

Phonics and Early Reading



Trawden Forest Primary School

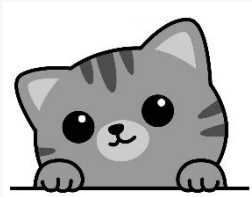
Polite Reminders

- **Snack time** – we offer a “rolling snack” which continues throughout the day. This is either fruit or vegetable. Children have the option to bring their own small, healthy snack to eat in the afternoon ideally one piece of fruit.
- **Label names** - Children need to bring in their own named water bottle and this is accessed at anytime throughout the day. Please make sure the bottles only contain water this is part of our ‘Healthy School’ promise. Please make sure all clothing and items are labelled especially PE clothing.
- **Practise** - please practise getting children dressed/undressed, putting on shoes independently, zipping up coats and putting outerwear on if possible.

Phonics terminology

A phoneme is the smallest unit of sound in a word

cat: /c/ /a/ /t/



A phoneme can also be more than one letter



chat: /ch/ /a/ /t/

night: /n/ /igh/ /t/



Phonics terminology

A grapheme is the letter or letters representing a phoneme

Examples:

t

a

ai

igh

digraph

trigraph

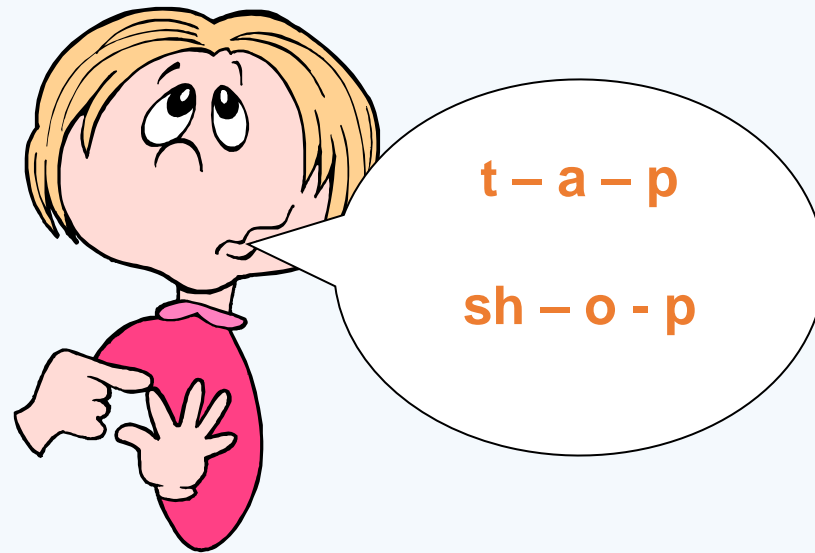


Pronunciation

Phonemes should be articulated clearly and precisely

lid: /l/ /i/ /d/

luhid: /luh/ /i/ /d/



Blending

This is how we teach phonics:

Children see a word, e.g. cat - they break it down into its individual letters (graphemes) and pronounce the corresponding sounds (phonemes) for each letter in turn:

/c/ /a/ /t/

Then they blend the separate phonemes together to form the word. This process is known as **blending**.



Segmenting

Children hear a word, e.g. “cat” and say it - they say the first phoneme /c/ and write the corresponding grapheme ‘c’ then say the word again and say the next phoneme /a/ and write the corresponding grapheme and so on. This process is known as **segmenting** and is followed by the children reading the word they have produced by sounding and blending.



Tricky Words

There are many words that **cannot** be blended or segmented because they are irregular or they contain sounds that have not yet been taught.

the

was

said


you

some



What does a Phonics lesson look like?

Revisit/review	Flashcards/quick review to practice phonemes learnt so far
Teach	Teach new phoneme
Practice	Play games to practise the new phoneme
Apply	Read or write using the new phoneme


 Bug Club Phonics

Unit 6 Phoneme /j/: Lesson

Guide

Come and listen, listen to me

abcdefghijklmnopqrstuvwxyz



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

Unit 6 Phoneme /j/: Lesson

Guide

Sounds

Reading

Spelling


Writing

Follow-up





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Phonics

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SoundsReadingSpellingWritingFollow-up

aa

aaa

Aa

jot

j o t

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

Unit 6 Phoneme /j/: Lesson

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SpellingWritingFollow-up

Words

Pictures

Hide

Undo

j

e

t

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



Bug Club

Decodable books

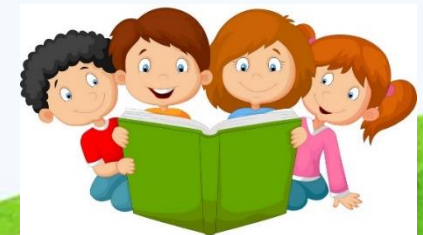
‘Decodable’ books and other texts make children feel successful from the very beginning.

The national curriculum says that pupils should be taught to: read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.



Reading

- The BugClub books in school and the BugClub eBooks online have been designed to support children as they gain in confidence and become fluent and automatic decoders and matching the phonics progression.
- The books do not contain any grapheme–phoneme correspondence until it has been taught, with the exception of a few common irregular (‘tricky’) words needed to make the text meaningful.
- Children should sound and blend unfamiliar words until they have sight recognition of them; they should not guess from context or use picture cues.



Bug Club demonstration



School code:
hkq7

Thank you so much for listening

Any questions?

