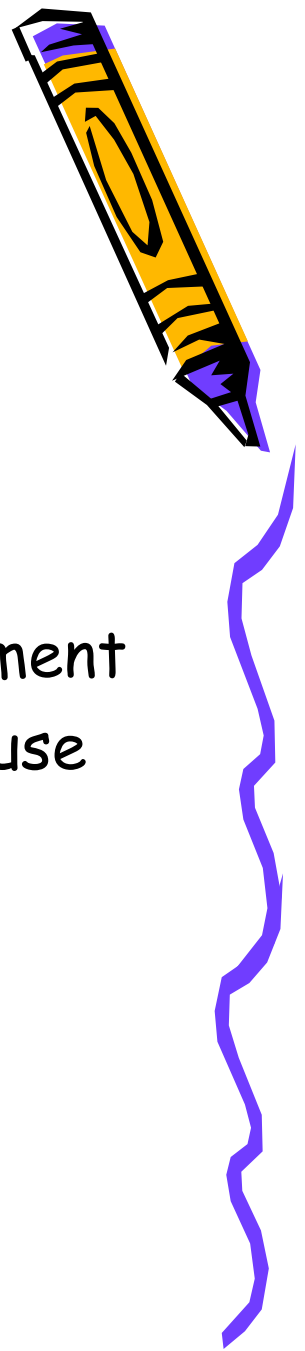


# Teaching and Learning Phonics at St John's Catholic Primary School



# Aims

- To share how phonics is taught.
- To develop parents' confidence in helping their children with phonics and reading
- To teach the basics of phonics and some useful phonics terms
- To outline the different stages in phonic development
- To show examples of activities and resources we use to teach phonics
- To give parents an opportunity to ask questions



What is phonics and  
how can I help my  
child at home?



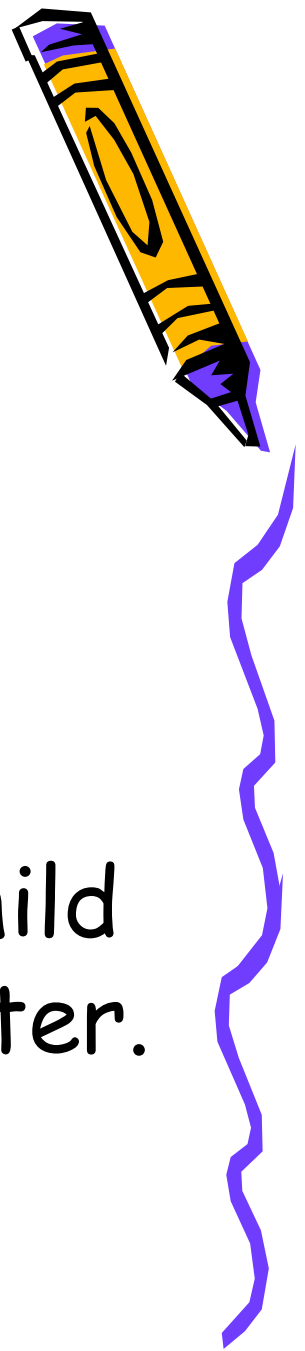
# Phonics is all about using ...

**skills** for  
reading and  
spelling

+

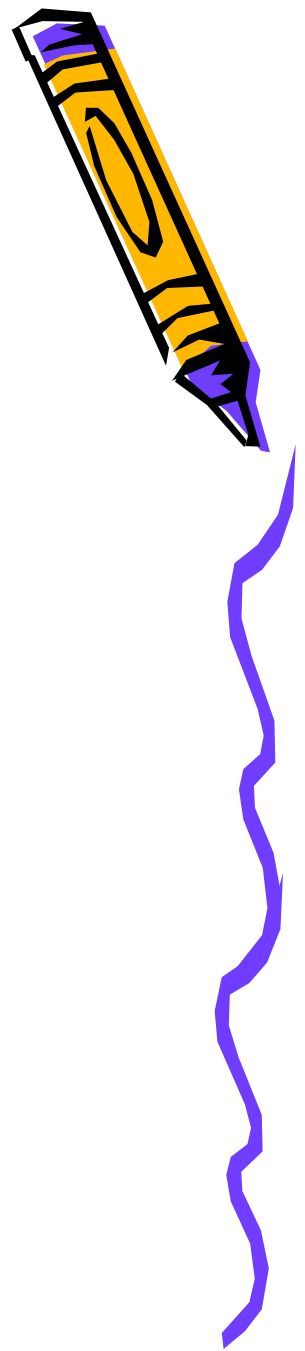
**knowledge**  
of the  
alphabet

Learning phonics will help your child  
to become a good reader and writer.



