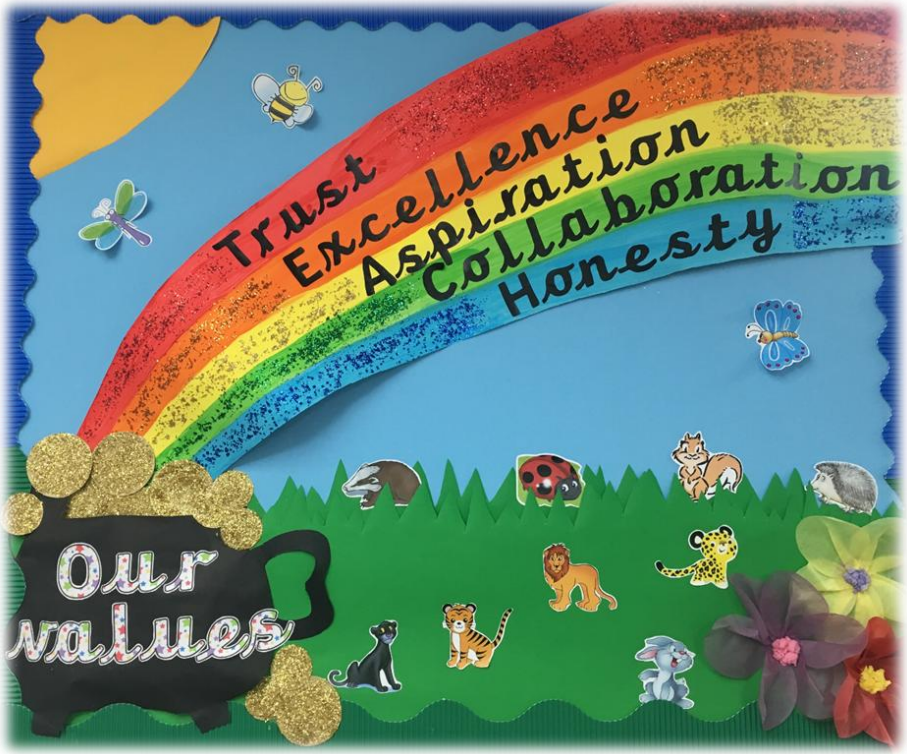
(TEACH)



'Children First'

Our vision is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Phonics

Government guidance states that children learn to read and write best when using a phonics (pure sounds) approach.

(TEACH)

Setting the scene

(TEACH)

Developing language comprehension and vocabulary:

- Sharing books
- Reading and telling stories
- Singing songs
- Speaking and listening at every opportunity
- Identifying initial sounds in words

Reading books independently will follow when your child is confident with their first areas of phonics.

Letter sounds

(TEACH)

- ✓ Initially, phonics is all about the sounds letters make in words – letter sounds *NOT* letter names.
- ✓ Correct pronunciation is imperative.
- ✓ There are 26 letters in our alphabet *BUT* 44 sounds in our language.
- ✓ Many of the sounds are spelt in a variety of ways

<u>For example:</u> ai ay a-e a

- ✓ In EYFS, we will introduce the children to only one way of representing these sounds.

Understanding the sounds

(TEACH)

You can help by making sure your child really knows the sounds.

They should be able to:

Hear the sounds



Say the sounds



Recognise the letters that make the sounds



Write the sounds

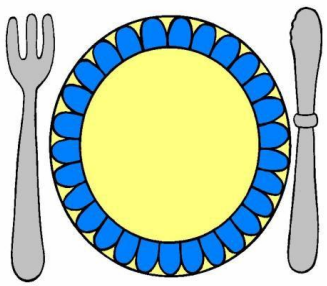


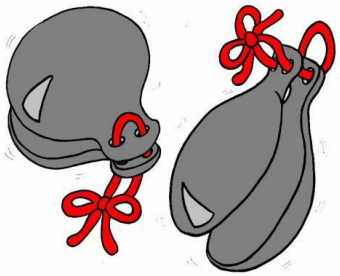
(TEACH)

Letter songs and stories









Jolly Phonics story, action and song.

