



January 2023 (Spring 1)

PHONICS IN ACTION

St Michael & St John's Roman Catholic Primary School

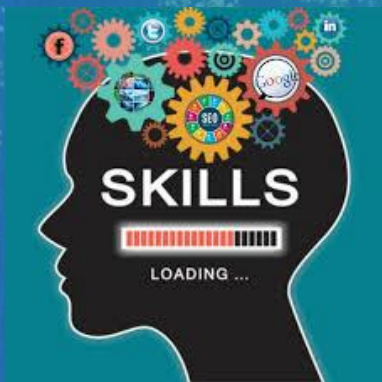
Aims of Session

- Share how Phonics is taught in classes throughout SSMJ.
- To recap over the basics of structure, progression and useful phonic terms.
- To know what the Phonics Screening process is and how you can help your child.



What is Phonics?





PHONICS IS ABOUT.....



SKILLS for reading
and spelling

+

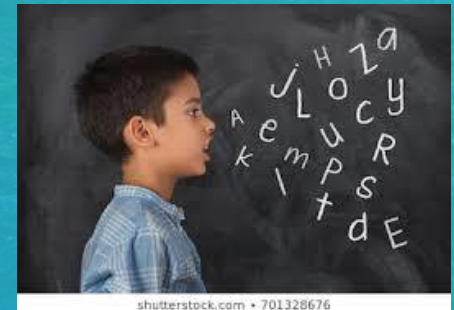
KNOWLEDGE of the
alphabet

Learning phonics will help the
child read and write.



One of the most important aspects of good phonics is the correct articulation of the phonemes.

If a child can produce the correct sounds it will support their ability to read and write accurately.



DEFINITIONS TO BE USED WITH THE CHILDREN

Phoneme – The smallest unit of sound.

Grapheme – What we write to represent the individual sounds/phonemes. For some phonemes this could be more than one letter.



t, ai, igh,



DEFINITIONS TO BE USED WITH THE CHILDREN

Digraph – 2 letters that represent 1 phoneme

e.g. ai, ee, oy, ow

Trigraph – 3 letters that represent 1 phoneme

e.g. igh, ear, air

ch sh th wh ph
ck ay ai ey ue ee
oo ie qu ow er
ew oa oe ar ur

ear air ure
eau igh tch
ear air ure
eau igh tch



DEFINITIONS TO BE USED WITH THE CHILDREN



Blending – The skill of putting the sounds together to read a whole word.

Segmenting – Breaking a word up into each of its sounds.

Pseudo Word – A word that is made up.

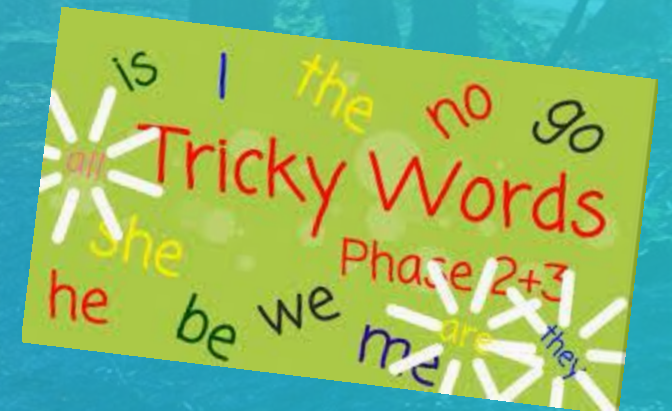
Decoding – Ability to apply knowledge of letter-sound relationships to correctly pronounce the words. ○

DEFINITIONS TO BE USED WITH THE CHILDREN

Tricky Words – These are words that can't be easily decoded to read e.g. all, my, one, once, eyes.

Cvc – A word with 3 sounds consisting of a consonant, vowel, consonant.

e.g. cat, dog, bus, sheep, coin.



Phonics at SSMJ

Phonics Session Taught Daily 20 mins:

- Part 1: Revisit/Review – Recap over aspects already covered.

- Part 2: Teach – A new sound is taught.
- Part 3: Practise – Games are played using the new sound taught.
- Part 4: Apply – Using the knowledge they have they use that knowledge to complete a task.



GAMES AT SCHOOL

Musical Statues

Bingo

Nice to Meet You

Grapheme Hunt

Full circle

Countdown Relay

Cross the River

Pass the Hat

Saluting Soldiers



Phonics at Home

How can you make it memorable?

Puppets

instruments

Objects/pictures

Chalk outside
writing words

Mirrors



Learning By
Questions

Computer
games

Writing in
flour/salt etc

Songs

Make a game active e.g.
throwing bean bags, running
to circles etc Can you go
outside? _____

Washing lines
with pegs

RESOURCES AT HOME

- Mr Thorne does phonics – video clips of pronunciation.
- Alphablocks – short video clips of different sounds.
- Phonics Bloom <https://www.phonicsbloom.com/>
- Top Marks <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>
- Phonics Play <https://www.phonicsplay.co.uk/resources>
- ICT Games: <https://www.ictgames.com/mobilePage/literacy.html>
- Flashcards in their reading folder.
























PHASE 2

Learning phonemes to read and write simple words

- Introduces grapheme-phoneme correspondences.
- Blending and segmenting is taught as reversible process.
- As soon as children know some grapheme/phoneme correspondence, blending for reading and segmenting for writing can begin.
- Tricky words to begin.
- Follow order ; s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff (as in puff),l,ll (as in hill),ss (as in hiss).



