



# PARENTS GUIDE TO EARLY PHONICS



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# Outline of the workshop



- Background to phonics teaching
- Jargon buster
- Letters and sounds
- Phases 1,2,3 and 4
- Tricky words and high frequency words
- Phonics lesson
- Early reading
- Early writing
- Stages of writing development

# Phonics



- Ways in which reading is taught have changed since our school days
- Research from UK, US and Australia found that children learn to read quicker if they are taught letter sounds first
- *Synthetic phonics* is a method of teaching reading which first teaches the letter sounds and then builds up to blending these sounds together to achieve full pronunciation of whole words.

# At Campsbourne we follow...



- National Guidance on developing early phonics is called '*Letters and Sounds*'
- Used since 2007
- A systematic approach to synthetic phonics
- Each day for 15 minutes
- '*The overarching aim is for children to have regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do.*'

# Working with Parents and Carers



- Do we want children to be able to sound letters and develop reading skills? How can you support ?
- *If we want children to read...* There is strong evidence that *vocabulary skills* is predictive of later reading achievement (Scarborough, 1994) while children with poor vocabulary skills are at increased risk for having trouble with early reading achievement (National Reading Panel, 2000).
- So- *talk talk talk to you child!*

# Quick jargon buster!



- **Phonics:** instructional practices that emphasise how spellings are related to speech sounds in systematic ways.
- **Phonemes:** the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'fl' represents two (/f/ and /l/), There are **44 phonemes in the English language**
- **Grapheme** : a letter or a group of letters representing one sound, e.g. p, i, n, *sh, ch, igh, ough* (as in 'though')
- **Grapheme-phoneme** :the relationship between sounds and the letters which correspondences to represent those sounds (GPC)
- **Digraph**: two letters which together make one sound, e.g. *sh, ch, th,ph,ee, oa*
- **Trigraph**: three letters which together make one sound e.g. *igh eg asin the word high*
- **Mnemonic**: a device for memorising and recalling something, such as a snake shaped like the letter 'S'
- **Segment** : to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- **Blend**: to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads *snap*
- **Split digraph**: two letters, which work as a pair, split, to represent one sound, e.g. a-e as in *make or i-e as in site*
- **VC** : vowel-consonant (*am, it, an*) (abbreviations used to describe the order of letters in words)
- **CVC**: consonant-vowel-consonant (*Sam*)
- **CCVC** :consonant-consonant-vowel-consonant (*slam*)

# Word Structure



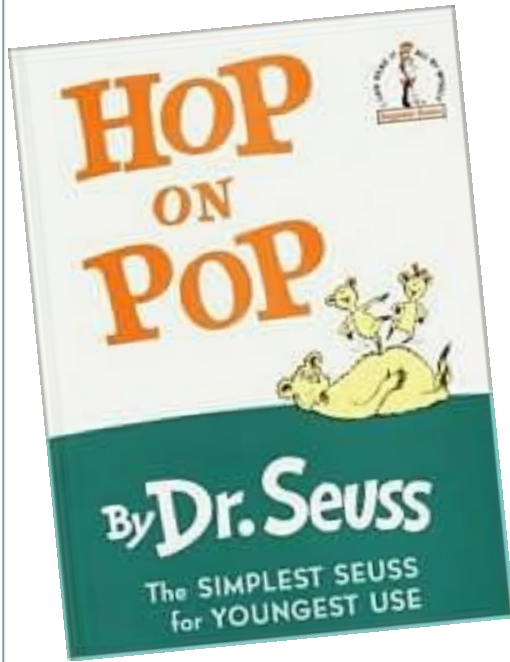
VC	on	eat	off
CVC	dog	boat	chick
CCVC	trip	train	brought
CVCC	tent	paint	yards

