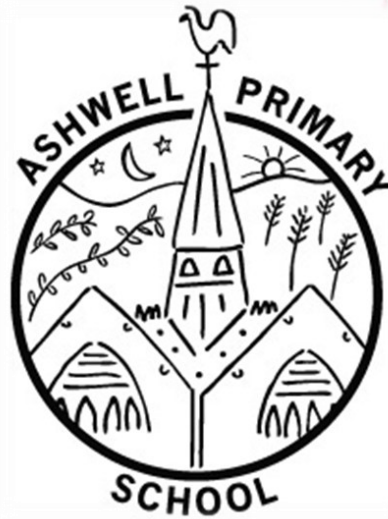


# Welcome!



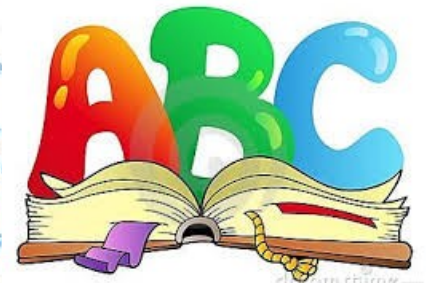
**An introduction to  
PHONICS  
and the teaching of  
READING**

# What is synthetic phonics?

- *The DfE require schools to use a synthetic phonics scheme to teach children to read and write.*
- Synthetic phonics is a method of teaching where words are broken up into the smallest units of sound (phonemes). Children learn to make connections between the letters of written texts (graphemes, or letter symbols) and the sounds of spoken language. Synthetic phonics also teaches children how to identify all the phonemes in a word and match them to a letter in order to be able to spell correctly.

# What does Phonics consist of?

- Identifying sounds in spoken words
- Recognising the common spellings in each phonemes
- Segmenting words into phonemes for spelling e.g duck = d-u-ck
- Blending phonemes into words for reading e.g sh-i-p = ship



# Phonics Terminology

- Phoneme – a sound as it is said
- Grapheme – a sound that is written
- Digraph – two letters that work together to make the same sound (ee/oo/ar)
- Trigraph – Three letters that work together to make the same sound (air/igh/ear)
- Split Digraph – Two letters that work together to make the same sound, separated by another letter (a\_e / e\_e / u\_e)

# Phonics at Ashwell

- At Ashwell, **Twinkl** is our chosen SSP teaching programme.



# Keeping our own elements...

Although following Twinkl's SSP, we have kept some of our own original teaching elements that we had in place at Ashwell.

These are:

- Jolly Phonics Actions and Songs – although Twinkl have their own, Pupils at Ashwell know the Jolly Phonics actions/songs and these are much more 'sticky' for the children to remember.
- The oral blending (robot) approach - this was newly introduced a couple of years ago and we have kept this element and use daily in our teaching practise (even in KS2 Spelling lessons) as it allows the children to learn the 'teach and practise' elements.



Say



Warm up



Stretch



Robot  
talk



Count  
the  
sounds



Blending  
hands

# Phonic Phases

- Phonics is taught in phases from 1 – 6. These are taught in:

## Nursery:

Phase 1 - (7 different aspects)

## Reception:

Phase 2 / Phase 3 / Phase 4

## Year 1:

Short recap of previous phases (3 & 4)

Phase 5

## Year 2:

Short recap of previous phase (5)

