



Phonics

The Learn to Live Approach...



What is a synthetic phonics approach?

Teaching reading and writing using the letter sounds.

We follow the Letters and Sounds order of teaching.



Specific order

It is a specific order to enable common words to be made easily. Phonic reading books link to this order.

The rate of learning new letters and sounds should be child specific.



s a t p
i n m d
g o c k
c k e u r

Phonemes

The sounds that
letters make



Graphemes

The written
representation of
the phoneme
(sound) –
the letter/s



Phoneme

Pronunciation matters!

- ✓ Keep it short
- ✓ Don't add an 'uh' sound at the end



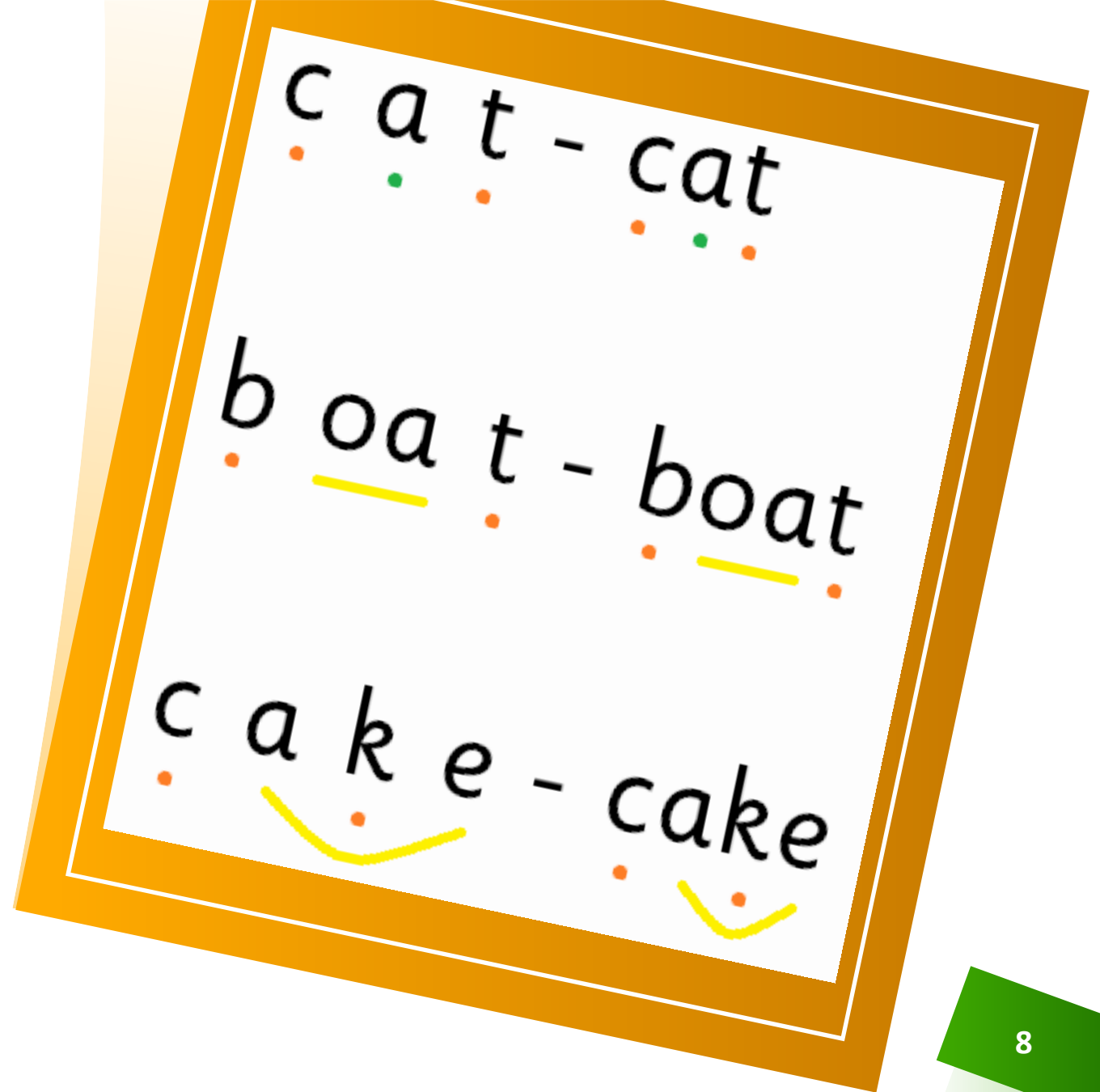
d

drum



Blending

Blending the phonemes (sounds) together to make a word.



