



Phonics Meeting

Learn to read...
...read to learn

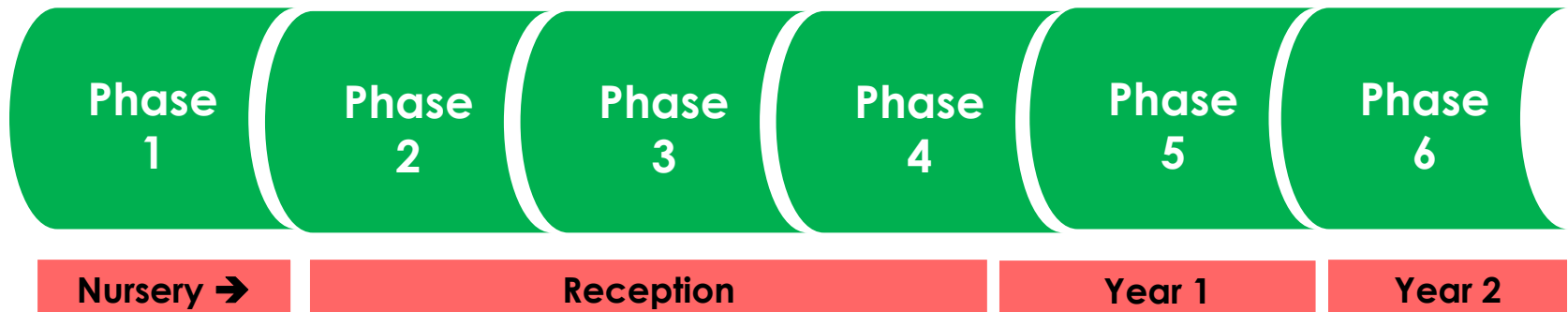


What is phonics?

Phonics is simply the code that turns written language into spoken language and vice versa.

The sounds letters make...

Not C-A-T, but c-a-t.



Phase 1 (phase on and on..)

listening and tuning into sounds

✿ **Sound discrimination** – musical instruments, sounds in the environment, body sounds, copying sound patterns – fast, slow, loud, quiet, 3 taps, 2 taps etc

✿ **Rhyme**

✿ **Alliteration**

✿ **Hearing sounds**

✿ **Oral blending and oral segmenting (guess the animal, guess my word...)**

Phase 2

Grapheme/ phoneme correspondence

s a t p i n m d

g o c k c k e u r

h b f l f f l l s s







j v w x y z z z

q u c h s h t h n g n k

It is **vital** to pronounce phonemes clearly and correctly. If you don't children will find it difficult to blend them.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.

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

Phase 2

The aim here is to move on from oral blending and oral segmenting to blending and segmenting within letters.

s a t p i n m d

g o c k c k e u r

h b f l f f l l s s

j v w x y z z z

q u c h s h t h n g n k

Digraphs (2 letters = one sound) and trigraphs (3 letters = one sound) must be recognised as one sound. If in doubt, watch the videos!

As the graphemes are taught we begin to blend words from Week One. (sat, pat, sap, at)

Letter formation is really important!

Phase 2

Letter formation

Although the main emphasis is reading in phase 2 we will practice letter formation too.

Finger in air

Palm of hand

Back of another child

Rough surface

Sand










Shaving foam

Rainbow letters

The correct sequence
of movement and pencil grip is vital!

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Phase 2

The aim is to learn to read as whole words (instant recognition)

'Tricky' Words

is I the put pull* full* as and has
his her go no to into she push*
he of we me be*

It must always be remembered that phonics is the step up to word recognition. Although children will begin by blending each phoneme to read the words the ultimate goal is **automatic reading of words** both decodable and tricky.



Reading Books

It is not a competition! They all get there!

Reading books will be given to match the sounds that children have already learned.

May start with wordless, word boxes, cards etc.

Children must be able to blend the sounds to read words and short sentences before a book will be given. Adults can support the blending if a child knows the individual sounds...

