

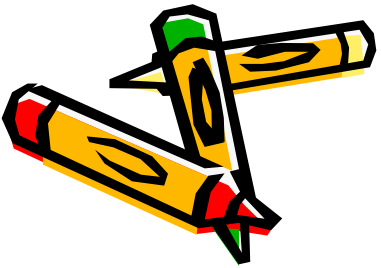
Chesham Bois CE School Phonics

Tuesday 28th September 2021



Aims

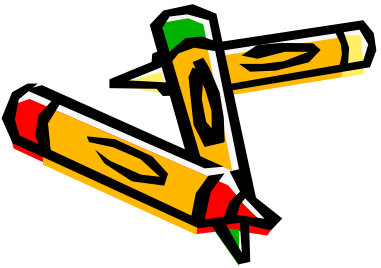
- To share how phonics is taught at Chesham Bois.
- To teach some basic phonics terms.
- To outline the different stages in phonic development within EYFS & Year 1.
- To develop parents' confidence in helping their children with phonics at home.



What is phonics?



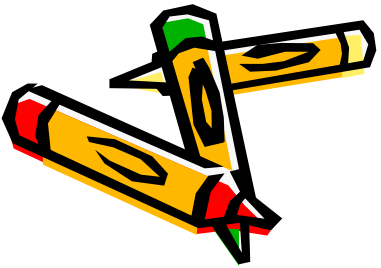
Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.



How is Phonics taught at CBS?

From Autumn 2 children will be following the scheme Little Wandle, which is closely aligned to Letters & Sounds, our current scheme.
https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/

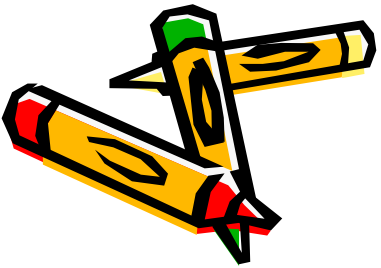
- Every day the children have 20 minute sessions of phonics.
- Fast paced approach
- Lessons encompass a range of activities.



Glossary:



- Phonemes: The smallest units of sound that are found within a word
- Grapheme: The spelling of the sound e.g. Th
- Diagraph: Two letters that make one sound when read
- Trigraphs: Three letters that make one sound
- CVC: Stands for consonant, vowel, consonant.
- Tricky words: Words that cannot easily be decoded.
- Segmenting is breaking up a word into its sounds.
- Blending : Putting the sounds together to read a word

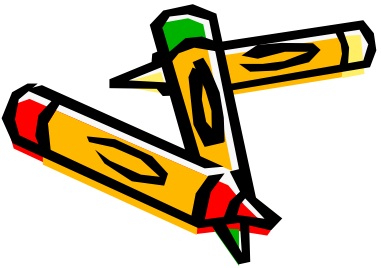


Blending

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

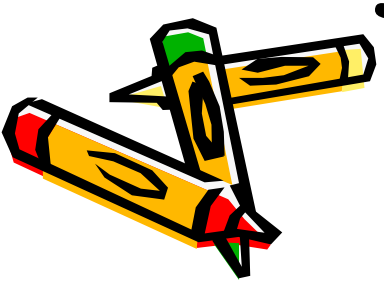


Segmenting

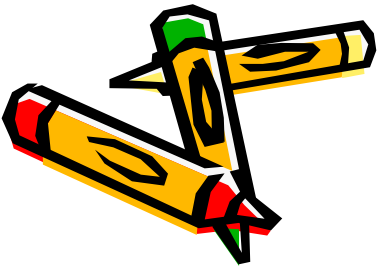
bed = /b/ /e/ /d/

tin= /t/ /i/ /n/

mug= /m/ /u/ /g/



What does Phonics look like in EYFS?



