

Phonics Meeting

Romanby School - 2020



**The more that you read,
the more things you will know.**

**The more that you learn,
the more places you'll go.**

-Dr. Seuss

Children need to learn to read, before they can read to learn.

At Romanby we use a systematic phonics programme called 'Letters and Sounds' (DfES).

Alongside this programme, we use the 'Jolly Phonics' actions, stories and songs.

We have a daily phonics session of approximately 20 minutes.



At Romanby we...

- ▶ Start by sending home books with no words and character names/pictures.
- ▶ When children begin to read CVC words e.g. dog, we start sending home books with words. Children then work through our school scheme at their own pace. We will not send books with words until we are confident your child can blend sounds to hear a word.
- ▶ We also send home Letters and Sounds books, containing the sounds we have covered during the week. It is **REALLY IMPORTANT** that you practise every day - it only needs to be a quick 5 minutes! The teaching pace is fast; regular practise will ensure your child has the best possible chance of learning all of the sounds and becoming a confident reader.
- ▶ Your child also has a little plastic wallet with letter cards in. Please use these to word build and also to segment and blend (or you can use magnetic letters).

Phonics Terminology

- ▶ **Phoneme** - is a sound you can hear. There are approximately 44 phonemes in the English language. Phonemes are put together to make words.
- ▶ **Grapheme** - is a phoneme when it is written down. Graphemes can be made up of one letter 'a', two letters 'sh' (**digraph**) or i-e (**split digraph**), three letters 'igh' (**trigraph**).
- ▶ **Blending** - is reading a word by putting the sounds together. *I see the word cat, I recognise the grapheme-phoneme correspondence c-a-t and I can blend the phonemes and hear that the word says cat.*
- ▶ **Segmenting** - is the skill needed to write a word, hearing all the phonemes in a word. *I want to write cat/find the letters to spell cat, and I can segment the word and hear I need the graphemes c-a-t. We use phoneme fingers to do this!*
- ▶ **Sound buttons** - we add these to words, to help the children with segmenting to read.
- ▶ We then 'push' the buttons and say the sounds in sequence, then blend them together.
- ▶ **Robot Talk** - we use this to help us to blend phonemes together to hear a word.

'Letter and Sounds' - Order:

Phase One is covered during nursery and we revisit it in the first two weeks of school

Phase Two, Three and Four are covered during Reception

Phase Four is revisited at the beginning of Year One and Phase Five is covered

From Year 2-6 the children follow the a spelling programme called 'No-Nonsense'.

Phase Two

- ▶ 1. s a t p
- ▶ 2. i n m d
- ▶ 3. g o c k
- ▶ 4. c k e u r
- ▶ 5. h b f f f l l s s

Phase Three

- ▶ 6. j v w x
- ▶ 7. y z z z q u

Then digraphs and trigraphs:
ch, sh, th, ng, ai, ee, igh, oa, oo, ar,
or, ur, ow, oi, ear, air, ure, er

Phase Four

- ▶ No new graphemes
- ▶ Consolidation of knowledge
- ▶ Read and spell words with adjacent consonants e.g. trap
- ▶ Polysyllabic words
- ▶ 14 new 'tricky' words



Year One - Phase Five

- The same phoneme can be represented in more than one way. At the end of Reception and into Year One, the children learn alternative graphemes and split digraphs. Some of the children will reach this phase for reading.

rain say cae

light tie time sky

cat kennel choir

- Some graphemes also have alternative pronunciations.

c - cat and cent

g - get and giant

ow - ow and ow

- ▶ It is important that each phoneme is pronounced clearly and without an 'uh' on the end. E.g. S is ssss not suh. We call these the pure sounds.
- ▶ Mr Thorne has lots of videos on YouTube to help with pronunciation.

