



International  
Schools  
Partnership

# Early Years Phonics and Reading



## Aims of the

- ❖ To give you a clear picture of how we approach the teaching of phonics in Early Years.
- ❖ To inform you how phonic skills and knowledge form a part of learning to read.
- ❖ To give you ideas of how to support your child at home with phonics and reading.





# Terminology !

- Phoneme - the smallest unit of sound e.g. 'a.'
- Grapheme - a written letter that makes a sound (sound symbol).
- Digraph - two letters that make one sound e.g. 'sh.'
- Trigraph - three letters that make one sound e.g. 'ear', 'air', 'igh.'

# Blending

- ❖ **Recognising** the letter sounds in a written word, for example c-u-p,
- ❖ and **merging** them in the order in which they are written to pronounce the word 'cup.'



# Segmenting

- ❖ **Identifying** the individual sounds in a spoken word (e.g. h-i-m)
- ❖ and writing down or manipulating letters for each sound to form the word 'him





# Tricky Words

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A word is 'tricky' if it has a letter-sound correspondence that is very unusual.

**your    people    Mr.    Mrs.**  
**some    should    because**  
**said    one    are**

or has not yet been taught e.g. like





# High Frequency Words

- A 'high-frequency' word is one that can be sounded out but occurs so frequently in books that in order to become fluent readers the children need to recognise them on sight.

**on at and will had**  
**in as that**



# Letters and Sounds

Nursery: Phase 1

Listening to noises:

Environmental

Instrumental

Speech sound discrimination

Making sounds with their own voices

# Letters and Sounds

## Nursery: Phase 1

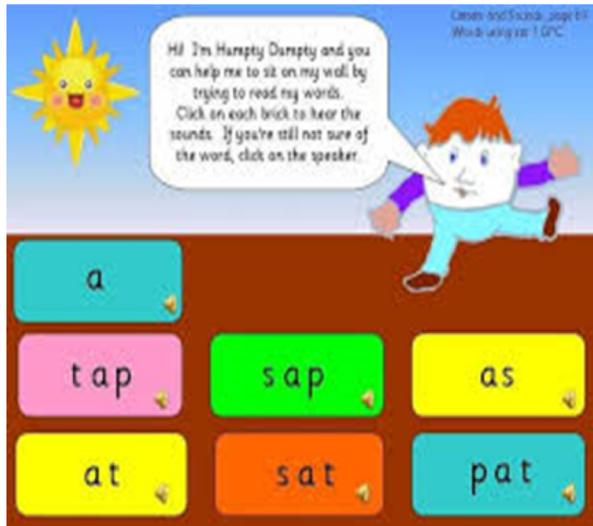
Teachers plan activities that will help children to listen attentively to sounds around them, such as the sounds of their toys and those in spoken language.

Teachers teach a wide range of nursery rhymes and songs.

They read good books to and with the children. This helps to increase the number of words they know (their vocabulary) and helps them talk confidently about books.

## Phase 2

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### Nursery & Reception

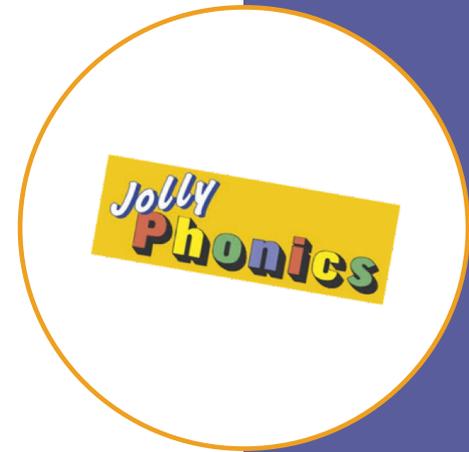
- Teaching **single sounds**
- Children are not taught alphabetically but in an order that will enable them to read successfully immediately.

s a t p i n

- How many words can you make with the 6 graphemes above?

# Saying the sounds

- Your child will be taught how to pronounce the sounds (phonemes) correctly to make blending easier.
- Sounds should be **sustained** where possible (e.g. sss, fff, mmm) and, where this is not possible, 'uh' sounds after consonants should be **reduced** as far as possible (e.g. try to avoid saying 'buh', 'cuh').
- **We use the Jolly Phonics stories and songs to teach actions and reinforce the sounds.**
- <http://jollylearning.co.uk/>
- **We follow the 'Letters and Sounds' order.**



## Phase 3

### Reception

- teach more **graphemes**, most of which are made of two letters (**digraphs**), for example, 'oa' as in boat.
- practise **blending and segmenting** a wider set of words, e.g. fizz, chip, sheep, light.
- learn all letter **names** and begin to form them correctly using the Read, Write Inc. formation rhymes
- read more **tricky words** and begin to spell some of them.
- read and write words in **phrases and sentences**.

## Phase 4

### Reception:

- Teach children to read and spell words containing **adjacent consonants** (clump, tent) and some simple **compound words** (windmill).
- Consolidates knowledge of letters and sounds.
- Introduces **adjacent consonants** (consonants that appear next to each other but spell different sounds).



## Phase 5

### Year 1:

- Children are taught to recognise and use **alternative** ways of pronouncing and spelling the graphemes already taught.

cake



train



play

## Phonics in the classroom...

- **Daily** whole class phonics input in which children:
- **Recap** the phonemes (or sounds) that they have been learning.
- Learn a **new** phoneme and tricky word.
- Learn to **write** the grapheme (also focusing on letter formation).
- **Apply** what they have learnt to a game, new word or a sentence.



# Phonics in the classroom...

Along with the daily phonics sessions children will be heard **reading** by their class teacher in a **guided group** each week.

Phonics is **reinforced** throughout the curriculum.

