



Phonics at Chandlers Ridge Academy

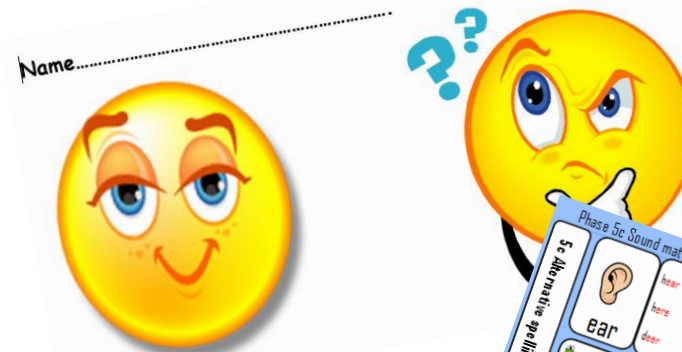
Phase 2 Sound mat

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

Tricky words: I no to the go into

Phase 3 Sound mat

j	v	w	x	y	z	zz	qu
ch	sh	th	th	ng	ai	ee	igh
oa	oo	oo	ar	or	ur	ow	oi
ear	air	ure	er	Tricky words he she we me be they was my down you her all are			



Back

dad 1



Phase 4 Sound mat!

Ending adjacent consonants

st	nd	mp	nt	nk	ft	sk
lp	lf	lk	pt	xt	Tricky words said so have some come were there little one do when out what	

Cluster

nch

Phase 5c Sound mat 4

5c Alternative spellings

ear	hear	there	deer	car	father	hair	there	here	ure	umbrella	look	cloud	push	time				
s	snake	class	city	store	spine	ency	ar	jam	plant	cage	fudge	air	lady	ball	table	oo	meatballs	lamb
n	nut	limit	graw	robot	wrap	cherry	r	r	chicken	Christmas	table	m	m	chair	catch	picture		
sh	shark	chef	special	caption	mission	Rustalen	z	zip	buzz	please	zh	zh	zh	vision	usual	confusion		



The purpose of this presentation

- To explain how we teach '**Phonics**' in school to help your child learn to read.
- To advise you how you can support your child at home with early reading skills.
- To provide ideas to promote a love of reading.
- To ensure we work in partnership as educators.



What is Phonics?

- Phonics teaches children the sounds that individual letters make and the sounds that different combinations of letters can make in the '**alphabetic code**' to be able to read.
- Phonics equips children with the tools to recognise letters in written form, learn them as sounds and how to blend them to construct words.
- It is taught in the Foundation Stage and throughout Key Stage 1, progressing through phases of learning and continues into KS2 where necessary.
- Our structured phonics programme is designed to give all children the tools to read and spell accurately.
- Children are taught to **blend** sounds together to read a word and to **segment** a word into the sounds they can hear to be able to spell it.



How do we teach Phonics?

- We follow **Chandlers Ridge Academy Phonics teaching sequence**.
- Daily phonics sessions are approximately **25 minutes**.
- We use a consistent teaching strategy, phoneme actions, and rhymes for handwriting, to assist your child's **memory** and **recall** of sounds.
- The children will also experience phonics in their environment, through play, and in other learning areas as well as through interactive phonics software, phonics resources and practical hands-on activities.
- It is important that children articulate these sounds correctly and this will be demonstrated.



Children should be able to read independently by the end of the Phonics sequence programme

- **Nursery- Phase 1**- Explores and experiments with sounds and words
- **Reception-Phase 2** –Teaches phoneme recognition and how to blend for reading and segment for writing. Children learn to identify the **‘tricky bit’** in a word, these are called common exception words or tricky words.