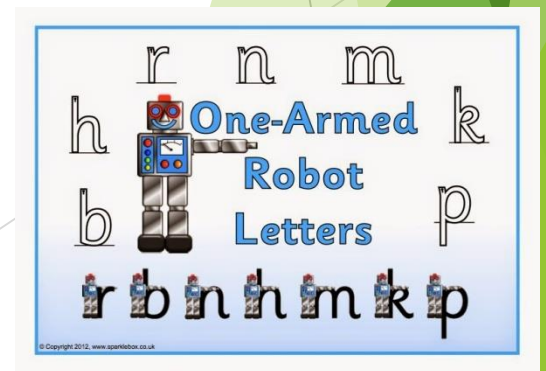
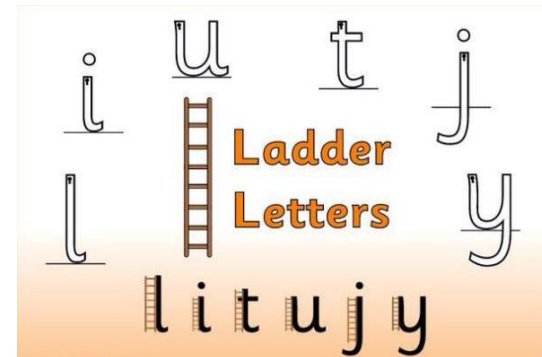
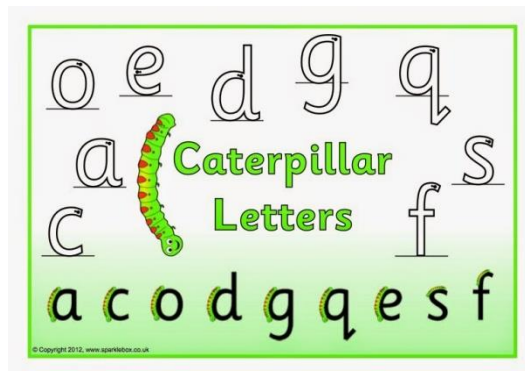


<https://www.bing.com/videos/search?q=mr+thorne+does+phonics+pure+sound&&view=detail&mid=5B7EF78A04C5BD0E42E85B7EF78A04C5BD0E42E8&&FORM=VRDGAR>

- ▶ We teach the children the sound each alphabet letter makes. Alongside this we teach them the name of each letter.

Letter Formation

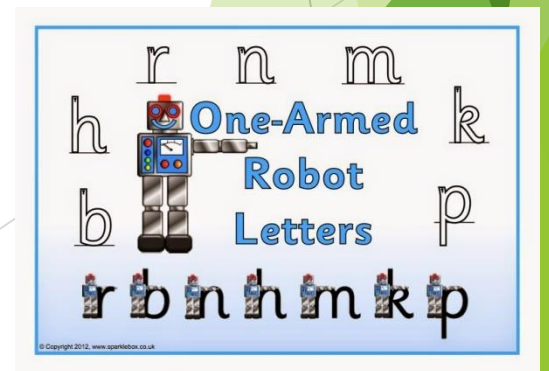
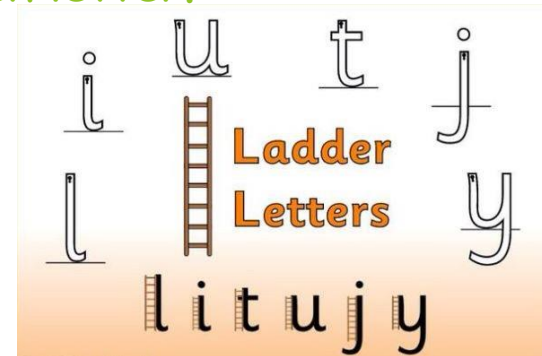
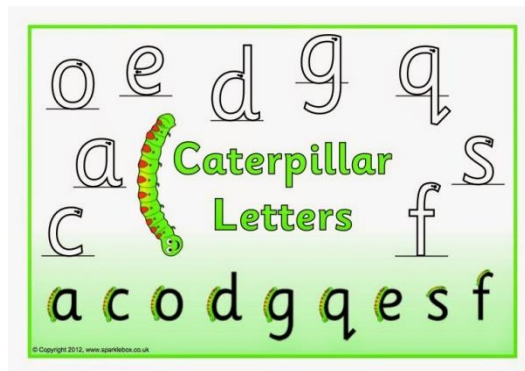
- ▶ We also teach the correct formation of each letter shape alongside the sound. Your child will be taught how to write using a pre-cursive handwriting style.
- ▶ EVERY letter starts from the line with a wave, we say a quiet 'whoosh' as we do this. All the letters end with a 'flick' apart from x and z.
- ▶ We then focus on the type of letter that it is and its formation i.e. curly caterpillar, one-armed robot, zig-zag monster, long ladder.
- ▶ If you think your child is ready to practise some letter formation at home, the best way is using large movements with 'magic' finger. You can do this in the air, on the carpet, in shaving foam, flour, icing sugar, or sand. This is how we practise at school.
- ▶ Please don't worry too much about this at the moment. We will send some little jobs in the Superstar books with more information for you.



