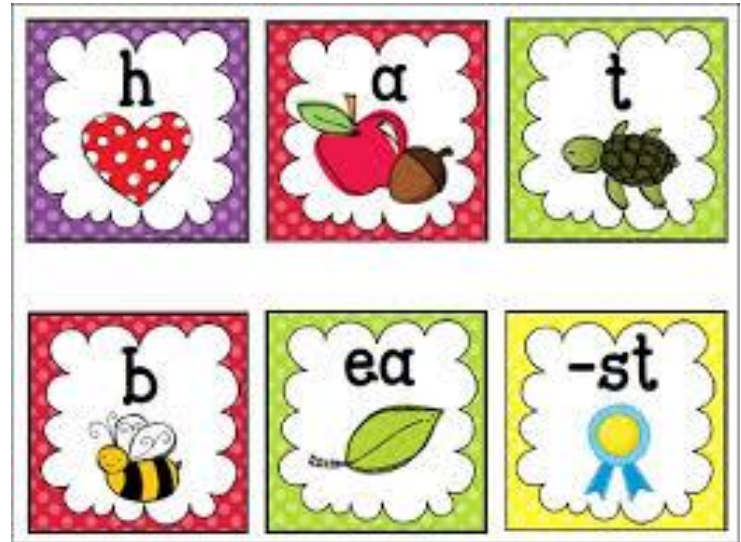


# Phonics in Reception and Year 1

## Welcome!

### Session aims:

- Introduce phonics
- The phases taught in EYFS and KS1
- Teaching core words
- Activities and ideas to use at home
- Progression



# Cracking the Code

- 26 letters of the alphabet
- 44 sounds in the English Language
- 144 different ways we put letters together to represent the sounds



# Technical terms

- A letter consists of a sound, a shape and it has a capital letter and a lower case form
- A **phoneme** is the letter sound
- The letter sound is the first thing the children need to recognise
- The letter shape is a **grapheme**
- We teach the children a cursive script from Year R

# How to pronounce each phoneme

A really useful resource on the  
internet is: Geraldine Giraffe

[https://www.youtube.com/watch?rel  
oad=9&v=KtNWFUVgaRk](https://www.youtube.com/watch?reload=9&v=KtNWFUVgaRk)

Learning to read and write is really difficult and requires a lot of skill, memory and effort. Young children have to work really hard to remember all the letters and sounds and apply their knowledge independently. After a while it becomes automatic so we quickly forget how difficult it was in the beginning!

# How do we teach children to read?

Beginner readers should be taught three things:

- **grapheme-phoneme correspondence** in a clear sequence
- **to blend phonemes** (sounds) in order to read words
- **to segment words** into their phonemes for spelling

We also need to teach children words that are exceptions to these rules – often called high frequency words like ‘said’ or ‘was’.

# How we introduce phonics

- We use Jolly Phonics actions and songs which are multisensory and fun
- We follow the Letters and Sounds framework to ensure progression

<https://www.youtube.com/watch?v=KCMvsQho4ZE>

# Phase 1

- tuning into sounds (auditory discrimination)
- listening and remembering sounds
- auditory memory and sequencing
- talking about sounds
- developing vocabulary and language comprehension



- Aspect 1: Environmental sounds

Stories – Walk around local area

- Aspect 2: Instrumental sounds

Bag of instruments – Add sound effects

- Aspect 3: Body percussion

Action songs and rhymes

- Aspect 4: Rhythm and rhyme

Rhyming stories – What rhymes with...!