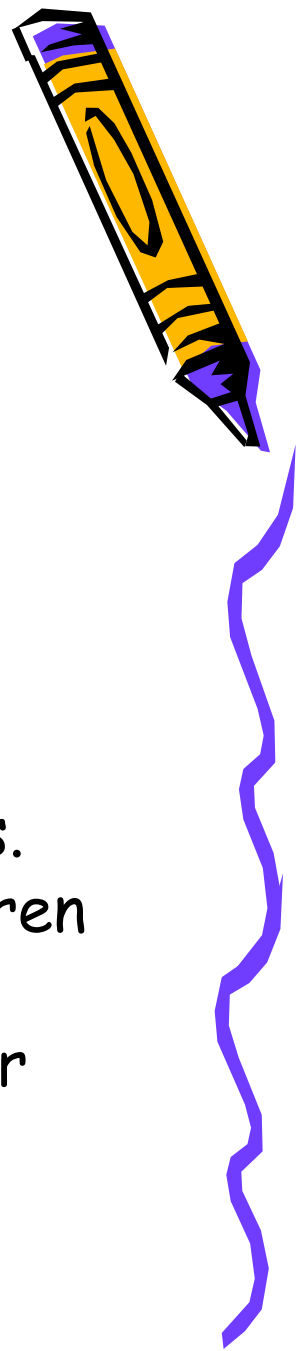
Every child in early years and KS1  
learns daily phonics at their level

Phonics gradually progresses to  
learning spellings - rules etc.



# Daily Phonics

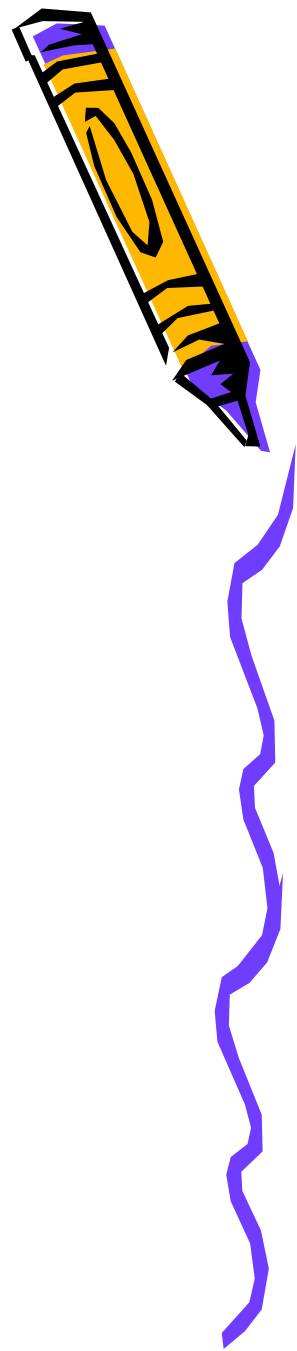
- Every day the children have 20 minute sessions of phonics.
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use the Letters and Sounds planning document to support the teaching of phonics.
- There are 6 phonics phases which the children work through at their own pace
- Organise children into groups based on their phonetic understanding



# Saying the sounds

- Sounds should be articulated clearly and precisely.

Mr Thorne does phonics phonemes



# Phonic terms your child will learn at school

- **Phonemes:** The smallest units of sound that are found within a word
- **Grapheme:** The spelling of the sound e.g. Th
- **Diagraph:** Two letters that make one sound when read
- **Trigraphs:** Three letters that make one sound
- **Split diagraphs:** Two letters which make one sound which are separated by a letter i.e. make.
- **CVC:** Stands for consonant, vowel, consonant.
- **Segmenting** is breaking up a word into its sounds.
- **Blending :** Putting the sounds together to read a word
- **Tricky words/ common exception words:** Words that cannot easily be decoded (school, the, because).
- **Letter names and letter sounds.**





# Phonics Words

Your children will learn to use the term:

**phoneme**

Phonemes are sounds that can be heard in words

e.g. c-a-t



# Phonics Words

Your children will learn to use  
the term:

grapheme

This is how a  
phoneme is written  
down



# Phonics Words

Your children will learn to use the term:

