



# Phonics for FS2 Parents

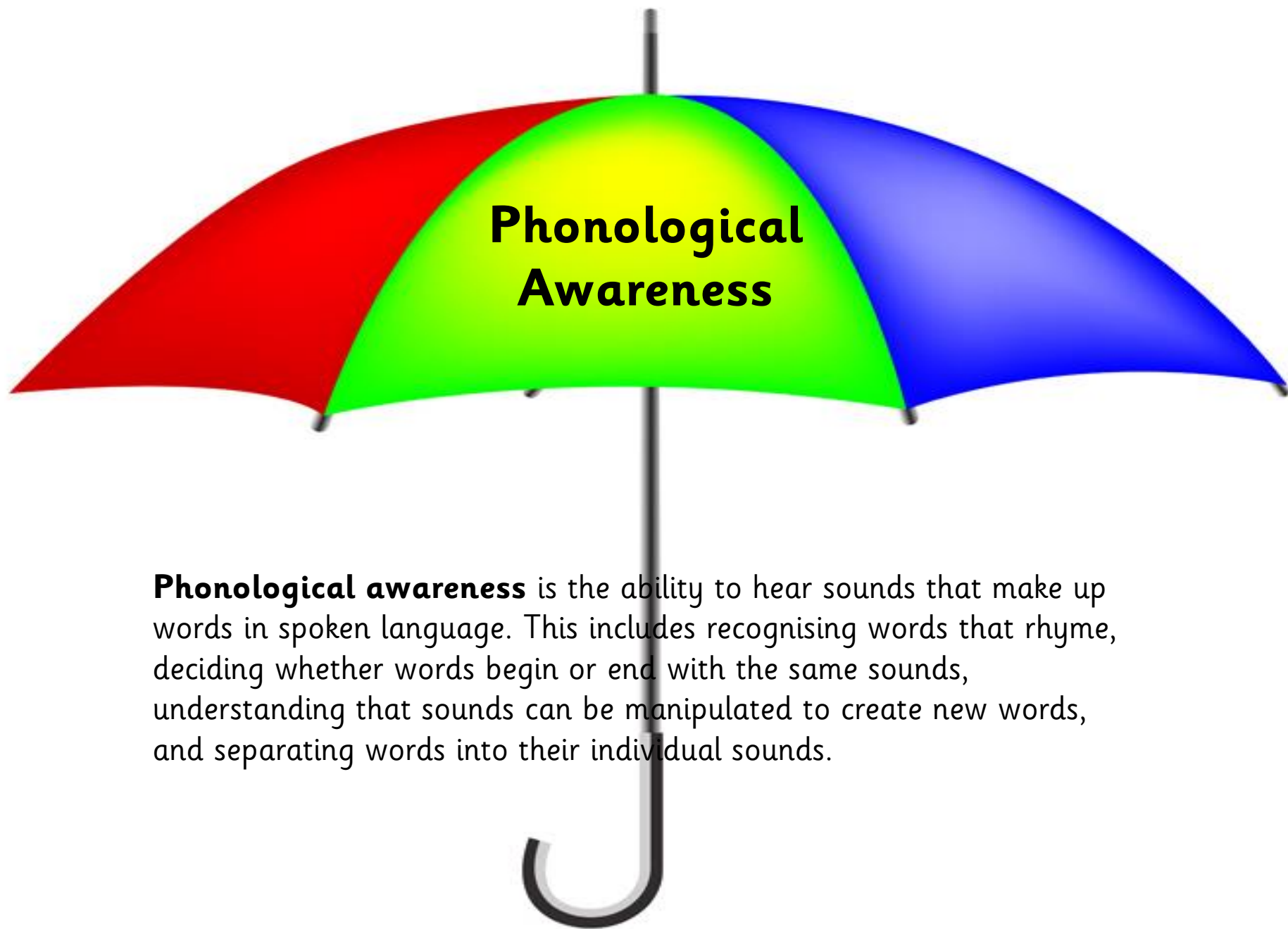


# FS2

- On entry to FS2 children are assessed on pre-conditional skills and a baseline is carried out using the Phase 2 phoneme checklist. Children are then streamed into groups covering Phase 1 and Phase 2.
- Children are taught in these groups for 20 minutes each morning.
- Play based activities are available in the learning environment covering pre-conditional skills and phase 1 and 2.
- Children are assessed at the end of every phase.

# Pre-conditional Skills

- Listening and attention – auditory memory (retain information in their working memory) e.g. I went shopping and bought . . . This is important for blending and segmenting. Discriminate and identify sounds e.g. outdoor sounds, instruments etc
- Receptive language - the ability to understand information. It involves understanding the words, sentences and meaning of what others say or what is read. And again retaining information in their working memory.
- Vocabulary – understand the use of simple nouns, verbs and concepts
- Pragmatic and symbolic skills - the social language skills we use in our daily interactions with others (e.g. engaging in familiar role-play, small world play), knowing print has a meaning.
- Visual skills – visual memory and attention (e.g. children can engage with people and ‘tune in’ to faces, ability to focus on an object in child led play)
- Phonological awareness



**Phonological awareness** is the ability to hear sounds that make up words in spoken language. This includes recognising words that rhyme, deciding whether words begin or end with the same sounds, understanding that sounds can be manipulated to create new words, and separating words into their individual sounds.



