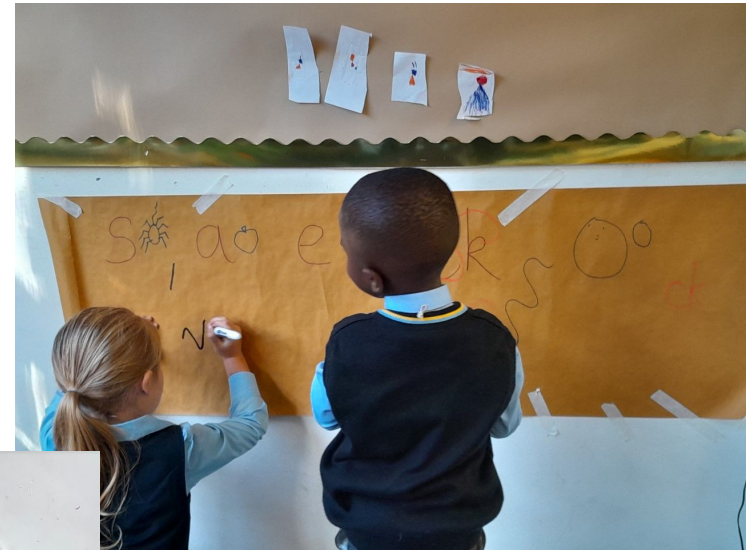


CC Phonics Scheme:

Sounds to Letters – Letters to Sounds



Why Phonics?

Reading is a process that involves deciphering a printed code (the alphabetic code) – **decoding to read**.

Spelling is a process that involves using a code (the alphabetic code) to represent the words we say – **encoding to spell**.

These processes work together and complement one another.

The **English alphabetic code** is complex and needs to be taught in a progressive and systematic way.

Phonics is the vehicle we use to teach children to read and spell.

Key vocabulary

Grapheme: letters used to represent phonemes/sounds

Phoneme: the smallest unit of speech sounds, which make words.

Segment: Segmenting involves breaking up a word that you hear into its sounds. This helps with spelling because if you know what graphemes represent the sounds in the word, you can write it! For example, the word jam is segmented into the sounds j-a-m.

Blending: Blending involves merging the sounds in a word together in order to pronounce it. This is important for reading. For example, j-a-m blended together reads the word jam.

Decode: the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words.

Encode: the ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly spell words you hear.

GPC: Grapheme-Phoneme- Correspondence

Digraph: Two letters that represent one sound e.g. /sh/

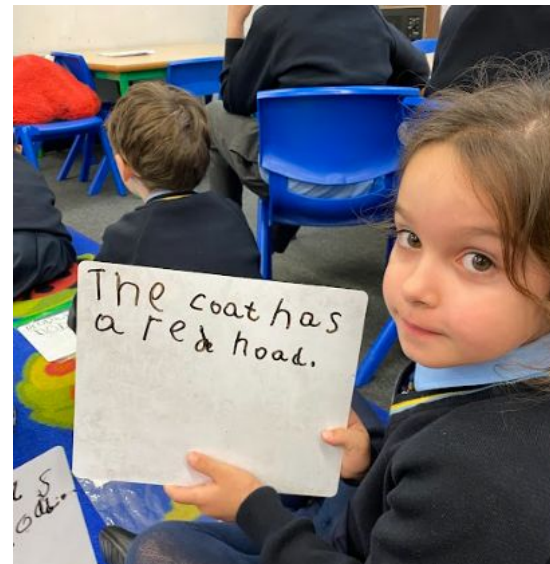
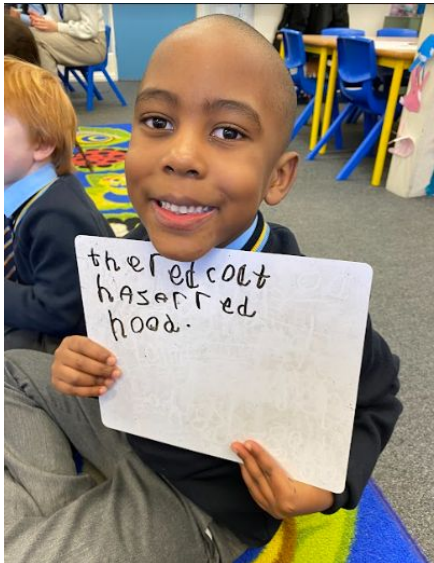
Trigraph: Three letters that represent one sound e.g. /igh/

What is Phonics?

