

Teaching Phonics at Cadmore End CofE School

Wednesday 11th October 2017

Our aims...

- What is phonics?
- Why do we teach phonics?
- How do we teach phonics?
- How can I help my child?

What is phonics?

- Teaching of single sounds (phoneme) and how this relates to how we read or write the sound (grapheme)
- You **hear** a phoneme and you **see** a grapheme
- The difficult bit – one phoneme can have several graphemes (*i.e. ai, ay, a-e, ey, eigh*)!

Why do we teach phonics?

“Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.”

Letters and Sounds 2007, DfES

Why do we teach phonics?

- It is the prime means for teaching children how to read and spell words
- Children use this phonic knowledge when they are reading and writing.
- This approach has been shown to be a quick and efficient way for most young children to learn to read words on the page, fluently and accurately.

How do we teach phonics?

- Letters and Sounds is a six-phase teaching programme
- Children from Reception to Year six are grouped according to their ability
- Sessions are fun, interactive, lively and varied in their approach

Phase One

- Supports the development of children's speaking and listening skills
- Encourages children to 'tune in' to sounds in preparation for learning letter sounds
- Learning how to '*sound-talk*'

How can I help my child?

- Read plenty of books together
- Sing nursery rhymes
- Identify the first sound of an object
- Play '*I Spy*':
 - something beginning with...
 - something that rhymes with...
 - sound-talk objects with three sounds

Phase Two

- The phonemes (sounds) for a number of graphemes (letters) will be taught
- Which phoneme (sound) is represented by which grapheme (letter) will be taught and that a phoneme can be represented by more than one letter
- Making VC and CVC words
- Blending and segmenting
- Learning 'tricky words'

How can I help my child?

- Using magnetic letters
 - identifying the letter sound
 - making simple words
 - breaking-up words
- Using magic slates, chalk boards, white boards to have a go at writing

Phase Three

- Children will:
 - learn more graphemes, most of which are made of two letters, e.g. 'oa' as in boat
 - practise blending and segmenting a wider set of CVC words, e.g. 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

How can I help my child?

- Sing an alphabet song
- Play 'I Spy' using letter names as well as sounds
- Continue blending and segmenting using magnetic letters
- Play matching pairs with tricky words

Phase Four

- Children learn to read and write CVCC words (e.g. m-i-l-k, t-o-a-s-t) and CCVC words (e.g. s-w-i-m, s-p-o-o-n)
- Continuing to learn to read and write sentences
- Learning more tricky words

How can I help my child?

- Continue to read and spell CVC words
- Practise reading and spelling some CVCC and CCVC words
- Identify words when shopping or out and about on a walk

Phase Five

- Practising reading and spelling of words learnt in previous phases
- Learning new graphemes
- Learning to read and spell more tricky words
- Writing sentences using high-frequency words and new graphemes

How can I help my child?

- Practise reading and spelling high-frequency words and tricky words from phases 2-5
- Practise writing sentences using high-frequency words
- Spot high-frequency words in reading book

Phase six and beyond!

- We hope that children in phase six and beyond will:
- become more fluent in their reading
- read longer and less familiar books
- move from learning to read to gaining pleasure from reading!
- become more accurate spellers
- gain greater understanding of the books that they are reading
- take account of punctuation

How can I help my child?

- Visit the local library
- Listen to your child read and check their understanding
- Encourage children to look up unknown words in a dictionary