# Phonological Awareness

Words in sentences

Onset and rime

Rhyme and alliteration

Phonemic awareness

segmenting

blending

Addition/  
deletion/substi  
tution

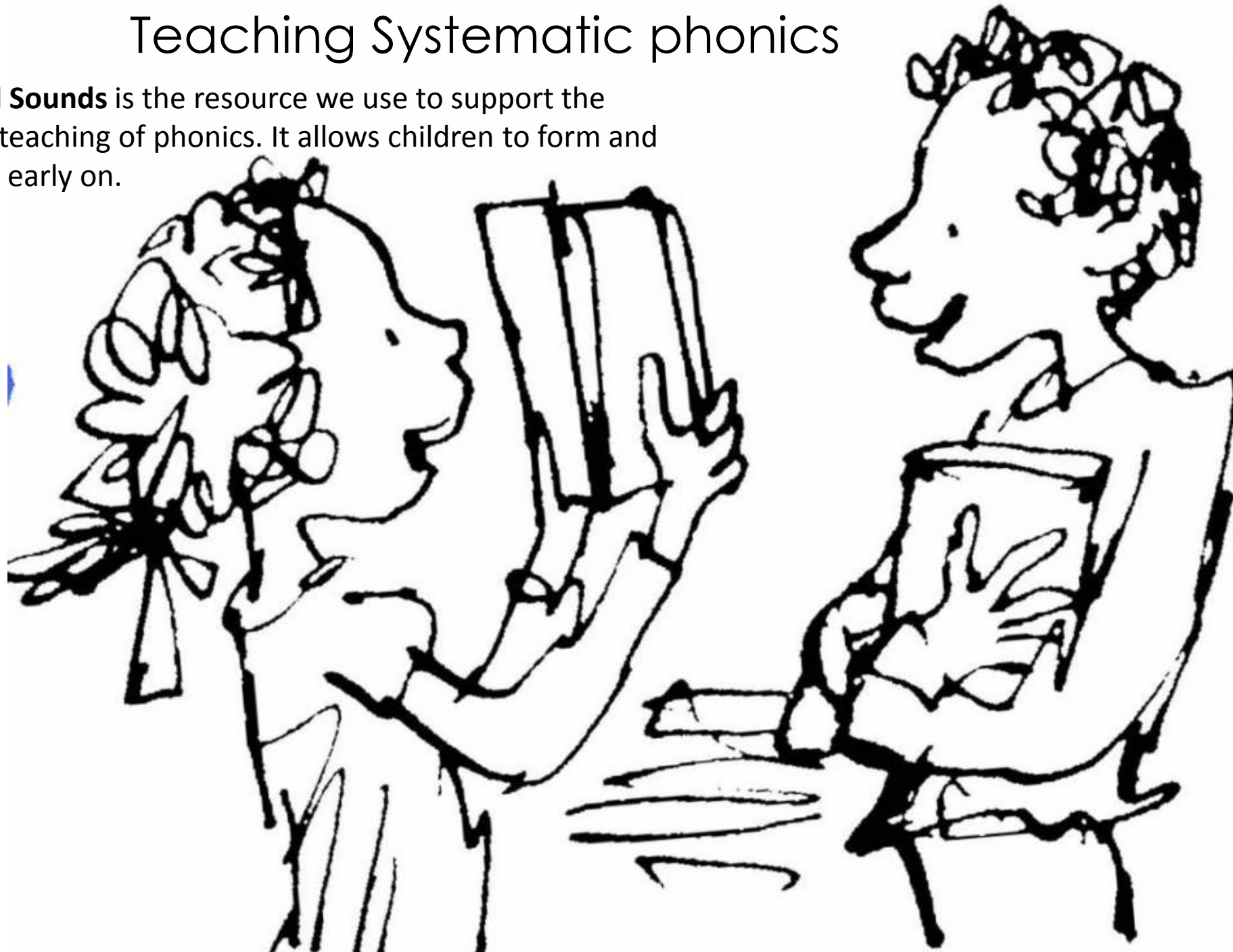
syllables

## Learning needs to enable children to .....

- Listen attentively
- Enlarge their vocabulary
- Speak confidently in sentences/stretches of language
- Discriminate and describe sounds: spoken and environmental
- Hear phonemes
- Blend separate phonemes heard in a word. (audibly)
- Segment or 'sound-talk' the phonemes in words

# Teaching Systematic phonics

**Letters and Sounds** is the resource we use to support the systematic teaching of phonics. It allows children to form and read words early on.



