

# Phonics at Staplehurst School

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# Aims of the session

- ▶ To have a secure understanding of how we teach phonics at Staplehurst School
- ▶ To understand the importance of pure sounds
- ▶ To have a clear understanding of the terminology used when teaching phonics
- ▶ To see resources used in school to reinforce phonics teaching

# THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

## LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

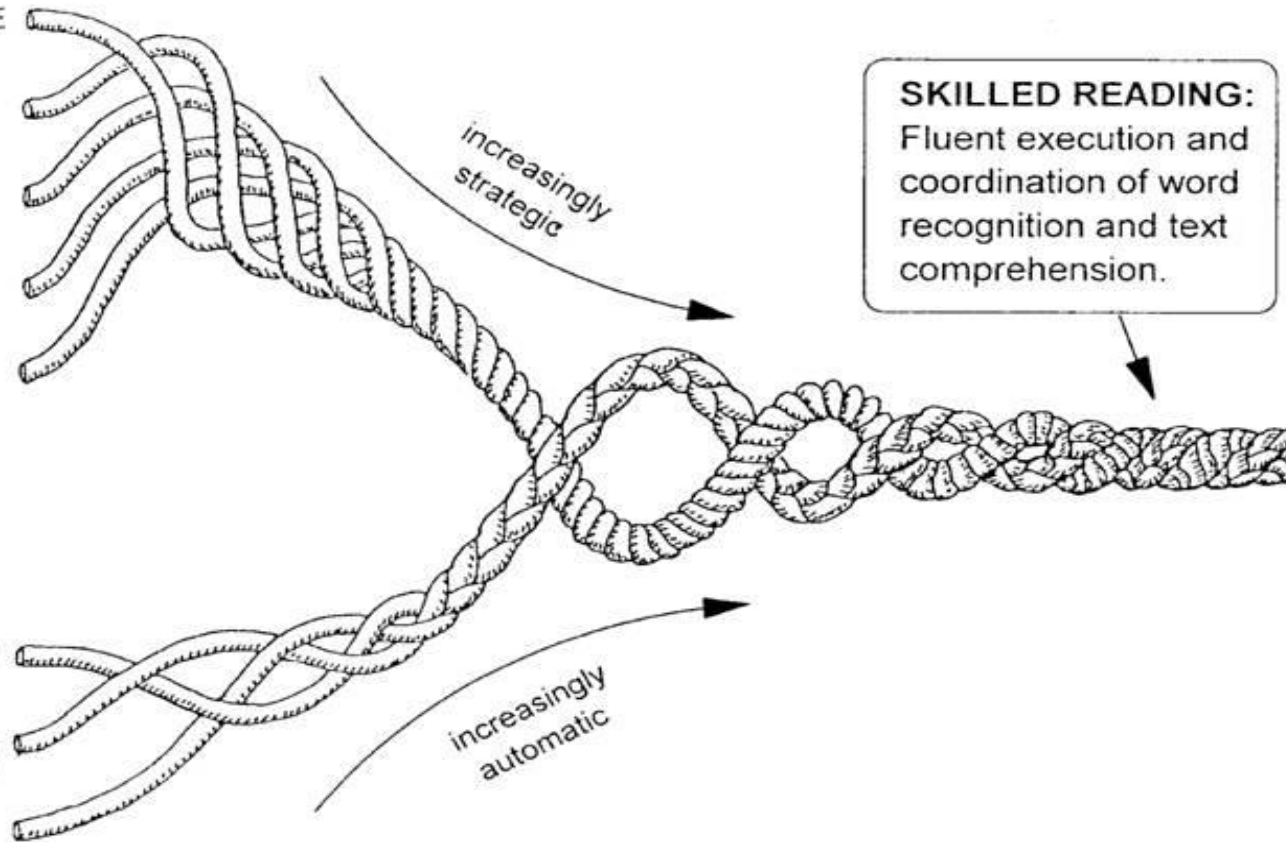
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

## WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



# Phonics Key Vocabulary

- ▶ **Phoneme** - the smallest unit of sound
- ▶ **Grapheme** - a letter or group of letters that represents a single phoneme in written form
- ▶ **Digraph** - 2 letters representing one sound
- ▶ **Trigraph** - 3 letters representing one sound
- ▶ **Blending** - combine sounds to make a word for reading
- ▶ **Segmenting** - separate a word into individual words for writing

