

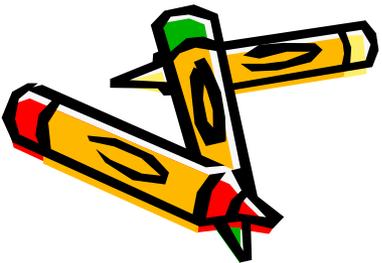


# Teaching and Learning St Andrew's Primary School

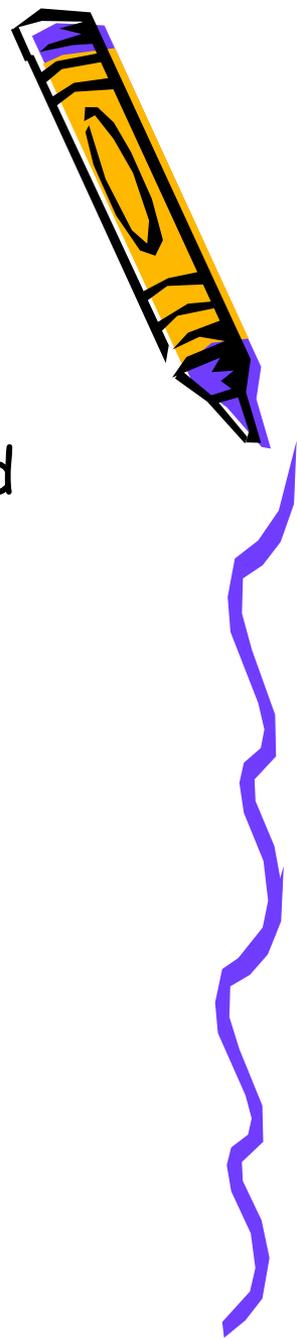


# Aims

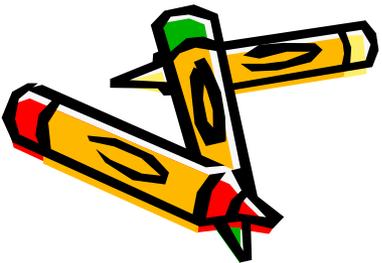
- To share how phonics and reading is taught at school.
- To develop parents' confidence in helping their children with phonics and reading at home.
- To teach the basics of phonics and some useful phonics terms.
- To outline the different stages in both phonic and reading development.
- To show examples of activities and resources we use to teach phonics and reading.
- To give parents an opportunity to ask questions.



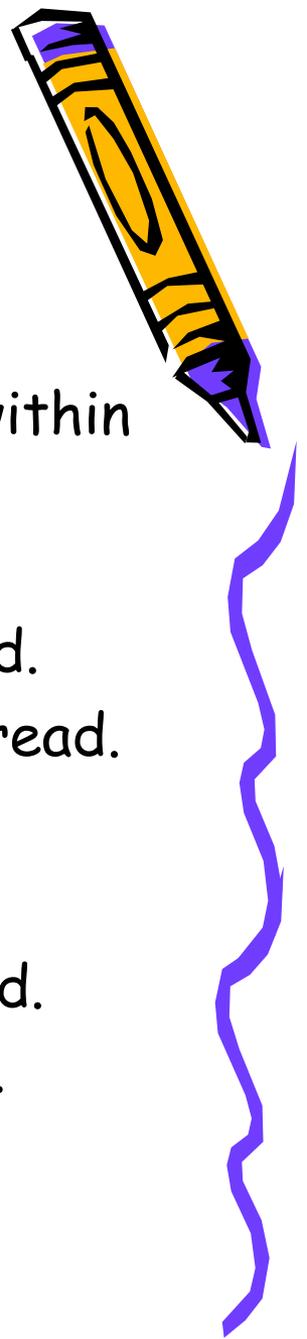
# Teaching Phonics



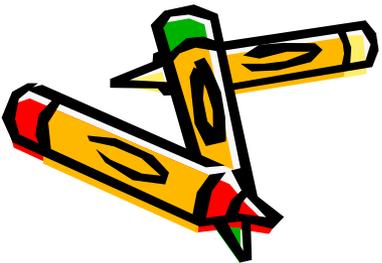
- Fast-paced, interactive approach.
- Lessons encompass a range of games, songs and rhymes.
- We use Letters and Sounds to support the teaching of phonics and Jolly Phonics.
- There are 6 phonics phases which the children work through at their own pace.