# Letters and sounds



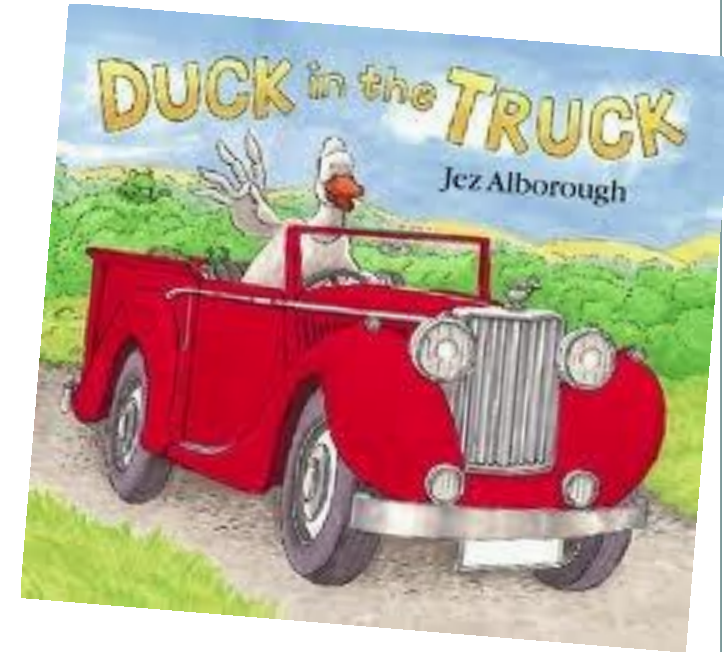
<b>Phase</b>	<b>Phonic Knowledge and Skills</b>
<i>Phase One</i> (Nursery/Reception)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (Reception) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (Reception) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (Reception) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.





## Letters and Sounds:

Principles and Practice of High Quality Phonics



# Letter and Sounds Phase 1,2,3&4

# Phase 1



The programme focuses on 7 aspects

- Environmental sounds
  - Instrumental sounds
  - Body percussion
  - Rhythm and Rhyme
  - Alliteration
  - Voice sounds
  - Oral blending and segmenting
- general sound discrimination

## Activities across Phase 1 are designed to help children...



- Listen attentively
- Enlarge their vocabulary
- Speak confidently to adults and children
- Discriminate phonemes
- Reproduce audibly the phonemes they hear, in order, all through the word
- Segment words into phonemes

## Phase 2



- Introduces 19 grapheme-phoneme correspondences (p.48 and p.50)
- Decoding and encoding taught as reversible processes
- As soon as children have a small number of grapheme/phoneme correspondences, blending and segmenting can start ( s/a/t/p/i/n )
- ‘Tricky’ words-the, to, no, go, I

**Typical duration: Up to 6 weeks**

# Phase 2 - 19 grapheme-phoneme



## Letter progression (one set per week)

Set 1:	<b>s</b>	<b>a</b>	<b>t</b>	<b>p</b>	
Set 2:	<b>i</b>	<b>n</b>	<b>m</b>	<b>d</b>	
Set 3:	<b>g</b>	<b>o</b>	<b>c</b>	<b>k</b>	
Set 4:	<b>ck</b>	<b>e</b>	<b>u</b>	<b>r</b>	
Set 5:	<b>h</b>	<b>b</b>	<b>f, ff</b>	<b>l, ll</b>	<b>ss</b>

# Phase 3



- To teach 25 graphemes (p.74)
- Continue to practice CVC blending and segmentation
- Application of their knowledge of blending and segmenting to reading
- Learn to read some more tricky words – I,the,to.
- Learn to spell some of these words
- Learn letter names

# Phase 3 - 25 graphemes



Set 6:      **j**          **v**          **w**          **x\***  
Set 7:      **y**          **z, zz**      **qu\***

Graphemes	Sample words	Graphemes	Sample words
<b>ch</b>	<b>chip</b>	<b>ar</b>	<b>farm</b>
<b>sh</b>	<b>shop</b>	<b>or</b>	<b>for</b>
<b>th</b>	<b>thin/then</b>	<b>ur</b>	<b>hurt</b>
<b>ng</b>	<b>ring</b>	<b>ow</b>	<b>cow</b>
<b>ai</b>	<b>rain</b>	<b>oi</b>	<b>coin</b>
<b>ee</b>	<b>feet</b>	<b>ear</b>	<b>dear</b>
<b>igh</b>	<b>night</b>	<b>air</b>	<b>fair</b>
<b>oa</b>	<b>boat</b>	<b>ure</b>	<b>sure</b>
<b>oo</b>	<b>boot/look</b>	<b>er</b>	<b>corner</b>

# Phase 4



- The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.