Pre-cursive writing looks like this...



We have also emailed a PowerPoint that shows you how to do the correct formation for each letter.



Tricky Words

- ▶ These are words that don't sound out, 'look and say' words.
- ▶ The children just need to know how to read these words.
- ▶ We teach tricky words as we work through the phases.
- ▶ We teach them with an action to help the children remember them.
- ▶ These words will come home in a little plastic wallets as we teach them.
- ▶ To start with the children need to be able to read these words but they then learn to spell them too.



Phase Two:

the, no, to,
go, into, I

Phase Three:

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

Phase Four:

said, so, have, like,
some, come, were,
there, little, one, do,
when, out, what

Phase Five:

oh, their, people,
Mr, Mrs, looked,
called, asked, could

What happens at Romanby:

- ▶ We have a 20 minute phonics session everyday, from 9.20am-9.40am.
- ▶ We listen to the children read at least once a week.
- ▶ We share a story every afternoon.
- ▶ The children have access to reading, writing and phonics based activities in the classroom all of the time.
- ▶ We make learning as multisensory and active as possible, as we know this is how children learn best.

What can you do to support your child at home?

- ▶ Read at home with your child. Little and often is best. Talk about the pictures, how the characters are feeling, make predictions etc.
- ▶ Practise the sounds your child brings home in their Letters and Sounds book. Learn the action together and say the alphabet name alongside the sound it makes.
- ▶ Practise the tricky words in your child's plastic wallet.
- ▶ Word build and segment words using the letter cards or magnetic letters.
- ▶ In the car, play games. I can see a sh-ee-p. What can I see? Play 'I Spy' and rhyme words together. What rhymes with bat?
- ▶ Play snap/bingo with tricky words.
- ▶ Continue reading to your child, so they can hear and discuss a wide range of books. They are never too old for a bedtime story!
- ▶ Please make sure your child has their reading folder in school every day. Inside the folder they should have their Reading Record, reading book, tricky word cards, letter cards and Letters and Sounds book.
- ▶ If you would like to pop in and watch one of our phonics sessions please let your child's class teacher know.

Useful websites:

- ▶ <https://www.phonicsplay.co.uk/freeIndex.htm>
- ▶ https://www.youtube.com/channel/UCP_FbjYUP_UtIdV2K_-niWw
- ▶ <https://www.bbc.co.uk/iplayer/episodes/b01cz0p1/alphablocks>
- ▶ <https://www.phonicsbloom.com/>
- ▶ <https://www.topmarks.co.uk/>
- ▶ <https://www.teachyourmonstertoread.com/teachers-area/classroom-toolkit/phonics-songs>
- ▶ http://www.ictgames.com/phonemePopLS_v2.html

This PowerPoint will be available to view on the school website along with the letter formation PowerPoint.

Any questions please come and ask your child's class teacher or email the school office.