GPC's

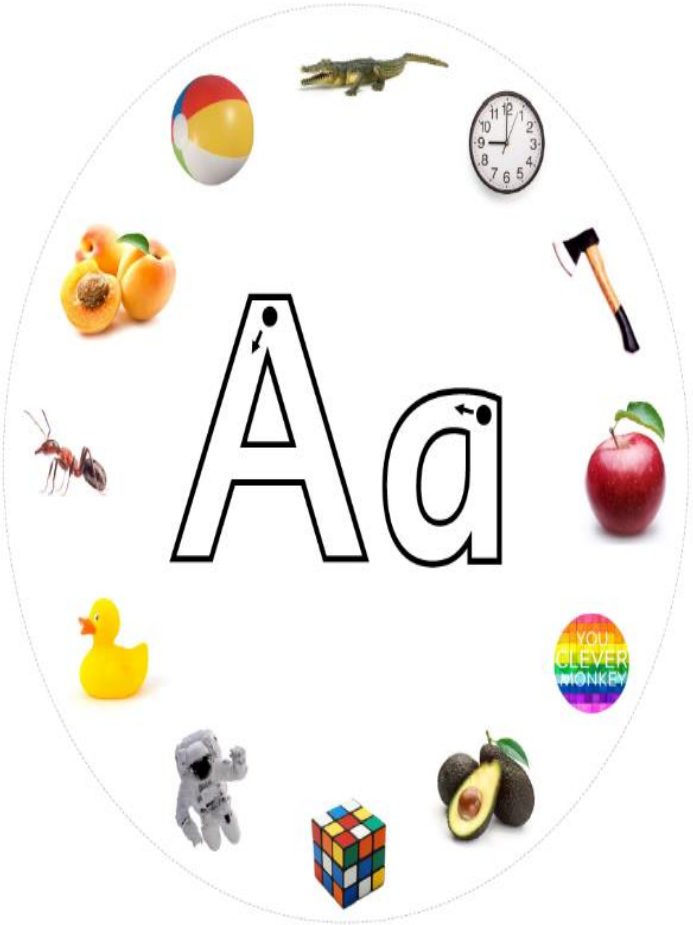
Diagraphs

Phase 2 - Page 48

Set 1 – **s a t p**	Words using set 1 GPCs – p.69	at sat pat tap sap [a as]				
Set 2 – **i n m d**	Words using sets 1 and 2 GPCs – p.69	**(+i)** it is sit sat pit tip pip sip	**(+n)** an in nip pan pin tin tan nap	**(+m)** am man mam mat map Pam Tim Sam	**(+d)** dad dad dim dip din did Sid and	
Set 3 – **g o c k**	Words using sets 1 - 3 GPCs – p.69	**(+g)** tag gag gig gap nag sag gas pig dig	**(+o)** got on not pot top dog pop God Mog	**(+c)** can cot cop cap cat cod	**(+k)** kid kit Kim Ken	
Set 4 – **ck e u r**	Words using sets 1 - 4 GPCs – p.69	**(+ck)** kick sock sack dock pick sick pack ticket pocket	**(+e)** get pet ten net pen peg met men neck	**(+u)** up mum run mug cup sun tuck mud sunset	**(+r)** rim rip ram rat rag rug rot rocket carrot	
Set 5 – **h b f ff l ll ss**	Words using sets 1 - 5 GPCs – p.70	**(+h)** had him his hot hut hop hum hit hat has hack hug	**(+b)** but big back bet bad bag bed bud beg bug bun bus Ben bat bit bucket beckon rabbit	**(+f and ff)** of if off fit fun fig fog puff huff cuff fan fat	**(+l and ll)** lap let leg lot lit bell fill doll tell sell Bill Nell dull laptop	**(+ss)** ass less hiss mass mess boss fuss pass kiss Tess fusspot

Initial sounds

- These are the sounds children hear at the beginning of a word
- When covering a new sound in phonics we will look at words that begin with that letter.
- Children can then make links between what the letter looks like, ɔw to read words with this sound in.



