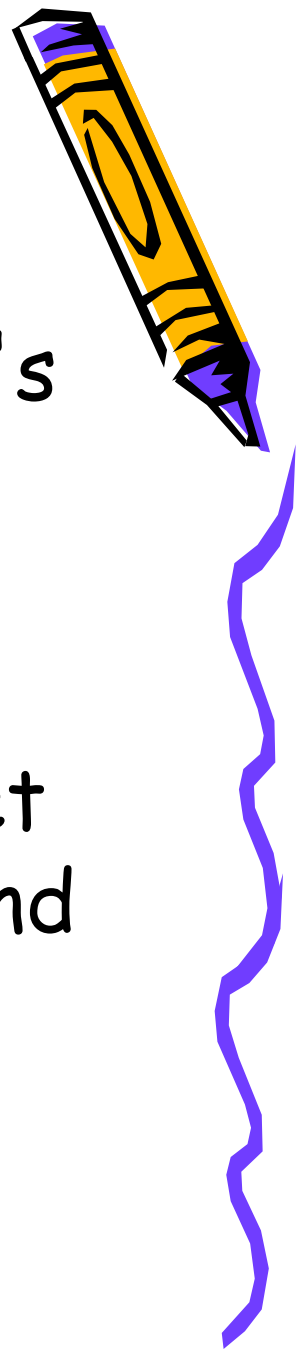
# Jolly Songs By Jolly Phonics



# Phase 1 (Pre-school)

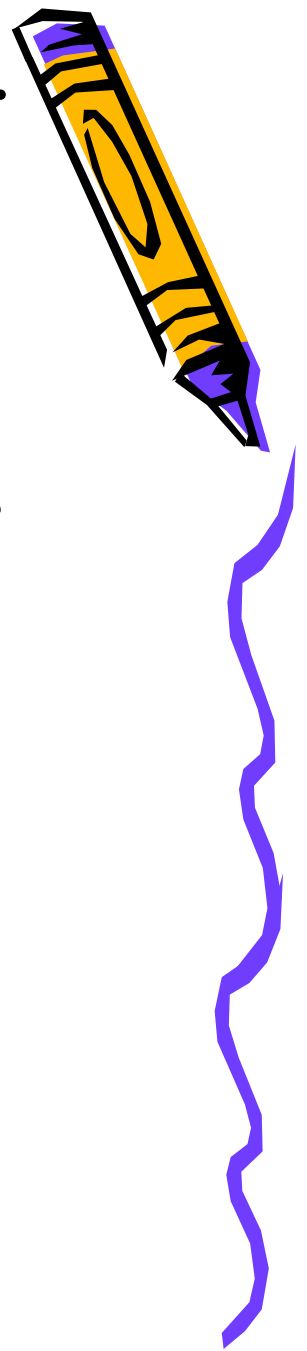
Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.

The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.



Phase 1 is divided into seven aspects. .

- Aspect 1 - General sound discrimination - environmental
- Aspect 2 - General sound discrimination - instrumental sounds
- Aspect 3 - General sound discrimination - body percussion
- Aspect 4 - Rhythm and rhyme
- Aspect 5 - Alliteration
- Aspect 6 - Voice sounds
- Aspect 7 - Oral blending and segmenting



