EYFS and Year 1 Phonics Presentation

Meridian Primary School
Date: 4.02.20
Welcome!

• Aim
  – To help parents understand how phonics is introduced and taught in EYFS and Year 1.
  – To share information about how parents can support their child’s learning.
Terminology

• **Grapheme** – A letter or combination of letters that corresponds to a single phoneme within a word. (cat, shop, beach, fight)

• **Phoneme** – A phoneme is the smallest unit of sound a grapheme makes

• **Blending** – building words from phonemes to read

• **Segmenting** – breaking down words for spelling

• **Digraph** – two letters represent one phoneme (ai, ar, ee)

• **Split digraph** – two letters that are not next to each other (o-e, i-e, u-e)

• **Trigraph** – three letters represent one phoneme (igh, air, ear)
What is Phonics?

Taken from the Government ‘Learning to read through phonics’ information for parents sheet.

- Phonics is a way of teaching children to read skillfully. They are taught how to:
  - recognise the sounds that each individual letter makes.
  - identify the sounds that different combinations of letters make, such as ‘sh’ or ‘oo’ and blend those sounds together from left to right to make a word.
- Children can then use this knowledge to ‘decode’ new words that they see or hear. This is the first important step to learning how to read.
What is Phonics?

• Throughout the EYFS and KS1 we follow a progression of six phases as set out in the Letters and Sounds document.

• In addition to letters and sounds we also use resources from ‘Read Write Inc’ to support our teaching of phonics, reading and spelling.
The Phases

- **Phase 1** - (Throughout Nursery, Pre-school and EYFS)
  - To distinguish between sounds and become familiar with rhyme, rhythm and alliteration.

- **Phase 2** - (6 weeks)
  - To introduce 19 grapheme-phoneme correspondences.

- **Phase 3** - (12 weeks)
  - To teach one grapheme for each of the 44 phonemes in order to spell simple regular words.

- **Phase 4** - (4-6 weeks)
  - To read and spell words containing adjacent consonants.

- **Phase 5** - (throughout Yr 1)
  - To teach alternative pronunciations for graphemes and alternative spellings for phonemes.

- **Phase 6** - (throughout Yr 2)
  - Children become fluent readers and increasingly accurate spellers.
Phase 1

- There are 7 aspects with 3 strands.

- Environmental, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds, Oral Blending and Segmenting.
# Teaching Sequence

<table>
<thead>
<tr>
<th>Revisit and review</th>
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</thead>
<tbody>
<tr>
<td>Practise previously learned letters</td>
</tr>
<tr>
<td>Practise oral blending and segmentation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach a new letter</td>
</tr>
<tr>
<td>Teach blending and/or segmentation with letters (weeks 2 and 3)</td>
</tr>
<tr>
<td>Teach one or two tricky words (week 3 onwards)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practise reading and/or spelling words with the new letter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apply</th>
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</thead>
<tbody>
<tr>
<td>Read or write a caption (with the teacher) using one or more high-frequency words and words containing the new letter (week 3 onwards)</td>
</tr>
</tbody>
</table>
Simple Speed Sounds chart

Consonants: stretchy

Consonants: bouncy

Vowels: bouncy

Vowels: stretchy

Vowels: stretchy
Phase 2

• Teaching and Learning letter sets 1-5

• Begin learning to read and spell some common exception words (tricky words) the, to, go, no
Phase 3