# Letters and Sounds - Phase 1

## 7 aspects

- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



## 3 Strands

- **Tuning into sounds** (auditory discrimination)
- **Listening & remembering sounds** (auditory memory and sequencing)
- **Talking about sounds** (developing vocabulary and language comprehension)





Socks & Shakers  
- socks filled with  
stones, rice, wooden  
beads, paper,  
marbles etc



## Aspect 1: environmental sounds

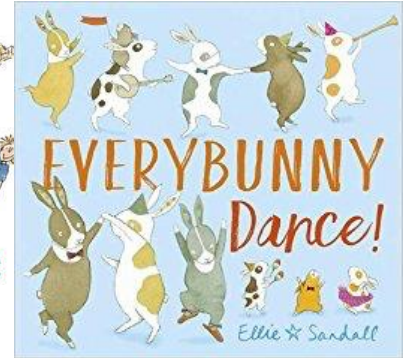
## Aspect 2: instrumental sounds



ALL JOIN IN



Quentin Blake



## Listening and Remembering sounds

## Aspect 3: Body Percussion

- Producing different rhythms with different speeds and loudness
- Joining in with words and actions to familiar songs
- Keeping in time with the beat
- Copying sounds and actions
- Making up their own patterns of sounds.

## Tuning into sounds



Rhyming Stories

Which rhyming stories will also extend vocabulary?

Poems

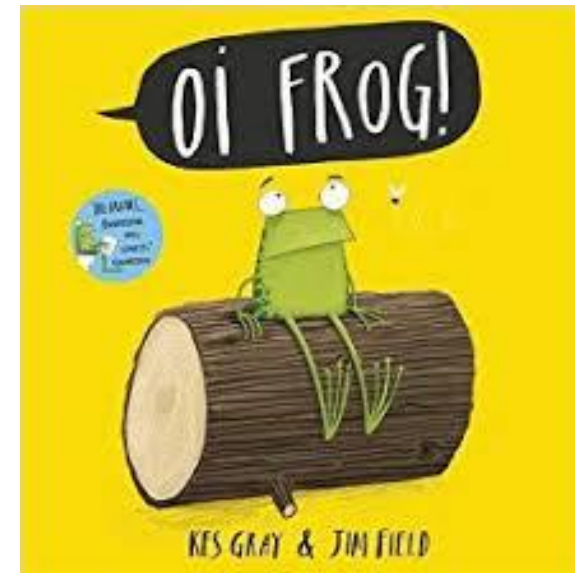
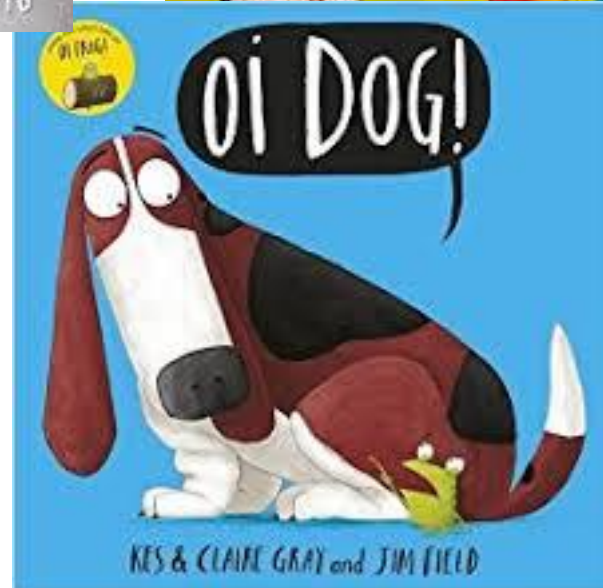
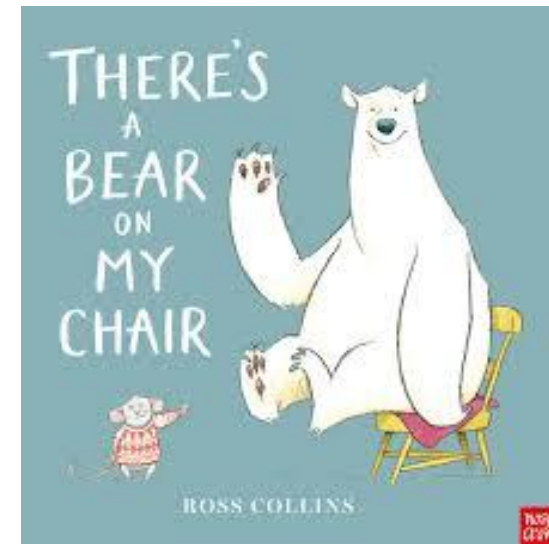
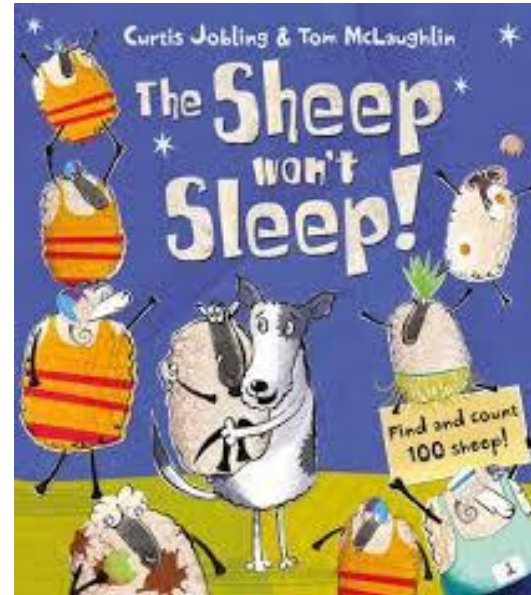
Which Poems can we use that provide strong rhythm and rhyme?