## Phase 2

Set 1: s, a, t, p

Set 2: i, n, m, d

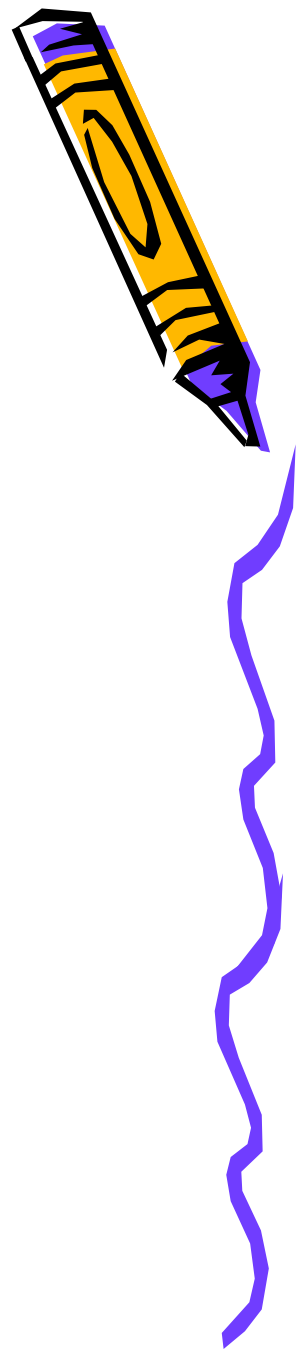
Set 3: g, o, c, k

Set 4: ck, e, u, r

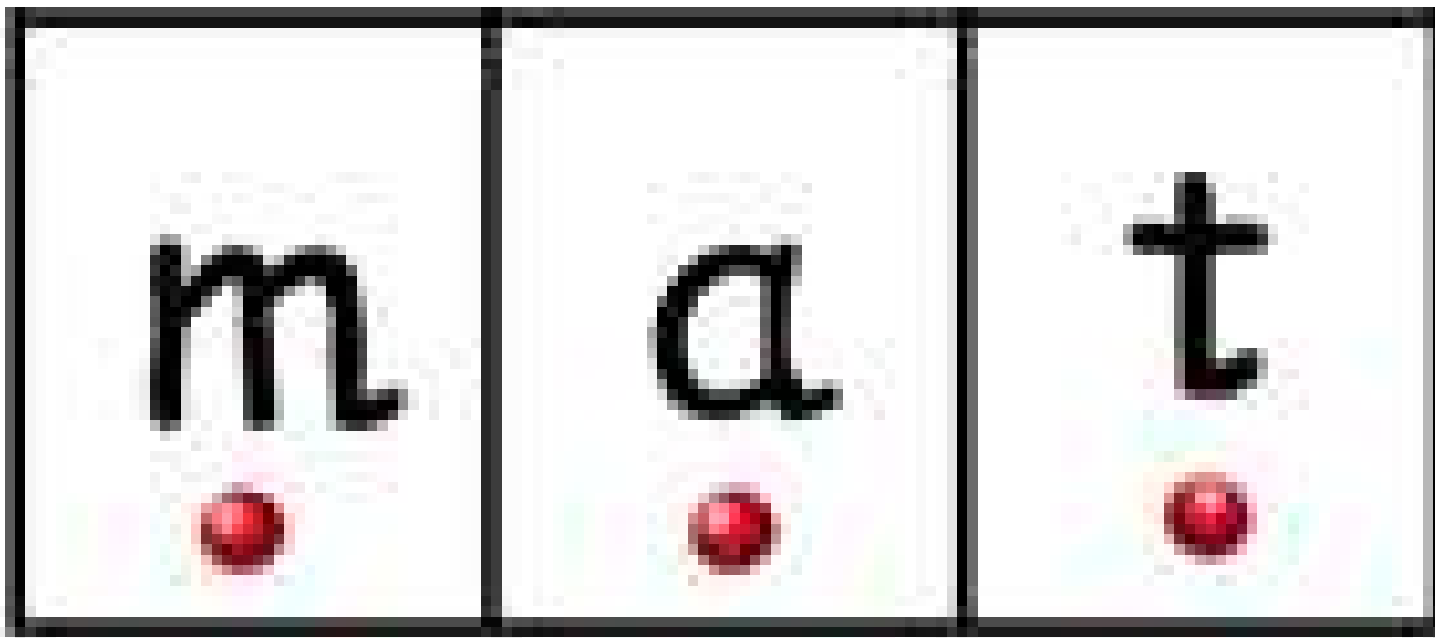
Set 5: h, b, f, ff, l, ll, ss

### Words using set 1

at, sat, pat, tap, sap







Children taught sound buttons, one for each sound.

Children taught to use robot arms to sound out sounds and then blend to make a word. Blend using a blending arm.