- Aspect 5: Alliteration

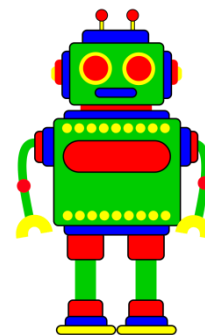
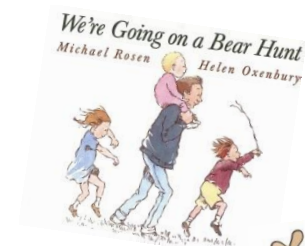
Having fun with names – Story characters

- Aspect 6: Voice sounds

Adding different voices to stories

- Aspect 7: Oral blending and segmenting

Robot speech c-a-t and Put it together



# Phase 2

- introduces 19 grapheme-phoneme correspondences, beginning with satpin
- decoding and encoding taught as reversible processes
- as soon as children have a small number of grapheme/ phoneme correspondences, blending and segmenting can start e.g. pat, in, sip
- ‘tricky words’ : the, to, no, go, l

# Phase 3

- teaches 25 graphemes
- children will be able to represent about 42 phonemes by a grapheme
- Single phonemes **j, v, w, x, y, z, zz, qu**
- Consonant digraphs **ch, sh, th, ng**
- Vowel digraphs **ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er**
- continue to practice CVC blending and segmentation

# Phase 3

Words to read in phase 3:

chip, shop, thin, ring, pain, feet, night,  
boat, boot, look, farm, fork, burn,  
town, coin, dear, fair, sure

Move towards more plausible spelling attempts and develop spelling of HFW e.g. he, she, we, me, be, was

# Phase 4

- To consolidate all the learning in phases 2 and 3
- **No new GPCs (grapheme-phoneme correspondence) to learn**
- Develops children's skills knowledge and skills of blending and segmenting words with adjacent consonants, e.g. **stairs, tent, brain**
- Read multi syllabic words e.g. lunchbox, desktop
- High frequency words: said, have, like, so, do, some, come

# Phase 4

Cvcc: call, belt, damp, milk, pick

Ccvvc: brain, gloat, clear, train, broom, creep

Other combinations: shrink, bright, switch  
appear, stamp, stand, whisper

Compound words: milkman, carpet, paintbrush

# Phase 5

Purpose of this phase:

- Learn new representations of vowel digraphs learnt in phase 3: **ee – ea, e-e, ie, ey, y**
- **Alternative pronunciations** for the graphemes children already know: **ow – blow, cow**
- Develop ability to choose the appropriate graphemes to represent phonemes when reading and writing.
- High frequency words: **oh, their, people, looked, Mrs, Mr, called, asked, could**

# The 4 part lesson

- Revisit and review
- Teach
- Read / blend
- Spell / segment



# Word structure

VC <sub>phase 2</sub>	on	eat	off
CVC <sub>phase 2 &amp; 3</sub>	dog	boat	chick
CCVC <sub>phase 4 &amp; 5</sub>	trip	train	brought
CVCC <sub>phase 4 &amp; 5</sub>	tent	paint	yards

# Using phoneme frames – segmenting for spelling

1	2	3	4
sh	ee	p	
c	r	a	b
ea	t		

# Sound buttons - blending

it	am	got
kick	mess	laptop
rain	now	shed
cook	turnip	join
clear	shark	pure
shorter	powder	march

day play

crayon delay

may cloudsco

outstray clay

foundproud

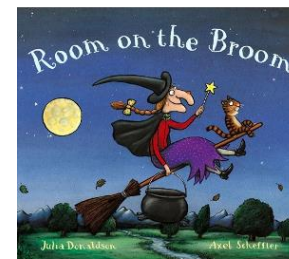
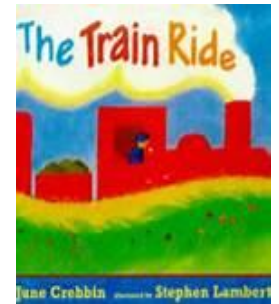
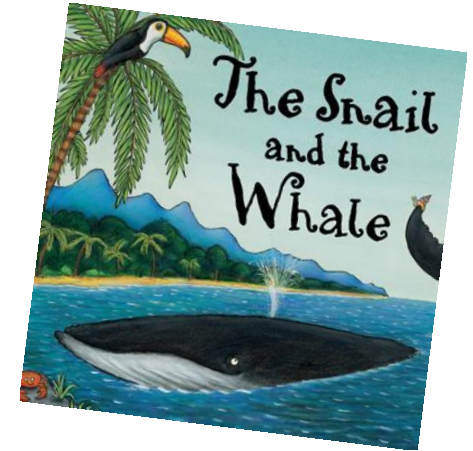
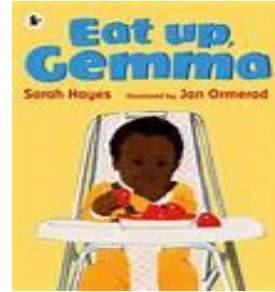
spray tray