Nursery Rhymes

How many and which Nursery Rhymes do children know by the end of FS1?

**Aspect 4: rhythm and rhyme**

# Quality rhyming stories



## Innovating songs

“Old MacDonald had a zoo, and  
in that zoo he had....a lizard, a  
lamb, a lion etc

### Link to themes or stories:

The Gingerbread man has a jumper, a jelly, a  
jacket and a... ?

Little Red Riding Hood has a rabbit, a ring, a  
rocket and a... ?



Chester was a choosy chimp.  
He would only choose chocolate, cherries, chicken, chips  
and..... what else for his lunch?

## Aspect 5: Alliteration

Playing with children's names.

Joyful Joe jiggles jelly.  
Happy Henry helps Hoover.  
Interesting Ikram invents instruments.  
Sparkling Sam sprinkles stars.

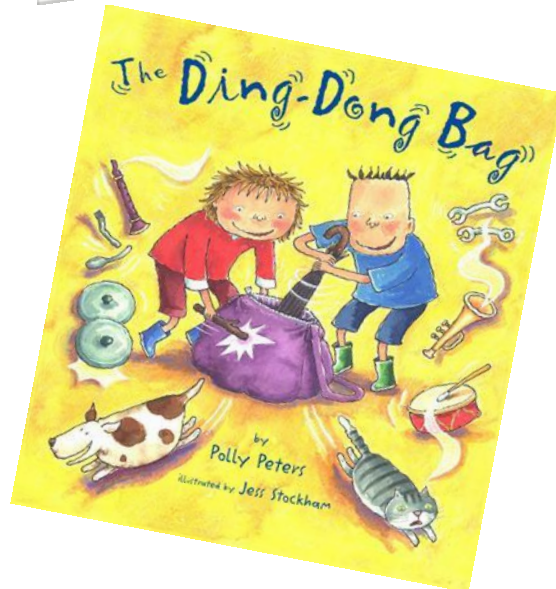
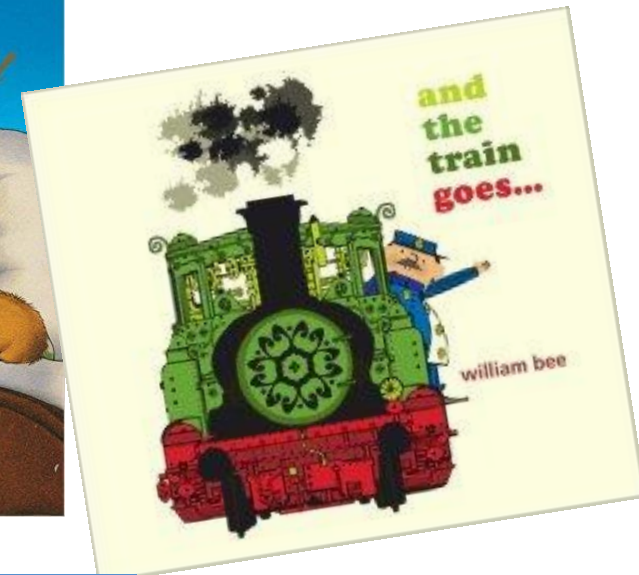
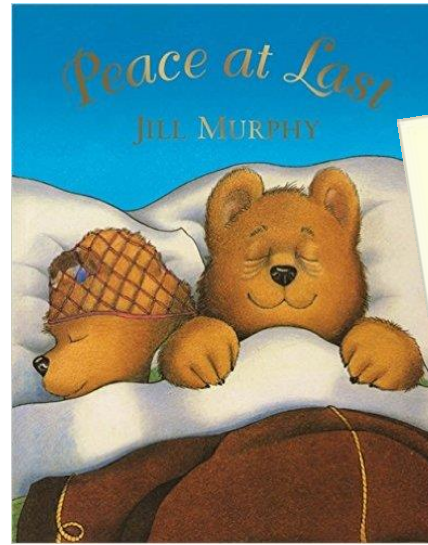
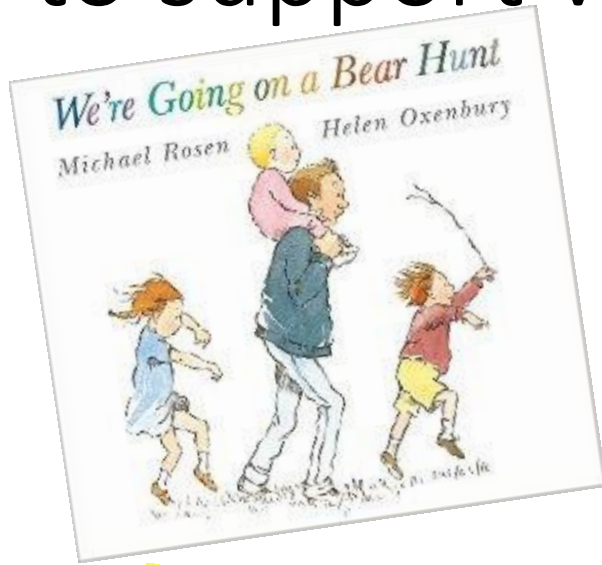
Boxes and bags alliterative  
games

Fill bags or boxes with  
objects that begin with  
the same sound as the  
initial sound of children's  
names.