We also learn to segment sounds in words  
cat becomes c-a-t.



Look at examples of making learning fun during Phonics!

Taught for 20 minutes a day! Children love it!



# Phase 3



- By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.

**Set 6:** j, v, w, x

**Set 7:** y, z, zz, qu

**Consonant digraphs:** ch, sh, th, ng

**Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

**Tricky words:**

we, me, be, was, no, go

Phase 4, 5 & 6 taught in the Spring/Summer Term, Year 1 & 2.



Additional to initial sounds,  
we learn these... (diagraphs)



ar	oa	ie	ou
ue	qu	sh	ch
ee	ai	or	er
oi	ng	oo	th



# Phase 3 example of sound buttons



# Reading

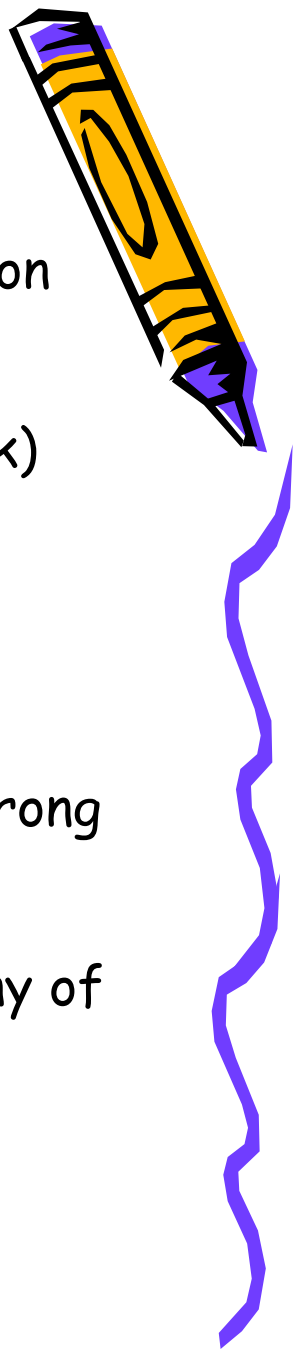
We have a range of books:-

Colour coding:- Lilac, pink, red, orange, yellow- more details on our school website!

Pre-school- library books to share only (changed once a week)  
scheme readers as and when.

Reception- Library book and Scheme reader- changed daily  
(Please read at least 5 times a week)

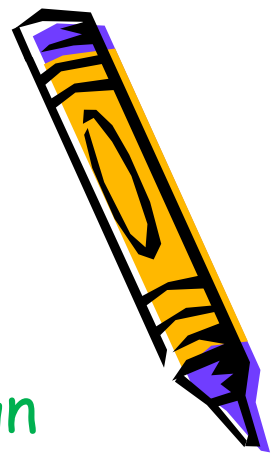
- Emphasis on learning through range of strategies with strong emphasis on phonics.
- Use Jolly Phonics as basis.
- Learn to recognise series of High Frequency Words, many of which cannot be sounded out phonically.
- Also look at context and other clues to assist in understanding text.