Segmenting

Breaking a whole word
into phonemes (sounds)

cat = c a t

boat = b o a t

cake = c a k e

Syllable or Phoneme?

A syllable is a unit of sound based around a vowel sound.

Have a go at syllable clapping.



How many syllables?
How many phonemes?

	1	2	3	4	5
season	s	ea	s	o	n
powder	p	ow	d	er	
march	m	ar	ch		
rain					
chicken					

Common exception words/tricky words

Words which can not be blended or segmented (coded/decoded) with phonics.

For example “the”



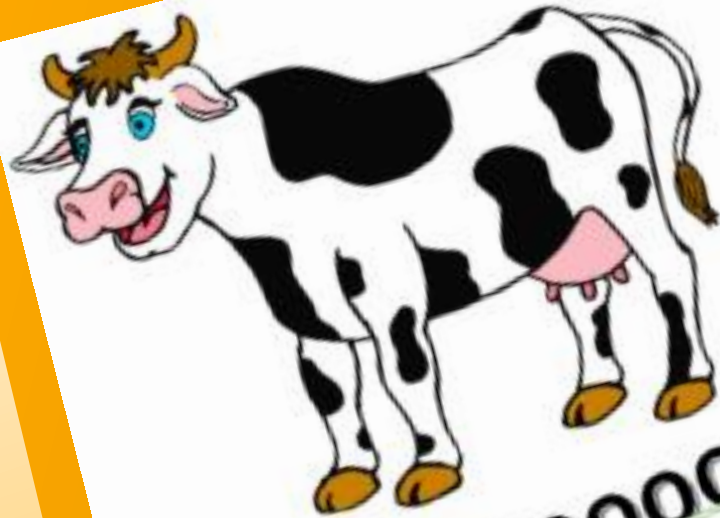
Letters and Sounds - Phases

There are 6 phases in Letters and Sounds which link closely to our Phonics Curriculum

Phase 1

- Tuning into sounds
- Listening and remembering sounds
- Auditory memory and sequencing
- Talking about sounds
- Developing vocabulary and language comprehension

What is phase 1 phonics?



Mmmmmooooooooo!

bee says...



I hear the clock...



tick tock tic



Definition

- Phase One of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.
- Children need to have a solid understanding about recognising and making sounds, keeping a beat, understanding speech sounds as well as learning how to talk about the sounds

they hear.



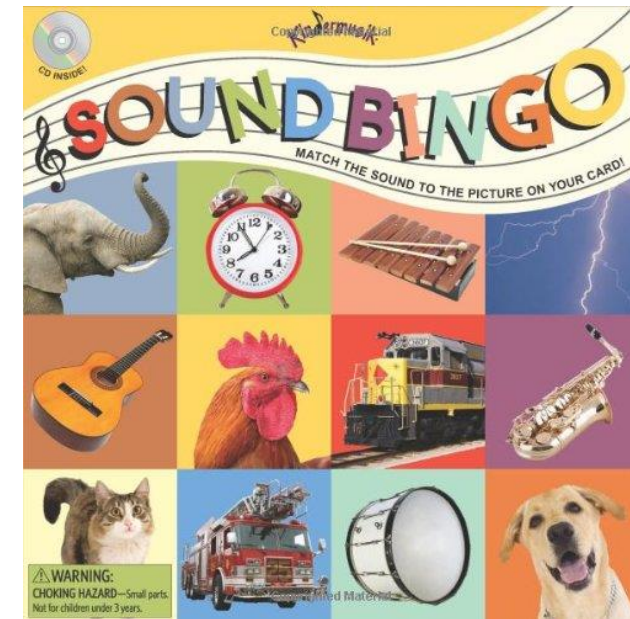
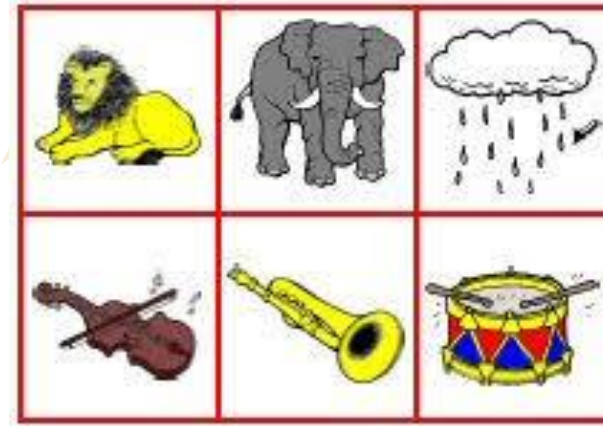
7 Aspects



