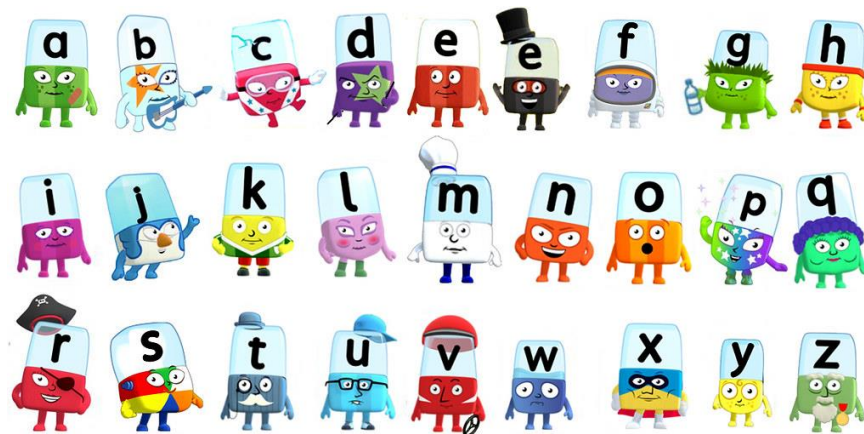


Kiwi Primary School

Phonics Meeting
for Parents

Aims of the presentation

- To give parents a better understanding of how we teach phonics in the classroom.
- To enable parents to know how to better support their children in their learning of 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 and future life.
- Phonics helps children to develop reading and spelling skills at an early stage,
e.g. **cat** can be sounded out for reading and spelling
- We use a synthetic scheme called '**Little Wandle**' as our teaching resource.

Why synthetic 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 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.

Although there are 26 letters in the English alphabet, there are 44 speech sounds.

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
- We say the shortest form of the sounds
- See the Little Wandle guide for sound pronunciation.

[Phase 2 pronunciation](#)

[Phase 2 set 2](#)

[Phase 3 sounds](#)

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 (cat, kennel, choir)
- The same grapheme may represent more than one phoneme (me, met)

Blending - a key skill for reading

- Recognising the letter sounds in a written word, for example:

c-u-p

and then merging or 'blending' them in the order in which they are written to pronounce the word 'cup'.

Segmenting - a key skill for writing

- '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.



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 ure

Segmenting Activity

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

Little Wandle Letters and Sounds

The Little Wandle Letters and Sounds scheme is divided into five 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.

Tricky Words

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

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.
- **Practise:** 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.

What does quality phonics learning look like in school?

- Daily
- Fast pace
- Inclusive
- Consistent – reduces cognitive load
- Clear and correct enunciation of phonemes
- Timely and appropriate feedback
- Consistency of vocabulary eg sound buttons, split digraphs, sounds, letter formation etc.

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!

Phase 1

- Instrumental sounds
- Body percussion
- Rhythm and Rhyme
- Alliteration
- Voice sounds
- Environmental sounds
- Oral blending and segmenting



Phase 2

- In this phase children continue practising what they have learned from phase 1, including 'sound-talk'.
- They are taught the phonemes (*sounds*) for a number of graphemes (*letters*).
- Which phoneme is represented by which grapheme and that a phoneme can be represented by **more than one letter**, for example, /sh/ as in **sh- o -p**.
- VC and CVC words

Phase 2

- Sounds are introduced weekly
- 4 a week
- s a t p i n m d g o c k c k e u r h b f l
- ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)
- **Tricky words** - is I the put pull full as and has his her go no to into she push* he of we me be

abcdefgh
ijklmnop
qrstuvw
xyz

Phase 3

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, 'oa' as in boat

ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

- practise blending and segmenting a wider set of CVC words, eg **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.

Phase 4

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:
 - **CVCC** words: tent, damp, toast, chimp. For example, in the word 'toast', t = consonant, oa = vowel, s = consonant, t = consonant.
 - **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

- 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.

The work in all phases needs to be supplemented and backed up by high quality speaking and listening opportunities to :

- further develop auditory discrimination,
- further develop auditory memory and sequencing,
- increase vocabulary and language comprehension.

These are essential skills for fluent readers and writers.



How can I help?

- Play 'I spy'
- Play with magnetic letters, using some two-grapheme (letter) combinations, eg: *r-ai-n = rain* blending for reading
rain = r-ai-n segmenting for spelling
- Help your child learn their spellings (play dough, paint, posters, water, pasta, sand)
- Spot graphemes in books
- Praise your child for trying out words and value their use of their phonic knowledge
- Help your child learn the tricky words by playing games eg pairs
- Look for phonic games
- Play pairs with words and pictures

How can I help?

- It is the school's role to teach reading.
- However, parents/carers play a vital role, too. It is important that children have plenty of practice reading at home in order to become fluent, confident readers. Parents' or carers' support is needed to help their child practise reading and develop fluency with a book they have already read at school.
- This book needs to be matched to their phonic stage and be fully decodable. If books are sent home that the child cannot decode, it will lead to frustration for the child and the parent/carer.

How can I help?

- To ensure that reading at home is an enjoyable experience and does not feel like a chore, we need to send home reading practice books in which the child can read 95% of the words. It does not have to be a different book every time; it may need to be the same book if the child still needs to develop fluency. This is a requirement for schools now and will be inspected by Ofsted.



How can I help?

- Please fill in your child's reading Diary every time they read at home.
- Please ensure your child brings their reading bag to school every day.
- Please make every effort to care for the books – we have spent a lot of money on reading books this year and have sets of 6 for group and individual reading. If one is lost or damaged it makes it very difficult.



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

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 and talk about the book.

And most importantly
ENJOY READING!



Useful websites

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

www.phonicsplay.co.uk

www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics

www.topmarks.co.uk