Children learn phonics from Nursery through to Year Two and build on this knowledge as they progress through the school.

They are taught in a systematic way, through a phased approach, to learn the **44 sounds (phonemes)** in the English language and how these are represented using **letters (graphemes)**.

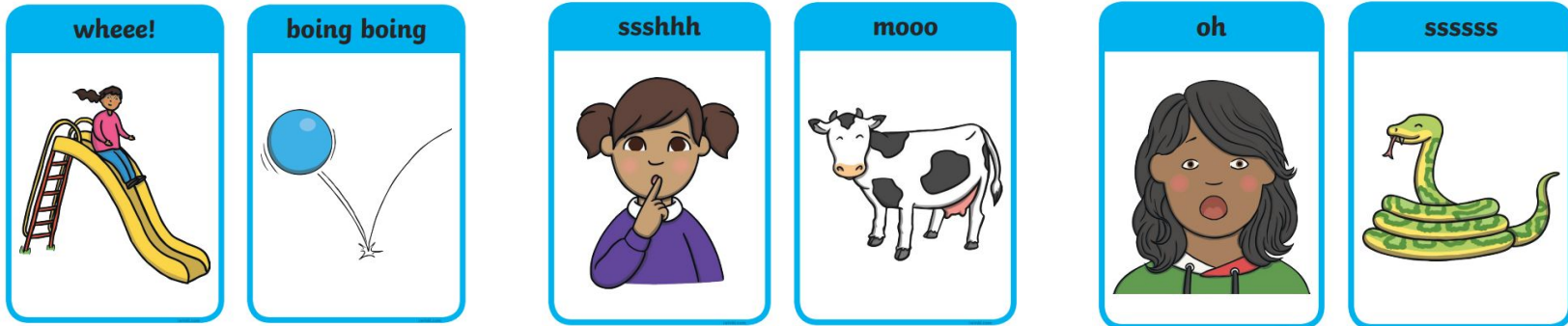
There are six phases.



How is Phonics taught?

Children have a daily discrete phonics lesson.

Phase 1: this phase is all about hearing and distinguishing sounds and will take place throughout Nursery and into Reception. It involves activities that help children to hear sounds and learn how words are made up of specific sounds – phonemes.

