

EYFS Curriculum Meeting for Parents

Please help yourselves to tea and coffee.

READING OPENS THE DOOR TO ALL LEARNING



- A child who reads a lot will become a reader
- A good reader will be able to read challenging material
- A child who reads challenging material is a child who will learn
- The more a child learns, the more he or she will want to discover



Why teach phonics?

- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills





Why teach phonics?

“Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers”

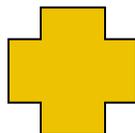
Sir Jim Rose, Rose Review of Reading 2006

- Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

Phonics at a glance

Phonics is...

Skills of segmenting
and blending



Knowledge of
the alphabetic
code.



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.



Some Definitions

A Phoneme

This is the smallest unit of sound in a word.

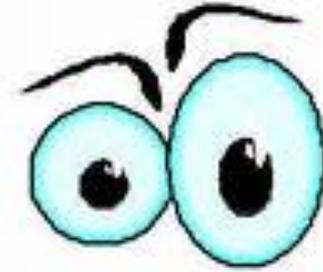


How many phonemes can you hear in
cat?



A grapheme

These are the letters that represent the phoneme.



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

The grapheme could be 1 letter, 2 letters or more!
We often refer to these as sound buttons:

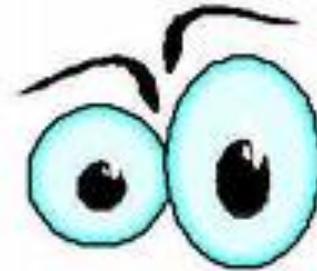
t ai igh



- A phoneme you hear



- A grapheme you see



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



How to say the sounds

- Saying the sounds correctly with your child is extremely important
- The way we say sounds may well be different from when you were at school
- We say the shortest form of the sounds



Stretchy or bouncy?

f	l	m	n	r	s	v	z	sh	th	ng
---	---	---	---	---	---	---	---	----	----	----

b	c	d	g	h	j	p	q	t	w	x	y	c
	k						u					h

a		e		i		o		u	
---	--	---	--	---	--	---	--	---	--



The 44 phonemes

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ng/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/th/	/th/	/ch/
										
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/ae/	/ee/	/ie/	/oe/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										



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**)



Definitions



Oral blending

Hearing a series of spoken sounds and merging them together to make a spoken word – **no text is used**

- *e.g. when a teacher calls out 'b-u-s', the children say 'bus'*



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'



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 Blend these words...

- drep
- blom
- gris

Nonsense games like this help to build up skills – and are fun!



Definitions

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

**TWO
INTO ONE**



Definitions

Trigraph



Three letters, which make one sound

tch

ear

igh

dge



Definitions

Split digraph

A digraph in which the two letters are not adjacent (e.g. **make**)



Once children are good with single phonemes...

- DIGRAPHS – 2 letters that make 1 sound

ll ss zz oa ai

- TRIGRAPHS – 3 letters that make 1 sound

igh dge



Segmenting Activity

- Using 'sound buttons' can you say how many phonemes are in each word.
 - shelf
 - dress
 - sprint
 - string



Did you get it right?

- shelf = sh – e – l – f = 4 phonemes
- dress = d - r - e – ss = 4 phonemes
- sprint = s – p – r – i – n – t = 6 phonemes
- string = s – t – r – i – ng = 5 phonemes



Tricky Words

- Words that are not phonically decodeable
e.g. was, the, I
- Some are 'tricky' to start with but will become decodeable once we have learned the harder phonemes
e.g. out, there



High frequency words

- Most 'high frequency' words are phonically regular – children can use phonics to work them out.
- Some words, e.g. *the* and *was*, need to be taught – children should use their phonics and find the 'tricky' bit.





Letters and Sounds

- *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.



Lesson format

- In each year group, phonic lessons follow the same format:
- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes or high frequency or tricky words will be taught.
- **Practice:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences.

Phonic learning is fun!

The children learn and practise their phonemes in lots of fun ways:

- Sound talking and rhyming.
- Playing games – table games or interactive games on the computer.
- Using phoneme frames, “sound buttons” and whiteboards to spell words.
- Sorting phonemes.
- Making words with phonemes.
- Being phoneme “detectives”.
- Reading and writing sentences. Silly sentences are great fun!



s a t p i n m d g o c k c k e u r h b f f l l s s



--	--	--	--

j v w x y z z z qu ch sh th ng ai ee igh oa
oo ar or ur ow oi ear air ure er

a	b	c	d	e	f	g	h	i	ck	ff	ll
j	k	l	m	n	o	p	q	r	ss	zz	qu
s	t	u	v	w	x	y	z	sh	ch	th	

ch i n s a t





Phase 1

Children:

- Enjoy rhyme and alliteration
- Identify sounds in the environment
- Can distinguish between sounds
- Explore and experiment with sounds and words
- Orally blend and segment phonemes

Birth onwards – usually pre-school and Reception +





Phase 2

Know 19 consonants
and vowels and can
blend and segment
them into VC/CVC
words



Phase 2

- Sounds are introduced in sets
 - ❖ Set 1: s a t p
 - ❖ Set 2: i n m d
 - ❖ Set 3: g o c k
 - ❖ Set 4: c k e u r
 - ❖ Set 5: h b f ff l ll ss

How many words can you make?

