



PHONICS INFORMATION MEETING

Tuesday 17th April

A PHONICS LESSON

- Sequence of teaching:

Revisit and review



Teach



Practise reading and writing words using the new learning.



Apply by reading or writing sentences.



PHASE 1

The activities in Phase 1 are based upon children hearing and making sounds. They are used to teach children the important skills of Oral blending and segmenting. Children also need opportunities to explore sounds.

Areas covered include:
Environmental Sounds
Instrumental Sounds
Body Percussion
Rhythm and Rhyme
Alliteration
Voice Sounds
Oral blending
Oral Segmenting



PHASE 2

Grapheme / Phoneme Correspondences are taught for:

s a t p i n m d g o
c k ck e u r h b f
ff l, ll ss

Sight words
the, to, I, no, go, into

Moves children on from oral blending and segmenting to blending words using the letter shapes (graphemes) and their sounds (phonemes) and segmenting words to spell them using magnetic letters or by writing the letters on whiteboards, on the floor, with a stick in mud etc.

Children will also learn to read two-syllable words e.g. sunset and begin to read simple sentences and captions.



PHASE 2 ASSESSMENT

- By the end of phase 2 children should:
- Give the sound when shown any phase 2 letter, securing first the starter letters s, a, t, p, i, n.
- Find any phase 2 letter, from a display, when given the sound.
- Be able to orally blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and silly words such as ip, ug and ock.
- Be able to read the five tricky words **the, to, I, no, go.**



PHASE 3

Children are taught the Grapheme /
Phoneme correspondences for:

j v w x y z zz qu
ch sh th ee oo ng oa ar ai
ow er or oi ur igh ear air ure

Long Vowel Digraphs - 2 letters 1 sound.

Trigraphs - 3 letters 1 sound.

Letter names are also introduced during this Phase.

Graphemes included in words such as:

chip, shop, thin/then, feet, boot/look, ring, boat, farm,
rain, cow, power, for, coin, hurt, night, dear, fair, pure.

Tricky words

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



PHASE 3 ASSESSMENT

- By the end of phase 3 children should:
- Give the sound when shown all or most of phase 2 and 3 graphemes.
- Find all or most of phase 2 and 3 graphemes, from a display, when given the sound.
- Be able to blend and read CVC words (single-syllable consisting of phase 2 and 3 graphemes)
- Be able to segment and make a phonetically plausible attempt at spelling CVC words.
- Be able to read the tricky words **he, she, we, me, be, was, my, you, her, they, all, are.**
- Be able to spell the tricky words **the, to, I, no, go**
- Write each letter correctly when following a model.



PHASE 4

Tricky words
Said, like, do, come, there,
one, out, have, so, some,
were, little, when, what

Still being able to:

- Give the sound when shown any phase 2 and 3 grapheme.
- Find any phase 2 and 3 grapheme from a display when given the sound.

Learning to:

- Be able to blend to read / segment to spell words containing adjacent consonants.
- Write each letter correctly.
- Read and spell polysyllabic words: farmyard, lunchbox, hospital, hippopotamus etc.

| CVCC | CCVC | CCVCC | CCCVC | CCCVCC |
|--------------|--------------|----------------|-------|--------|
| went gulp | grip plan | stand cramp | scrap | spring |



PHASE 4 ASSESSMENT

- By the end of phase 4 children should:
- Give the sound when shown an phase 2 and 3 grapheme.
- Find any phase 2 and 3 grapheme, from a display, when given the sound.
- Be able to blend and read words containing adjacent consonants.
- Be able to segment and spell words containing adjacent consonants.
- Be able to read the tricky words **some, one, said, come, do, so, were, when, have, there, out, like, little, what.**
- Be able to spell the tricky words **he, she, we, me, be, was, my, you, her, they, all, are.**
- Write each letter correctly.



PHASE 5

- The purpose:
- For children to broaden their knowledge of graphemes and phonemes for use in reading and spelling.
- Learn new graphemes and alternative pronunciations for these and the graphemes they already know.
- To become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent.
- Learn to choose the appropriate graphemes when spelling.



ALTERNATIVE GRAPHEME EXAMPLES

| ai | ay | a-e | a |
|------|--------|-------|---------|
| pain | tray | came | apron |
| wait | crayon | snake | station |

| ee | ea | e-e | ie | ey |
|-------|-------|-------|--------|---------|
| feet | treat | these | chief | key |
| creep | least | theme | priest | chimney |

| igh | ie | y | i-e |
|--------|-------|-----|-------|
| night | tried | my | like |
| flight | pie | why | prize |



PHASE 5 ASSESSMENT

- By the end of phase 5 children should:
- Give the sound when shown any grapheme that has been taught.
- For any given sound, write the common graphemes.
- Apply phonic knowledge and skill as the prime approach to reading and spelling unfamiliar words that are not completely decodable.
- Read and spell phonically decodable two-syllable and three-syllable words.
- Read automatically all the words in the list of 100 high frequency words.
- Accurately spell most of the words in the list of 100 high frequency words.
- Form each letter correctly.



