



# Phonics and Early Reading Presentation

September 2023



# Aims

- What is phonics and how do we teach it at Lickey Hills?
- How do we get children ready to read?
- To develop parents' confidence in helping their children with phonics and reading.



# Phase 1:

## Getting ready for phonics

1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds



# Phase 1: Listening to sounds

Environmental sounds

Instrumental sounds

Body sounds

Rhythm and rhyme

Alliteration

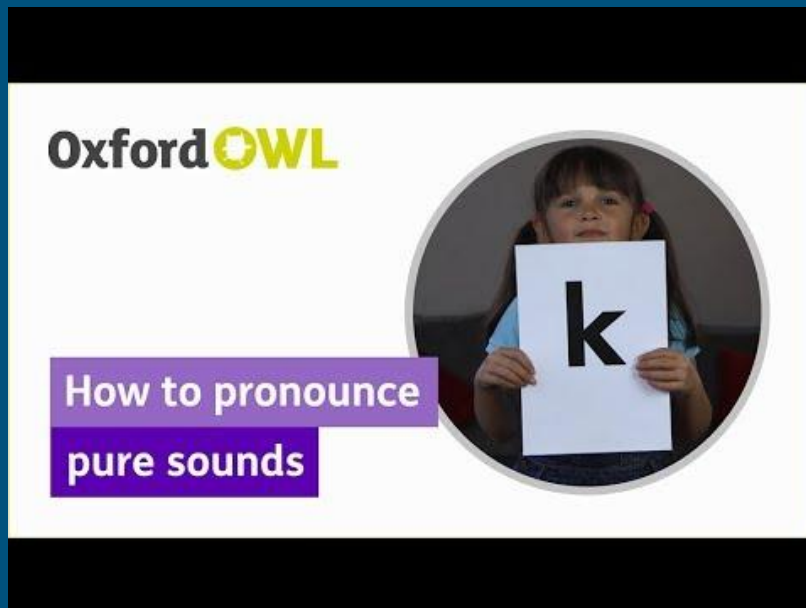
Voice sounds

Oral segmenting and blending



# Saying the sounds

- Sounds should be articulated clearly and precisely.
- We use 'soft sounds' or 'pure sounds' and discourage the use of 'Schwa' (adding 'uh' onto the end of a sound)



<https://www.youtubeeducation.com/watch?v=UCI2mu7URBc>



# What is Phonics?

A method of teaching children to read and pronounce words by learning to associate letters, or letter groups, with the sounds they represent.

There are 44 main sounds in the English language but only 26 letters!

# ELS Essential Letters and Sounds


developed by Knowledge Schools Trust

**Getting all children to  
read well, quickly.**



Phase 2 begins with children learning to read and write simple words eg sat, tap, hill