Aspect 6: Voice Sounds



# Texts to support voice sounds



What vocabulary do we need to teach to enable children to talk about sounds? What language should we be modelling?

- High
- Low
- Long
- Stretchy
- Bouncy
- Short
- Loud
- Quiet
- Soft
- Whisper
- Shout





# LUNCHTIME

Time for lunch

Munch munch

Time for a munch

Crunch crunch

Munch munch

Crunch crunch

Munchy munchy


Crunchy crunchy



A GREAT BIG CUDDLE, POEMS FOR THE VERY YOUNG  
Children's Laureates Michael Rosen & Chris Riddell

Text © Michael Rosen. Illustration © 2015 Chris Riddell from *A Great Big Cuddle*

[www.walker.co.uk](http://www.walker.co.uk)

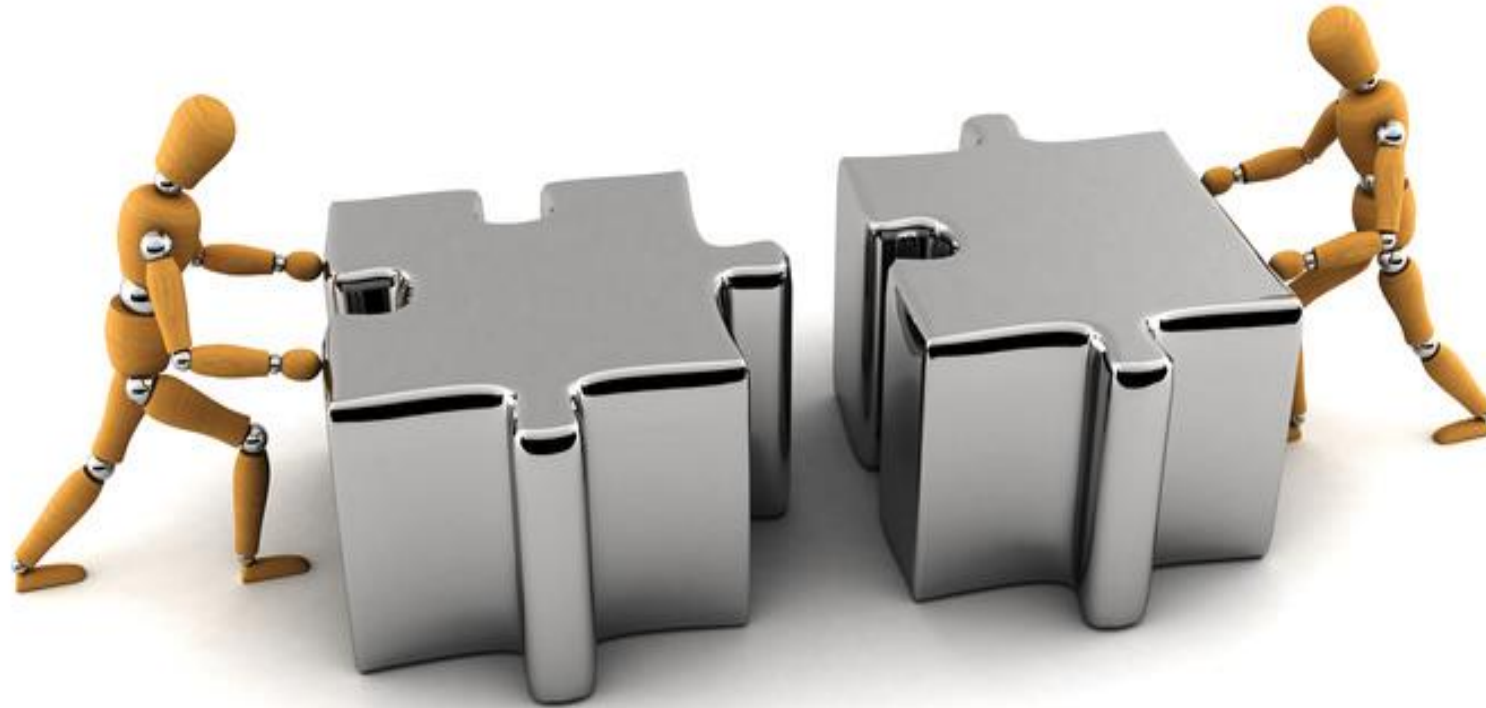
  
WALKER  
BOOKS



## Aspect 7 Oral blending and segmenting

Able to *orally* blend and segment  
c-a-t cat, not unusual to say c-a-t  
cap or dog!