PHASE 6

- The purpose:
 - For children to become fluent readers and increasingly accurate spellers.
 - Shift from learning to read to reading to learn.
 - Children read for information and pleasure.
 - More alternatives are taught:
n as gn in gnat, sign, j as dge in fudge, hedge, s as c in ceiling, cylinder, n as kn in knife, knot etc.



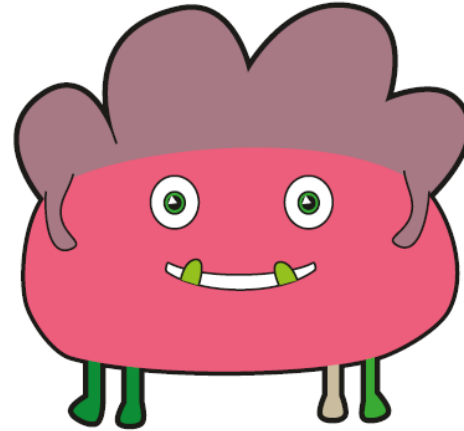
What is the Phonics Screening Check?

- Statutory assessment for children in Year 1. Repeated again in Year 2 for children who do not reach the threshold in Year 1.
- Will be completed during the week beginning 11th June 2018.
- Designed to assess whether children have learnt to use their phonic skills to decode (sound out and blend) words to an appropriate standard.
- Made up of two sections - in total 40 words.
- Children read the words one to one with a teacher. Teacher records whether response to each word is correct or incorrect.

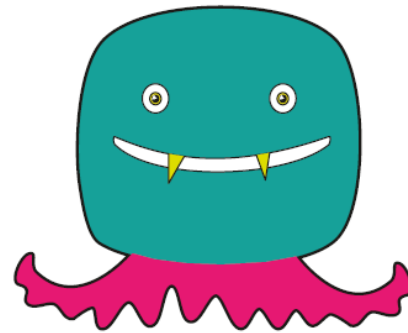


- Words are a mixture of real words and nonsense or pseudo words.

rin



meve



short

greet

reptiles



Why use pseudo words?

- Using pseudo words allows the assessment to focus purely on children's decoding skills and their use of phonics.
- Because the words are not real the children will not recognise them on sight and therefore they will have to demonstrate their sounding and blending skills to work out what the words say.
- Using Pseudo words ensures that all children begin the test on the same level - children who have a good vocabulary knowledge or good visual memory are not given an advantage.
- Pseudo words will be shown with a picture of an imaginary creature alongside them. This allows the teacher to explain that the word is the name for a strange creature the children haven't seen before.



Section 1 of the Screening Check

- 12 Pseudo or Nonsense Words
- 8 Real Words
- Will contain the phonemes (sounds) and graphemes (letter shapes) first introduced to children.
- Words with a variety of simple word structures - (for example *cvc*, *vcc*, *ccvc*, *cvcc*), using single letters (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) some consonant digraphs (ch, ck, ff, ll, ng, sh, ss, th, zz) and frequent and consistent vowel digraphs (ar, ee, oi, oo, or)



Examples of Section 1 Words

How would you decode these words?

tox

bim

vap

ulf

geck

chom

tord

thazz

blan

steck

hild

quemp

shin

gang

week

chill

grit

start

best

hooks



Section 2 of the Screening Check

- 8 Pseudo or Nonsense Words
- 12 Real Words
- A variety of words with more complex word structures (for example ccvcc, cccvc, cccvcc and two-syllable words) with some additional consonant digraphs (ph, wh), some less frequent and consistent vowel digraphs, including split digraphs (a-e, ai, au, aw, ay, ea, e-e, er, ew, i-e, ie, ir, oa, o-e, ou, ow, oy, ue, u-e, ur) and trigraphs (air, igh).



Examples of Section 2 Words

How would you decode these words?

| | | | |
|-------|--------|---------|----------|
| voo | jound | terg | fape |
| snemp | blurst | spron | stroft |
| day | slide | newt | phone |
| blank | trains | strap | scribe |
| rusty | finger | dentist | starling |



How will the results of the check be used?

- Results have to be submitted to the Local Authority.
- Parents will be informed of their own child's results - by the end of the Summer Term.
- School will use the results to identify children who will need further support in Year 2.
- Children identified as needing further support will then be re-screened in the following June.
- Results will not be produced in league tables.



Making the test accessible to all.

- The words provided can be modified before they are presented to the children.
- Modifications may include: changing the font, changing the font size, reducing the number of words on each page or printing the words on a different coloured paper.
- No time limit for completing the test.
- Rest breaks can be taken.
- Check can be stopped at any time if a child is struggling - it will not be a negative experience!
- If a child is absent the check can still be done up to the end of June.