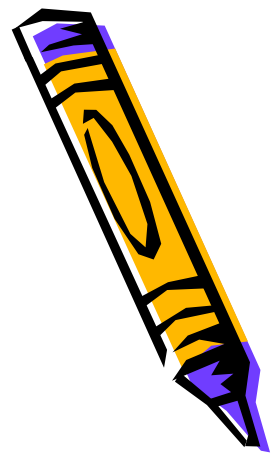
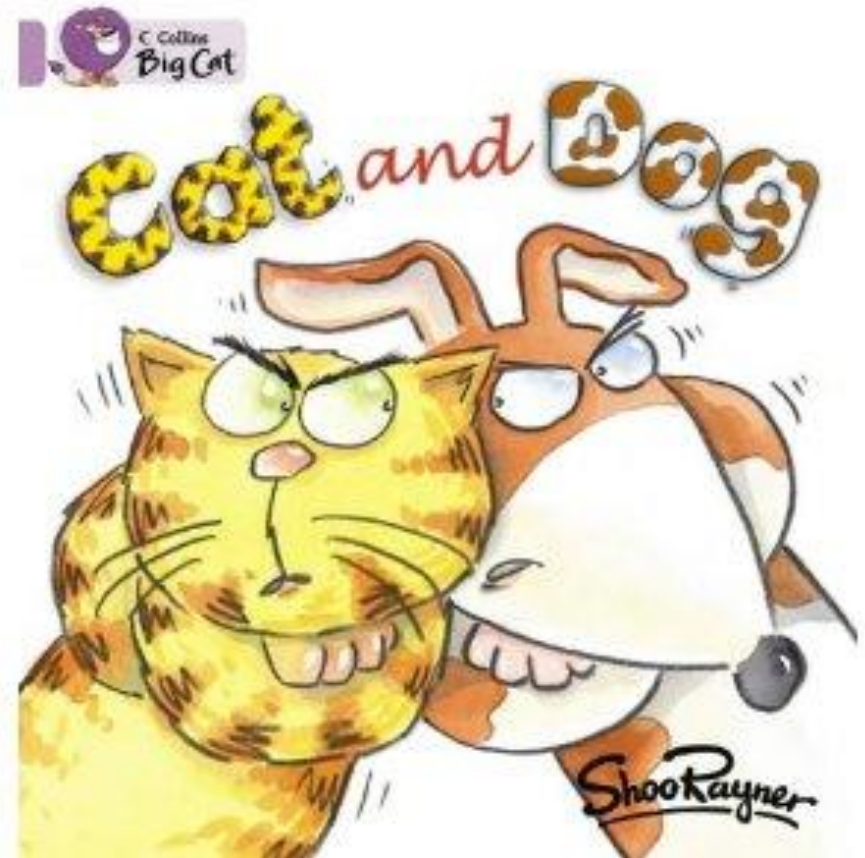
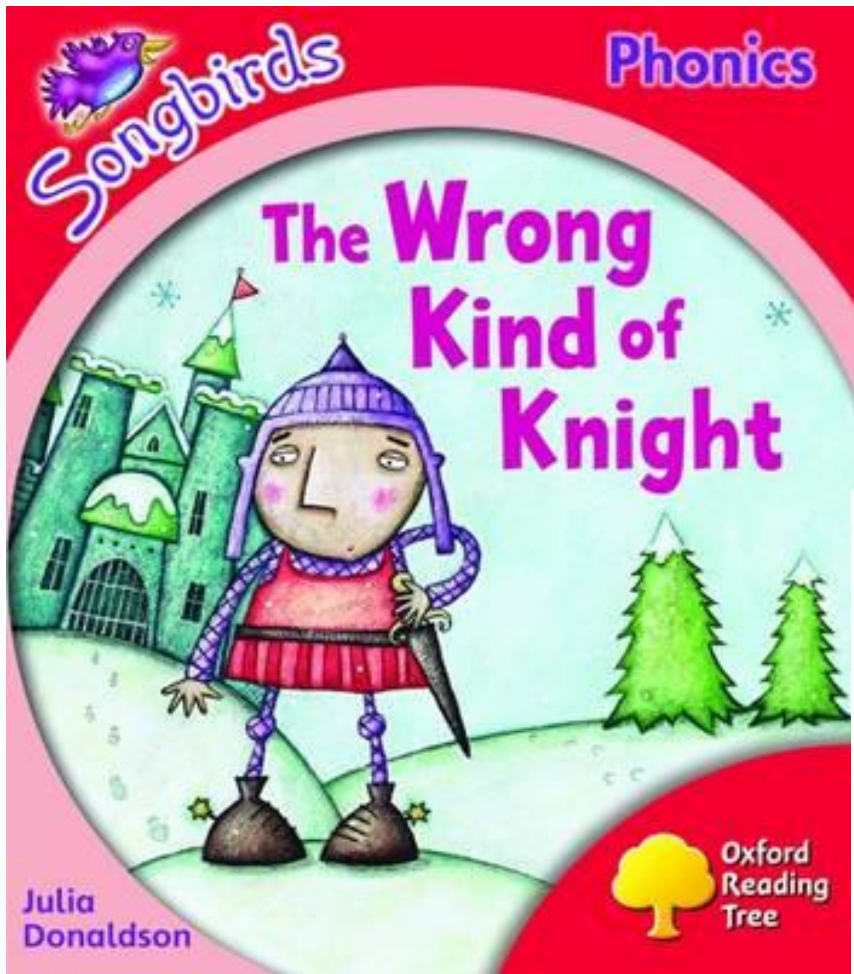