Phase 3 – Teaches digraphs and trigraphs and how to blend for reading and segment for writing

Phase 4 – Practises blending and segmenting adjacent consonants

**Reception end*

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Development



- **Year 1-Phase 5** – Children become familiar with the term long vowel phonemes. They are introduced to the idea that graphemes can represent more than one phoneme (phoneme pronunciations) and that phonemes can be represented by more than one grapheme (phoneme variations).
- **Year 2- Phase 6** – Children learn some of the rarer phoneme grapheme correspondences. They develop automaticity in reading. In particular children reliably recognise digraphs and trigraphs as representing one sound. Children should become fluent readers during this phase and begin to develop a range of comprehension strategies.
- Children develop strategies for spelling longer words and understand rules for making choices between spelling alternatives. Children begin to explore spelling conventions e.g. when using the past tense and adding suffixes etc.
- Following spelling rules then continues throughout school.



Terminology & key principles

- **Phonemes (sounds in a word)** can be in the **initial**, **medial** or **final** position of a word. E.g. sat

Phonemes are represented by letters (grapheme)-this is the written representation

A child needs to learn the letters that make up each sound, this is known as phoneme-grapheme representation or correspondence.

- **A phoneme can be represented by one or more letters**

A single phoneme represented by 1, 2 or 3 letters e.g. ch- ai -n / h-igh

digraphs – ai, ee, ie, oa, oo, ch, sh, ar, ir, oi, ou, ay, a-e, u-e etc..=2 letters that make 1 sound

trigraphs – igh, air, ear=3 letters that make 1 sound

- **The same phoneme can be represented/spelled in more than one way (phoneme variations)**

This is very common particularly among the vowels, e.g. rain, may, lake

- **The same spelling may represent more than one phoneme (phoneme pronunciations)**

E.g. mean, deaf This is where children need to learn the correct pronunciation.



How you can help and support your child

Phase 2 Sound mat

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

Tricky words
I no to the go into

Phase 3 Sound mat

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

Tricky words
he she we me be they
my down you her all

Phase 4 Sound mat 1

Ending adjacent consonants

st	nd	mp	nt	nk	ft	sk	lt
lo	lf	lk	pt	xt			

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

Phase 4 Sound mat 2

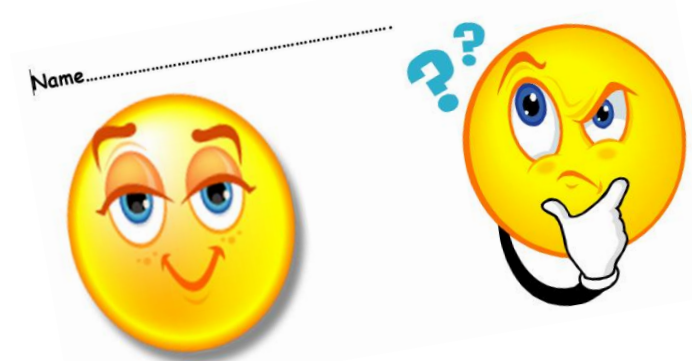
Beginning adjacent consonants

tr	dr	gr	cr	br	fr	bl	fl
gl	pl	cl	sl	sp	st	tw	sm
pr	sc	sk	sn				

Clusters

scr	shr	thr	str
-----	-----	-----	-----

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



Phonics home learning
We are learning these phonemes this week

Name: _____ Date: _____

Instructions:

- Trace the top part of the letter.
- Write your child's name on the sound mat.
- Do the action with the sound. Do it every time you read the sound.
- Tap the sound mat. When the sound goes on a table to see the correct letter formation of the sound with writing on a piece of paper and use your hand to show the shape.
- Cut out the cards and use them for a game. Color it down to see how many you can do. Use it as a test next time to know how much you know.

Your regular support will have a significant impact on your child's ability to learn to read. Have fun!

Picture & sound	Sound	Action	Formation
t	t	Tap your hand as if turning a tap	Tap starts at the top and dips down, turn it off with a cross.
p	p	Make one hand into a puppy's head and stroke it with the other hand	Down the puppy's neck and leg, up and around his head

Instructions:

- Cut along the line below. Keep the top part of this home learning sheet and re-use it regularly with your child.
- Cut out each card with a pair of scissors and use as flash cards. Follow instructions on the smiley face game for support and keep the cards together in your folder.

t	p
---	---

is
it
in
at

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Phase 1-Support for parents



The aim of phase 1 is for children to experience regular opportunities to listen carefully and talk about what they hear, see and do. This happens throughout your child's time in Nursery and beyond.