# Tricky words



## Phase 2

the

to

I

no

go

into

## Phase 3

he all

she are

we my

me her

be

was

you

they

## Phase 4

said there

have little

like one

so when

do out

some what

come

were

## Phase 5

oh

there

people

Mr

Mrs

looked

called

asked

could

# High frequency words



## Phase 2 and 3 High Frequency Words

<b>a</b>	<b>on</b>	<b>his</b>	<b>go</b>	<b>dad</b>	<b>up</b>	<b>they</b>
<b>to</b>	<b>an</b>	<b>I</b>	<b>back</b>	<b>him</b>	<b>as</b>	<b>this</b>
<b>mum</b>	<b>if</b>	<b>had</b>	<b>can</b>	<b>big</b>	<b>but</b>	<b>me</b>
<b>in</b>	<b>off</b>	<b>it</b>	<b>of</b>	<b>no</b>	<b>not</b>	<b>look</b>
<b>at</b>	<b>into</b>	<b>got</b>	<b>get</b>	<b>and</b>	<b>will</b>	<b>are</b>
<b>with</b>	<b>my</b>	<b>we</b>	<b>that</b>	<b>for</b>	<b>see</b>	<b>is</b>
<b>you</b>	<b>then</b>	<b>he</b>	<b>too</b>	<b>her</b>	<b>now</b>	<b>put</b>
<b>them</b>	<b>was</b>	<b>be</b>	<b>she</b>	<b>down</b>	<b>all</b>	<b>the</b>

# Phonics Lesson – How we teach phonics



**S** (Tune: *The Farmer in the Dell* Track 1)

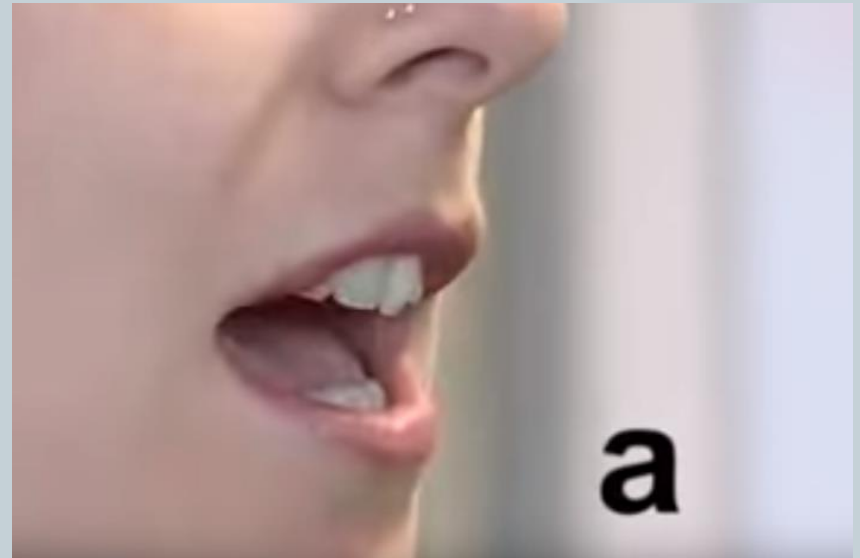
The **s**nake is in the grass.  
The **s**nake is in the grass.  
/sss!/ /sss!  
The **s**nake is in the grass.



