

Phonics and Early Reading



What is Phonics and why is it important?

Phonics is a way of teaching children to read and spell through understanding the relationship between the different sounds in the English language (phonemes) and the letters or groups of letters that represent those sounds (graphemes).

We do use these terms with the children.

This simple introduction supports adults understand the different phonemes: <https://youtu.be/UCI2mu7URBc>



Cracking the Code

26 letters of the alphabet



44 sounds in the English Language

144 different ways we put letters together
to represent the sounds



A *phoneme* is the smallest unit of sound in a word.

c-u-p d-o-g



Grapheme

The letter(s) representing a phoneme

ai igh aw air

What phoneme do they represent?



Digraph

Two letters, which make **one sound**

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy

Trigraph

Three letters, which make one sound

igh

air

Split digraph

A digraph in which the two letters are not adjacent (e.g. make).

There are 5:

a_e

i_e

o_e

u_e

e_e

Set 1 Speed Sounds

m	a	s	t	d
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				

Set 2 Speed Sounds

ay	ee	igh	ow	oo
oo	ar	or	air	ir
			ou	oy

Set 3 Speed Sounds

ea	oi			
a-e	i-e	o-e	u-e	aw
are	ur	er	ow	ai
oa	ew	ire	ear	ure

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.)

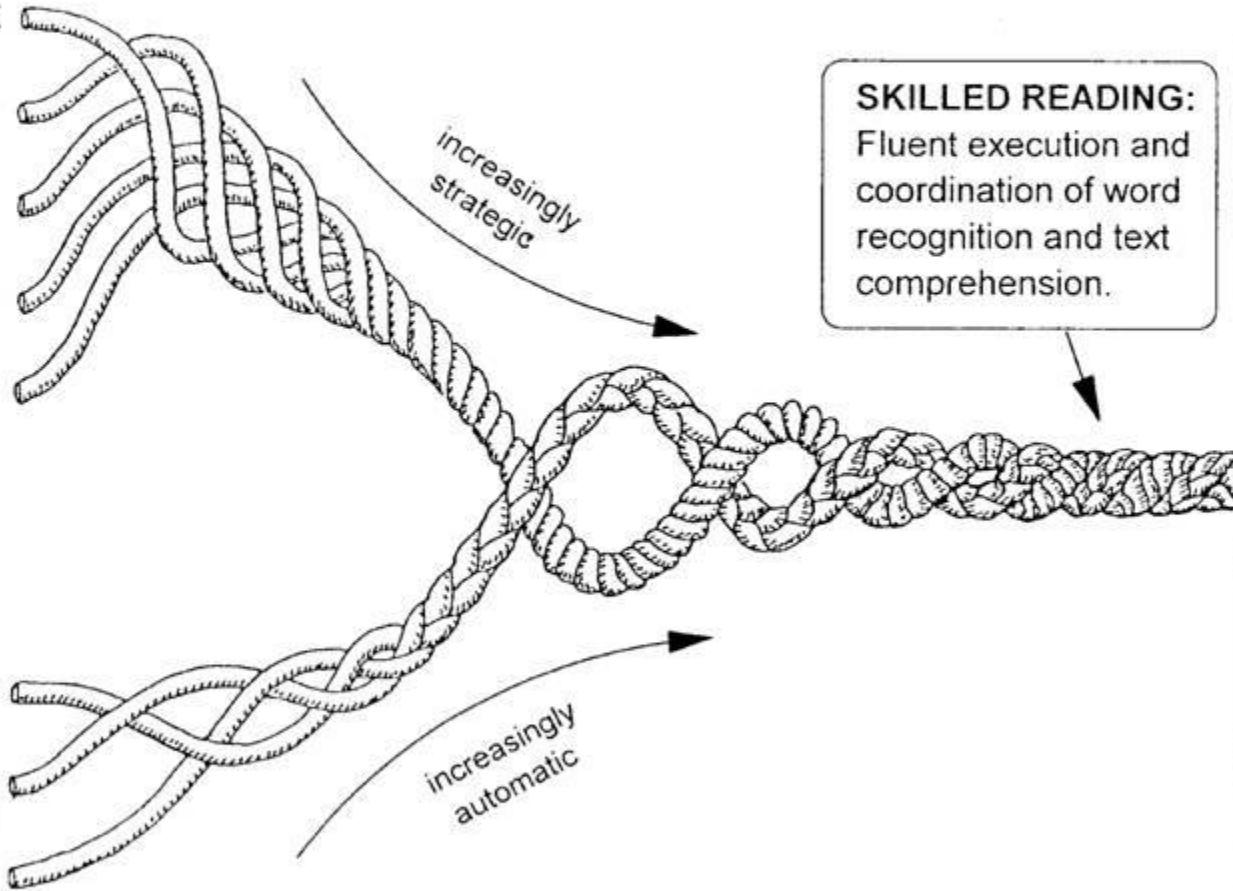
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



High Frequency Words

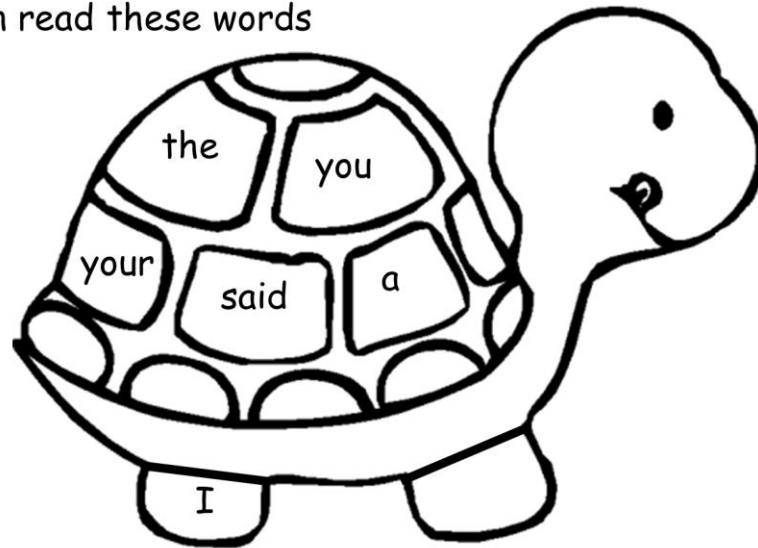
These are words that can not be sounded out phonetically.