Phase One activities explore the following:

General sound discrimination – environmental sounds

General sound discrimination – instrumental sounds

General sound discrimination – body percussion

Rhythm and rhyme

Alliteration

Voice sounds

Oral blending and segmenting

Each aspect is divided into:

Tuning into sounds (auditory discrimination)

Listening and remembering sounds (auditory memory and sequencing)

Talking about sounds (developing vocabulary and language comprehension).

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Phase 1-Support for parents continued



Any activities or games which encourage your child's speaking and listening will help them to:

1. listen attentively
2. enlarge their vocabulary
3. speak confidently to adults and other children
4. Discriminate sounds
5. reproduce audibly the sounds they hear
6. use sound-talk to segment words into sounds

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Phase 2-Support for parents

Phonemes and tricky words are in Phases

The children learn the sounds shown here in order from left to right. Your child will be given a homework sheet so you know which sounds they are learning, the action that goes with it and the letter formation that we use in school. Use it as reference. You can also cut the sounds up at the bottom of the sheet to play on their smiley face game (see instructions).

- Help your child to pronounce the sounds correctly.
- Do the action-this assists memory and recall
- Say the sound with the picture 's as in snake', 'a as in apple'. Ask them to find it. The picture will aid you!
- As they become more familiar, say the sound (without mentioning the picture) and the child has to find it/point to it.
- Extend by saying the sounds randomly and they have to find them quickly.
- Encourage your child to say or find other words around the house that have the same sound.
- Use the terminology from a previous slide where you can. This is used in school.
- Say that tricky words have tricky parts and aren't sounded out in the same way as a decodable word.

Phase 2 Sound mat

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

Tricky words

l no to the go into



Phonics home learning

We are learning these phonemes this week

Name: _____

Date: _____

- Help your child to hear the sounds clearly by using sign to say the sound in hand as you point to it.
- Do the air flow and the mouth and throat movements of the sound.
- Tap the handle of the spoon to create a sound to use the correct letter formation of the sound when writing it on a piece of paper to create an air path to the letter.
- Cut out the cards and take them to the page to use as flash cards in a game. Colour them by using the same game to do and follow the instructions to form the sounds in a fun way.

Your regular support will have a significant impact on your child's ability to learn to read. Have fun!

Picture & sound	Sound	Action	Formation
	t	Twist your hand as if turning a tap	Tap starts at the top and drips down, turn it off with a cross.
	p	Make one hand into a puppy's head and stroke it with the other hand	Down the puppy's neck and leg, up and around his head.

- Cut along the line below. Keep the top part of this home learning sheet and revisit it regularly with your child
- Cut out each card with a pair of scissors and use as flash cards. Follow instructions on the smiley face game for support and keep the cards together in your folder.




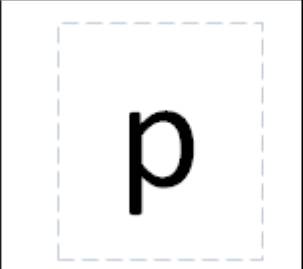
Homework

In Reception your child's homework sheet will look something like this.

It will show:

- the picture
- the sound
- the action
- the handwriting formation rhyme
- You can snip the spare cards at the bottom to play games to help support your child to learn the phonics code.



		Make one hand into a puppy's head and stroke it with the other hand	Down the puppy's neck and leg, up and around his head.
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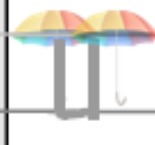
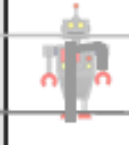

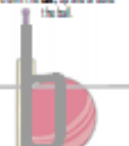

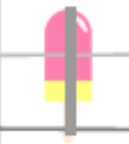







Handwriting support

Here is the handwriting mat we use in school.