# Teaching Phonics: making sense of the terminology



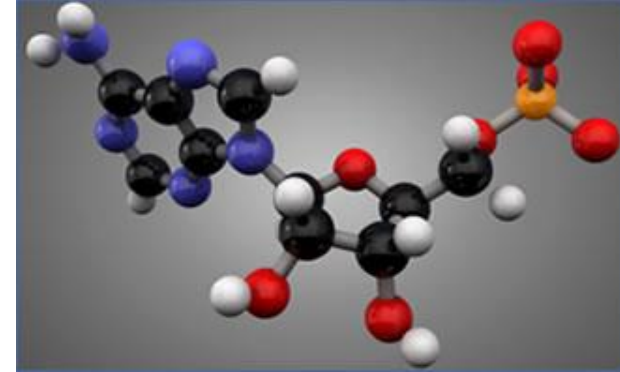
# Terminology

- **Blending** - Blending is the skill of joining sounds together to read words. Children are taught to say the separate sounds in a word and to then blend them together to decode the word.
- **Digraph** - A digraph is a sound that is represented by two letters e.g. the sound 'a' in rain is represented by the digraph 'ai'.
- **Consonant digraph** – a digraph that contains two consonants e.g. ck, th, ss
- **Vowel digraph** – a digraph that contains at least one vowel e.g. ee, oo, er, ay
- **Grapheme** - A grapheme is a visual representation of a sound e.g. a letter or a group of letters. Some sounds are represented by a single letter whilst others are represented by more than one letter.
- **Phoneme** - A phoneme is the smallest unit of sound e.g. the word 'cat' contains three phonemes; c - a - t.
- **Segmenting** - Segmenting is the opposite of blending. Children are taught to segment a word into its separate sounds in order to spell it.
- **Split digraph** - A split digraph is a digraph that is separated by other letters e.g. the sound 'a' in the word take is represented by the split digraph a-e.
- **Trigraph** – A trigraph is a sound represented by three letters e.g. the 'air' in hair is represented by the trigraph 'air'

**Synthetic phonics** : the putting together of parts to form a whole

### **For Reading**

**Phonemes** [sounds] associated with particular **graphemes** [letters] are pronounced in isolation [decoded] and **blended together** in the order they come in the word (**synthesised**) so that a word can be read.



# If children are to blend accurately and fluently then....

- Phonemes should be articulated clearly and precisely – watch out for the ‘schwa’!
- Check your articulation of the 44 phonemes
  - [http://www.youtube.com/watch?v=WDy7DXEh\\_h0](http://www.youtube.com/watch?v=WDy7DXEh_h0)
  - <http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>
  - <http://www.focusonphonics.co.uk/sound.htm>

Consistency is key: Model correct pronunciation of letters and correct children if need be.

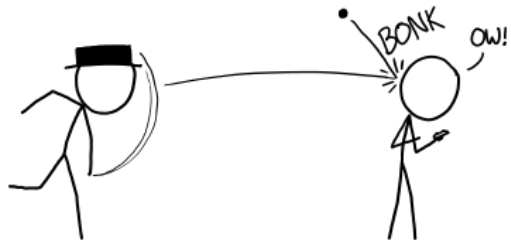
# Stretchy sounds

mmmmmm not muh



- /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/, /sh/, /th/, /ng/

# Bouncy sounds



These are clipped and pure. Helps to repeat the sound e.g  
bbbbbb

- /b/, /k/, /d/, /g/, /h/, /j/, /p/, /qu/, /t/, /w/, /x/, /y/, /ch/, /a/, /e/, /i/, /o/, /u/

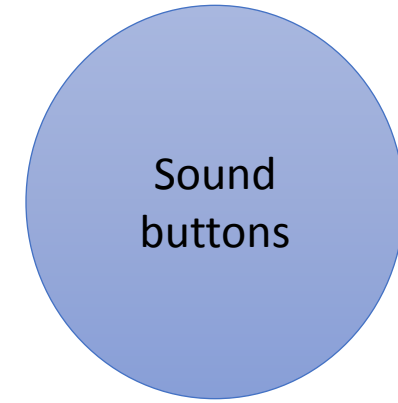
# Oral Segmenting *before writing*

Words have **sound buttons** beneath to help children to blend to read the words. Children 'press' the **buttons** and say the phonemes above to read the words

crisps  


stream  


train  

flake : 4 phonemes  


# For writing



Words are **segmented** into **phonemes** orally,  
and a **grapheme** written to represent each  
phoneme in the **order in which they come in**  
**the word.[encoded]**



# Phase 2 – for *most* children begins in FS2

## **Phase Two Outcomes**

- Children know that words are constructed from phonemes and that phonemes are represented by graphemes
- They have knowledge of a small selection of common consonants and vowels.
- They blend them together in reading simple CVC words and segment them to support spelling.
- To read tricky words (sight words that can't be blended)

The sounds are not taught in alphabetical order, but in order of usefulness, so that children can start to read and spell simple **CVC** words as quickly as possible.

| Sound | Letter |
|-------|--------|
| /s/   | s      |
| /a/   | a      |
| /t/   | t      |
| /i/   | i      |
| /p/   | p      |
| /n/   | n      |

# Definition of a CVC?

Word which contains consonant **phoneme**,  
vowel **phoneme**, consonant **phoneme**.