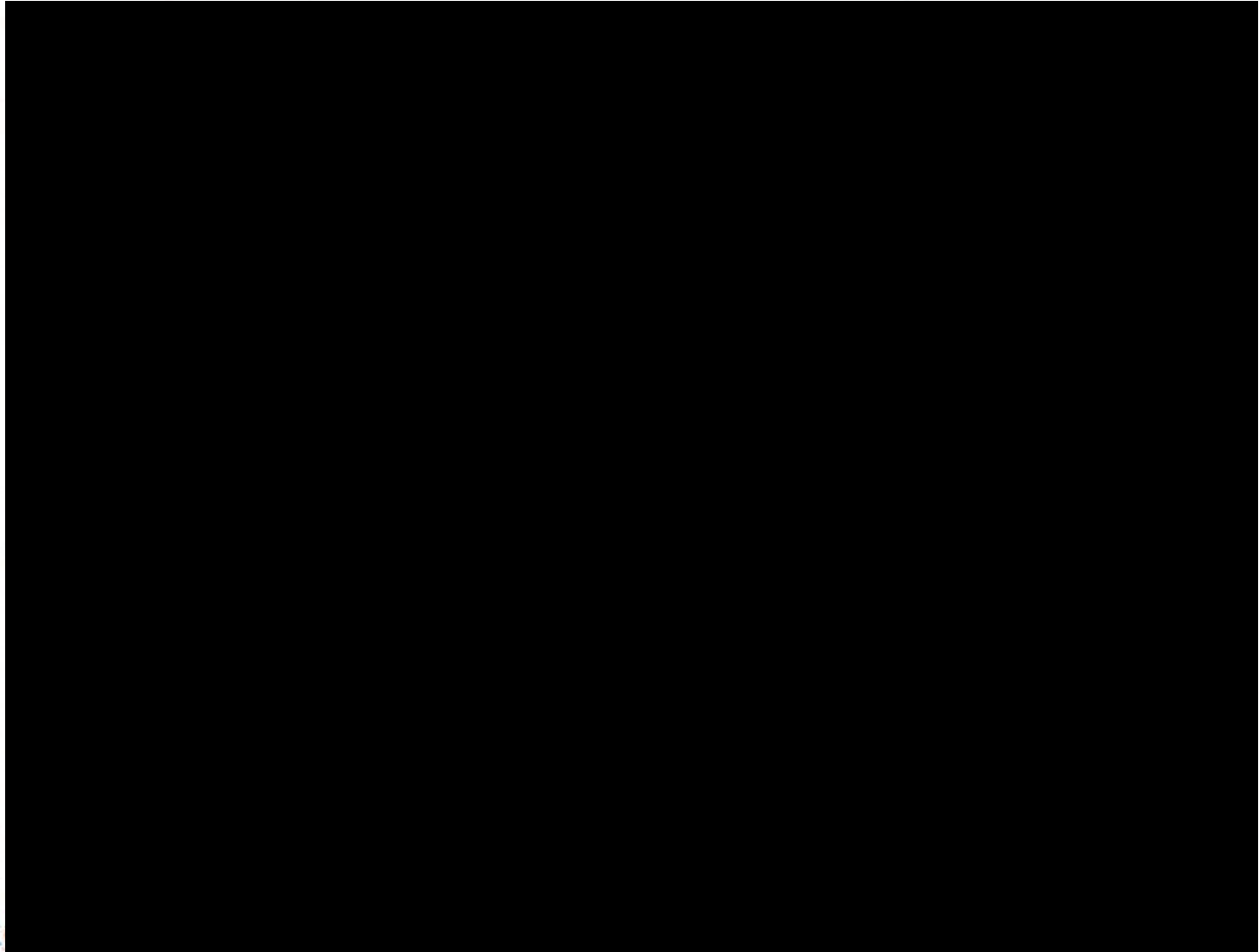
Phase 6

# Pronunciation is vital

We must be ensuring that we are pronouncing the sounds correctly.

- We cannot be adding extra sounds (er) on the end!
- This can become a misconception for children and they start hearing sounds that are not there, especially when using their phonics knowledge for spellings in writing.

# Articulation of Phonics



# Tricky Words / Common Exception Words

## Tricky Words:

Tricky words are those that cannot be sounded out and are not decodable. (see handout)

(EYFS will learn tricky words from phase 2, phase 3 and phase 4. Year 1 will recap these as some are Year 1 CEW also.)

## Common Exception Words:

Common exception words are everyday words that break the phonic rules.

Some for each year group (see handouts)

Year 1 & 2 CEW (Year 1 CEW have links between these and tricky words.)

# Resources

## We will provide resource packs that include:

- Definitions (also shared in this presentation)
- Sound Mats (phases 1 - 6)
- Tricky words and Common Exception Words
- *All resources will be emailed out after this presentation in a bid to reduce the amount of printing!*

# Reading

# Reading

- There is now a huge expectation and importance placed on the teaching of reading through **FULLY DECODABLE** reading books that are pitched at the correct level. (This means the children have covered the sounds in phonics lessons prior to reading a book with the sounds in it.)
- Your child's reading books that come home will therefore be matched closely to your child's ability and phonetic sound knowledge.
- Your child's guided reading book will be sent home as a reading book the following week to develop reading fluency.