Key terminology

(TEACH)

Phonemes - A **phoneme** is the smallest unit of **sound**.

e.g. b, c, a, ch, sh, ee

<u>44 phonemes in the English language</u>

Graphemes – A **grapheme** is the letter(s) representing a phoneme (**how the sound is written**).

e.g. t, ai, igh

Key terminology (TEACH)

Digraph - **Two** letters which make one phoneme (sound).

sh ck th ll

ai ee ar oy

Trigraph - **Three** letters which make one phoneme (sound).

igh air

Split digraph -

a-e e-e i-e o-e u-e

(TEACH)

44 sounds (phonemes)

/b/ /k/ /d/ /f/ /g/ /h/ /j/ /l/ /m/ /n/ /p/

/r/ /s/ /t/ /v/ /w/ /y/ /z/ /a/ /e/ /i/ /ɔ/ /u/

/ai/*rain* /ee/*feet* /igh/*night* /oa/*boat* /**oo**/*boot*

/oo/*look* /ow/*cow* /oi/*coin* /ar/*farm* /or/*for*

/ur/*hurt* /air/*fair* /ear/*dear* /ure/*sure* /sh/*shop*

/ch/*chip* /th/*thin* /**th**/*then* /ng/*ring* /zh/*vision*

<u>These sounds can be represented in different ways, e.g.</u>

/c/ c – cat k – king ck - clock

Oral blending

(TEACH)

Blending is putting the sounds together to make a word: c a t → cat

Use simple words and sound out quickly then say full word.

In school, we introduce Metal Mike, who can only sound talk (make sounds) and needs the children to help him say full words.

(TEACH)

Oral segmenting

Segmenting is saying the sounds they can hear in a word: cat → c a t

This helps the children understand that words are made up of different sounds. It will also help them with their spelling, when they begin to write.

It involves recognising that there are several sounds in words and beginning to place them together in the right order to make a word.

(TEACH)

Oral segmenting

Using robot arms – to segment words and then blend the sounds together again.



(TEACH)

Reading and writing

Adding sound buttons

chop

flower

(TEACH)

Reading and writing

Adding sound buttons

The ship is dark red.

(TEACH)

Tricky words

said

he

no

Reminders of strategies (TEACH)

- **Oral blending** and **segmenting** are introduced at the beginning of EYFS and practised daily, e.g. 'Simon Says', robot talk etc.
- **Correct mouth movements** for all phonemes are modelled to the children.
- GPCs introduced in EYFS are taught using a **simple story**, with a **song** and an **action**.
- All sounds will be **pronounced correctly** – with no 'uh' at the end of sounds.
- Teachers will scaffold the learning process - using '**I say, we say, you say**'. This will be **repeated many times**.
- Children will be taught to use their '**pointing finger**' to track when sounding out words/sentences.

Further support

(TEACH)

- More of the same, little and often, in bite sized pieces for children who require it.
- One word at a time if required.
- Repeat several times to develop fluency – rationale for new book changing days.
- Minute a day opportunities and intervention.

(TEACH)

Reading at home

- School policy - minimum of 3 home reads a week and recorded in reading record.
- Focus on phonics – not using the pictures to guess.
- Encourage your child to sound out every word – look out for the tricky words, then read the full sentence/ phrase back.
- Encourage your child to turn the pages and use their pointing finger to follow the text.
- If your child has sounded out every word and is unable to then reread the sentence, you can read it back to them. This will help them to make sense of it.
- BB books will be changed in school on Mondays and Fridays only.

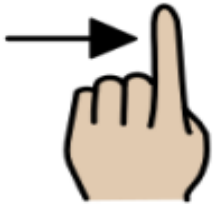
Reading at home (TEACH)



Hold the book the correct way.



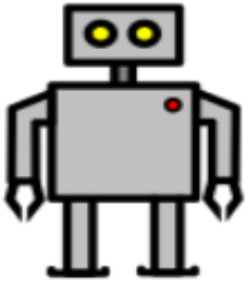
Turn the pages right to left.



