

Phonics Morning

2022

What is phonics?

- ▶ Phonics is the foundation of the children being able to become successful readers and writers.
- ▶ The children need to be able to segment and blend different words to be able to read fluently and to be able to write in full sentences.
- ▶ Phonics feeds into all areas of the curriculum

Why are we changing from Letters and Sounds

- ▶ Government recommendation
- ▶ Letters and sounds - Not a full SSP
- ▶ SSP should include – planning, reading books, interventions, assessments etc
- ▶ This is why we have to make a change

One programme, one progression, one approach

Unlocking Letters and Sounds

New scheme – Full SSP (Systematic Synthetic Phonics) programme.

Includes: Phonics lessons, Assessments, interventions, reading scheme, guided reading lessons.



Why have we chosen this scheme?

Government Guidance – Not statutory

Lots of research

Support from county advisor

Discussions/networking with other schools

- Clear links to what we were doing previously
- Consistency for pupils and staff
- Provides us with a full SSP.



Fidelity and consistency

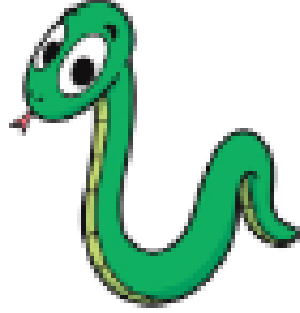
- ▶ Rigor and fidelity
- ▶ No mixing and matching from other scheme – Research shows this can be confusing for children
- ▶ Consistency across the school – feeding into KS2

Phonics Terminology

Concepts/ Terminology	Explanation
Phoneme	The smallest unit of sound in a word
Grapheme	A letter that represents a phoneme (written representation)
Grapheme-phoneme correspondence (GPC)	Matching a phoneme and a grapheme - Link between the two
Digraph	A phoneme that is represented by two letters (sh, ch, th)
Trigraph	A phoneme that is represented by 3 letters (igh, ear, air)
Split vowel digraph	A digraph that is separated by one or more consonants within a word (Eg - h o m e)

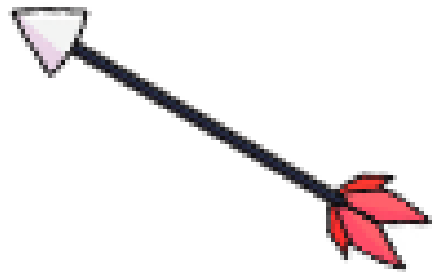
Now it's your turn...

S



Snake – Slithering snake action
with arm

a



Arrow – Firing an arrow

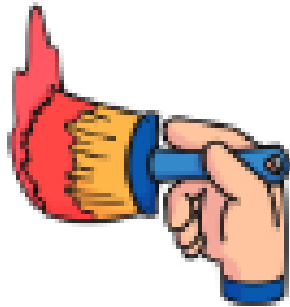
Now it's your turn...

t



Tap – Twisting a tap

p



Paint – Painting with a paintbrush

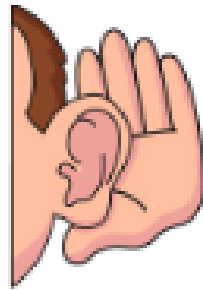
Now it's your turn...

ee



Feet – Point to feet

ear



Hear – Hand to ear as if listening

Pronunciation of phonemes

- ▶ Schwaring – Adding an uh to the end of a sound
- ▶ **As parents, make sure you are addressing schwaring!**
- ▶ Short pure sounds are needed.
- ▶ Need to be clear for blending.

How do we teach ULS phonics lessons?

Each lesson follows a 5 step teaching approach.

- ▶ Revisit
 - ▶ Teach
 - ▶ Practice
 - ▶ Apply
 - ▶ Revise
-
- ▶ Lessons are active, fast paced and progressive across Reception, Year 1 and Year 2.

Revisit

- ▶ Activate prior knowledge
- ▶ Singing alphabet song – Letter names (as appropriate) Songs are on online platform.
- ▶ Pacey recall of phonemes and CEWs (Common Exception Words)
- ▶ Grapheme recall (Phase 5 onwards - as appropriate)
- ▶ Blending or fluent reading with known GPC's (Grapheme Phoneme Correspondent)
- ▶ Spelling of CEW's (as appropriate)

Practice

- ▶ Using new learning
- ▶ Practice blending for reading
- ▶ Practice segmenting for spelling

Apply

- ▶ Consolidate key learning
- ▶ Address misconceptions
- ▶ Monitor progress

Revise

- ▶ Using new learning
- ▶ Write or/and read a caption or sentence using new learning and other fully decodable words
- ▶ Any suggested caption or sentence must be in line with current progression

Tracking progress

- ▶ Close monitoring of the new scheme
- ▶ Regular assessment points
- ▶ Interventions to support children with specific skills
- ▶ It takes time to move through phases – Be patient

Phonics Terminology

Concepts/ Terminology	Explanation
Blending	Saying individual phoneme and put together to make a word
Segmenting	Breaking words or parts of words into phonemes

Common Exception word (CEW)

<i>me</i>	<i>we</i>	<i>be</i>	<i>he</i>
<i>she</i>	<i>was</i>	<i>you</i>	<i>they</i>
<i>all</i>	<i>are</i>	<i>my</i>	<i>her</i>

Common exception words (CEW) are words that contain one or more irregular or unusual letter sequences, or phonemes that the children may not yet have been taught. It is important when teaching common exception words to highlight the parts of the word that the children have already been taught at that point.

Now it's your turn...

Let's have a go together as segmenting and blending these words.





























Frog

Ship

Night

Make

Resources:


Jj 	Vv 	Ww 	Xx 	Yy 	Zz 
zz 	qu 	ch 	sh 	th 	th 
ng 	ai 	ee 	igh 	oa 	oo 
oo 	ar 	or 	ur 	ow 	oi 
ear 	air 	ure 	er 		

Unlocking Letters & Sounds Sound Mat Phase 3 Copyright ©2022 Unlocking Letters and Sounds

me	we	be	he
she	was	you	they
all	are	my	her

Unlocking Letters & Sounds CTW Sound Mat Phase 3

ch



Unlocking Letters & Sounds Wall Frame Phase 3 Copyright ©2022 Unlocking Letters and Sounds

Reading Books:

As previously the children will be provided with a phonics reading book (alongside a colour book-band book which focuses more on reading for pleasure/sharing book).

This will be phonetically decodable.

It will be based on the children's phonics teaching and will allow consolidation of sounds previously taught.

These will be changed twice weekly.



How to support your children at home?

Read with them 5-10 minutes a day
Encourage them to point to the graphemes
Be patient
Practice common exception words

Read sharing books at home with your child. Model how to read and enjoy a range of text. Discuss vocabulary.
Support a love of reading!