s a t p i n m d

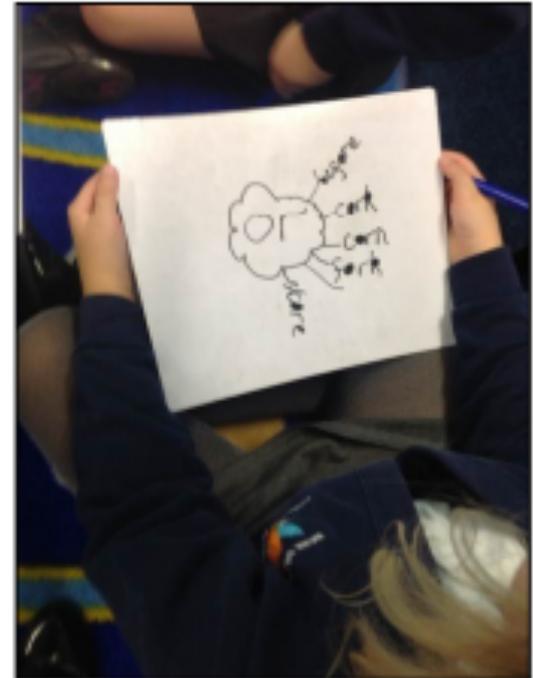
Make as many CVC & VC words as you can!





Phase 3

- ▶ Are learning one way of writing each of the 44 phonemes, including digraphs
- ▶ Are beginning to read and spell two syllable words and captions



The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
- practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.



Can you use the phoneme frame to work out how many sounds there are in these words?

pig	p	i	g
church	ch	ur	ch
coat			
curl			
thorn			
chick			
down			
shirt			



Phase 4



Children working at Phase 4

- ▶ Can blend adjacent consonants in words for reading, e.g. *spoon, pink, fright*
- ▶ Can hear and segment adjacent consonants for writing



Children learn how to read and write:

- **CVCC** words: **tent, damp, toast, chimp**
- **CCVC** words: **swim, plum, sport, cream, spoon**
- They will be learning more tricky words and continuing to read and write sentences together.

- **Tricky words**

said, so, do, have, like, some, come, were, there, little, one, when, out, what





Phase 5

Children working at Phase 5

- ▶ Are learning alternative ways of pronouncing and spelling the long vowel phonemes, e.g. ay, ae, a-e, ai, a,
- ▶ Can read phonetically decodable two and three syllable words, e.g. *frogspawn*, *shopkeeper* and spell complex words using phonetically plausible attempts
- ▶ Can blend to read quickly and independently

- The children will learn new graphemes for reading and spelling.
- They will learn best fit spellings.
E.g. ai, a-e, ay all make the same sound in words
- They will continue to read and spell tricky words.



Phase 5 activity

- <http://www.phonicsplay.co.uk/DragonsDen.html>

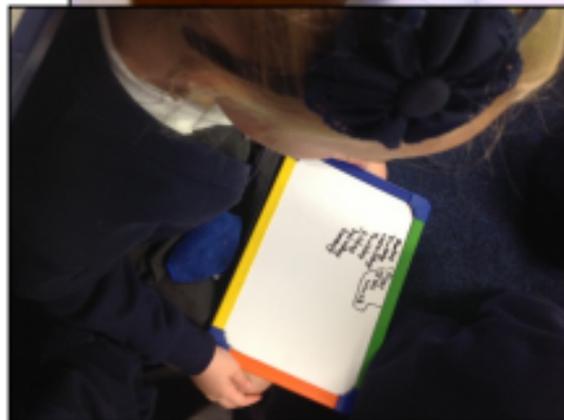
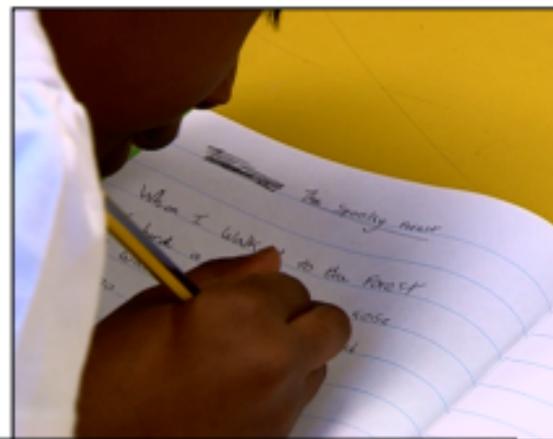




Phase 6

Children working at Phase 6

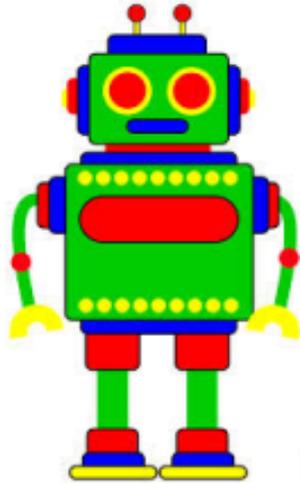
- ▶ Can apply phonic skills and knowledge to recognise and spell an increasing number of complex words
- ▶ Are secure with less common grapheme /phoneme correspondences, e.g. s/zh in *vision*
- ▶ Can recognise phonic irregularities
- ▶ Read and write with increasing fluency and accuracy



- 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



Some things you might see today...



Sound buttons

fin
•••

push
• • 

catch
•• 

chick
 • 



How can I help?

- Environmental reading
- Sing an alphabet song together
- Games – for example, **‘I spy’ ‘Pairs’ ‘Words and pictures’**
- Play with magnetic letters, using some two-grapheme (letter) combinations
- Use sound buttons.
- Praise, praise, praise.
- Don't expect your child to sound out non-decodable words.
- Practise and learn 'tricky' words.
- Phonics apps and websites



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.
- Use pictures for clues.
- Ask questions about the book.

And most importantly **ENJOY READING!**





Have a go!

Please feel free to have a go at some of the activities that your children enjoy in their phonic sessions.

Thankyou.