- Encourage your child to form their letters correctly.
- Encourage them to tickle over the top of a letter you have written.
- Start at the correct place.
- Practise this as regularly as possible.
- Correct formation of a letter can have a significant impact on your child's ability to write and spell with fluency.
- Use the handwriting rhyme regularly to assist in helping your child to remember how to form it correctly.

Handwriting mat

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Snake curls backwards around then forwards around. 	Around the apple up the stalk and down the stalk. 	Tap at the top all the way down, turn it all with a cross. 	Down the puppy's back and leg up around his head. 	Sit down on the toilet, don't forget the dot. 	Down the leaf up and over the vein. 	Down the fork and over and over the meatballs. 	Around the drum and up and down the stick. 
Around the garden and down the gate and swing the gate shut. 	Around the orange. 	Carl around the caterpillar. 	Down the kite up and around the kite, don't forget the tail. 	Around the egg and under the cup. 	Down an umbrella handle, up and down the other. 	Down the robot's body, up and over its arm. 	Down the chimney to the floor, up and over the roof. 
Down the ball, up and around the ball. 	Over the lady's head, down her face and give her a kiss. 	Down the lolly and lick! 	Up the jam jar, under the jar, flip its top. 	Down the vest and up the vest. 	Down the waves, up the waves, down the waves, up the waves. 	Cross, cross for the fox. 	Going the apple down and up, then drag it all the way down and underneath. 
Up forwards, up backwards, up forwards again. 	Around the queen's head, down and up her arm. 	<p>Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj</p> <p>Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy</p> <p>Zz</p>					

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Phase 3-Support for parents

Phonemes and tricky words are organised in Phases

- Play the sound recognition game.
- Help your child to pronounce the sounds correctly.
- Do the action-this assists memory and recall
- Say the sound with the picture 'j as in jam', 'ch as in chair' etc. Ask them to find it. The picture will aid you!
- As they become more familiar, say the sound (without mentioning the picture) and the child has to find it/point to it.
- Extend by saying the sounds randomly and they have to find them quickly.
- Encourage your child to say or find other words that have the same sound.
- Practise oral blending games- Phoneme frame game
Use this for blending to read and segmenting to spell
For example ask the children to sound out simple words ch-air/ sh-ow and use previously learnt sounds j-a-m/p-i-g/ b-oa-t.
- Use sound buttons- Push the sound buttons like playing a piano/ keys on a laptop (encourage your child to stretch one sound into the next-*blending*).

Phase 3 Sound mat

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 j	 v	 w	 x	 y	 z	 zz	 qu
 ch	 sh	 th	 th	 ng	 ai	 ee	 igh
 oa	 oo	 oo	 ar	 or	 ur	 ow	 oi
 ear	 air	 ure	 er	<p>Tricky words</p> <p>he she we me be they was my down you her all are</p>			

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Phase 4-Support for parents

Phonemes and tricky words are organised in Phases

- Say words so your child can identify the beginning/ending.
- Your child will be assisted to recognise and learn sounds at their appropriate stage from year 1 using spelling shed.
- Encourage your child to see patterns in words, other words that have the same ending/beginning.
- Blend adjacent consonants endings in words
- Blend adjacent consonants beginnings in words
- Encourage your child to apply this skill when reading unfamiliar words, (CCVC, CVCC, CCVCC)
star nest clap flag milk text twins
- **Beware – Adjacent consonants are not digraphs. They make two distinct sounds.**
- Play phonics games available online
- Use your imagination to jazz these games up and make them suit your child's needs.