**Children** will be expected to use and **apply** their phonics every time they are reading and writing, and the **teachers** will **model** how to do this whenever they write.



# How to Help at Home...

What is **reading comprehension** and how can you help?

- **Talk** about the book: before reading, whilst reading, and after reading.
- **Predicting** - Anticipate what may happen next.
- **Clarifying** - Do they understand what they read?
- **Questioning** - Ask your child questions and let them formulate questions about the story.
- **Summarising** - Recall and arrange in order the important events in a text.





## How to Help at Home...

- **Patience!** Wait while they work the words out.
- Help them **sound out** the words and **point to** the words.
- Make learning their words **fun** – salt trays, magnetic letters, playdough etc.
- **Play** segmenting and blending games.
- **Read** to your child **daily** – it should be **fun!**





## How to Help at Home...

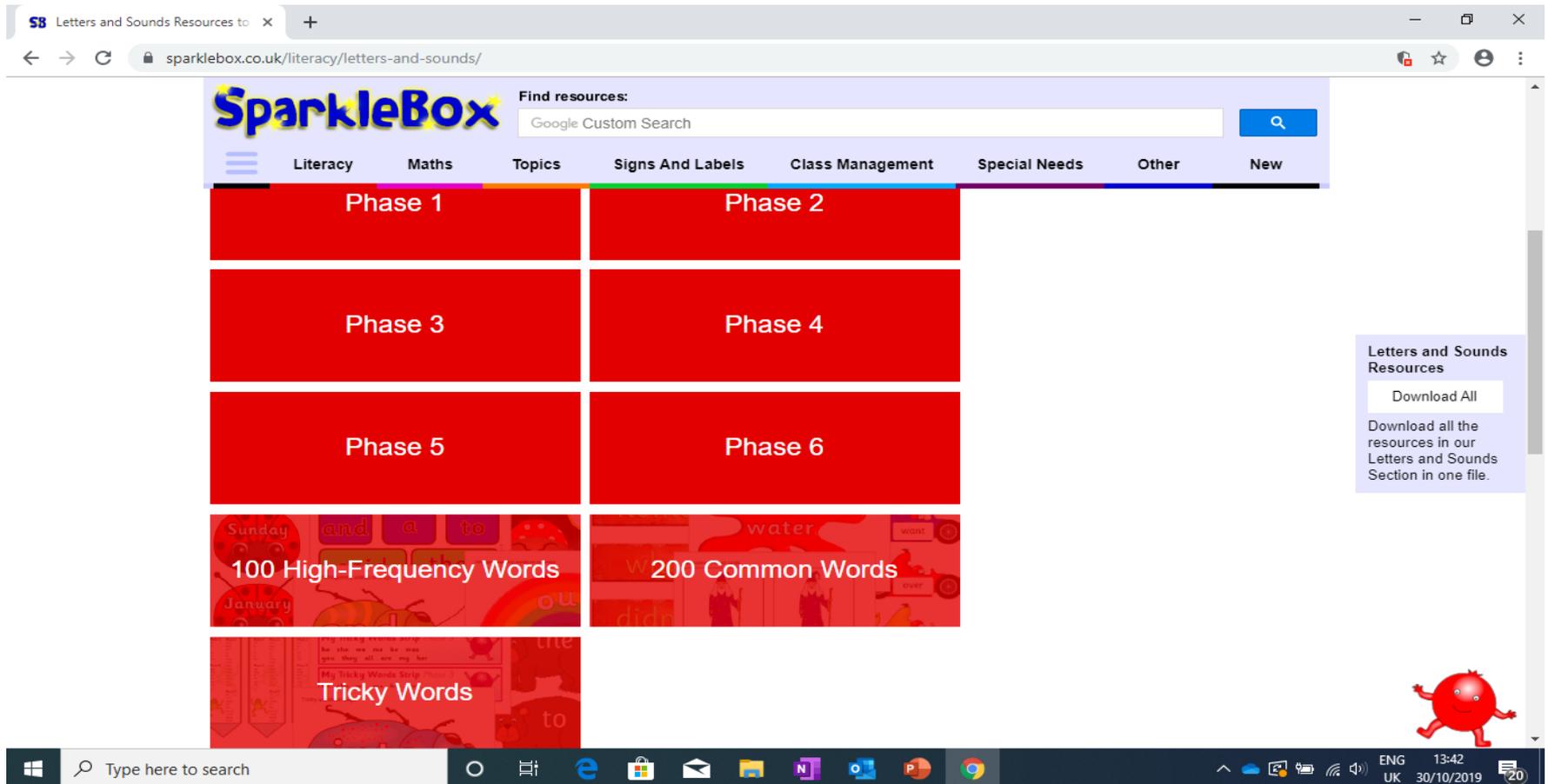
- Please **sign** your child's reading diary and comment on his progress.
- The teacher might also comment, but it might not be every day.
- Ensure his\her **folder** is at school everyday.
- All children start at different levels and will learn at different rates but **your interest** in their progress is pivotal to their motivation.





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# Letters and Sounds



The screenshot shows a web browser window with the URL `sparklebox.co.uk/literacy/letters-and-sounds/`. The page features the SparkleBox logo and a search bar. A navigation menu includes categories like Literacy, Maths, Topics, Signs And Labels, Class Management, Special Needs, Other, and New. The main content area is a grid of red buttons for Phase 1 through Phase 6, and three larger resource cards: '100 High-Frequency Words', '200 Common Words', and 'Tricky Words'. A sidebar on the right offers a 'Download All' button and a description of the resources. The Windows taskbar at the bottom shows the time as 13:42 on 30/10/2019.

Letters and Sounds Resources

Download All

Download all the resources in our Letters and Sounds Section in one file.





# Goal

Our goal is not to only teach the children how to read, but above all **to love reading!**

Question Time

Thank you for listening!