The children that make the most progress are those that get support from both home and school. **Please do not buy your own reading schemes!**

Example Cycle



New 'Hot'
Book

- Recap Sounds
- Look at words
- Begin to decode

Monday

Read twice

Same 'Hot'
Book

- Recap story
- Answering questions
- Beginning expression

Thursday

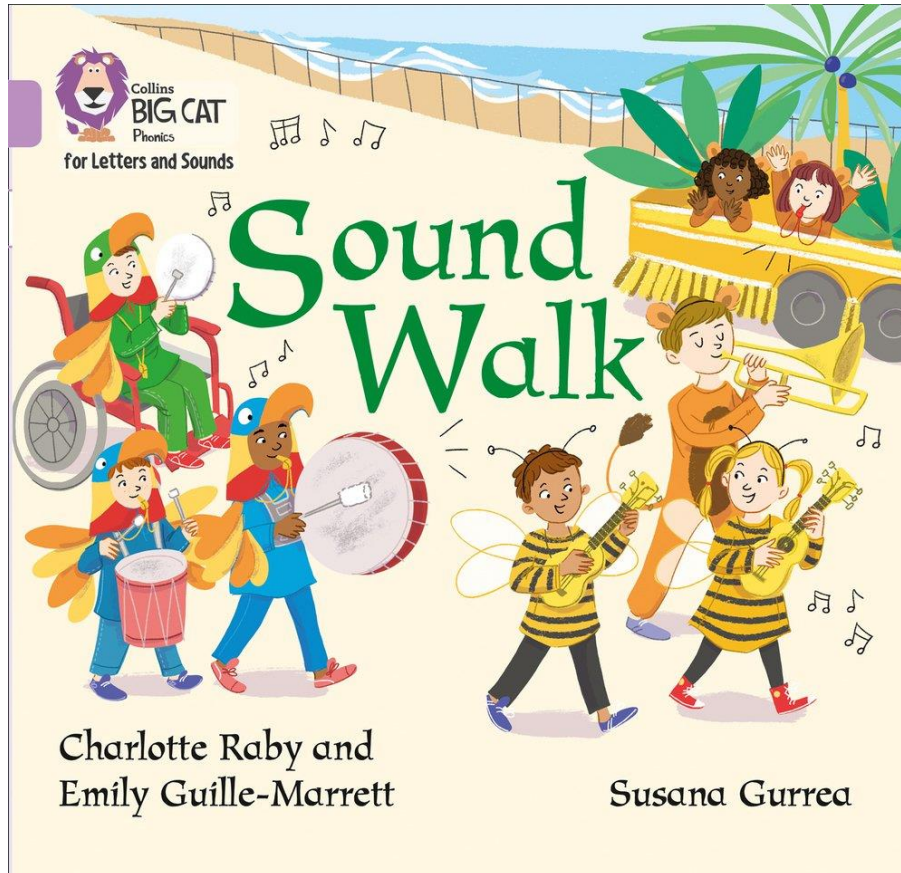
'Cold Book'

- Practising same sounds
- Building fluency

Thursday -
Monday



Wordless Books



Talk about the book!

What is that? (language)

What do you think will happen next?

Can they retell the story?

**How are characters feeling?
Why?**

Let them hold the book and turn the pages! They are 'readers'.

Phase 3

Continues in the same way as phase 2 but introduces more digraphs and trigraphs.

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

'Tricky Words'

was you they my

by all are sure pure



Phase 4

No new sounds... adjacent consonants... bl, cl, str... Building fluency!

Phase 5

Alternate vowel sounds.. ai, ay, a, a_e (make)

...phonics screen...

Phase 6

Tense, suffixes / prefixes (ing, un,,) –es, grammar and spelling!

Library Books



Phonic Meeting - important points...

It is vital to pronounce phonemes clearly and correctly. Don't do it for them... only blend for them if they are struggling... 'guess the word'.

It must always be remembered that phonics is the step up to word recognition. Although children will begin by blending each phoneme to read the words the ultimate goal is **automatic reading of words** both decodable and tricky.

The children that make the most progress are those that get support from both home and school.

*Thank
you!*