Phase 4 Sound mat 1

Ending adjacent consonants

 st	 nd	 mp	 nt	 nk	 ft	 sk	 lt
 lp	 lf	 lk	 pt	 xt	<p>Tricky words</p> <p>said so have like</p> <p>some come were</p> <p>there little one</p> <p>do when out what</p>		
Cluster	 nch						

Phase 4 Sound mat 2

Beginning adjacent consonants

 tr	 dr	 gr	 cr	 br	 fr	 bl	 fl
 gl	 pl	 cl	 sl	 sp	 st	 tw	 sm
 pr	 sc	 sk	 sn	<p>Tricky words</p> <p>said so have like some come</p> <p>were there little one do</p> <p>when out what</p>			
Clusters	 scr	 shr	 thr				



High Frequency Words/ Tricky words

- High Frequency Words or 'keywords' are taught during each phase.
- Many HFW are simple to work out using phonic blending and sound buttons.
- However, some are '**tricky**'. Children need to be taught strategies for spelling and reading these words that have '**tricky bits**' in them. These words will appear in **bold type** and underlined in the key word sets in school. Explain to your child that some words don't blend entirely and have tricky parts.
- A Phoneme Frame can also be used to apply your child's understanding of segmenting for spelling.

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Phase 5-Support for parents



























At Phase 5-Children become familiar with the term long vowel phonemes. They learn that phonemes can be represented by more than one grapheme (phoneme variations/alternative spelling choices). The more exposure your child has to this the more confident they will become when segmenting for spelling.

Phase 5a Sound mat 1

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5a Alternative spelling choices

Phase 3 w 	 wh	Phase 3 f 	Phase 3 ff 	 ph			
Phase 3 ai 	 ay			 eigh	 a	 ei	
Phase 3 ee 	 ea		 ey	 e	 ie	 y	
Phase 3 igh 	 ie	 i-e	 y	 i			

Phase 5a Sound mat 2

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5a Alternative spelling choices

Phase 3 oa 	 ow	 o-e	 oe	 o			
Phase 3 oo 	 ew	 u-e	 ue	 ui	* ou ou oul		
Phase 3 or 	 aw	 au	 al	 our	 oor	* ore ough ough all	
Phase 3 ur, er 	 ir	 ear	 (w)or	Phase 3 ow 	 ou	Phase 3 oi 	Phase 3 oy 



Real and nonsense words

liss



- During their phonics journey, children will sit a statutory phonics screen to see how well they are able to use their understanding of the phonics code to read real and nonsense words.
- The children will refer to nonsense words as alien words that are not real.



pim





A word of caution

- Although teaching your child alphabet names is useful for reference to letter names, it is not the sound that grapheme makes.
- Be clear to say the sound and the name



It is not a race

- All children learn at different rates
- The children are continually assessed so that your child's phonics progress and your child's reading books are matched to their ability and are given to the children at appropriate stages in their reading development.
- Children should be reading comfortably at a 95% confidence level



Promoting a Love of Reading

- Children love to listen to stories.
- Children never tire of listening to their parents read and love to hear their favourites again and again.
- Children love the time spent being comfortable.
- Try to establish a routine.
- Talk about the pictures, characters, what might happen next and how you would have ended the story.
- You can model good reading using a parent guided book, picture books and any books or reading material at home to encourage talk when reading.
- Practise the sounds sent home, the letter formation and the actions that go with these.
- When your child brings a reading book home, aim to read at least 3 times per week. This has a significant impact on your child's literacy skills.



Book bands and Phonic ability

Colour bands in the Early years and KS1.

Lilac Pink Red Yellow Blue Green Orange Turquoise Purple Gold White Lime + Star library

- The children will be reading a **colour banded book** when they have reached the appropriate point to begin reading and can blend sounds. There are general guidelines about which book bands should be covered within each year. Please remember however that children learn in different ways and make progress at different times.
- As a rough guide, children are expected to reach (Lime) at seven or eight years old. Children who read above Lime level are reading fairly fluently and although some books are still graded above this level, children are reading such a wide range of material that the banding becomes not so important.
- Please see the Parent information sheet for reading attached to your mail for more support. This is also available on our school website.



Thank you for taking the time to find out about Phonics.

- If you have any questions in relation to phonics and reading please ask a member of staff
- If you have any question for our Phonics leader Mrs Dixon, please get in touch by contacting our school office

enquiries@chandlersridge.org.uk