Please remember that staff only change children's books once per week. This is intentional as good practise suggests that children read and re-read texts to explore and discuss them in depth. Children are required to read a breadth of books within a coloured book band with 100% fluency before moving onto the next level. We ask that you trust staff and their professional judgement with this. We also encourage books to be re-read to build up fluency in line with the National Curriculum which states children should:

- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (Y1)
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2)
- re-read these books to build up their fluency and confidence in word reading (Y1 & 2)

# Fully decodable books you will see come home:

Within our Oxford Owl Reading Scheme, the following series consists of fully decodable books and supports a systematic phonics approach to the teaching of reading:

- Word Sparks
- Traditional Tales
- Project X Phonics
- Project X Alien Adventures
- Hero Academy
- Rhino Readers (Twinkl)

# Your part...




Reading books that come home will need you to read some pages / introduce characters / support with tricky or common exception words that cannot be sounded out.

Examples seen in next slides...

# Project X Books

## How to use this book

This book is designed for an adult and child or group of children to share.

- 1 READ**  The adult reads the text. This is set in a panel on the left or at the top of the page. Then the child reads the text and speech bubbles on the main page.
- 2 TALK**  Talk about the book. This helps develop an enjoyment of reading and helps broaden understanding and comprehension. There are prompts and questions to help you.
- 3 ACTIVITY**  Once you have read the book, read it again using the activities to help your child practise specific reading and language skills.

★ See the inside back cover for more advice.



**READ**

Ant found some leaves at the top of the slope.

"These will make good sledges," he said, climbing on a leaf.

Ant's sledge whizzed down the hill. He swerved round a rock but then lost control.

"I can't stop!" he yelled. "I'm heading for the pit!"

He jumped from the sledge just in time, but his glasses fell off and fell into the pit.

**TALK**

- Ask children why leaves would make good sledges.

**ACTIVITY**

- Point to the word *avoid* and ask children to sound-talk it (i.e. *avoid* becomes a-v-oi-d). Ask children to point to the two letters that make the /oi/ sound.
- Point to the word *near* and ask children to sound-talk it (i.e. *near* becomes n-ear). Ask children to point to the three letters that make the /ear/ sound.

Ant sped down the hill. He had to avoid a big rock. He fell off near the top of the pit.

Help!  
My specs!

thud!

# Hero Academy Books

## Before reading

### Book talk

- Talk about the title of the book and the information on the back cover.
- Read pages 2 and 3 with your child. Make sure your child understands what the word *sneaking* means.
- Browse quickly through the rest of the book. Ask children what they think will happen to the characters in this story.
- Why was Axel the only pupil not-tidying up?



### Developing vocabulary

In order for children to develop their understanding, it's important that they regularly learn new words. Your child should be able to read most of the words in this story fluently and be confident in using their phonic skills to sound out and blend unfamiliar words. Some words in this story will be challenging, even for the most able reader. Encourage your child to read these words by saying and blending the letter sounds as much as they can, then help them with the tricky part or simply read the word to them. Check to see if your child can read and understand the following words before reading:

gloop slunk smug frenzy serum

### During reading

- Encourage your child to read independently and at their own pace, to promote fluency. Remind them to use lots of expression, particularly when the characters are speaking.
- If your child gets stuck on a particular word, help them to break it up into syllables before blending the whole word together, e.g. lawn-mow-er makes lawnmower.
- If they are still struggling, then read the word out to them. This will help your child move on quickly with the story.
- Discuss any unfamiliar words to ensure your child understands their meaning.

## In this story ...

Axel  
(Invisiboy)



Axel has the power to turn invisible! This is very useful for sneaking up on baddies. It's also handy when playing hide-and-seek with his friends!

Pip  
(Boost)



Magnus  
(caretaker)



Slink  
(Combat Cat)



# Rhino Reader Books

Before Reading



Say the sounds.

If your child needs help, point to the picture and read the word to them.

j



jet

x



box

ai



snail

ee



cheese

oo



moon

ar



star

oi



coin

oa



boat

oo



book

ear



ear

Read the focus words.

The dots show one sound made by one letter. The dashes show one sound made by more than one letter.

deep

road

hard

Toot

Cain

near

Read the tricky words.

Parts of these words cannot be sounded out at this level. Read the word to your child if they need help.

she

here

they

all

# Rhino Reader Books

Tricky word in  
pink – not able to  
be sounded out



**Remember to encourage a  
love of reading for  
pleasure!!**

***Any Questions?***