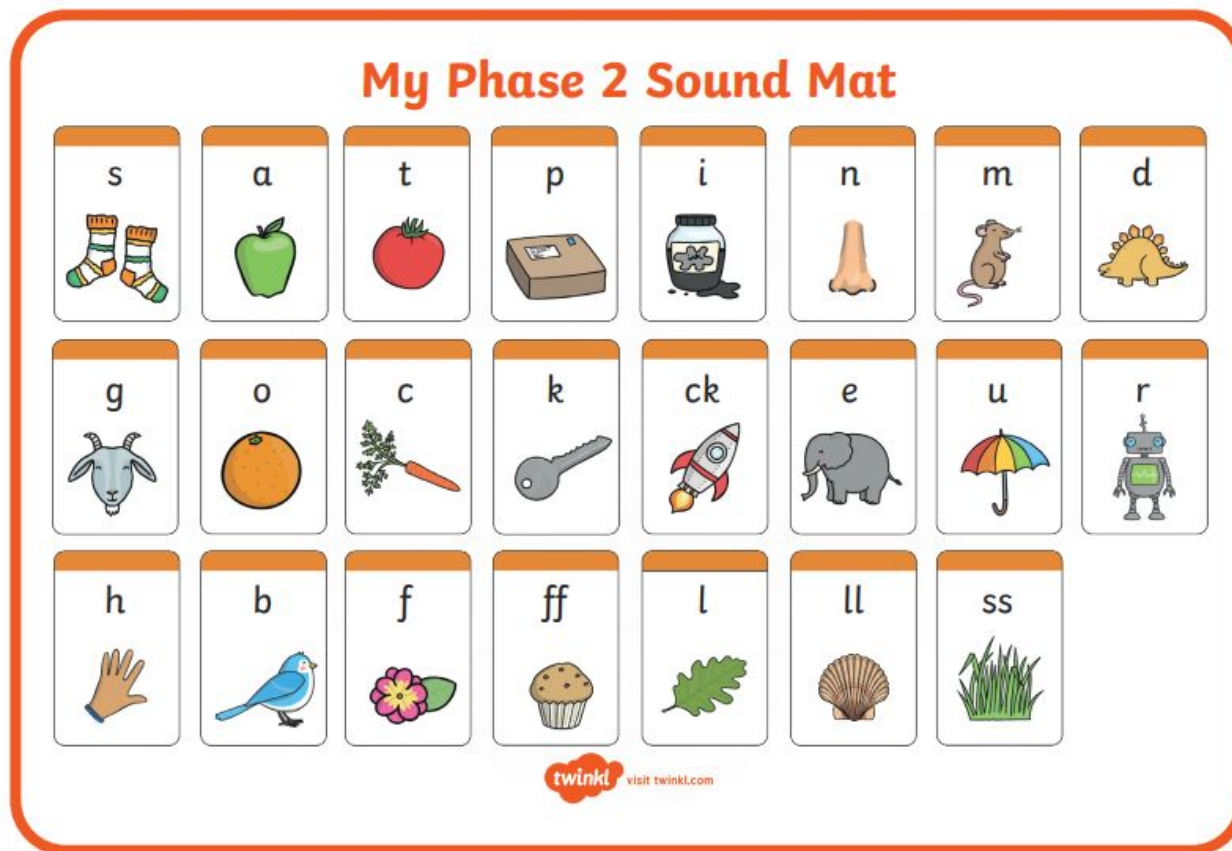


Children will also sing a variety of nursery rhymes that encourage them to listen for sounds in the environment:



How Is Phonics taught?

Phase 2: in this phase, we begin to show children that each of the phonemes they hear in speech has a letter/s to represent it – grapheme. Children need to learn pure sounds.



How Is Phonics taught?

Phase 2: we use the Letterland characters and songs to introduce the letters and help children with remembering them.



How Is Phonics taught?

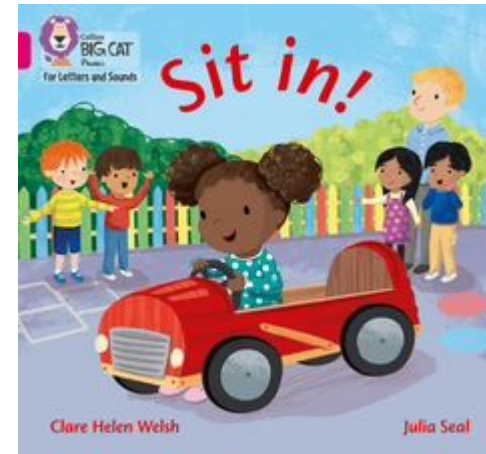
Phase 2: Sounds are taught in a systematic way so children can start to **decode** and **blend** sounds to read words, when they know only 6 letter correspondences.



sit



tap



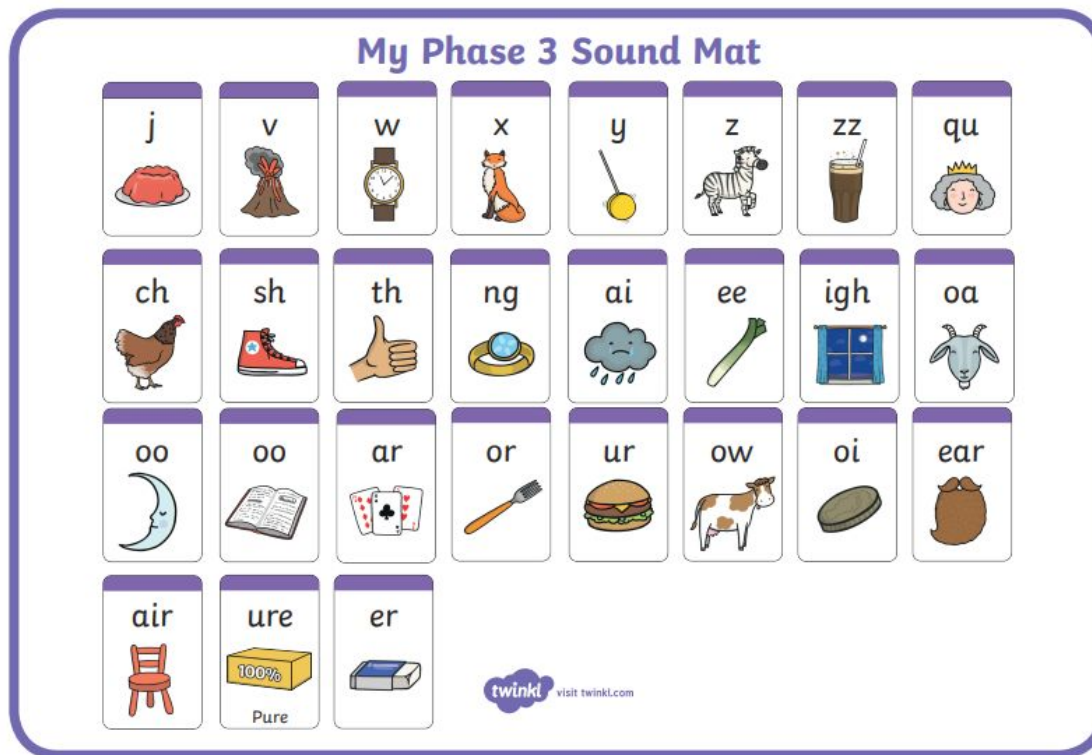
Phase 2: We also teach children that writing words involves **segmenting** the sounds they hear in speech and giving those sound a letter representation.

