



Phonics Information Meeting



Aims of today:

- To give an overview of phonics teaching and the rationale behind it.
- To provide information about how the program is taught in school.
- To support you as parents and carers in re-enforcing the program at home.

The official guidance in England:

Teachers should use **Systematic Synthetic Phonics** programmes and 'cumulative' **decodable** reading books for beginners.

Why is it '**synthetic**' phonics?

Synthesising = sounding out and blending the sounds to read the **unknown** words (**aloud or silently!**)

On the count of three, read
these words aloud...

Calceolaria integrifolia

Our school uses the Oxford Reading Tree
Floppy's Phonics programme

By Oxford University Press
and Debbie Hepplewhite



The synthetic phonics teaching principles work for all!

- ✓ The 'alphabetic code' is taught **systematically**
- and **incidentally** when required
- ✓ **Same** alphabetic code and phonics skills need to be
taught **no matter how different the children may be** -
some may need **extra** practice!
- ✓ Children **all** succeed - to talk, to read, to spell, to
write












































Graphemes or spelling alternatives - across the rows

Sounds

- down the left columns as there are fewer sounds than graphemes

The Alphabetic Code
 Stage 1/ Phase 2 Stage 2/ Phase 3 Stage 3/ Phase 3 Stage 4/ Phase 4 Stage 5/ Phase 5

Sounds and key pictures **Graphemes and key words** **Sounds and key pictures** **Graphemes and key words** **Sounds and key pictures** **Graphemes and key words**

/s/ 	s sea ss dress ce mean	c cat cc computer ce mean	cl circle cl circle	cy cycle cy cycle	/l/ 	l lion ll lion	lee/ 	ee net y happy	ea net e net	e net ee net
/a/ 	a apple	-se mean -se mean	sc scissor sc scissor	-st white -st white	/u/ 	le hat el hat	igh/ 	igh high y high	le high l high	ie high
/t/ 	t teddy tt tiger	-ed drop -ed drop			/j/ 	j jar dge jar ge jar	loa/ 	oa goat ow goat	o goat o goat	ough goat ough goat
/p/ 	p pan pp pan				/v/ 	v van ve van	loo/ 	oo sock ou sock	u sock u sock	
/i/ 	i insect				/w/ 	w wheel wh wheel u wheel	loo/ 	oo spoon ue spoon	ew spoon o spoon	-ou spoon ou spoon
/n/ 	n nose nn nose kn knee gn gun				/ks/ 	x fox cks duck ks kiss	lar/ 	ar arm a arm	al arm al arm	
/m/ 	m man -mm man -mb man -mn man				/gz/ 	x goose	lor/ 	or fork aw fork	our fork au fork	
/d/ 	d dog dd dog ed dog				/y/ 	y yogurt	lor/ 	al work ore work	ough work ough work	
/g/ 	g gate -gg gate gu gate gh gate gue gate				/z/ 	z zip zz zip -s zip -se zip ze zip	lar/ 	war work quar work	quar work a work	
/o/ 	o orange wa work qua work alt work				/kw/ 	qu queen	lor/ 	ur purse er purse	ir purse ear purse	wor purse
/k/ 	c cat k key ck cat ch chair qu queen que queen				/ch/ 	ch chicken tch chicken	lou/ 	ow sock ou sock	ough sock ough sock	
/e/ 	e egg ea egg				/chu/ 	ture chute	loi/ 	oi net oy net		
/u/ 	u umbrella -er umbrella o umbrella our umbrella ou umbrella ough umbrella re umbrella				/sh/ 	sh ship ch chair ti table cl clock ssi spaghetti scl scissors	leer/ 	ear door eer door	ere door ler door	
/r/ 	r rabbit rr rabbit wr write rh rhinoceros				voiced /th/ 	th thumb /th/ thumb th thumb	lair/ 	air hair are hair	ear hair ere hair	
/h/ 	h hat				/ng/ 	ng ring	lyoo/ 	ue rescue ew rescue	u rescue u rescue	eu rescue
/b/ 	b bone bb bone				/ngk/ 	nk ring	lyoor/ 	ure pure		
/f/ 	f fish ff fish ph phone gh ghost				/ai/ 	ai aim ay aim a aim a-e aim ae aim eigh eight ey eye ea eat	zh/ 	-s zoo -si zoo	-ge zoo -ge zoo	