Within any book or story many words are repeated e.g. the word 'the' is repeated fifty-seven times in this booklet. It has been established that, **if a child can learn just thirteen of the most frequently used words, it will enable them to read around 25% of any text.**

Learning **one hundred high frequency words can help them access 50% of text.** Clearly this does not make them a competent reader but learning to recognise high frequency words can give them a good start.

speedy recall of high frequency words + a good understanding of phonics + frequent practice applying these skills = a fluent and confident reader.

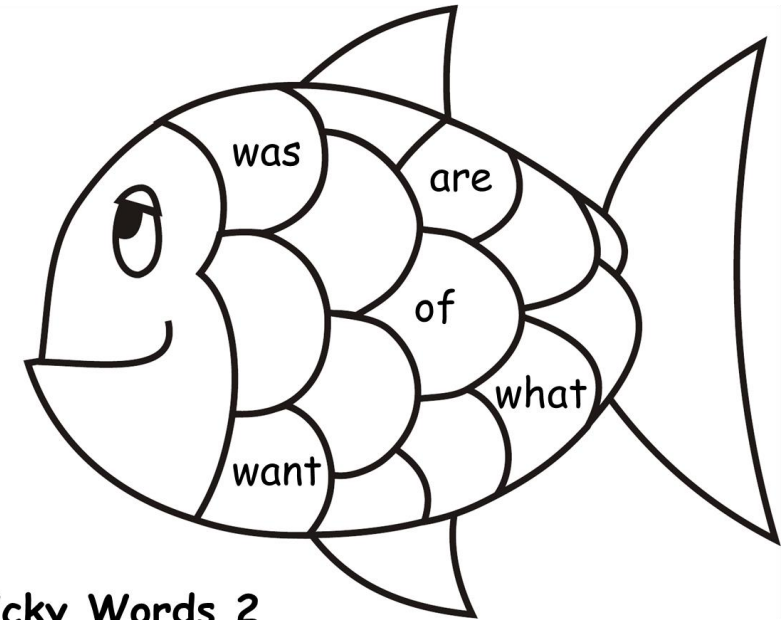
I can read these words



Tricky Words 1

Remember - you can't sound out these words!

I can read these words



Tricky Words 2

Remember - you can't sound out these words!

Tricky words:

These are 'tricky words' that can't be fully sounded out using phonics. Children in Year 1/2 bring 'tricky words' home. Please spend two minutes as often as possible reviewing these with your child. Once they can confidently read the word, please colour in the word. A new sheet is given once all words are coloured in.

What we do in school:

- Daily phonics lessons (review sounds, teach a new sound and practice reading and writing)
- Daily guided reading, focussing on fluency with some comprehension. After Christmas, there will be a greater emphasis on comprehension for the Year 2 children.
- 1 minute words/precision teaching to consolidate.

or	ow	ee	or
ea	ui	ow	ui
ee	or	ea	ea
ow	ea	ow	ui
ea	ui	or	ow

What we do in school:

- 2 reading books sent home each week (on a Monday) and are heard read by an adult at least twice a week in school.
- The reading books are for practising fluency. Children are expected to read their reading book 3 times to an adult before moving on to the next book.
- Children bring home a library book to share and enjoy with an adult. They are not expected to be able to read this independently.
- The children will have a weekly library session. (This is when they can choose their library book for the week to bring home.)
- Daily story read to the class by the teacher.

How reading books are chosen:

- Children should be bringing home books where they can confidently read 95% of the book as they are practising fluency and developing confidence.
- If books are too challenging, children lose confidence and stop seeing themselves as readers.
- Teachers assess the children every term and choose the appropriate level of reading book for each child.



If your child reads 5 times at home, they will get a special stamp in their reading record.

When they have 4 stamps, so have read 20 times at home, they will get a special bookworm certificate in assembly.

Please initial and date the reading record when your child reads to you. There is no need to write a comment - unless you want to!



Research shows that if you read with your child for 10 minutes a day, it can add up to 1 years additional progress.



How can you help at home?

- Read with your child every day, if only for 10 minutes.
- Every time your child reads at home, initial and date the reading record.
- Help your child to read the tricky words.



When they know the tricky words, they can colour the word in. When they have coloured every word and can read them confidently, ask your child to show the teacher. When your child is able to confidently read all sets of words of tricky words, they will be bringing home the tricky words to begin spelling them. 2-3 minutes as often as you can is sufficient.

We do not give spelling tests.



Use these websites to further support your child's development in phonics.

- <https://www.ruthmiskin.com/parents/>
- <https://www.phonicsplay.co.uk/>
- <https://www.topmarks.co.uk/>
- <https://www.phonicsbloom.com/>
- [Www.ictgames.com](http://www.ictgames.com)
- www.timeforphonics.co.uk



Alphablocks app

Any questions?