# Phonic terms your child will learn at school



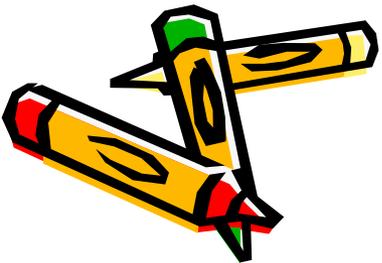
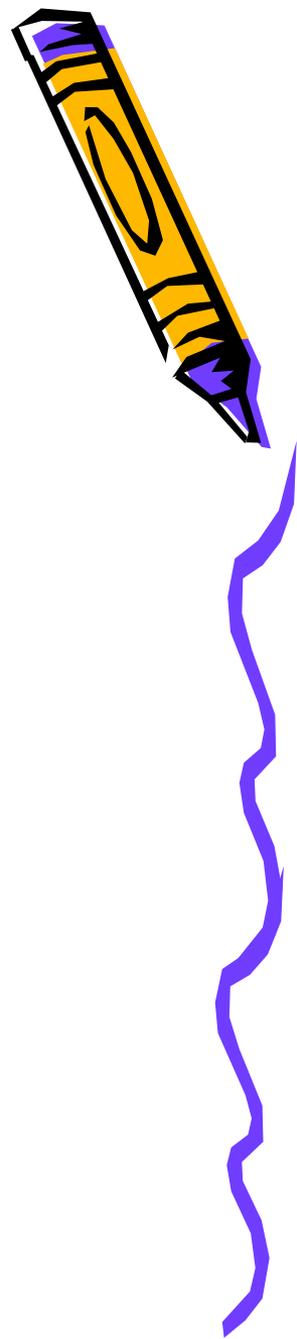
- Phoneme: The smallest unit of sound that is found within a word.
- Grapheme: The spelling of the sound e.g. Th.
- Digraph: Two letters that make one sound when read.
- Trigraph: Three letters that make one sound when read.
- CVC: consonant, vowel, consonant.
- Segmenting: Breaking up a word into its sounds.
- Blending: Putting the sounds together to read a word.
- Tricky words: Words that cannot easily be decoded.



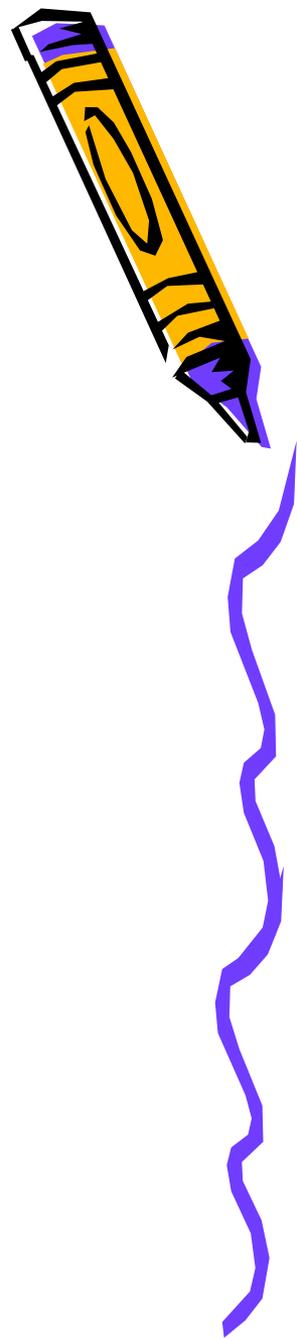
# Phase 1

## Getting ready for phonics

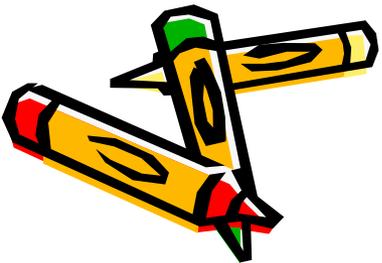
- Aspect 1 - Environmental sounds
- Aspect 2 - Instrumental sounds
- Aspect 3 - Body percussion
- Aspect 4 - Rhythm and rhyme
- Aspect 5 - Alliteration
- Aspect 6 - Voice sounds
- Aspect 7 - Oral blending and segmenting