# What is Read Write Inc?

- ▶ Systematic synthetic phonics scheme - validated by DfE
- ▶ Teaches
  - ▶ single letter sounds
  - ▶ Digraphs (2 letters make one sound) - 'special friends'
  - ▶ Trigraphs (3 letters make one sound) - 'special friends'
- ▶ Blend sounds to read c-a-t
- ▶ Segment sounds for writing
- ▶ Whole class initially - later moves to groupings based on assessments.

ay

igh
































# Importance of 'pure sounds'

- ▶ Pure sounds - 'mmmmmm' not 'muh'
  - ▶ m-a-t
- ▶ Must use shortest unit of sound
- ▶ Stretchy sounds - s, m, l, r, f, v, n, z
- ▶ Bouncy sounds - t, d, p, g, o, u, c, y, w, b, j,
- ▶ Refer to sound not letter name - 'a' not 'A (ay)'
  - ▶ Supports reading and writing

Speed sound pronunciation guide

How to help your child learn the Read Write  
Inc. phonics sounds

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk




















RWI set 1  
sounds



## Speed Sounds Set 2

ay  may I play?	ee  what can you see?	igh  fly high	ow  blow the snow	oo  poo at the zoo
oo  look at a book	ar  start the car	or  shut the door	air  that's not fair	ir  whirl and twirl

## Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy	ou  shout it out	oy  toy for a boy	
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

RWI  
set 2 and 3 sounds



# 'Fred fingers' for spelling words



- ▶ Pinch the sounds on fingers
  - ▶ How many sounds
- ▶ Write the sounds you can hear in the word
  - ▶ Initial sound
  - ▶ Final sound
  - ▶ Medial sounds

# RWI Books - for in phonics lessons

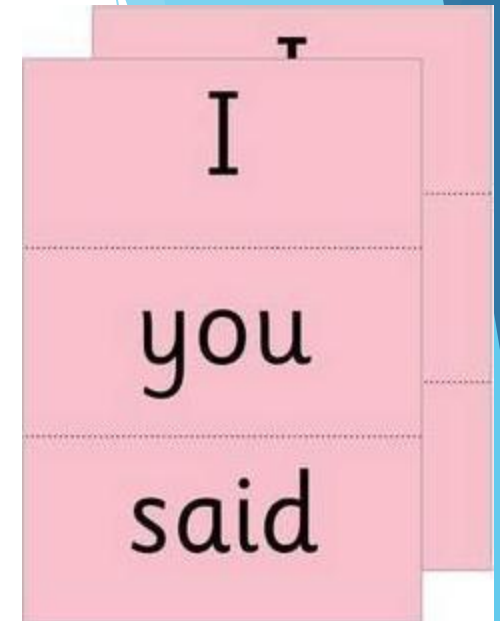
- ▶ Termly assessment shows what level RWI book is appropriate
- ▶ Read in lessons time x 3
- ▶ Linked with sounds already learnt
- ▶ Builds fluency and automaticity



# Red Words

tricky words/common exception words

- ▶ Taught within lessons as part of books
- ▶ Recap regularly
  
- ▶ Identify parts of word that are decodable
- ▶ To be sent home as part of homework.



# Year 1 Phonics Screening Check

- ▶ Term 6 of Year 1
- ▶ Ensure all children reach a good standard of phonic knowledge for decoding
- ▶ Children read 40 words
  - ▶ Real words
  - ▶ 'alien' words - not real
- ▶ Pass mark 32/40



# Ways to help your child

- ▶ Recap sounds learnt
  - ▶ Within homework folder weekly - remember to use pure sounds
- ▶ Listen to them read school book
  - ▶ Carefully matched to their phonic knowledge
  - ▶ 3 step process - Special friends, Fred talk, Read the word
  - ▶ Read it more than once - builds fluency and word recognition
- ▶ Read to them
  - ▶ Library book weekly to share
  - ▶ Books from home
  - ▶ Develop love of reading through personal book choice
  - ▶ Exposes them to wider vocabulary

# Ways to help your child

- ▶ Reading Log - checked on Tuesdays and Fridays
  - ▶ For recording reading only
  - ▶ Other messages to be sent via year group emails or to office if urgent
    - ▶ Initially wordless books- tell the story orally through the pictures

**Trust phonics**  
**Have patience**



# Explore some phonics resources

- ▶ These are some of the activities we use within exploring time to reinforce phonics teaching.