Grapheme	Picture	Rhyme
S		snake – <b>swerve</b> around the snake



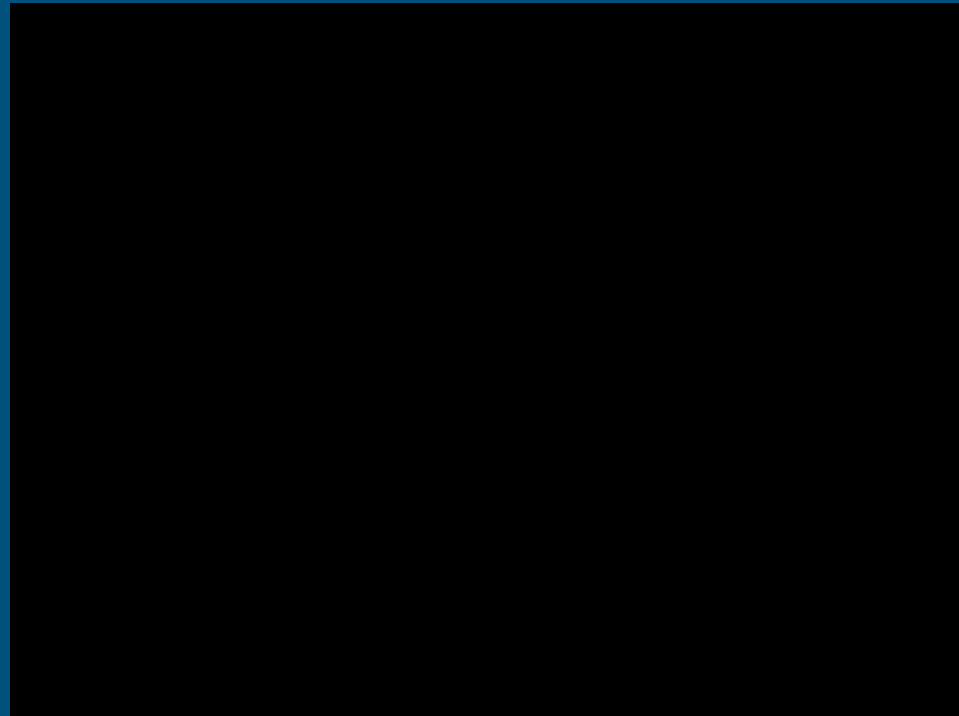
# Blending



t i n = tin

m u g = mug

Blending video

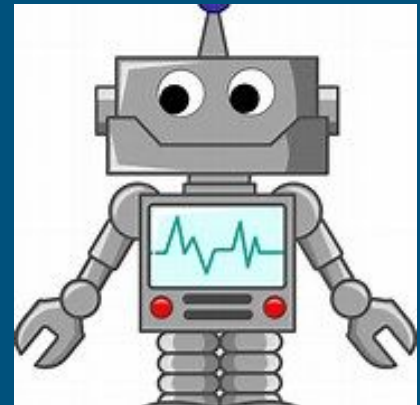


# Segmenting

dog = d - o - g

sun = s - u - n

hat = h - a - t




# Harder to Read and Spell words

These are common words that the children initially cannot use their sound knowledge to read e.g. the



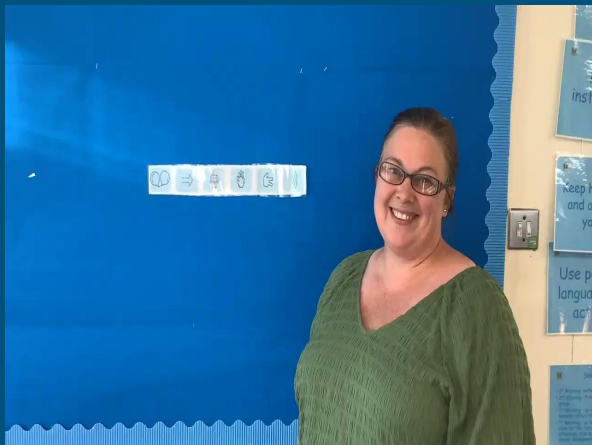
Phase 3:  
Children start to learn digraphs  
and trigraphs to read and spell.

Grapheme	Picture	Rhyme
igh		light up the night

Let's look at this word  
How many sounds can you count?



n igh t



Spelling sequence video -  
demonstration of segmenting

Phase 4:

Children start to read longer words containing 4 or more sounds.

These words have consonant clusters at the beginning: **s**pot, **t**rip, **c**lap, **g**reen

...or at the end: me**nd**, da**mp**, bur**nt**

...or at the beginning and end! **tr**ust, **sp**end

# suffixes



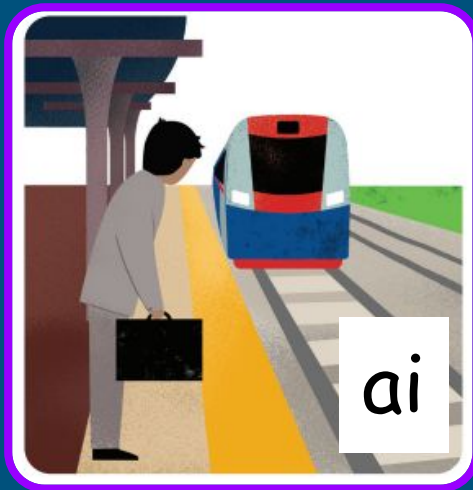
land

ed

landed

# Phase 5:

Children begin to learn the most common alternative spelling for sounds they already know.



## Year 1

spelling /ai/ sound as 'ai' or 'ay'

Use the 'ay' grapheme at the end of a word or syllable.

chain

day

tray

,

.

spelling /ow/ sound as 'ou' or 'ow'

Use the "ow" spelling when it is followed by 'l', 'n', or 'er' at the end of a word.

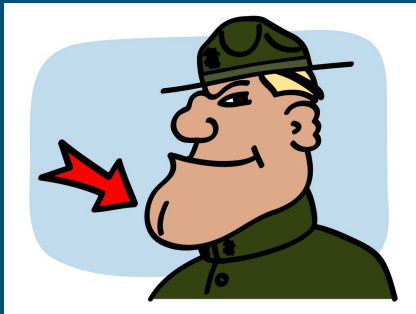
town

cloud

shout



Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):



chin



school



chef

# Learning all the variations!



Learning that the same phoneme /er/ can be represented in more than one way:

*burn*

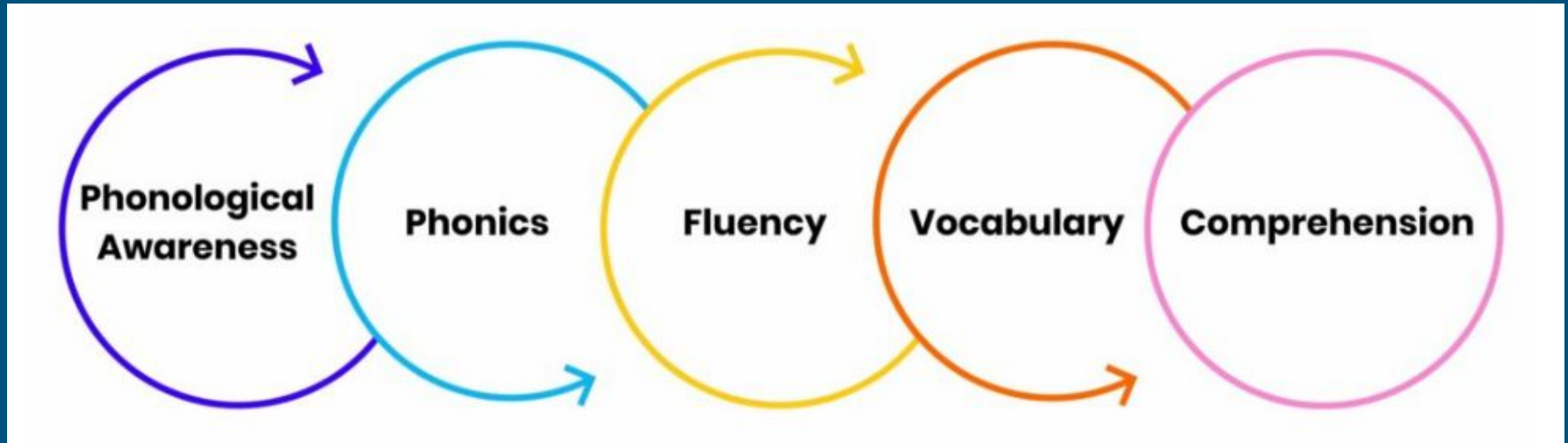
*first*

*term*

*heard*

*work*

# Phonics is only part of reading, it unlocks the code of the written language.



When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text.

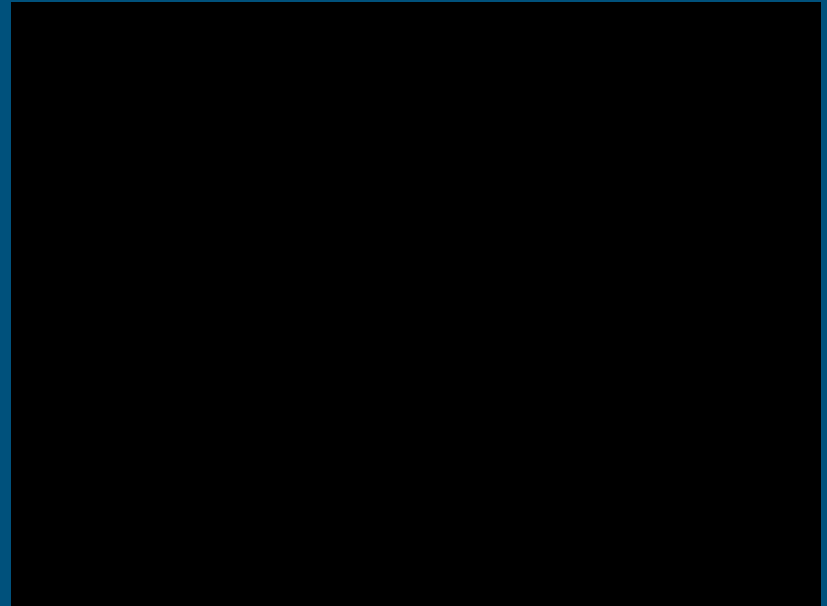
**60-90 words/min**

# Fluency and helping at home

We need to read words many times to build fluency for reading.

- 1- decode the text
- 2- read for fluency
- 3- read with expression

Early Reading video



Rereading is an important activity for improving your reading skills, comprehension, vocabulary, and confidence.

start

read again...and again...and again... and....

reading  
words

some  
sounding

less  
sounding

no sounding

speed



slow



faster

right speed

under-  
standing



how good  
it sounds



# How you can help at home?


Help your child practise their letters and 'soft' sounds.

Read regularly - we expect your child to read three times a week.

Re-read the text to gain fluency

Share stories and have fun with storybooks, poems, rhymes and fact books. This will help your child to develop a life-long love of reading.

## PHONICS



Our new graphemes and words we have read containing these.

This week's learning

For resources and a guide to pronunciation please click on the relevant phase button below.

Phase 3

Phase 5

Encourage your child to retell the main parts of the story to you

Discuss what was learnt from informational texts e.g. "What did you find out about spiders?"

Compare the people and events with those in your own lives

Discuss the meaning of new words and ask your child to put the word into a sentence



Thank you!



Please do come and see us if you  
need further guidance





# Useful Websites

<https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm>

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

[Phonics Games for the Classroom and Home - Phonics Bloom](#)

[Learning to Read, English Games for 5-7 Years - Topmarks](#)

<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/advice-for-parents>

Mr Thorne does phonics ([The /ay/ spelling pattern - Mr Thorne Does Phonics - YouTube](#))

BBC Bitesize: [The ure sound | Phonics | ure words - BBC Bitesize](#)

# Further Phonics Terminology



## Blending & Segmenting

**Phoneme:** the smallest single identifiable sound in a word. For example, in the word 'cat' there are three phonemes c/a/t.

**Grapheme:** the written representation of a sound.

**Digraph:** two letters making one sound. For example, /sh/ in the word 'shop'.

**Trigraph:** three letters making one sound. For example, /igh/ in the word 'night'.

**Split digraph:** two vowel letters split but are split by one or more consonants. For example, /i-e/ in the word 'kite'.