Your child will have a reading book in their book bag, to begin with it may not contain any words.

Please read/look at it with your child and then sign to show that the book is finished, we will change everyday. Children choose their books- so keep that in mind!

In class, we will begin individual, guided and whole class reading in small groups.



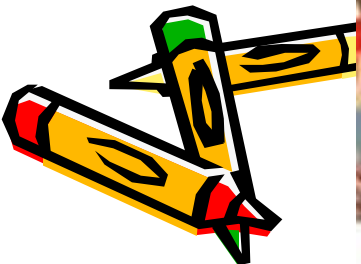




# Reading

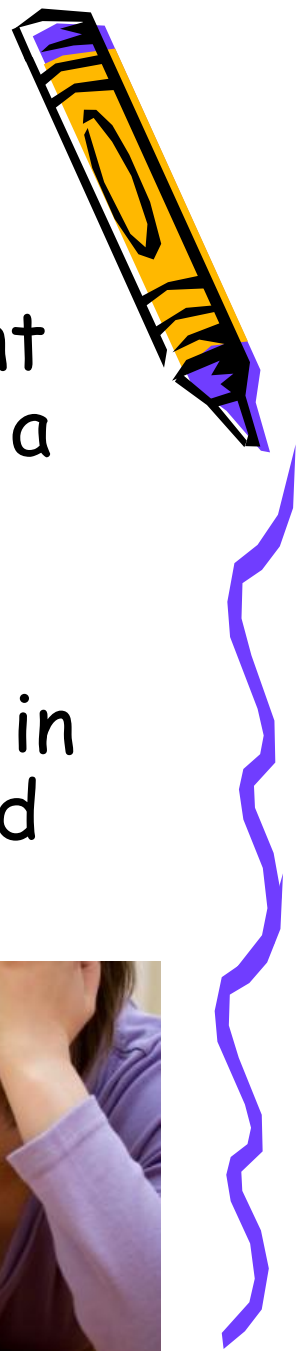


- Begin by looking at books without text, telling own stories from pictures.
- Children work through scheme at own pace.
- Books supplemented by others at same level as required.



# What you can do to help!

- Ensure children read scheme books and learn tricky words which are in the front cover of reading diary (at least 5 times a week).
- Read bedtime stories!
- Look at and talk about printed language in their environment, on food packets, road signs, labels and leaflets.



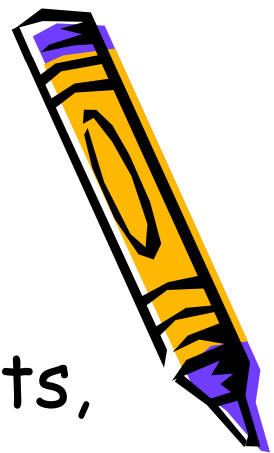
# Writing



- Children begin with "wiggles and squiggles".
- They begin to ascribe meaning to these marks.
- Increasingly use phonic knowledge and letter formation in their writing
- Write simple "CVC" words as knowledge increases.



# What you can do to help!



- Encourage children to draw, paint etc
- Show children your writing, shopping lists, things to do, birthday cards.
- Make scrap books, write postcards, party invitations.
- Develop fine motor skills by cutting, sewing, dot-to-dots etc.
- Complete reading at home
- Look through rocket words



# In General

- Any Questions?

