EYFS/Year 1 Supporting Your Child with Phonics

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Miss Patel
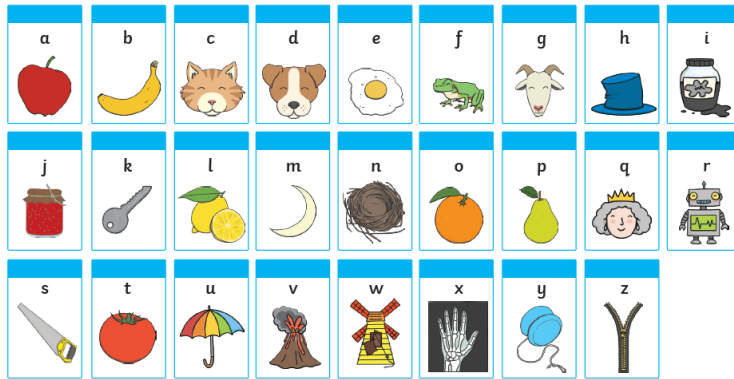Year 1 Teacher and KS1 English Lead

Thursday 13th May 2021

Aims for today

- Develop our phonics subject knowledge

- Develop our knowledge of what is and will be used at Avanti House Primary.

- Phonic terminology

- Sounds and pronunciation

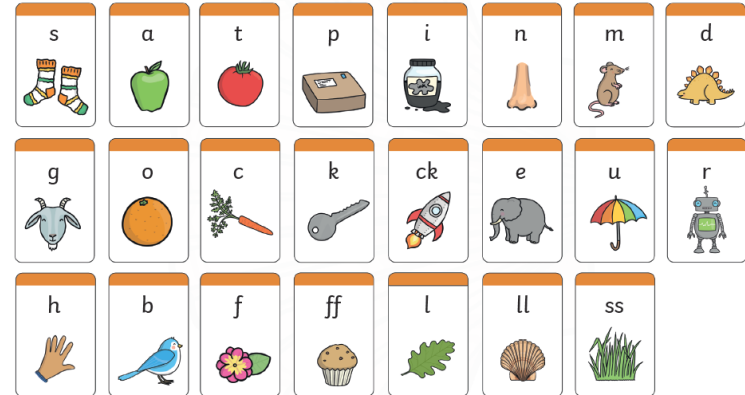- How it should be taught

- Resources

What is phonics?

- **It is a method of reading and writing words by listening and identifying the sounds in the words.**

- It involves a range of blending and segmenting to support reading and writing.

- **There are 44 phonemes, represented by 26 letters and different combinations.**
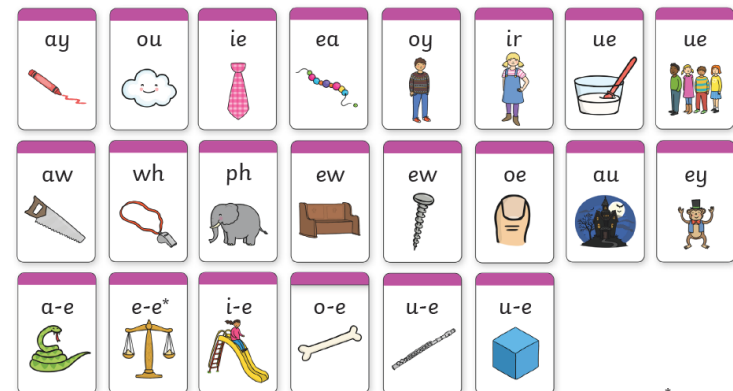
My Alphabet Mat

a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	

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My 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	

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My Phase 3 Sound Mat

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

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My Phase 5 Sound Mat

ay	ou	ie	ea	oy	ir	ue	ue
aw	wh	ph	ew	ew	oe	au	ey
a-e	e-e*	i-e	o-e	u-e	u-e		

*even

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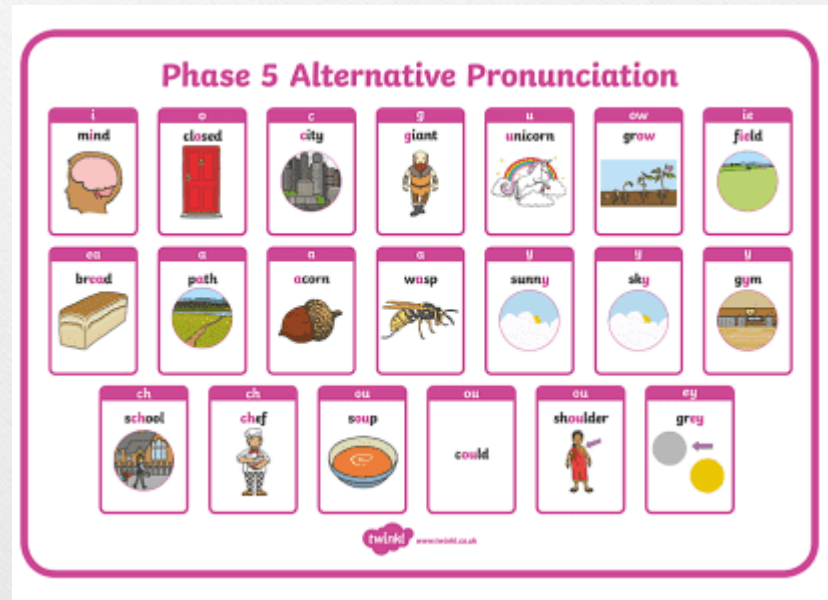
Phase 5 Alternative