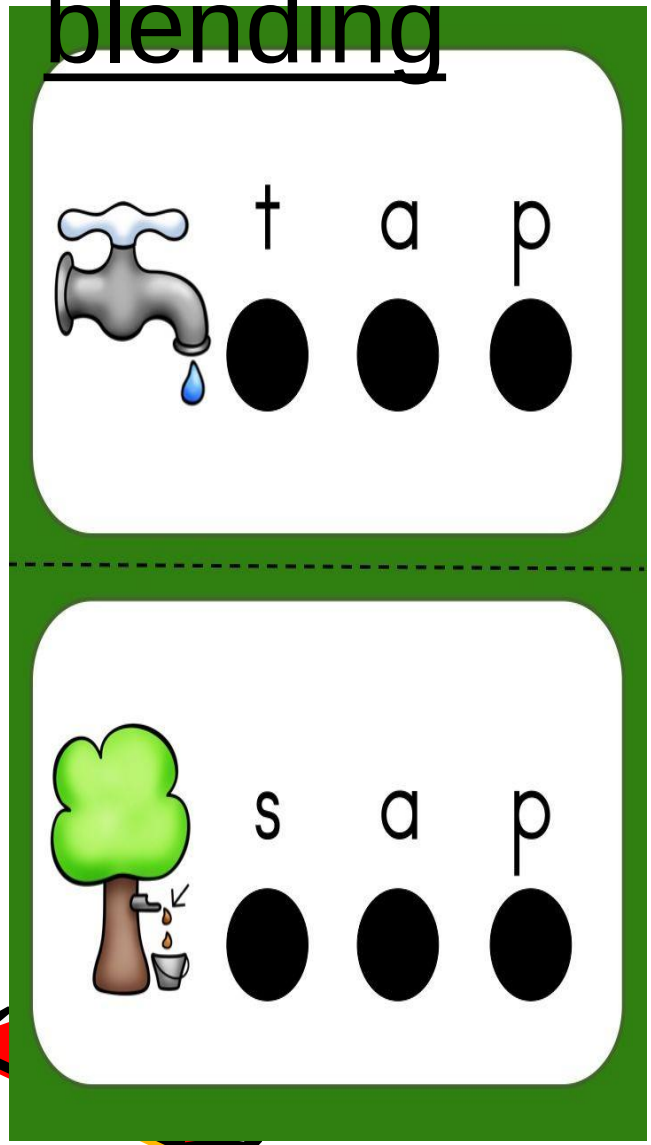
What can you see that starts with the letter ‘a’?

Say each word and see if you can hear what it starts with.

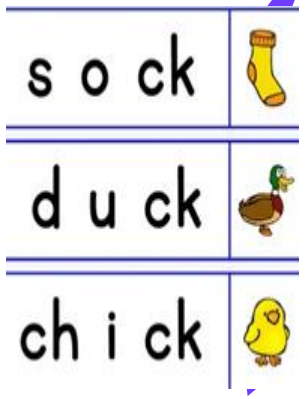
It is really important when modelling these sounds that they are pronounced correctly.
It is tempting to put a ‘uh’ on the end of words but pronouncing them wrong can hinder reading and writing progress.