- Teaching and Learning another 25 graphemes

<table>
<thead>
<tr>
<th>Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set 6:</td>
</tr>
<tr>
<td>Set 7:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graphemes</th>
<th>Sample words</th>
<th>Graphemes</th>
<th>Sample words</th>
</tr>
</thead>
<tbody>
<tr>
<td>ch</td>
<td>chip</td>
<td>ar</td>
<td>farm</td>
</tr>
<tr>
<td>sh</td>
<td>shop</td>
<td>or</td>
<td>for</td>
</tr>
<tr>
<td>th</td>
<td>thin/then</td>
<td>ur</td>
<td>hurt</td>
</tr>
<tr>
<td>ng</td>
<td>ring</td>
<td>ow</td>
<td>cow</td>
</tr>
<tr>
<td>ai</td>
<td>rain</td>
<td>oi</td>
<td>coin</td>
</tr>
<tr>
<td>ee</td>
<td>feet</td>
<td>ear</td>
<td>dear</td>
</tr>
<tr>
<td>igh</td>
<td>night</td>
<td>air</td>
<td>fair</td>
</tr>
<tr>
<td>oa</td>
<td>boat</td>
<td>ure</td>
<td>sure</td>
</tr>
<tr>
<td>oo</td>
<td>boot/look</td>
<td>er</td>
<td>corner</td>
</tr>
</tbody>
</table>

- Continue learning to read and spell common exception words (tricky words) the, to, go, no, I he, she, be, we, he, me, was, my, you, they, her, all, are
Phase 4

• Consolidating all the children have learnt in the previous phases

• Teaching blending and segmentation of adjacent consonants
  cvcc words - tent, mend, hump
  ccvc words - track, twin, clap, gran, glass

• Practising reading and spelling two-syllable words
  lunchbox, desktop

• Continue learning to read common exception words (tricky words) the, to, go, no, I, he, she, be, we, he, me, was, my, you, they, her, all, are, said, have, like, some, come, what, when, little, there, were
Phase 5

• Teaching new graphemes for reading and spelling

<table>
<thead>
<tr>
<th>ay day</th>
<th>oy boy</th>
<th>wh when</th>
<th>a-e make</th>
</tr>
</thead>
<tbody>
<tr>
<td>ou out</td>
<td>ir girl</td>
<td>ph photo</td>
<td>e-e these</td>
</tr>
<tr>
<td>ie tie</td>
<td>ue blue</td>
<td>ew new</td>
<td>i-e like</td>
</tr>
<tr>
<td>ea eat</td>
<td>aw saw</td>
<td>oe toe</td>
<td>o-e home</td>
</tr>
<tr>
<td></td>
<td></td>
<td>au Paul</td>
<td>u-e rule</td>
</tr>
</tbody>
</table>

• Continue learning to read and spell common exception words (tricky words) the, to, go, no, I he, she, be, we, he, me, was, my, you, they, her, all, are, said, have, like, some, come, what, when, little, there, were, people, looked, said, so, have, called, asked, friends,
Phase 6 - Year 2

• During phase 6 children will become fluent readers and increasingly accurate spellers.

• They learn how to add suffixes and prefixes and strategies for spelling longer and trickier words.

• They continue to learn to read and spell common exception words:

  the, to, go, no, I he, she, be, we, he, me, was, my, you, they, her, all, are, said, have, like, some, come, what, when, little, there, were, people, looked, said, so, have, called, asked, friends, because, beautiful
National Phonics Screening test Year 1

- The National phonics screening check is a statutory assessment that was introduced in 2012 to all Year 1 children.

- All year 1 children will take the phonics screening check during June 2020.

- It comprises of a list of 40 words; 20 real words and 20 nonsense words.

- It will assess phonics skills and knowledge learnt through reception and year 1.

- Your child will read the test in a one to one situation. They will read up to 4 words per page and they will probably do the check in 10-20 minutes. They will be asked to ‘sound out’ a word and blend the sounds together to read the word. The children have plenty of exposure to nonsense words so they are well prepared for the test.
National Phonics Screening test Year 1
How to help at home

• Read favourite stories over and over again
• Read some stories at a higher level than they can read themselves.

Please Remember

When reading with your child at home, it is meant to be easy! They are consolidating what they have learnt at school, not learning anything new. If they find it too difficult they will not enjoy reading at home. Reading is a pleasurable activity.
Handouts and useful websites

• https://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics

• https://www.phonicsplay.co.uk/ParentsMenu.htm

• https://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy

• https://www.ruthmiskin.com/en/find-out-more/parents/
Questions?

Thank you for coming into School today.
If you have any questions about any of the information discussed today please do not hesitate to come in and ask me.