

## '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 phonics

(TEACH)

# Letter sounds

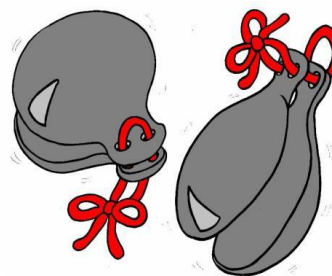
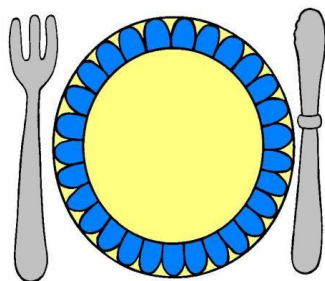
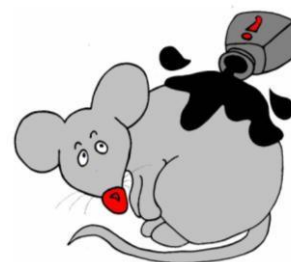
- ✓ Initially it is all about the sounds letters make in words – letter sounds **NOT** letter names
- ✓ Correct pronunciation is imperative 26 letters in our alphabet **BUT** 44 sounds in our language
- ✓ Many of the sounds are spelt in a variety of ways

For example:      ai      ay      a-e      a

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

(TEACH)

# Letter songs and stories



Jolly Phonics story, action and songs



# Understanding the sounds!

(TEACH)

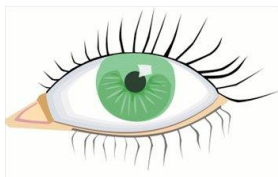
You can help by making sure your child  
really knows the sound.....

They should be able to:

Hear the sounds



Recognise the letters  
that make the sounds



Say the sounds



Write the sounds



# Key terminology

(TEACH)

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

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

44 phonemes in the English language

**Graphemes** - A **grapheme** is the letter(s) representing a phoneme (**visual**)

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/ /o/ /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

These sounds can be represented in different ways:

/c/      c – cat      k – king      ck – clock

# Oral blending

(TEACH)

Blending the letters together to make a word  
c a t → cat

Use simple words and sound out  
quickly then say full word

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

(TEACH)

# Oral segmenting

Being able to say 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. This will help them with their spelling, when they begin to write.

Recognising that there are several letters 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  
blend the sounds together again.



(TEACH)

Reading and writing

Adding sound buttons

chop

flower

(TEACH)

# Tricky words

said

he

was

# Reminders of strategies (TEACH)

- Oral blending and segmenting are introduced at the beginning of EYFS and practised daily, '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 several 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 – rationale for new book changing days
- Minute a day opportunities and intervention.



*Example in action*

(TEACH)

*Play lesson video*

(TEACH)

# Reading at home

- School policy - minimum of 3 home reads a week
- 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 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 unable to then reread the sentence, you can read it back to them. This will help them to make sense of it.

# Reading at home (TEACH)

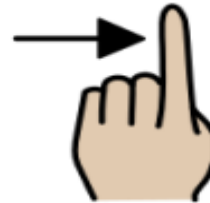
[CJ reading.MOV](#)



*Hold the book the correct way.*



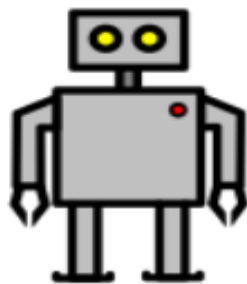
*Turn the pages right to left.*



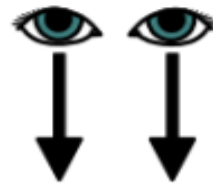
*Use your pointing finger.*



*Sound out words carefully.*

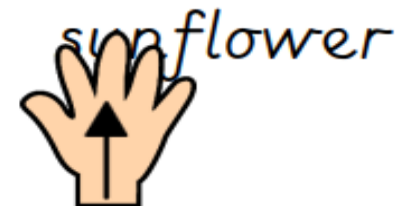


*Use robot arms to help you blend.*



*look*

*Look for the graphemes you know.*



*Break up longer words - covering with your hand.*

# Handwriting

(TEACH)

Pencil grip - 'pinch and under'

- The letters are taught in 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

Letter patterns -

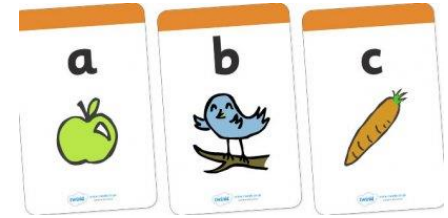
c - start on the line, go up the slope, make a curve.

a - start on the line, go up the slope, make a curve, go up to the top, come back down and flick.

# Resources

(TEACH)

- Letter – explanation of how to use the sound/keyword book



- Sound and Keyword Book – for children to write in and practise the sounds with your help

- Phonics Handbook – to support you with actions/sounds/stories



- Book banded book – reading at home

- Word and sound cards

Sounds are like  
muscles, use  
them or lose  
them!

# Education City (TEACH)



[www.educationcity.com](http://www.educationcity.com)

(TEACH)

*Thank you for coming*