**Action:** Weave your hand in an 's' shape, like a snake, and say ssssss.



<https://www.youtube.com/watch?v=y-RBQcSMYOk>



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

# Knowledge required in becoming a reader



- Phonological awareness
- Alphabetic knowledge
- Knowledge of what books are good for
- Knowledge of how books work
- Knowledge of language and vocabulary
- Experience of the pleasure of books and reading

# Teaching blending for reading



## Using sound buttons

it am Tim got kick

cup mess laptop ticket

rot cuff fusspot sunset

# How you can help early reading at home



- Talk to your children- use big, interesting describing words, complex sentences, discuss new situations/events. *[The more background noise, the less conversation happens]*
- Help children learn to listen. *[Play games, give instructions, listen to life. Reinforce with eye contact & praise]*
- Read stories – fiction & non fiction *[Talk about author/illustrator, front/back cover, pictures, letters, special words, characters, storyline]*
- Talk about & play games with alphabet letters & words that are important to your child/family *[names, street names, favourite shops, labels on foods & drink]*

# Early writing



- What you need to be a writer...
- Pre-writing activities.
- 4 different movements – clockwise, anti-clockwise, down & off, down & retrace upwards,
- How to write letters – let's practice!
- How to support in everyday life.

# Letter formation



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



# Stages of writing development



T has just started to work in phase two.

She is beginning to use some of her knowledge of letter shapes

Age: 4 years 2 months

Term: autumn 1

Age: 4 years 5 months

Term: autumn 2

Evidence of Phase Two application

**Purpose**

Child went to the writing table/area.

**Child's voice**

'I have only got one arm. The doctor is going to fix a new one.'

**Interpretation**

I went to the doctors.

**Application of synthetic phonic knowledge and skills**

T is segmenting words to spell and writing corresponding graphemes. Not all grapheme-phoneme correspondences are known at this stage; she has written the CVCC word 'went' and made a phonemically plausible attempt at 'doctor', shown here as 'dct', indicating that she is not yet able to hear all the phonemes within words she attempts to write.



Name T

## Keeping Fit and Healthy



I eet losou panapul

I drink losou milc

I go for a walk with my mum.

I go to the bed all the time.



Age: 4 years 8 months

Term: spring 2

Tehniyat makes phonemically plausible attempts for polysyllabic words, for example, 'panapul' for 'pineapple'. There is evidence of plausible attempts for 'eat' shown as 'eet', 'walk' shown as 'wuk'. Furthermore, she has spelt the tricky word 'my' correctly and the CVC word 'mum'.

I eat lots of pineapple. I drink lots of milk. I go for a walk with my mum. I go to the bed all the time.

Age: 4 years 11 months

Term: summer 2

Evidence of Phase Three application

**Purpose**

To recall events and characters from a focus story on the interactive whiteboard.

**Child's voice**

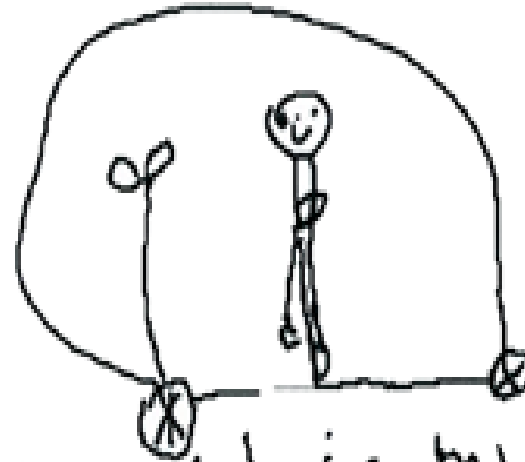
'Mrs Armitage likes riding her bike.'

**Interpretation**

Mrs Armitage is riding her bike.

**Application of synthetic phonic knowledge and skills**

T is attempting longer words, using Phase Three graphemes 'igh' and 'or'. This is evident when, for example, making phonemically plausible attempts: 'bighc' for 'bike' and 'ormatij' for 'Armitage'.



mrs ormatij is riding her  
bighc.

T - - - - -

# Helpful websites



[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

[www.education.gov.uk](http://www.education.gov.uk)

Youtube – ‘articulation of phonemes’  
- ‘Jolly Phonics’

# Further reading...



- **OFSTED (November 2010) Reading by Six: How the best schools do it.**
- OFSTED (October 2011) Getting them reading early.
- National Reading Panel, (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. NIH Publication No. 00-4769.*
- **Rose, J. (2006) Independent review of the teaching of early reading. DfES:Nottingham.**
- Scarborough, H., & Dobrich, W. (1994). On the efficacy of reading to preschoolers. *Developmental Review, 14, 245-302.*