m a t

How Is Phonics taught?

Phase 3: this phase is where we show children more of the phonemes they hear in speech and the letter/s that represent it – grapheme.

As you can see in Phase 3, we teach children less common letters like: v, w, x... and the vowel digraphs. As they learn each GPC, they are taught to spot them and decode and blend them in words.



How Is Phonics taught?

Phase 3: we continue to use their blending and segmenting skills to help them to read and spell more complex words.

will

march

feel

OxfordOWL

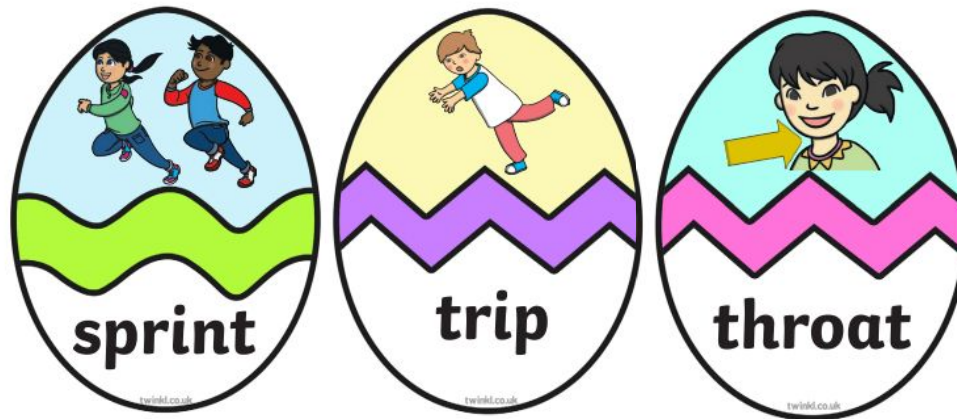
How to blend
sounds to read words



How Is Phonics taught?

Phase 4: this phase is a consolidation phase. There are no new graphemes.

Here we practice decoding and blending the sounds we know but with more complex structures:


























sprint

How Is Phonics taught?

Phase 5: this phase is where we show children more ways the sounds they already know can be written – known as alternate graphemes.

My Phase 5 Sound Mat







ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e* 	i-e 	o-e 	u-e 	u-e 		

 visit [twinkl.com](https://www.twinkl.com)

*even

How Is Phonics taught?

Phase 5: As you can see in Phase 5, children learn different ways that sounds (phonemes) can be represented (graphemes) in words e.g. /ai/ /ay/ /a_e/

ai		ay		a_e	
	rain		play		snake
	nail		pay		race

How Is Phonics taught?

Phase 5: This phase continues with alternate pronunciations for letters (graphemes) e.g. /ch/

school

check

Charlene

teacher

How Can I Help My Child At Home?

Before reading

Practising phonics: Phase 2

- Point and say each phoneme (letter sound) together. Try to keep each sound short and clear, e.g. "t" not "tuh".

g o

- Read the words together.

dog map sits

Common exception words:

the is

Check understanding

- Ask your child:
 - What do these words mean?

pops tag

- Explain that in this book **pop** means put on, but it can mean bursts, too. In this book

Talk about it

- Look at the cover together and read the title. Ask your child:
 - Look carefully at the picture. What can you see beside the boy? (e.g. box of clothes, blow-up monkey)
 - What is the boy dressed up as? (an explorer)
 - What is he about to **pop on**? (a hat)
 - What do you think this book will be about? (dressing up)
- Now read the book. Enjoy looking at the pictures and talking about them.

