

# Learning to read with phonics

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2011

# The Rose Report & Curriculum Changes

- Independent review of early reading
  - 'high quality phonics work'.
  - “Synthetic phonics is the form of systematic phonic work that offers the vast majority of beginners the best route to becoming skilled readers” (Rose Review. 47)
- Changes to the National Curriculum
- 'Letters and Sounds'
- Discrete phonic lessons

# What is Synthetic Phonics?

- **“Synthetic”** is from the word synthesis meaning 'to blend'. Phonemes (the sound) associated with particular graphemes (the written symbol) are pronounced in isolation and blended together.

# Definitions

## A phoneme (sounds)

- Is the smallest identifiable unit of sound.
- You hear phonemes



## A grapheme

- These are the written letters that represent the phoneme
- You see graphemes



- a s t m r

# Definitions

## Blending

- Making the word  
e.g. c – u- t = cut  
sh- ee- p = sheep

Blending for reading

## Segmenting

- Breaking the word and  
e.g. pig = p – i – g  
stork = s – t – or – k

Segmenting for spelling

# Where it gets complicated!

- A grapheme can consist of 1, 2 or more letters  
(b, sh, igh) 2 letters = digraphs, 3 letters = trigraphs
- A phoneme can be represented in more than one way  
(c » cat, k » kennel, ck » kick)
- The same grapheme may represent more than one phoneme (e.g. e » me, met)
- Split digraph, (a-e » make, i-e » kite) huggy vowel

# Letters and Sounds

- Phase 1
- Phase 2 – begin to introduce the sounds

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

# Letters and Sounds continued

- Phase 3 – Knowing one grapheme for each of the 43 phonemes

Set 6 - j, v, w, x

Set 7 - y, z, zz, qu

ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh,  
oa, oo, ch, sh, th, ng

Phase 4 – Consolidation unit

Phase 5 – Usually commences in Year 1

# Tricky Words

- In addition to all this, each the week the children learn 'tricky' words (those that are not spelt phonetically).

some » sum

said » sed

love » luv

- The **key sight word** list has also changed. There are now 300 words to learn.  
(100 in Rec/Y1 and an additional 200 in year 2)