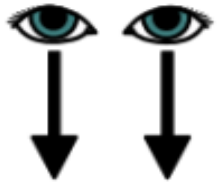
Use your pointing finger.



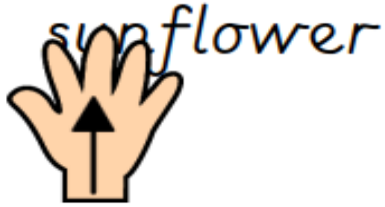
Sound out words carefully.



Use robot arms to help you blend.

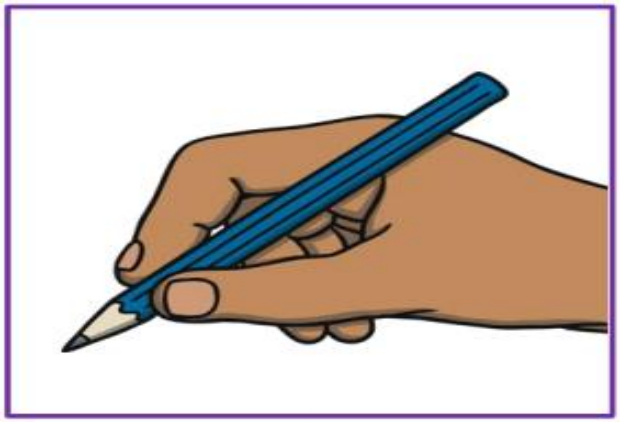


Look for the graphemes you know.



Break up longer words - covering with your hand.

Handwriting



4 letter families

- Long ladder letters - l, i, t, u, y, j
- One-armed robot letters - r, b, n, h, m, k, p
- Curly caterpillar letters - c, a, d, o, s, g, q, e, f
- Zig-zag monster letters - z, x, w, v

Tripod pencil grip

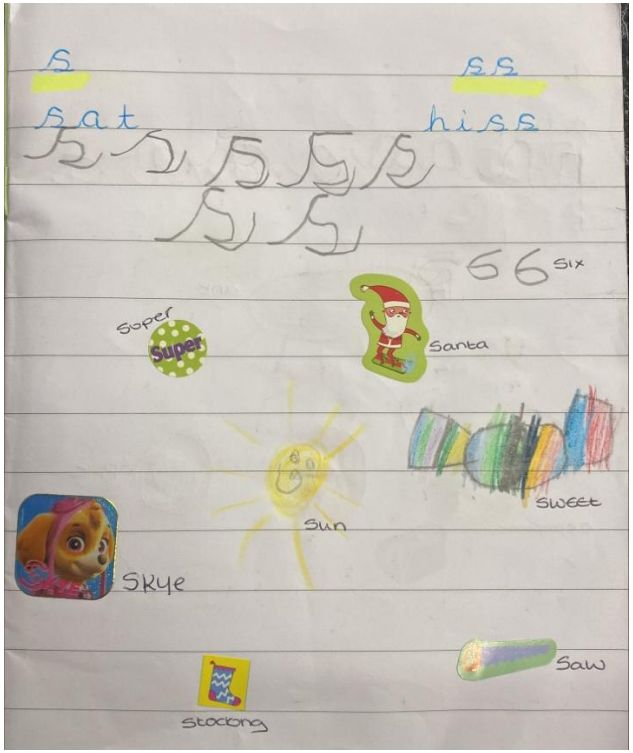
- This is the best grip to ensure fluency and speed.
- 'pinch and under'

(TEACH)

Resources

(TEACH)

Sound folder



- ✓ Sharing new learning each week
- ✓ Practise writing the individual letters
- ✓ Identify and write words starting with that sound
- ✓ Draw pictures
- ✓ Stickers
- ✓ Find words on the way to school that start with the sound
- ✓ Tricky words

Resources

(TEACH)

- Letter with the Home Learning and Sound folder
- Letter with a Lilac P book and Reading Record
- Challenge word cards and challenge sentences
- Letter with a Book Banded (BB) book
- Challenge books



Sounds are like muscles - use them or lose them!

(TEACH)

Thank you for coming

Canford Heath Infant School
Learning Together, Succeeding Together