

PHONICS 2022-2023

# WHY DO WE TEACH PHONICS?

- Phonics helps children to develop good reading and spelling skills
  - e.g. **cat** can be sounded out for reading and spelling
- We use a synthetic scheme called '**Floppy's phonics**' as our teaching resource.

# SOME DEFINITIONS

## A Phoneme

This is the smallest unit of sound in a word.



How many phonemes can you hear in **cat**?

# A grapheme

These are the letters that represent the phoneme.



Children need to practise recognising the grapheme and saying the phoneme that it represents.

ai ay ae a-e ey

are all some examples of graphemes for the same phoneme.

**A phoneme you hear**



**A grapheme you see**



A word always has the same number of phonemes and graphemes!

# 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/diagraph) to form the word him and stork.

# BLENDING

- 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'



# PHONICS PROGRESSION

**Phase 1** – Nursery (on going)

**Phase 2-4** Reception

**Phase 4 and 5** Year One

**Phase 6** Year Two





# **EYFS - CHILDREN WILL LEARN HOW TO :**

**Identify phonemes in spoken words (phonological awareness).**

**Recognise the common graphemes for each phoneme (phoneme-grapheme correspondence).**

**Blend phonemes into words for reading.**

**Segment words into phonemes for spelling.**



## Session 1

### Revisit and review

Practise previously learned phonemes and graphemes.

Practice oral blending and segmenting

### Teach

Teach a new grapheme

Teach blending and/or segmentation of phonemes in words

### Practise

Practise reading and/or spelling with the new phoneme/grapheme



## Session 2

### Apply, Apply, Apply!

Session 2 starts with a recap of session 1.

We then use the floppy phonics screen again and look at the formation of the letter.

We then have a go at writing it.

The children then complete the sheet. They add sound buttons to the words.

**Children will have opportunities in class to read and write the words that they have been learning in phonics sessions through independent activities and enhancements in provision.**

S i t            d u c k  
...            - - -

# YEAR 1

In year 1, we use phonics to support pupils with reading and spelling. We are also working to prepare children for the Phonics Screening Check in June 2023.

At the beginning of the year we recapped sounds that the children had learnt in EYFS and now we are finishing off phase 4 sounds before beginning work on phase 5. We are constantly revisiting previous sounds and using regular assessments to support pupils with any gaps.

We start each day with a whole class phonics session which lasts about 30 minutes. In the afternoon, children complete a reading/writing activity based on the new graphemes. We recap our new sounds throughout the day. Some children also work 1:1 with Miss Neale and Mrs Keavy to address any gaps.

Our spelling words are based on the graphemes that we have been learning that week. Children are not expected to learn each word off by heart, however, they should be able to use their phonics skills to segment and blend the words. They can use their robot arms and actions to segment the words during the test.



# YEAR 2

In year 2, we use phonics to support pupils with reading and spelling.

***“read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words” Interim Framework 2018-2019***

***“segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others” Interim Framework 2018-2019***

Currently, Year 2 have a daily Phonics session where we pick a phoneme and revise the phase 3 and phase 5 graphemes which create this sound. We then revise graphemes or any words that do not follow set spelling patterns before completing a reading/writing activity based on graphemes. Similar to Year 1, Some children also work 1:1 with Miss Neale and Mrs Keavy to address any gaps.

Every Monday morning, during English, Year 2 are introduced to a new spelling pattern, which dictates that weeks spellings. This is Phase 6 phonics.



# SPELLING SHED SPELLING PROGRAMME

On a Monday, during English Year 1 and 2, as well as KS2, follow a spelling programme, which follows phase 6 and the Spelling National Curriculum resources. This programme includes learning the spelling patterns when adding suffixes and prefixes as well as new graphemes.

This follows a set pattern across the week which includes breaking up words using their sound buttons, spotting patterns and using words in sentences and games.

Our weekly spelling words are based on the spelling shed pattern we have learnt that week. These can be found on your children's class page of the school website.



# WHAT CAN I DO TO HELP MY CHILD?

You can find help at these websites

<https://www.oxfordowl.co.uk/login?active-tab=students>(Floppy Phonics)

<http://www.oxfordowl.co.uk> (click on 'For Home' then click on right arrow of Highlights to find 'Phonics Made Easy' the 'Say the sounds' page is useful)

<http://www.phonicsplay.co.uk> go to Free Phonicsplay Parents page and access games and information to help you and your child.

<https://www.youtube.com/watch?v=P-eTO8L3t40> modelling of pronunciation.

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/>

<http://www.letters-and-sounds.com>



**REMEMBER:** Phonics is not the only thing needed to become a fluent reader.

Please continue to read with your child each night and encourage them to:

- Sound out
- Re-read to check it makes sense.
- Ask questions about the book.
- Talk about what they have read.
- Make predictions.

And most importantly **ENJOY READING!**



## ANY QUESTIONS?

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