Link for pronunciations:
https://www.youtube.com/watch?v=UCI2mu7URBc

Segmenting and blending

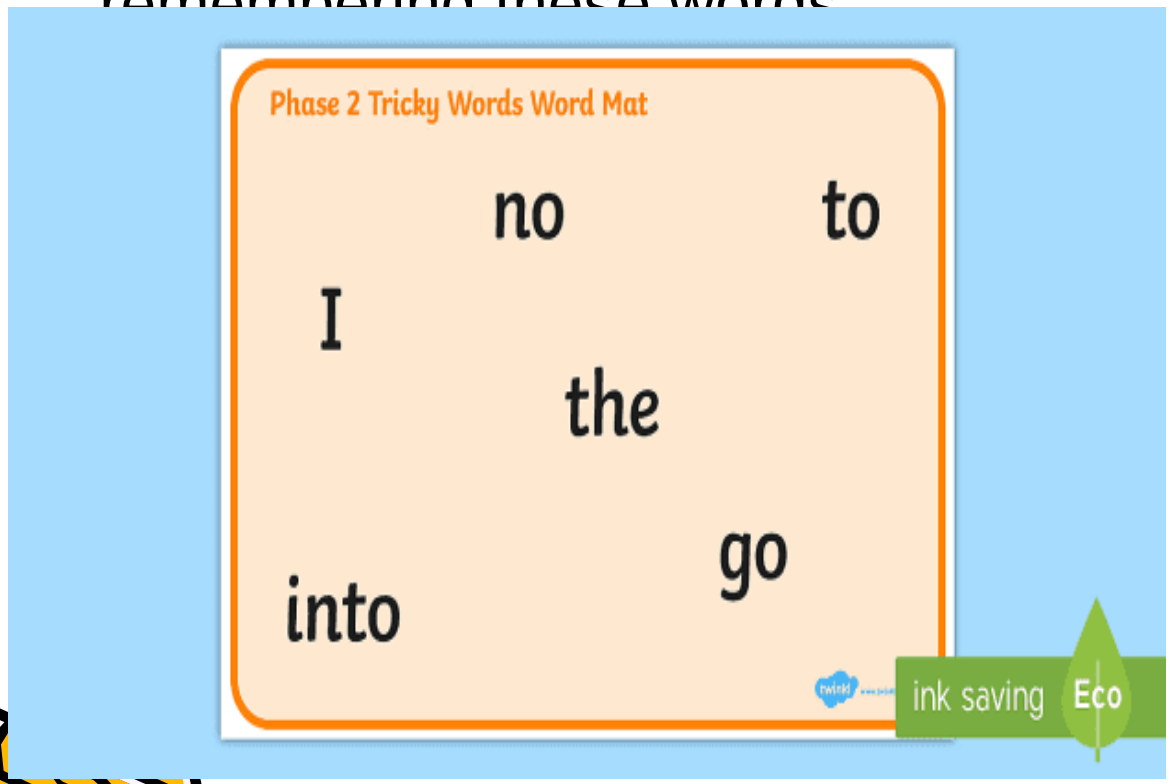


- We use sound buttons to break up words
- We hold the middle sound down to extend the word – this makes it easier for the children to hear
- In class children sound out the word on their arm and break it up like a robot.
- When we begin to learn diagraphs, these are



Tricky words

- These are words that cannot be sounded out.
- Children should learn these off by heart in their reading and their writing.
- Daily practice of these will support them in remembering these words.



Reading



Each book contains a adult teaching page at the front with questions to ask throughout your reading sessions.

Whilst following a phonics scheme, we deliver sounds in a set order. Alongside these, children will also learn tricky words. These are also in a set order.

We have recently bought a new reading scheme where books are grouped into sound sets that match what is being taught in class. Sound sets are clusters of sounds that we may learn each week. E.g. satpi (set 1)

You may feel as though the book your child is taking home is 'too easy' and they are reading the words well but continuous practice will build speed and fluency.

The books are designed to emphasise particular sounds that have been taught so that children are getting continuous practice of them. There will be no sounds in the book your child has not yet learnt. Knowledge of these sounds then becomes 'sticky' and children can begin to focus on comprehending the text.

If your child is not yet at the segmenting and blending stage please do not worry. This is normal development. Continue to practice the single sounds they have learnt and continually model segmenting and

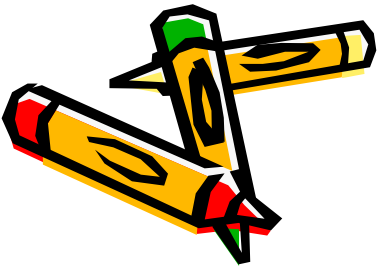
Development Matters

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.

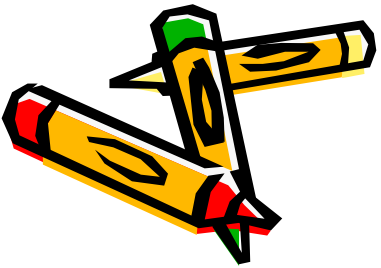
What phases are covered in EYFS?

Children typically start school being secure in phase 1 and ready to start phase 2.

Children will also cover phase 3 (digraphs & trigraphs) and 4 (no new sounds, *CVCC, CCVC, CCVCC*) in EYFS.

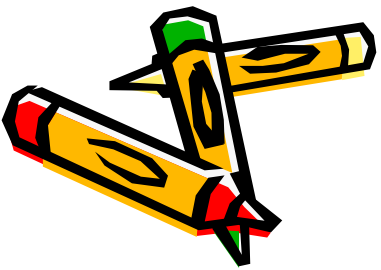


What does Phonics look like in Year 1?



When children enter Year 1, we typically expect them to be secure with their phase 2 and 3 sounds. We re-cap phase 4, which allows us to revisit these, ensuring that the children have a secure knowledge of the sounds and are able to blend and segment them within longer words.

After October half term, we will move onto phase 5, where the children will learn new graphemes, as well as alternative pronunciations of graphemes they already know.



Phase 5

- Teach new graphemes for reading

•ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,

a-e, e-e, i-e, o-e, u-e

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant, but/put, cow/blow, tie/field, eat/bread, farmer/her, hat/what, yes/by/very, chin/school/chef, out/shoulder/could/you.

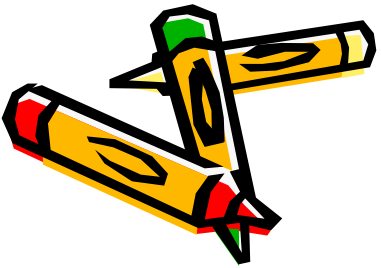
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Year 1 Phonics Screening Check



What is the phonics screening check?