# Phase 1 Games



- Miss Farrant has a box! 'Sound Bingo'  
(Environmental Sounds)
- Copy my sound  
(Instrumental Sounds/ Body Percussion)
- Noisy neighbour  
(General Sound Discrimination)
- Voice aerobics  
(Voice Sounds)



Key message: listening skills

# Phase 2

19 GPC'S introduced in this phase. Children learn to match sounds to a letter.

**Set 1: s a t p    Set 2: i n m d**

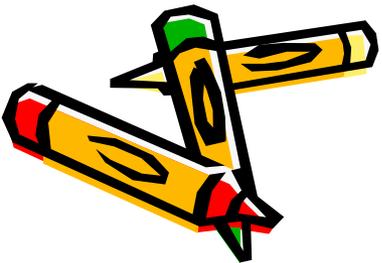
**Set 3: g o c k    Set 4: ck (as in duck) e u r**

**Set 5: h b l f    ff (as in puff) ll (as in hill)    ss  
(as in hiss)**

They will use these phonemes to read and spell CVC words such as:

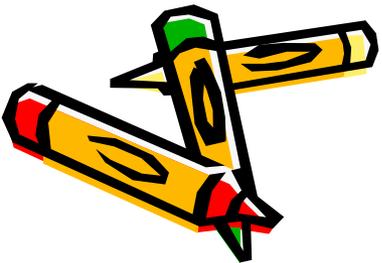
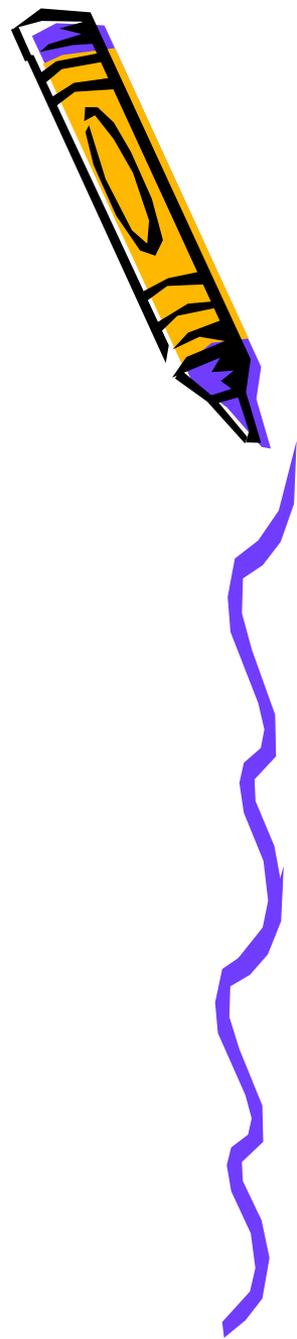
**sat, tap, dig, duck, rug, puff, hill, hiss**

All these words contain 3 phonemes.



# Saying the sounds

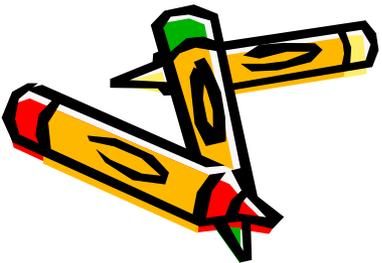
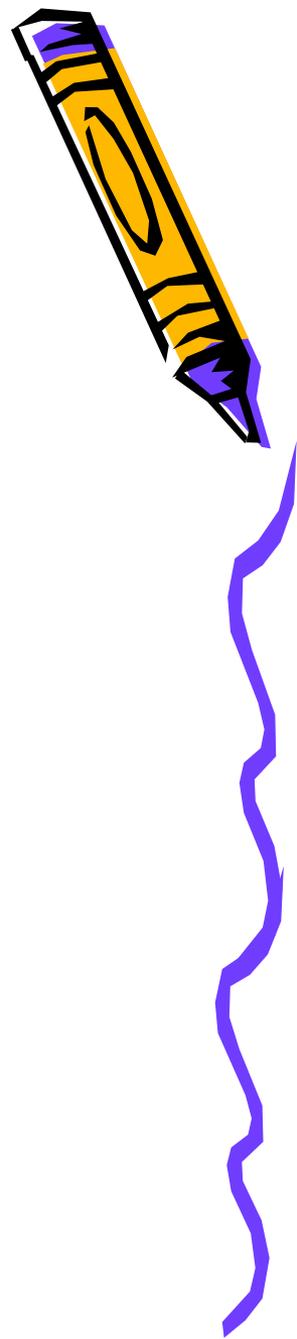
- Sounds should be articulated clearly and precisely.
- Your turn! b, z, d, f, m , r, h, n , s, t, x
- [https://www.youtube.com/watch?v=BqhXUW\\_v-1s,](https://www.youtube.com/watch?v=BqhXUW_v-1s)