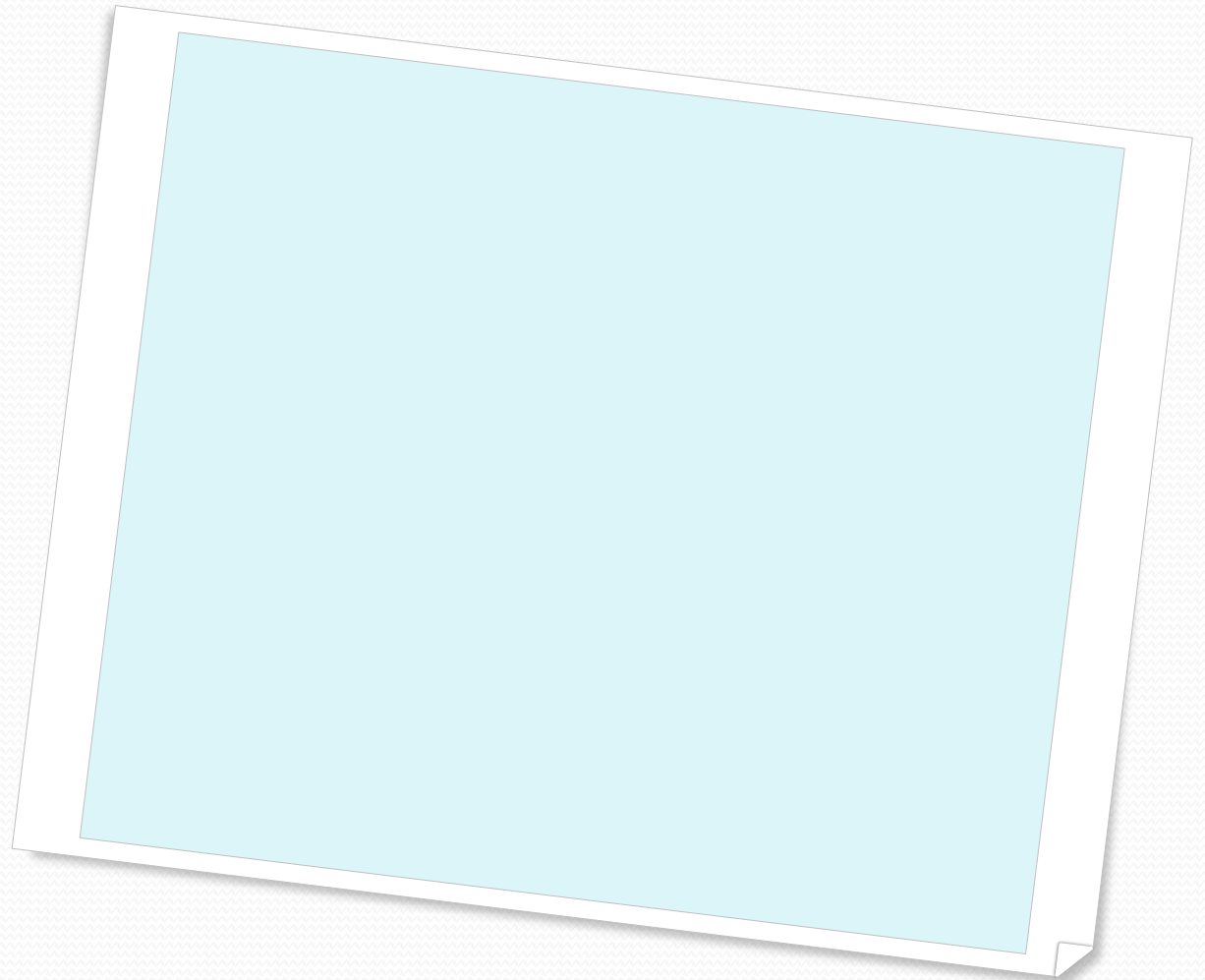
# How are the sounds taught?

- Jolly Phonics Story
  - Pictures
  - Grapheme
  - Action
  - Song
- model letter formation – air write
- Lot's of verbal blending & segmenting

# Learning the 's' sound

## Action:

Weave your  
hand like a  
snake, making  
an 's'  
shape, saying  
ssssss



# Blending & Segmenting

- s, a, t, p, i, n

e.g. at, in, an, sat, pat, pin, tin, tap

- Sound buttons

- Magnetic letters

# c not cuh

- It is vital that the children learn the ‘pure’ sounds – very careful not to add an “uh” at the end
- A vary quick recognition of the sounds is needed to be able to blend
- Sounds not letter names

# Points to remember

- Children are only asked to read words containing known phonemes

Eg,

taught ee sound

Wouldn't recognise ea in r-ea-d

Would write r-ee-d

# Word boxes & Reading Books

Word Box 1	Word Box 2	Word Box 3
it	pest	hip
tin	tap	pet
pat	pin	mat
nip	is	ran
sat	pit	dip
as	snap	ham
ant	in	map
tip	man	rat
pan	red	ink
sit	dip	rip

# Pencil Hold



Tripod grip  
'Froggy legs'  
movement



# 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

# Independent Writing

I went hors ried in  
that was fun.

# The BIG picture

- Systematic phonics teaching alongside a rich and varied language programme which includes daily opportunities to apply phonic learning through guided reading and writing.
- Lots of listening to stories, role-play, rhyming etc.

# What can I do at home?

**Regularly practise sounds.**

**Lots of verbal blending and segmenting games.**

**Word lists.**

**Encourage sounding out.**

**But most importantly.....**

**READ** to and with  
your child

**The children always work  
within the phase that is  
appropriate to their level  
of learning.**

**Remember – children  
learn at different rates**

**Thank you for coming,**  
**Any questions?**