# Teaching tricky words

- Write the word on paper, cut out each letter and put the word back together
- Write the word three times. Trace over it in different colours
- Look, say, cover, visualise, write, check.
- Play bingo with the words
- Small word inside the word
- Write the word in a nonsense sentence
- Find words with similar patterns. e.g. the, them, they
- Write the word, draw around the shape of the word and cut out
- Can you add **ing** or **s** to any words
- Put words into alphabetical order
- Pyramid the word

# New teaching

- Use real objects
- Use puppets
- Link to a title in a known text
- Link to a character's name in a known text
- High quality poetry / rhyming texts
- Link to known songs and rhymes
- Link to words being used across the curriculum



# Pace and progression

## Age expectations:

By the end of reception children to have been taught and know at least one way of representing each phoneme. They have been taught phases 1-4.

By the end of year 1 children to have been taught and know alternative graphemes for each grapheme and different pronunciations of the same grapheme and use these to read and spell. They have completed Phase 5.

By year 2 children are applying their phonic knowledge and recognising irregularities to spell more complex words and notice spelling patterns. They are ready for phase 6 and the move into our spelling programme.

# The Year 1 Phonic Screening

- Last year 93% of children in Year 1 passed
- We are well above National and Kent pass rates
- Some children will find acquiring phonic knowledge more difficult
- They will have more intensive programmes to follow in Year 1 and Year 2
- In most years, 100% of children retaking in Year 2 have passed.
- Children are taught by their class teacher and teaching assistants
- In each year group we have experienced teachers and TA's who can share their expertise within the year group
- Children are taught in their class for the majority of the time to ensure all are challenged and have the chance to access objectives from the Phase above, even if they still require support to consolidate previous areas of learning.



# Examples of words

chain

dawn

nurse

control

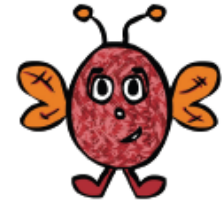
chone



gare



vaym



espox



# Beyond Year 1

- In Year 2 most children will recap Phase 5, move into Phase 6 and start following our daily spelling programme
- Their phonic knowledge now provides a basis for reading fluently and becoming a more accomplished speller
- Children will be supported by continuing with phonic programmes into KS2, differentiated daily spelling lessons, using Lexia or other intervention programmes
- In Year 2, comprehension is the most important aspect of reading

# Useful websites

<http://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics>

<https://www.phonicsplay.co.uk>

<https://www.jollylearning.co.uk/>

# Thank you

- A huge thank you for taking the time to read this information.
- Phonics is one part of learning to read
- Daily reading at home is so important
- Reading opens doors

# Why reading matters

Reading for pleasure was found to be more important for children's cognitive development between ages 10 and 16 than their parents' level of education.

Children who were read to regularly by their parents at age 5 performed better in all three tests at age 16 than those who were not helped in this way.

Reading for pleasure had the strongest effect on children's vocabulary development, but the impact on spelling and maths was still significant. "It may seem surprising that reading for pleasure would help to improve children's maths scores but it is likely that strong reading ability will enable children to absorb and understand new information and affect their attainment in all subjects."