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Decoding

1. Study the printed word from left to right to recognise any 'letter groups'
2. Finger-track under each grapheme (letter or letter group) from left to right whilst saying each sound
3. Run your finger right under the whole printed word, from left to right, when you say the whole word



Decoding

Study the printed word first - looking for letter groups!

stick



/s/ /t/ /i/ /ck/ " stick "



Spelling routine

- Face the same way as your child
- Left hand, palm facing – make sure your child sees your hand 'on the left'
- Say the word to be spelt, very slowly – the individual sounds will 'pop out'
- Tally the sounds onto thumb and fingers
- Repeat each sound separately and clearly
- Then count how many sounds

Sound dashes / writing lines

s oa p

soap



Blend to check
the spelling

Check letter formation too!

BOOK BAND	OXFORD LEVEL	L&S PHASE	PUPIL BOOKS
LILAC	1	1	
PINK	1+	2	
RED	2	3	
YELLOW	3	3	
BLUE	4	4	
GREEN	5	5	

48 Sounds Books

6 level 1 'cloud books'
not interactive

When letters and sounds
are introduced, the
books are numbered
Book 1,
Book 2, Book 3

(36 numbered books)

Reading books

Reception and Year 1 Children will bring home a phonics-based reading book each week which will be closely aligned with the sounds they have been taught. They should read this book many times over the week until they are fluent. Reception children may not bring a book with text until later in the term - don't worry!

Children who are becoming increasingly more confident readers will be given books that are still aligned with their phonic ability but may also provide additional challenge and scope for comprehension and vocabulary enrichment

We will use a bookmark system in school to signpost parents and carers to the level of support we anticipate your child may need with the book they have brought home.

Please sign and comment your child's reading record at least 3 x a week.

How the adult supports the learner to read is very important...

1. Tell the learner the code:

straight



In *this* word, *these* letters are code for /ai/.


2. Alternatively, model the sounding out and blending of the word to the learner.

3. Or simply tell the learner the words which are proving too difficult.

Photocopiable Posters








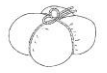


All children will have a copy of this in their book bags .

Say the sounds
Oxford Reading Tree Sounds and Letters Stage 1+










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

Book 28: /j/ j -dge -ge ge gi gy Book 28: /ul/ -le -el -al -il

j  jug	-dge  bridge	-ge  orange	ge  gentleman gi  giraffe gy  gym
-le  bottle	-el  parcel	-al  hospital	-il  pencil

Book 25: /ai/ ai -ay eight -ey a-e a -ae -ea

ai  aim	ay  tray	eight 8 eight	-ey  grey
a-e  cake	a  table	-ae  sundae	-ea  break

Level 5
21 Frieze Posters
Handbook 2

Levels **1+** to **4**

8 Say the Sounds Posters (from print-to-sound and sound-to-print) Handbooks 1 & 2

Essential MULTI-SKILLS Activity Sheets

Individual practice of the sub-skills and core skills for reading, spelling and handwriting at word level

Children are fully trained in the routines - then they can work at their own speed independently.

Stage 1+ Activity Sheet: ff 20

Name Date



Say the sound. Trace the letters.




Say the word. Listen for the /f/ sound.

off huff puff cuff tiff
stuff scuff fluff puffin

Blend to read the words.


ff ff ff

Say the sound. Trace the letters. Write the letters.



Say the words. Can you hear the /f/ sound?

Draw something ending in ff.



c k -ck e u r h b f ff

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The school's bookbag routine

Parents can support the phonics work that takes place in school.



Each week staff will share on Seesaw the sounds of the week and an activity to complete. Please 'take an interest' and repeat activities at home.

At the end of each half term your child will bring home their phonics workbook to consolidate what they have learned.

'Useful or Tricky Words'

We now call 'tricky' words as 'useful' words which are introduced **steadily** throughout systematic synthetic phonics programmes.

It is **better** to tell the learner a really challenging word, than to tell the learner to 'guess' the word.

And as **always** the adult should discuss the content of the book with the child!

PLEASE:

Listen to your child read to you and support as needed (AND talk a lot about the story)

Read books aloud to your child. They will all bring home a library book each week.

Share the reading of books with your child

Continue to hear your child read aloud even when he or she can read independently

Chatter about everything!

Repeat the phonics routines with the Floppy's Phonics resources.

Practise spelling and writing words containing sounds too.

Any questions?

Please do ask if you have any worries or concerns regarding your child's progress.