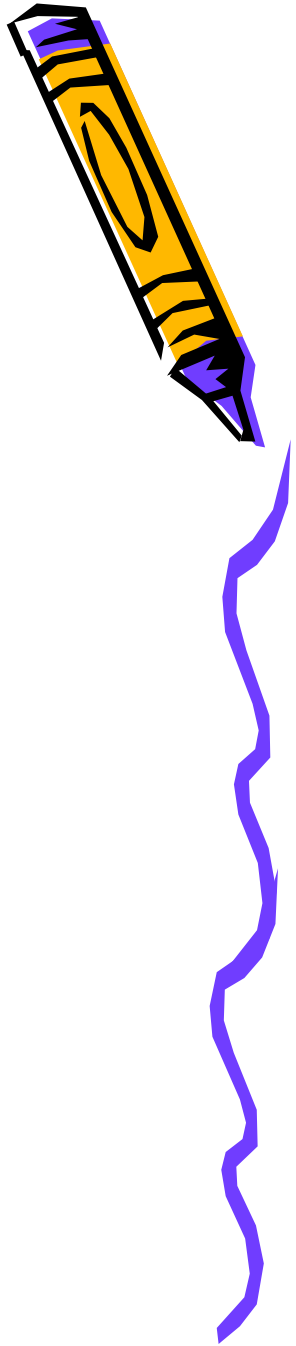
**digraph**

This means that the  
phoneme comprises of  
two letters

e.g. ll, ff, ck, ss



# Teaching the split digraph



tie

time

toe

tone

cue

cube

pie

pine



# Phonics Words

Your children will learn to use the term:

## Trigraph

This means that the phoneme comprises of three letters

e.g. igh , ear, ure



# Phonics Words

Your children will learn to use the term:

## Blending

- Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word .



# Blending

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug



# Phonics Words

Your children will learn to use the term:

## Segmenting

- Children need to be able to **hear** a whole word and **say** every sound that they **hear** .





# Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/



# Tricky Words



There are many words that **cannot** be blended or segmented because they are irregular.

the

was

said

you

some



# Phonics words

## Phoneme frame and sound buttons

c	a	t
---	---	---

• • •



f	i	sh
---	---	----

• • —



# Phoneme frames activity



log      duck

fill



# Answers

l	o	g
---	---	---

• • •

d	u	ck
---	---	----

• • —

f	i	ll
---	---	----

• • —



# Phase 1: Getting ready for phonics

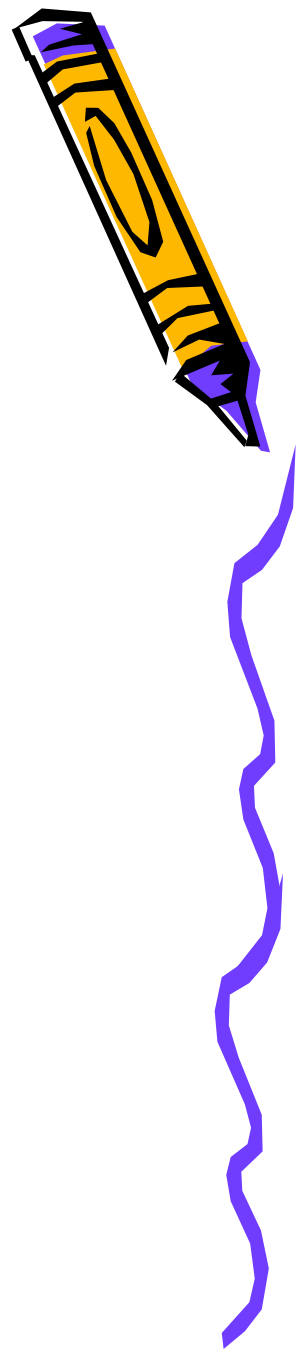
1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds

Music and movement

Rhythm and rhyme

Sound effects

Speaking and listening skills



## Phase 2:

# Learning phonemes to read and write simple words



- Children will learn their first 19 phonemes:

Set 1: s a t p    Set 2: i n m d

Set 3: g o c k    Set 4: ck (as in duck) e u r

Set 5: h b l f    ff (as in puff) ll (as in hill)  
ss (as in hiss)

- They will use these phonemes to read and spell simple "consonant-vowel-consonant" (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phonemes.