- Taught in year 1
- Assists children further with reading and spellings
- Recognition mainly through reading

What's the difference between Analytical and synthetic phonics

- Analytical phonics is mostly sight learning
- Recognizing initial sounds, shape of letters and sometimes making guesses.
- Teach same sounds in different order
- Additional sounds called clusters(br/sp/pl)

- Synthetic phonics is teaching the process of blending and segmenting
- Teaches to identify all sounds in words
- No guessing but actual reading
- Letters and sounds is synthetic phonics
- Teaches when sound is at the start and within a word
- N-**n**eck/ be**n**d
- Taught through ongoing blending and segmenting

Synthetic phonics

- Prime approach to decoding offering children with the best and most direct route to becoming skilled readers and writers

- Should be used to even decode even regular and irregular tricky words

- Children should start synthetic phonics at the age of 5 (reception)

- With expectation that they have become fluent readers by Year 2

- However some children turn 5 at the end of Summer Term, and phonics becomes more accessible at the start of Year 1 (this might explain why some children struggle in Year 1)

Synthetic phonics cont

- Although research states that phonics is decoding and encoding, children need to be able to apply and understand meaning

- When teaching phonics/ words etc, it is essential that we put words into context and support with meaning

- This means lots of discussions and reading with and to the child.

- They need the ability to hear the words and sounds in sentences and conversations.

- This is part of phase 1 phonics, AUDITORY PHONICS

- Key for our low achievers and EAL children

Spellings – Year 1 Focus

- The learning continues from Reception
- Phonics taught discretely
- Involves learning the phonemes – units of sounds such as ai, igh, ea, ow
- Decoding for reading words and sentences
- Home reading – use of Bug Club to enhance pleasure of reading regularly and practise these decoding skills is vital and reading **5-10 minutes a day is essential!**
- Using the phonics knowledge to spell words when writing
- Tricky Words / Common Exception Words are not decodable
- **Information has already been given out this academic year and can also be access on the school website**

Phonic terminology

- GRAPHEME

- DIAGRAPH

- SPLIT DIAGRAPH

- TRIGRAPH

- ALTERNATE PRONOUNCIATION

- CVC

- PHONEME

- CONSONTANT DIAGRAPH

- ADJACENT CONSONTANT

- HFW

- TRICKY WORDS

Phonic terminology

- **Phoneme**: smallest unit of **sound** that can be heard in a word

- **Grapheme**: The **letters** used to represent the sound (g/sh/ee)

- **Diagraph**: 2 letters that make 1 sound (sh/ll/ar)

- **Consonant diagraph:** sh/ch/th

- **Trigraph:** 3 letters that make 1 sound (igh/ure)

- **Split Diagraph:** a diagraph that are not adjacent (next to each other) *make/ same*

- **CVC:** consonant vowel consonant (cat/ shop/ might/ sheep) *This applies to sounds not graphemes*

- **CCVC/ CVCC/CCVCC:** train/ belt/crisp

- **HFW:** high frequency words

- Tricky words: words that can not be decoded

- **Alternate Pronounciation:** graphemes that have different sounds (cat/ cent)

- similar sounds with different graphemes (ee/ea/ey/ie)

How we teach at school

- Intro → Revisit → Teach → Practise → Apply → Assess

- 20 minutes

- Consistent and daily

- Interactive

- Multisensory (robot arms, fingers, tapping)

- Always applying through everyday activities

How we teach at school

- ***Teach***

- Introduce the sound being taught that day eg: S **(5 min)**

- Explain the grapheme being used (its name is S and sound is s)

- **Hear it** (chn hear you saying it),

- **See it and say it** (they say it),

- **practice writing it** (write it together correctly)

- *Use props and images to support these 3 procedures*

How can you support your child at home?

- Have a sound mat at home (school has already provided)

- Phoneme spotters (comprehensions/texts)

- Highlighting

- Sound buttons

- Rhyming and word variations

- Explore a bank of words with alternate sounds/ spellings and build a discussion of how some sounds are rare and some more common (best bet game)

How can you support your child at home?

- Matching pictures with words
- Matching or sorting initial sounds
- Reading captions and matching with pictures
- Lots of oral blending
- Games (hang man)
- Robot arms/fingers
- Counting phonemes *
- Sound hunts
- Posting sounds in the correct box
- Investigating with alternate sounds

How can you support your child at home?

    ❧ READ BUG CLUB BOOKS!!

    ❧ Read with and to your child – all sorts of text including non-fiction and poetry, allowing the children to skim and scan the text as you read.

    ❧ Extend their vocabulary by discussing new vocabulary and their meanings.

    ❧ Practise spelling homework and revisit it several weeks later.

    ❧ Reinforce handwriting.

    ❧ Encourage your child to write for pleasure (in sentences).

Resources

- http://avanti.org.uk/avantihouse-primary/phonics/
- Google: Phonics Screening Check past papers

Resources

- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

- http://www.phonicsplay.co.uk/index.htm

- http://www.letters-and-sounds.com/

- http://www.galacticphonics.com/

- http://www.bbc.co.uk/blogs/internet/entries/f7126d19-2afa-3231-9c4e-0f7198c468ab