PHASE 2

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

My Phase 2 Sound Mat

BLENDING

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

e.g.

s i t = sit



sheep = sheep



SEGMENTING

Children need to be able to hear a whole word and say every sound they can hear.

e.g. **sit** = s i t
● ● ●



PHASE 3

Learning the long vowel phonemes

- Children will enter phase 3 once they know the first 19 phonemes and can blend/segment to read and spell cvc words.
- Introduces common graphemes.
- Most comprise of digraphs (2 letters).
- Some are trigraphs (3 letters).
- Continue to practise cvc blending and segmentation-application into reading and writing.
- Read/Write Tricky words; he, she, me, be, we, was, you, her, they, all, are.



PHASE 3

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

My Phase 3 Sound Mat

PHASE 3

Progression;

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



PHASE 3

Can you split these words into phoneme frames?

log

night

chain

fish

turn



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 phase 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- No new sounds are introduced.
- Focuses on reading and spelling longer words with phonemes they already know.
- Adjacent consonants at the beginning: spot, trip, clap, green, clown, or at the end: tent, mend, damp, burnt or both beginning and end : trust, spend, twist .



PHASE 4

My Phase 4 Initial Blends Sound Mat

<p>bl</p>  <p>black</p>	<p>br</p>  <p>brush</p>	<p>cl</p>  <p>clown</p>	<p>cr</p>  <p>crab</p>	<p>dr</p>  <p>drink</p>	<p>fl</p>  <p>flag</p>	<p>fr</p>  <p>frog</p>	<p>gl</p>  <p>glasses</p>
<p>gr</p>  <p>grandpa</p>	<p>sm</p>  <p>smell</p>	<p>sn</p>  <p>sniff</p>	<p>pl</p>  <p>plum</p>	<p>pr</p>  <p>printer</p>	<p>sc</p>  <p>scarf</p>	<p>scr</p>  <p>screen</p>	<p>shr</p>  <p>shrimp</p>
<p>sk</p>  <p>skunk</p>	<p>sl</p>  <p>sleep</p>	<p>sp</p>  <p>spoon</p>	<p>st</p>  <p>starfish</p>	<p>str</p>  <p>string</p>	<p>thr</p>  <p>throw</p>	<p>tr</p>  <p>tree</p>	<p>tw</p>  <p>twins</p>

PHASE 4

Can you split these words into phoneme frames?

shelf

crept

dress

street

bleed



PHASE 5

Introducing alternative graphemes

- Teach alternative graphemes (for known phonemes) for reading;

ai – ay, a-e

ee – ea, e-e

igh – ie, i-e

oa – oe, o-e

oo – ew

ow – ou

or – aw, au

oi – oy

ur/er – ir

w – wh

f – ph

u – ue, u-e

Weeks 5-7 learn alternative pronunciations of graphemes fin/find, hot/cold, cat/cent, got/giant, cow/blow, tie/field, eat/bread, hat/what, yes/by/very, chin/school/chef, out/shoulder/could/you.

Weeks 8-30 draws on all the knowledge of the different sounds/graphemes used in reading to then focus on spelling.



TRICKY WORDS

Phase 2 to 5 Tricky Words

Phase 2

I
no
the
to
go
into

Phase 3

he
she
we
me
be
you
are
her
was
all
they
my

Phase 4

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

Phase 5

oh
Mrs
people
their
called
Mr
looked
asked
could

TRICKY WORDS

the

to

no

Children highlight
the tricky part of
the word.

PHONICS SCREENING

At the end of year 1 children are required to take part in Phonics screening. The usual pass mark is 32 out of 40 with no support or help given during the test.

ot

strom

osk

cloist

frem



PHONICS SCREENING

Structure of the phonics screening check

The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words.

Section 1

- Page 1 Four pseudo-words
- Page 2 Four pseudo-words
- Page 3 Four pseudo-words
- Page 4 Four real words
- Page 5 Four real words

Section 2

- Page 6 Four pseudo-words
- Page 7 Four pseudo-words
- Page 8 Four real words
- Page 9 Four real words
- Page 10 Four real words

All pseudo-words in the check are accompanied by a picture of an imaginary creature. This provides a context for the child (naming the type of imaginary creature) to ensure that they are not trying to match the pseudo-word to a word in their vocabulary.

Content of the phonics screening check

Section 1

The words in section 1 will have a variety of simple word structures (for example CVC, VCC, CCVC and CVCC) using:

- single letters (a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q(u), r, s, t, u, v, w, x, y, z)
- some consonant digraphs (ch, ck, ff, ll, ng, sh, ss, th, zz)
- frequent and consistent vowel digraphs (ar, ee, oi, oo, or)

Section 2

The words in section 2 will have a variety of more complex word structures (for example CCVCC, CCCVC, CCCVCC and two syllable words) with some:

- additional consonant digraphs (ph, wh)
- less frequent and consistent vowel digraphs, including split digraphs (a-e, ai, au, aw, ay, ea, e-e, er, ew, i-e, ie, ir, oa, o-e, ou, ow, oy, ue, u-e, ur)
- trigraphs (air, igh).

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>



THANK YOU!

Any Questions ?