



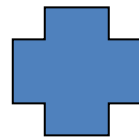
# Phonics Information Evening for Parents

Thursday 5<sup>th</sup> February



# Phonics is

**Skills of  
segmentation  
and blending**



**Knowledge of  
the alphabetic  
code.**



# The English Language has.....

26 letters of the alphabet

44 phonemes

140 representations



# Phonics consists of .....

- Identifying sounds in spoken words
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.



## A Phoneme

This is the smallest  
unit of sound in a  
word.

How many phonemes can you  
hear in

cat?



# This is where it gets tricky

- Phonemes are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way ( **c**at, **k**ennel, **ch**oir)
- The same grapheme may represent more than one phoneme ( **me**, **met**)



- A Basic Principle

A phoneme can be represented by one or more letters

d, h

sh, th, ee

igh



# Blending

- Enunciation is of greatest importance in this learning.
- Recognising the letter sounds in a written word, for example

c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'





## *Digraph*

Two letters, which make one sound

- A **consonant digraph** contains two consonants  
sh ck th ll
- A **vowel digraph** contains at least one vowel  
ai ee ar oy
- A **split digraph** contains 2 letters which are not adjacent (make)



# SEGMENTING

‘Chopping Up’ the word to spell it out

The opposite of blending

Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word him and stork

# Segment and then blend these words

- drep
  - blom
  - Gris
- 
- Words like these are part of the phonics test children in year 1 cover. They are called non words and only ever have a short vowel sound in them



# The same phoneme can be represented in more than one way

<b>a</b>	<b>a-e</b>	<b>ai</b>	<b>ay</b>	<b>ey</b>	<b>eigh</b>
<b>e</b>	<b>e-e</b>	<b>ea</b>	<b>ee</b>	<b>y</b>	
<b>i</b>	<b>i-e</b>	<b>ie</b>	<b>igh</b>	<b>y</b>	
<b>o</b>	<b>o-e</b>	<b>oa</b>	<b>oe</b>	<b>ow</b>	
<b>u</b>	<b>u-e</b>	<b>ue</b>	<b>oo</b>	<b>ew</b>	
<b>oo</b>	<b>u</b>	<b>oul</b>			
<b>ow</b>		<b>ou</b>	<b>ough</b>		
<b>oi</b>	<b>oy</b>				
<b>ar</b>	<b>a</b>				
<b>or</b>	<b>aw</b>	<b>ore</b>	<b>a</b>	<b>ough</b>	
<b>air</b>	<b>are</b>	<b>ear</b>			
<b>eer</b>	<b>ear</b>				



The same spelling may represent more than one phoneme

meat

bread

he

bed

bear

hear

cow

low



# High Frequency Words

Words that are not phonically decode able

e.g. was, the, I

Some are 'tricky' to start with but will become decode able once we have learned the harder phonemes

e.g. out, there,

There are 100 words which we teach as HFW during Reception and Year 1 and a further 200 during Year 2



# Phonics Teaching at Stoke Mandeville Combined School

Phonics at SMCS is taught using a system called Letters and Sounds.

There are 6 parts or Phases which are covered during the time the children are in Key Stage 1



# Phonics

## Phase 1 ( Pre School)

Showing an awareness of rhyme and alliteration.

- \* Distinguishing between sounds in the environment and phonemes.
- \* Exploring and experimenting with sounds and words.
- \* Discriminating speech sounds in words.
- \* Beginning to orally blend and segment phonemes.





# Phase 2

Using common consonants and vowels.

Blending for reading and segmenting for spelling simple cvc words.

Understanding that words are constructed from phonemes and that phonemes are represented by graphemes.

Set 1 - s, a, t, p,

Set 2 - l, n, m, d,

Set 3 - g, o, c, k,

Set 4 - ck, e, u, r,

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



# Phase 3

Knowing one grapheme for each of the 43 phonemes.

There are 43 phonemes in the English language!

Reading and spelling a wide range of cvc words.  
Using all letters and less frequent consonant digraphs and some long vowel phonemes.



# Phase 4

This is a consolidation unit. There are no new graphemes to learn. Reading and spelling of tricky words continues.

Segmenting adjacent consonants in words and applying this in spelling.

Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.



# Phase 5

Reading phonetically decode able two-syllable and three-syllable words.

Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.

Spelling complex words using phonetically plausible attempts.



# Phase 6

Recognising phonic irregularities and becoming more secure with less common grapheme – phoneme correspondences.

Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.

Introducing and teaching the past tense

Investigating and learning how to add suffixes

Teaching spelling long words

Finding and learning the difficult bits in words



# Our Approach to Phonics

- The results for the school in the National Phonics test taken in year 1 shows we are well below the national average of children who achieve the expected standard at the end of Year 1.
- At Stoke Mandeville Combined School we teach phonics daily. This is taught as a whole class and delivered by the class teacher



- Children are carefully monitored to ensure they are making progress through the phonics phases they should be covering.
- Children are then extended in their learning if they are doing well
- Children who are finding a particular phase difficult are then supported through our timetabled sessions for interventions and support.



# Support for Phonics

Children need a consistent approach to Phonics

Use of clear pronunciation of sounds which are the same as we use in school.

Use of the same vocabulary eg Phoneme, grapheme, diagraph, segment and blend





# How to support your child

The information here is intended to give an outline of our whole school approach.

As parents the best help is to read with your child

Learn spellings with them and discuss the words they have in these lists

Try to use the same sound patterns we use in school and allow the child to show you how to segment and blend words.



Thank You for Attending this evening

Your support and partnership is highly valued by  
us all.

Any Questions?