Our Big Cat reading book scheme is designed to support children to read words that are decodable and is aligned to the phases we teach in phonics.



How Can I Help My Child At Home?

🐾 Before reading 🐾

Practising phonics: Phase 3

- Your child is learning that one sound can be represented by two or more letters.
- Point and say each phoneme (letter sound) together.

w z zz qu sh th nk

- Read the words together.

think rush quick buzz
zigzags wet

Common exception words:

I and the we to

Check understanding

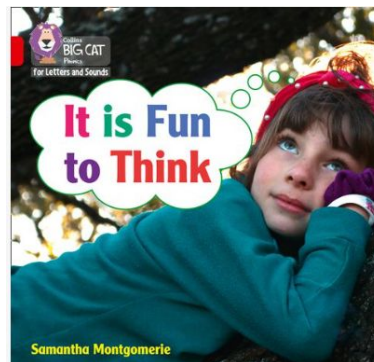
- Ask your child:
 - What do these words mean?

rush hum zigzags moss

Talk about it

- Look at the cover together and read the title. Ask your child:
 - What is the girl doing? (e.g. *sitting on a branch, thinking*)
 - Where is the girl? How do you know? (e.g. *outside, in the woods; there are trees and sky*)
 - Have you ever sat quietly just to think? Where were you? What did you think about?
- Now read the book. Enjoy looking at the pictures and talking about them.

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How Can I Help My Child At Home?

After reading

Letters and Sounds: Phase 3
Word count: 40
Focus phonemes: /w/ /z/ /z/ /qu/ /sh/ /th/ /nk/
Common exception words: I, and, the, we, to
Curriculum links: Understanding the world; Personal, social and emotional development
Early learning goals: Reading: read and understand simple sentences; use phonic knowledge to decode regular words and read them aloud accurately; read some common irregular words

Developing fluency

- Your child may enjoy hearing you read the book.
- Take turns to read a page, encouraging your child to reread a sentence if they have difficulties with it, for example, the exception words such as **we**. On page 5, together make the **Shhh** sound.

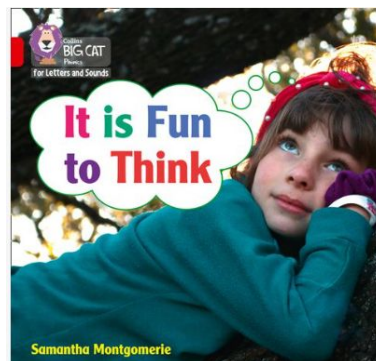
Phonic practice

- Turn to pages 2 and 3. Can your child find a word in which two letters make the /qu/ sound? (**quick**) Ask them to sound out the word, and point to the letters that make the "qu" sound. (**qu**/i/ck)
- Repeat for "sh" (f/i/**sh**) on page 8.
- Look at the "I spy sounds" pages (14-15) together. Ask your child to find words that contain the sound /w/ and/ /qu/. Prompt them by pointing to the water on page 14 and saying: Water; water is a /w/ word. Point to the queen and say: This is a queen; queen is a /qu/ word. Ensure they don't confuse ck words /qu/ words.

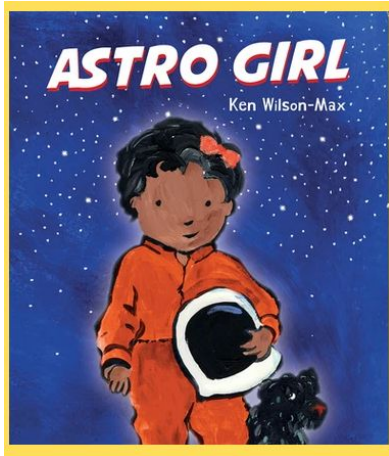
Extending vocabulary

- Focus on the meaning of **rush**. Ask your child:
 - When might you need to rush? (e.g. *when you are late for school, when you are in a race*)
 - Can you think of a word with the same meaning? (e.g. *hurry, dash, zoom*)

Our Big Cat reading book scheme is designed to support children to read words that are decodable and is aligned to the phases we teach in phonics.