# Phase 2

## Blending Games

- Feely bag game
- Buried treasure
- Cross the river
- Full circle



# Phoneme frames and sound buttons



c	a	t
---	---	---



. . .

f	i	sh
---	---	----



. . -



# Tricky Words

There are many words that cannot be blended or segmented because they are irregular.

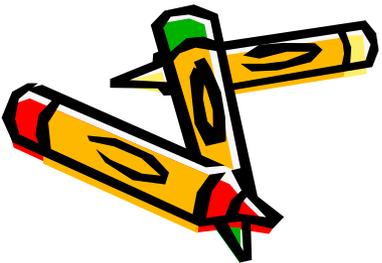
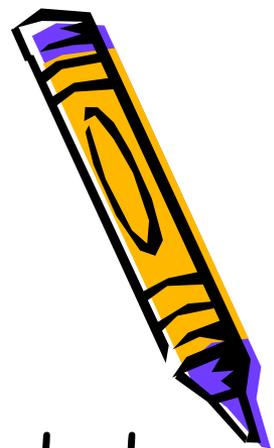
the

was

said

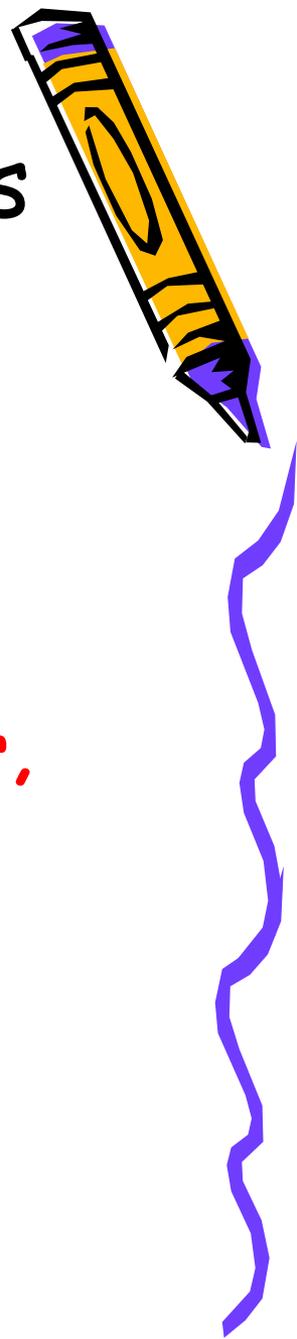
no

go



# Phase 3

## Learning digraphs and trigraphs



- Children will start Phase 3 when they know Phase 2 phonemes and can blend and segment to read and spell CVC words.
- They will learn another 26 phonemes:
- **j, v, w, x, y, z, zz, qu**
- **ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er**

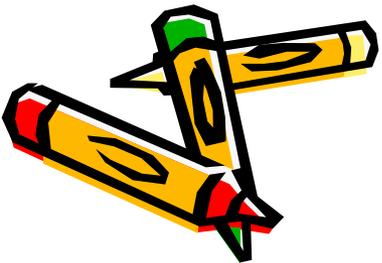
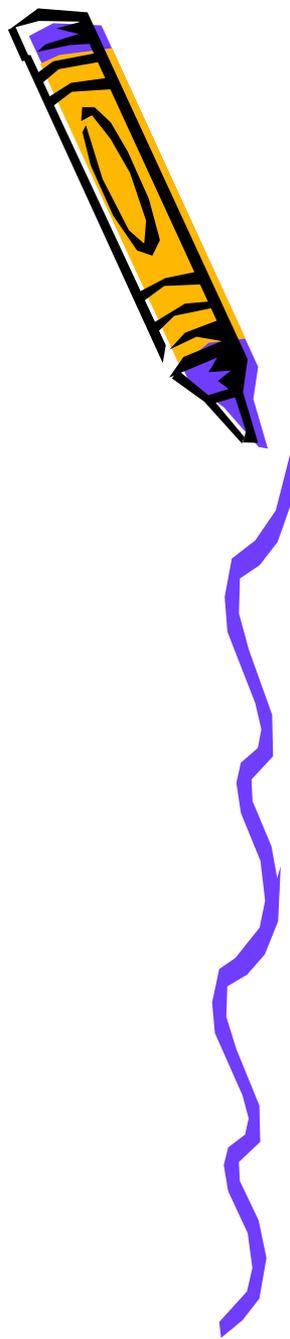
They will use these phonemes (and the ones from Phase 2) to read and spell words: **chip, shop, thin, ring, pain, feet, night, boat, boot, look, farm, fork, burn, town, coin, dear, fair, sure**