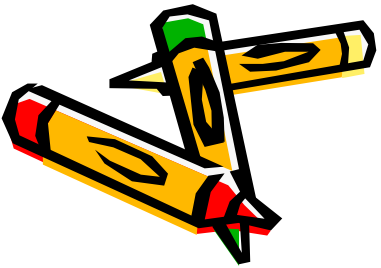
- The National phonics screening check is a statutory assessment that was introduced in 2012 to all Year 1 pupils and is a quick and easy check of your child's phonics knowledge.



What is the Phonics Screening Check?



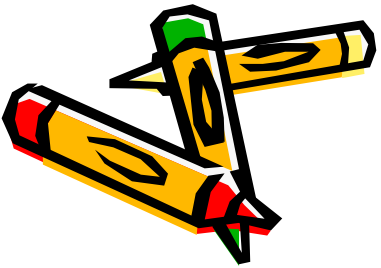
- It comprises of a list of 40 words and nonsense words. It will assess phonics skills and knowledge learnt through reception and year 1.
- Your child will read one-one with a teacher. It will be your child's current teacher so it is a familiar face. Your child will read up to 4 words per page and they will probably do the check in 10-15 minutes.
- They will be asked to 'sound out' a word and blend the sounds together. The check is very similar to tasks the children already complete during phonics lessons.



What are Nonsense words and why are they included?

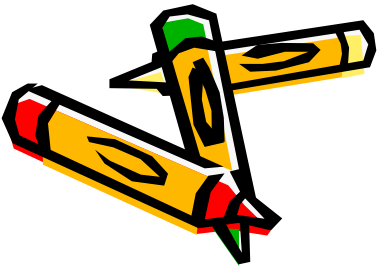


- These are words that are phonetically decodable but not actual words with an associated meaning e.g. brip, snorb.
- These words are included in the check specifically to assess whether you child can decode a word using phonic skills and not their memory. The nonsense words will be shown to your child with a picture of an alien. The children will be asked what the aliens name is by reading the word.



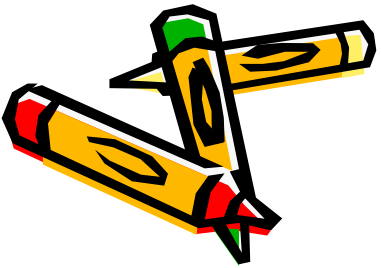
What happens if a child does not meet the expected level?

- The screening check will identify children who have phonic decoding skills below the level expected for the end of year 1 and who therefore need help.
- Schools are expected to provide extra help and children will then be able to re-take the assessment in year 2.



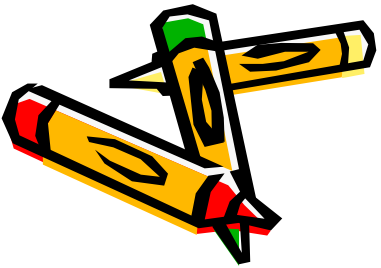
Reading books

- Thank-you for your engagement with our reading books.
- Reading books are handed out on a Monday and returned on a Friday.
- We are in the process of purchasing fully decodable books for your children to read. This is a lengthy and costly process, therefore we are currently sending 1 decodable book home and 1 from the whole school reading scheme.



The reasoning behind decodable books

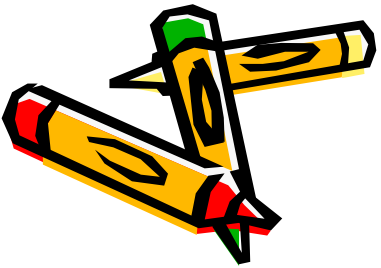
- The books are designed to emphasise particular sounds that have been taught the previous week so that children are getting continuous practice of them.
- There will be no sounds in the book that your child has not yet been taught. Knowledge of these sounds then becomes ‘sticky’ and children can begin to focus on comprehending the text.



How can you help at home?



- Encourage your child to segment and blend words when reading.
- Go on sound hunts when you are out and about.
- Read with your child on a daily basis.
- Read to your child i.e. bed time stories.
- Play games from websites such as phonics play.
- Supporting your child to segment when writing – giving writing a purpose.



Don't forget…

Learning to read should be fun for both children and parents.

