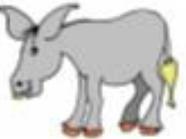
	
Ph	o	n	i	c	s



By the end of this evening we hope that you will have a better understanding of:

- The terminology of phonics
- How we teach phonics at school
- How you can support reading and writing by using phonics.

									
T	<u>er</u>	m	<u>i</u>	n	o	l	o	g	y

Phoneme

The smallest unit of sound. There are approximately 44 phonemes in English (depending on accent). Phonemes can be put together to make words.

Grapheme

A way of writing down a phoneme. Graphemes can be made up of 1 letter e.g. **t**, 2 letters e.g. **ch**, 3 letters e.g. **igh** or 4 letters e.g. **eigh**.

GPC

This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

Digraph

A grapheme containing two letters that makes one sound (phoneme).

Trigraph

A grapheme containing three letters that makes one sound (phoneme).

CVC

It refers to words with a consonant phoneme, a vowel phoneme and then a consonant phoneme- it is not referring to letters. Therefore **hot**, **bed**, **boat** and **ship** are all CVC words but **cow** and **toy** are not.

Phonics Overview

Phase 1

Phase 1 develops children's abilities to listen to, make, explore and talk about sounds. It includes rhyme, auditory discrimination and oral blending and segmenting.

Phase 2

GPCs are introduced in systematic way to enable blending and segmenting to begin from the time the first set is introduced. Phase 2 includes the GPCs **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ss, ff** and **ll**

Phase 3

Phase 3 continues in the same way as Phase 2 and introduces more new GPCs. By the end of Phase 3 the children will know one way of writing down each of the 44 phonemes. **j, v, w, x, y, z, zz** and **qu** are introduced in Phase 3 along with the digraphs **ch, sh, th, ng, ai, ee, oa, oo, ar, or, ur, ow, ou, oi, er** and the trigraphs **igh, ear, air** and **ure**.

Phase 4

No new GPCs are introduced in Phase 4. The main aim of this phase is to help children to blend and segment words with adjacent consonants. This can be words using only Phase 2 GPCs such as **clap** or **stamp** or those including Phase 3 GPCs as well such as **burst** or **strong**.

Phase 5

One part of Phase 5 is the introduction of more GPCs with children learning alternative graphemes for phonemes they already know. For example they build on their Phase 3 knowledge that the phoneme **ee** can be written **ee** and learn it can also be written **ea** (beach), **y** (happy) **e_e** (theme), **ie** (field) **ey** (key), **e** (he).

The other part of Phase 5 introduces the idea that some graphemes can be pronounced in more than one way. E.g. the **ch** grapheme is pronounced differently in each of these words: **check**, **chef** and **school**.

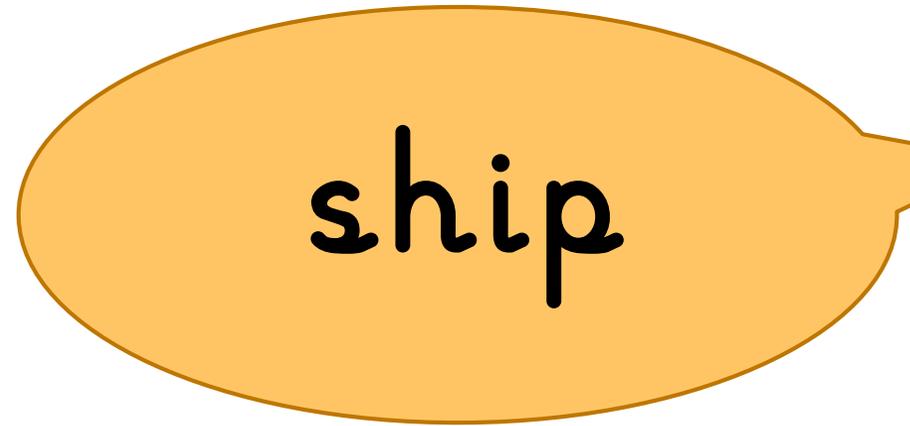
Applying phonics in reading

Oral Blending

Hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.



sh - i - p



Blending

Looking at each grapheme within a written word and using knowledge of GPCs to work out which phoneme each grapheme represents. The phonemes are then merged together to make a word. This is the basis of reading.

Applying phonics in spelling

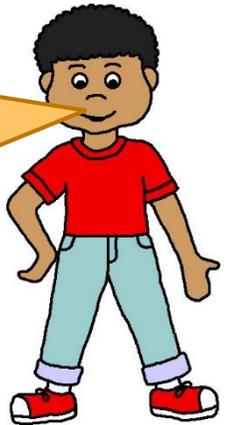
Oral Segmenting

Hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.



ring

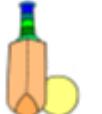
r - i - ng



Segmenting

Splitting up a heard word into the phonemes that make it and using knowledge of GPCs to work out which graphemes represent those phonemes. Those graphemes are then written down in the right order. This is the basis of spelling.

Phase 2 and 3

 s	 a	 t	 p	 i	 n	 m	 d	 g
 o	 c k	 e	 u	 r	 h	 b	 f	 l
 j	 v	 w	 x	 y	 z			
 qu	 sh	 ch	 th	 ng	 ee	 or	 ai	 oa
 oi	 oo	 ar	 er ur	 ow	 igh	 ear	 air	 ure

Phase 5

							
<u>ai</u>	<u>ee</u>	<u>igh</u>	<u>oa</u>	<u>ue</u>	<u>oo</u>	<u>er</u>	<u>ow</u>
ay	<u>ea</u>	<u>ie</u>	<u>oe</u>	u - e	<u>ue</u>	<u>ur</u>	<u>ou</u>
a - e	<u>ie</u>	i - e	o - e	<u>ew</u>	u - e	<u>ir</u>	
<u>eigh</u>	e - e	y	ow		<u>ew</u>		
a	y	<u>i</u>	o		<u>ui</u>		
	<u>ey</u>						
e							
							
oi	or	w	f	<u>ch</u>	ng	air	ear
oy	aw	<u>wh</u>	<u>ff</u>	<u>tch</u>	n	ear	<u>eer</u>
	au		<u>ph</u>			are	ere
	ore						

Before and during reading

1 Say the sounds and look at the new spellings

/ee/	ea	e-e
ie	ey	y



2 Blend the sounds

Steve	Hai/ley	sun/ny
loll/ies	beach	sea
wind/y	leaf	fog/gy
well/ies	field	

3 Read the tricky words

called

Point out the tricky bit of the word (i.e. the 'ed' sounds /d/ in 'called') and then blend the rest.

Blending more than one syllable? Do one syllable at a time, e.g. Hai/ley



Comprehension

Ask the children to read the title. What is this book going to be about? Do they prefer sunny days or rainy days? Or do they prefer a different type of weather?

Vocabulary check

Check that the children understand the meaning of the following words: clearly, luckily. If necessary, explain any words which they do not know.

Reading the book

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On page 3, check that children understand what is meant by 'the heat of the sun'.
- Encourage the children to look for any labels on each page and to read them after reading the text in the panel.
- Point out any places where there is a speech bubble on the page. Remind the children to read the words in speech bubbles as expressively as they can to show how the character might speak.

Sunny Days, Rainy Days

Contents

Sunny days	page 2
Windy days	page 6
Foggy days	page 8
Rainy days	page 10
Stormy days	page 12

Written by
Vicky Shipton





Th

a

n

k

y

ou