# Early Reading

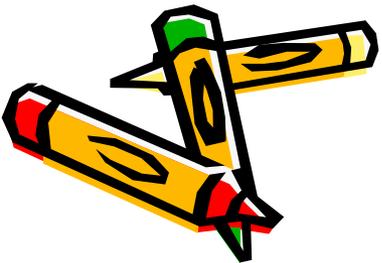
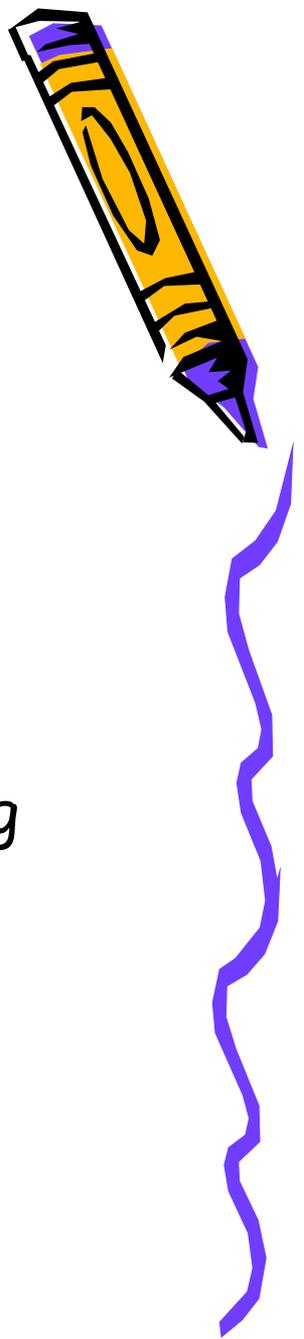
- Foster a love of books from an early age
- Story time and storytelling
- Rhythm and Rhyme
- Environmental print
- Handling books

next



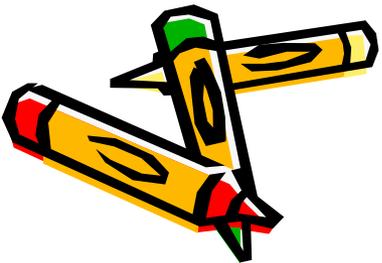
# Visual Literacy

- Picture books not just for pre-readers
- Early readers decode images to enable them to construct the story
- Oracy underpins the process through storytelling
- Decoding pictures lays the foundation for decoding words



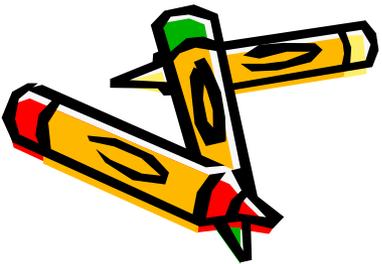
# Home Reading

- Home reader is a book children can read comfortably to encourage fluency and build confidence.
- Targets indicate the book band children are working towards during guided reading at school.
- Transferrable skills - children apply blending and segmenting skills learned during phonics lessons to support their reading.
- Remember - it's not a race!