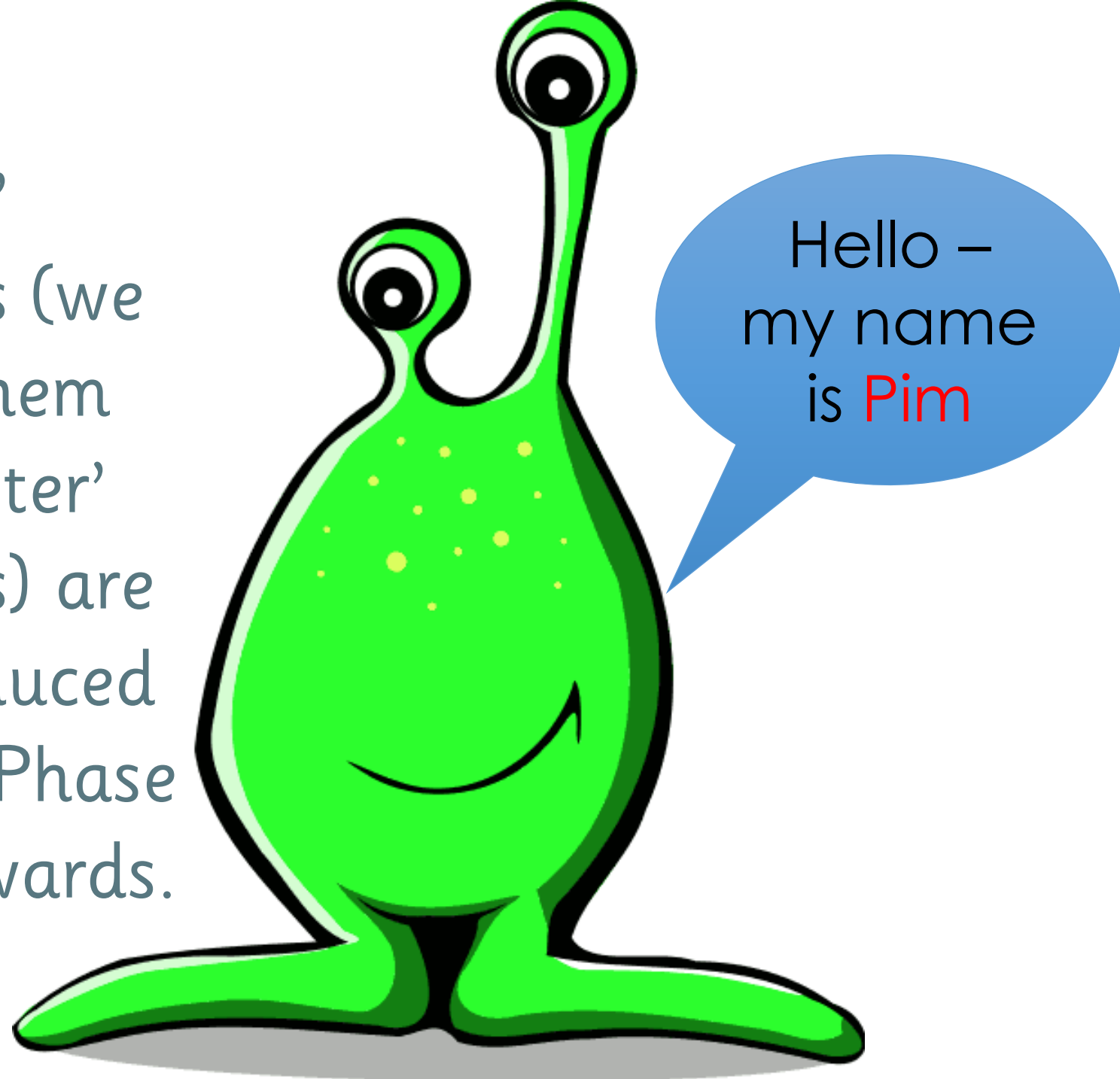
**NOT** necessarily 3 letter words.

church, thorn, head, wheel, curl, chick, buzz are all cvc words.

# Remember:-

- For reading and blending, children should articulate the phonemes/ sounds
- For spelling, children should use the **letter names**. (In the early stages many children still use the letter sounds, however the use of names are modelled by staff.)

'Alien'  
words (we  
call them  
'monster'  
words) are  
introduced  
from Phase  
2 onwards.



Hello -  
my name  
is Pim



## Phase Three Outcomes: What are we aiming for ?

- Hear and say phonemes in the order in which they occur in the word. (all 44)
- Read CVC words and simple 2 syllable words. (real and 'alien')
- Segment and spell CVC words and 2 syllable words.
- Read and spell some high frequency 'tricky' words.
- Know letter names and use these for spelling

## Phase 3 assessment

Can the children blend and read alien words from Phase 3 ?

foid  
thard  
shog

Can the children recognise and sound out all the GPCs in Phase 3?  
Can they represent each of the phonemes with a grapheme?