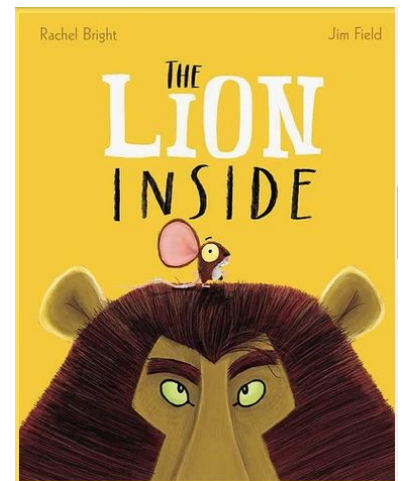
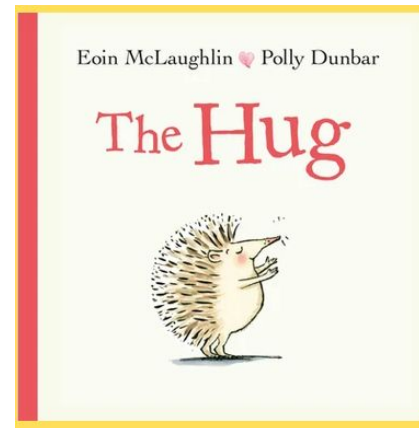
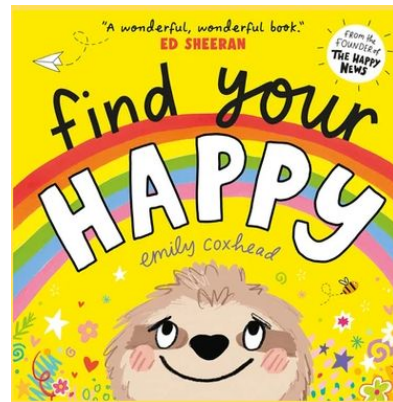
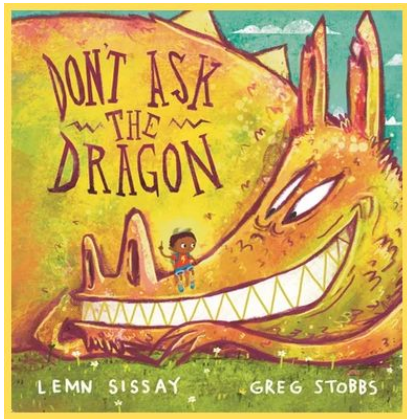
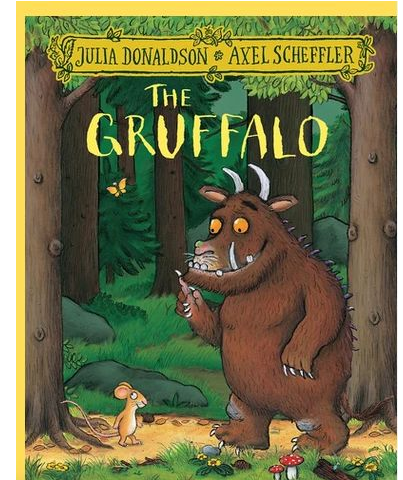
How Can I Help My Child At Home?



Read to them as much as you can. This will develop their language comprehension. They will be exposed to a broader range of vocabulary in context. They will find a love for reading as in those early days in can be hard.

They will hear story language including rhyme and repetition.

They will read books that will help them to develop empathy.



How Can I Help My Child At Home?

- Play lots of **sound and listening games** with your child.
- Read as much as possible **to**, and with, your child.
- Encourage and praise – tell them **‘if in doubt, sound it out’**.
- Encourage your child to be a **phoneme spotter**
- Read **poetry** and books with **repetitive phrases** – Julia Donaldson books are great for this.
- Write a **comment in the reading record** so we know how your child is progressing at home.

Phonics Shed and Spelling Shed



Thank you for joining us.

Any questions?



Year 1 Phonic Screening Check

- There will be a phonic screening check in **June 2024**
- All children in Year 1 are tested to read **40 words** – 20 real words and 20 pseudo words.
- The purpose of this test is to ensure children are **on track** with their phonic knowledge and are **decoding and blending** to an age-related standard. (We use our own internal tracking system to assess children as they progress through the scheme.)
- There will be a **meeting in the Spring Term** to discuss this.