## Phase 3:

### Learning the long vowel phonemes

- Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.
- They will learn another 26 phonemes:
- j, v, w, x, y, z, zz, qu
- ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- They will use these phonemes (and the ones from Phase 2) to read and spell words:

chip, shop, thin, ring, pain, feet, night,  
boat, boot, look, farm, fork, burn,  
town, coin, dear, fair, sure





## Phase 4:

# Introducing consonant clusters: reading and spelling words with four or more phonemes

- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have **consonant clusters** at the beginning:  
**spot, trip, clap, green, clown**

...or at the end: **tent, mend, damp, burnt**

...or at the beginning and end! **trust, spend,**

**twist**



# Phase 5

- Teach new graphemes for reading
- ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,
- a-e, e-e, i-e, o-e, u-e

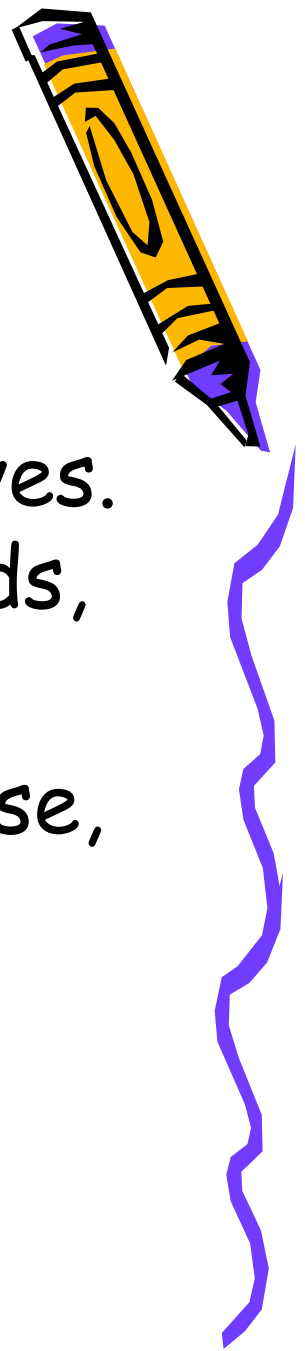
Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant,  
but/put, cow/blow, tie/field, eat/bread,  
farmer/her, hat/what, yes/by/very,  
chin/school/chef, out/shoulder/could/you.



# Phase 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.
- Children might learn about past tense, rules for adding 'ing' and irregular verbs
- 'tion' and 'sion' words



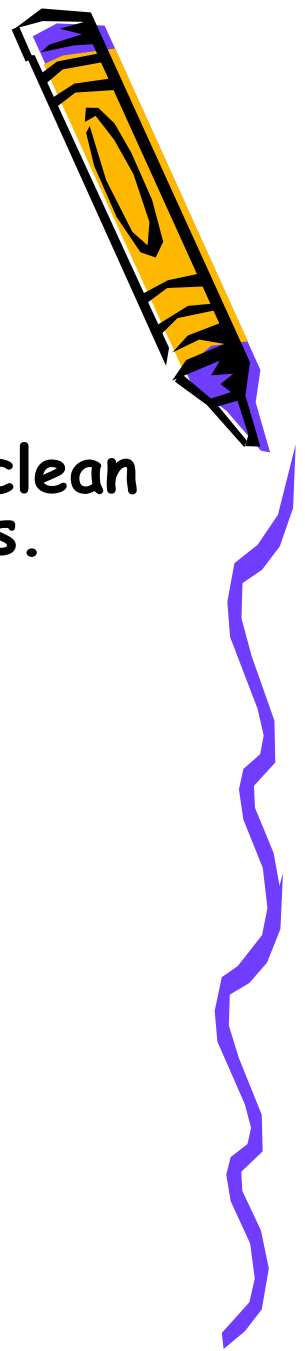
Is there anything I can  
do at home?



y	e	s
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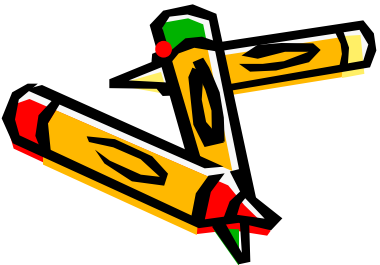
# How can I help at home?



- When spelling, encourage your child to think about what “looks right”.
- Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.

- tray
- rain
- boil
- boy
- throat
- snow

- trai
- rayn
- boyl
- boi
- throwt
- snoa



# At home



- Websites

[www.mrthorne.com](http://www.mrthorne.com)

[www.phonicsplay.com](http://www.phonicsplay.com)

[www.youtube.com](http://www.youtube.com)

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

[www.oxfordowl.co.uk/home/reading-owl/expert-help/phonics-made-easy](http://www.oxfordowl.co.uk/home/reading-owl/expert-help/phonics-made-easy)

[www.turtlediary.com/games/phonics.html](http://www.turtlediary.com/games/phonics.html)

[www.phonicshero.com/phonics-app/](http://www.phonicshero.com/phonics-app/)



Don't forget...

Learning to read  
should be fun for  
both children and  
parents.



Questions?