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



- Animal noises
- Sound Lotto
- Listening walk



ADD A FOOTER

Phase 2

- ❑ Introduces 19 grapheme-phoneme correspondences (GPC's)
- ❑ Decoding and coding taught as a reversible process
- ❑ Blending and segmenting is introduced
- ❑ Tricky words 'the to no go l'

Phase 2

At home

- Phonics bingo
- I-Spy, using phonemes rather than letter names
- Flash cards
- Orchard games
- Reading short words
- Spelling short words phonetically
- Initial sound pairs



Phase 3

- Teaches 25 more grapheme-phoneme correspondences (GPC's)
- Focus on writing graphemes (letters)
- Continued blending and segmenting practice
- Applying skills to reading
- Learn to read and spell more tricky words



Phase 3 at home

- Same as Phase 2 but also including
 - Reading phonetically decodable books
 - Phoneme board games
 - High frequency word recall
 - Repeat previous sounds to ensure knowledge is consolidated.

Phase 4

- Consolidate learning from phases 2 and 3
- No new GPC's
- Develops skills of blending and segmenting words with consonant blends in them e.g. stairs tent brain
- Read and spell multi syllabic words e.g. lunchbox and children
- Learn more tricky/common exception words

Phase 4 at home

Same as Phase 2 and 3

Higher emphasis on segmenting and blending games

Increased reading

Reading words in the environment

Reading comprehension – Understanding what they have read and what it means



Phase 5 & 6

- Learn different ways of making the same sound e.g. ai, ay, a-e
- Alternative pronunciations e.g ow – blow, cow
- Choose appropriate graphemes when representing phonemes when reading and writing
- Suffixes and prefixes e.g. simply, softly, slowly, unhappy, undone, undress.
- Changes in tense e.g run, ran, running

Phase 5 & 6 for our students

- sight
- might
- right
- fright
- light
- bright

- site
- mite
- write
- kite
- ignite
- bite

Listening to Children Read

Reading is hard work for all beginner readers, even harder if you have processing, attention, speech and language or visual difficulties.

Be patient, kind and positive.

Short bursts, keep it enjoyable.

Encourage your child to identify and then blend the sounds

Read each sentence or encourage them to read the sentence again after they have decoded it to encourage comprehension, fluency and confidence.

Give them time to work things out.

Explain what words mean if they are not sure.

Reduce visual distractions by covering other words or parts of the word if required

Reduce auditory distractions – choose a quiet time of day, find the quietest place you can

What do you do when they are stuck or make a mistake?

If they make a mistake give them the opportunity to self correct e.g Was there another sound in that word? Just check that word again,

Its okay to use the pictures

Remind them if they have seen the word before in the book

If your child doesn't know the graphemes sound then tell them the sound and then encourage them to still do the blending

Tell them if it is a tricky word so they don't attempt to use phonics and then fail

Cover up parts of the word to help them

Students with processing difficulties could be encouraged to blend as they go e.g catch = c, ca, cat, cat ch, catch – so they are only processing two sounds at any time.



Thank You!