Do they know the letter names?

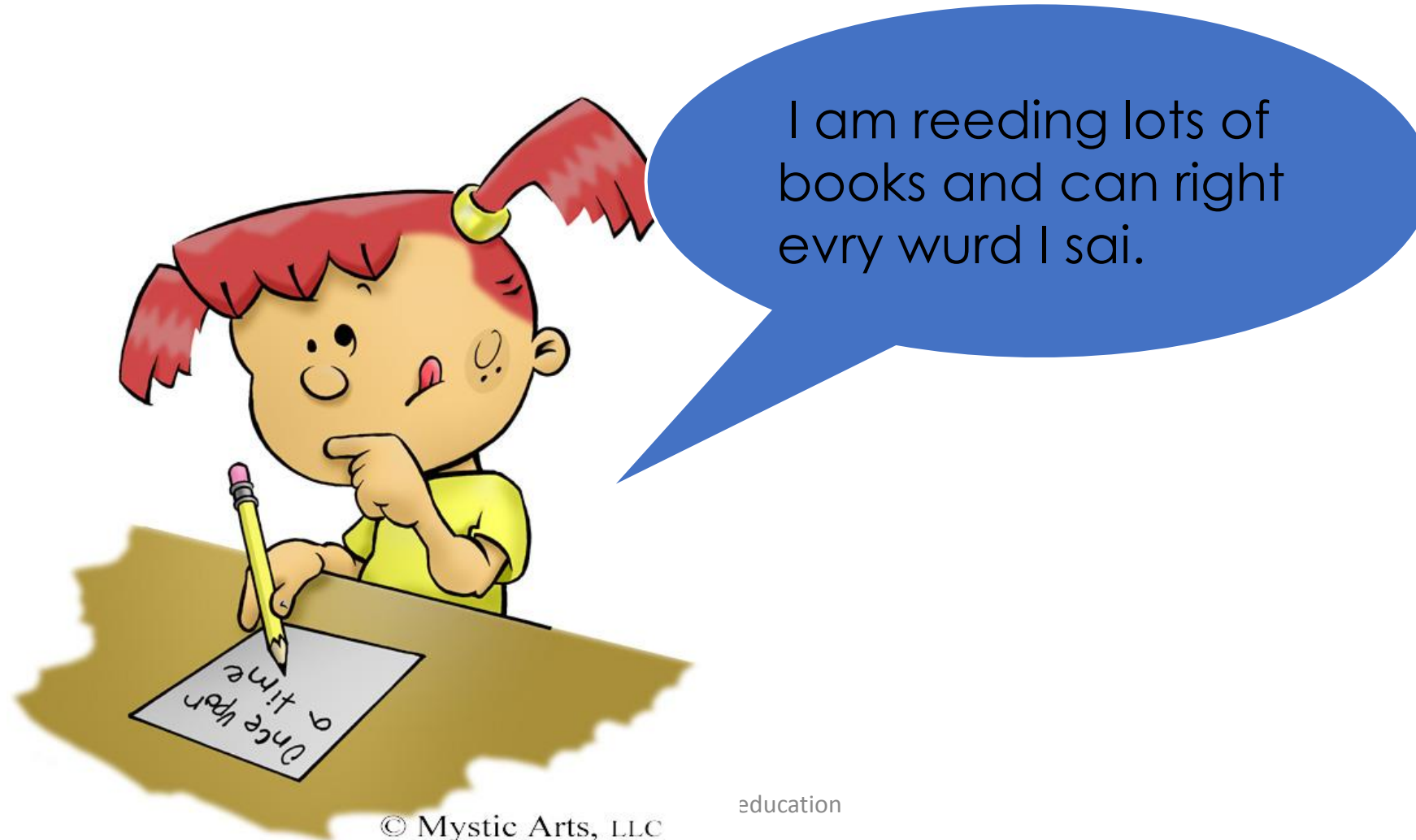
Can they read simple 2 syllable words?  
E.g. sitting / longer/ looking

Can the children read complete decodable sentences?

Can they write simple sentences containing CVC words that do not have to be mediated?

Can they read and write the tricky words from Phase 2 and 3 ?

# Phase 3 in a nutshell





# Phase Four Outcomes

- Children are able to **blend** and segment *adjacent consonants* in words: both single and polysyllabic (words having more than one and usually more than three syllables) **Smooth reading/ blending is important in this phase.**
- They apply this skill when reading unfamiliar texts and when writing .



# Markeaton Primary School Website

- You can find our Phonic page on the school website. Look in 'Our Learning'- 'Phonics'- and then choose the phase you require.
- The pages show the teaching overview for each phase and include activities, flash cards, links to other sites and much more.
- Other sites to visit include:-
  - [oxfordowl.co.uk/home/reading-owl/expert-help/the-year-1-phonics-screening-check](https://oxfordowl.co.uk/home/reading-owl/expert-help/the-year-1-phonics-screening-check)
  - [Phonicsplay.co.uk](https://phonicsplay.co.uk)