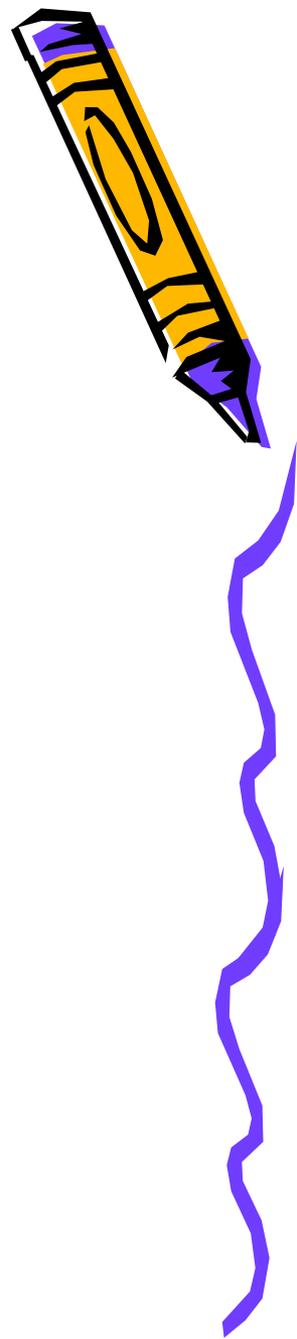


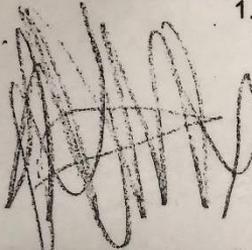
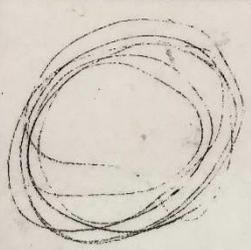
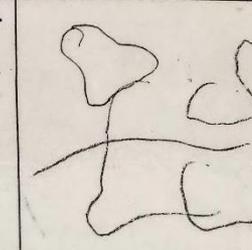
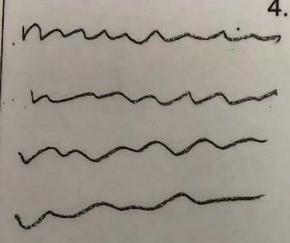
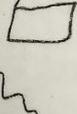
# Guided Reading

- Children read a book band above their home reader to promote progress (fluency) and build skills.
- Building comprehension, retrieving information and responding appropriately to questions, practice reading with expression, learning new language and vocabulary.



# Emergent Writing

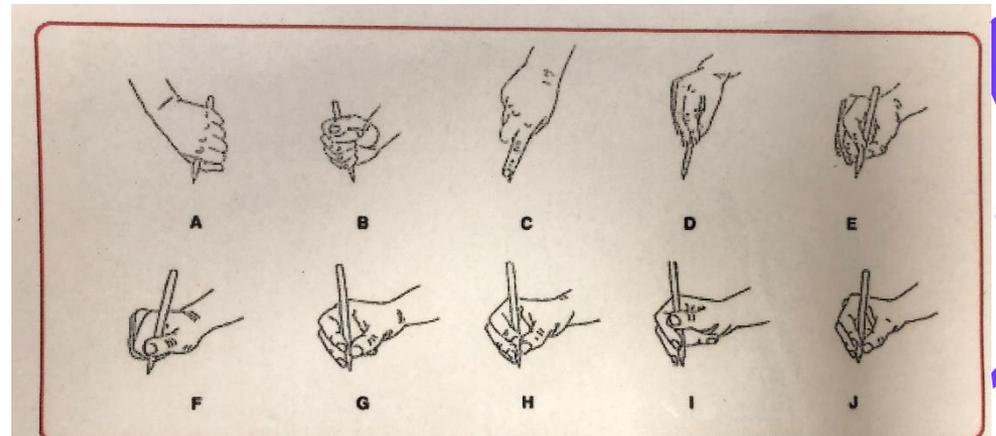
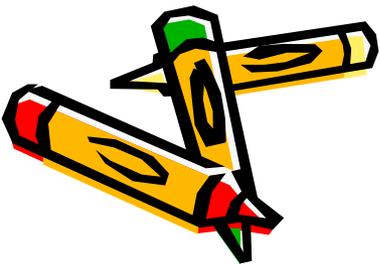


1. 	2. 	3. 
4. 	5. E X O L  III	6. T M 4 L H X I
7. AEFOOI TIM3H IJA4	8. ST ALX LEFM J TC	9. 12345 The end
10. CMTMI PrT (come to my party)	11. To daye i wet to th parc wth mummy	12. Once I saw santa feed his randee The end.



# Emergent Writing

- Mark-making and ascribing meanings to marks
- Using graphemes they know and are familiar with - e.g. writing their name
- Building confidence to become independent writers
- Apply AfL strategies used across the school



Any questions?

Thank you.

Please complete and  
return your evaluation.

