

# Phonics

Tuesday 30th January 9 - 945am

# What does a child need to be able to do to read?

There are six components of effective reading: oral language, phonics, phonemic awareness, fluency, **vocabulary** and comprehension. Children may struggle in one or more of these areas when they are first **learning to read**.

# What is Phonics?

- Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.

- Understanding phonics will also help children know which letters to use when they are writing words.
- Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as *c*, *k*, *ck* or *ch*.
- Example: Kite, Cat, Sick, Ache

# We use a Programme called Read, Write Inc, why?

Read Write Inc is a Systematic Synthetic Phonics is an evidence-based, structured approach to teaching children to read. This method of reading helps children to learn the relationships between the sounds (phonemes) of spoken language and the letter symbols (graphemes) of the written language.

There are 44 speech sounds in the English language that can be combined to form words.

With just 26 letters in the English alphabet, some sounds are visually represented by an individual letter while others are represented by a combination of two or more letters.

The relationship between these sounds and letters is referred to as sound/letter or phoneme/grapheme correspondence.

Being able to match the speech sounds with their corresponding letter symbol or symbols helps children to simultaneously learn to read and spell words.

# We use a Programme called Read, Write Inc - why?

Read Write Inc. limits the number of sound/letter correspondences you teach at one time. Children should be able to successfully recognise and recall a phoneme/grapheme correspondence before a new one is introduced. The goal of Systematic Synthetic Phonics is not to teach children to read every letter at once, but to first master the most common sounds to make up words and begin reading more quickly.

For example, at the beginning of reception we teach the first 5 sounds m, a, s, d, t over the course of a week. Alongside this, we teach CVC words which correspond with these letters. We 'Fred talk' these words, to help them learn them!

- mat
- sat
- dad
- mad

Also, their reading books going home will be the small sound books which links with the sounds they have learnt.

# How is the programme organised?

Every child is assessed every half term to see how they are doing in phonics.

Children are organised into groups.

We have up to 14 groups happening every day from 10.30 - 11.00.

These groups go from 1A (learning initial sounds) to comprehension groups (off the RWI programme).

There is no golden rule but ideally all children should be off RWI by during Year 2.

# What does an average RWI lesson look like?

Review sounds they know

Practice reading words with sounds that they have learnt previously - either reading by sight or Fred talking (will model)

Learn a new sound - either from set 1, 2 or 3

Practise writing that sound
























Practise writing that sound in words

Alien words (will talk more about that later)

Read their phonics book with their partner

# How are the sounds organised? - there are 44 sounds

## Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng 

## Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  goe at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl
ou  shout it out	oy  toy for a boy			

## Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy			
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

## Let's practise the sounds

how to say the sounds- some are stretchy and some are bouncy although just make sure you're saying them right!

# What do the pictures mean?



Stretch: mmmountain

Handwrite: Maisie, mountain,  
mountain

# What can you do at home?

- Please make sure you're reading with your child every day
- When you are reading with your child, always encourage the letter sounds not the names.
- Hold up the amount of sounds in the word, not amount of letters.
- For example: Shell has 3 sounds, sh, e, ll, but man also has 3 sounds m,a,n
- Ask children to Fred talk the words - which means segment into sounds

## Alien words:

- We also have a small section of our daily phonics lesson which include alien words (made up words). This is to prepare them for the Phonics Screening check.

# Useful links!

[how to say the sounds](#)

[How to write the sounds](#)

[Phonics Games - for screen time!](#)

[Alien word game](#)

# Questions

## **Dates for your diary**

### **Statutory Assessment**

**Come and hear how to support your child to prepare for the Year 1 Phonics**

**Check in June. There will be resources shared to help you support your child at home.**

**05/03/24 - In Person**

**For parents / carers of children in Year 1**

**3.45 - 4.30pm**

**Ms Pinkess and Ms Stevenson**