

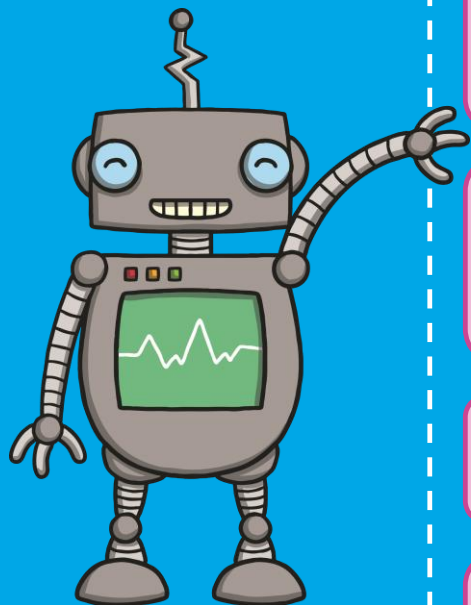
Teaching and Learning of Phonics

Clowne Infant and Nursery School



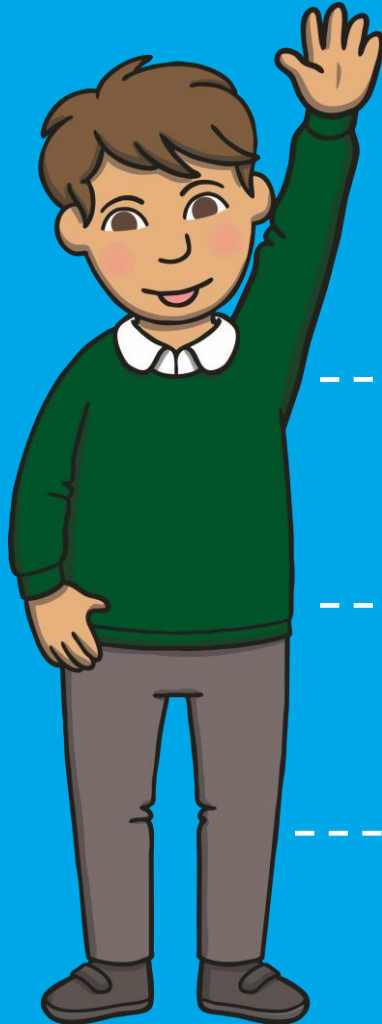
Effective Phonics, Done Simply

What Is Synthetic Phonics?



- Synthetic phonics is a method of teaching reading and writing, in which words are broken up into their smallest units of sound or 'phonemes'.
- Children learn to associate a written letter or group of letters, known as 'graphemes', with each phoneme.
- Sounds are then joined or 'blended' together into words for reading or, conversely, whole words are broken down or 'segmented' into their sounds for writing.
- It is the UK's most preferred method of teaching phonics.
- Sounds are taught in a prescribed order starting with s, a, t, p, i, n, as this allows for the most words to be made from the start, such as 'sat,' 'tap' and 'pin'.

What Are the Benefits of Synthetic Phonics?



Children progress through the stages as they are ready.

Planning ensures progression and coverage.

Children can attempt new words working from sounds alone.

Reading and writing become practices that are developed hand in hand.

Daily Phonics

The children have daily phonics sessions. The structure of every phonics lesson follows this five-part pattern to ensure that the four cornerstones of phonics are covered; **Revisit and Review, Teach, Practise, Apply, Assess.**

We use the Twinkl Phonics planning document to support the teaching of phonics.

There are 6 phonics levels which the children work through at their own pace.

What Is Taught and When?

Twinkl Phonics Level	Number of Teaching Weeks	Recommended Year Group (UK schools)
Level 1	36	Nursery
Level 2	7	Reception
Level 3	12	Reception
Level 4	5	Reception
Level 5	30	Year 1
Level 6	30	Year 2

Level 1 continues to be taught alongside the other levels.

This is just an overview. We understand that every child progresses at their own pace.

Phonic terminology: some definitions

Phonics Terminology:

Your children will learn to
use the term:

Phoneme



Phonemes are the smallest
unit of sound that can be
heard in words e.g. c-a-t

Phonics Terminology:

Your children will learn to
use the term:

Grapheme

Graphemes are the written
representation of a sound.

Phonics Terminology:

Your children will learn to
use the term:

Digraph

Digraph is two letters that
make one sound e.g. 'sh'

Phonics Terminology:

Your children will learn to
use the term:

Trigraph



Trigraph is three letters
that make one sound e.g.
'igh'

Phonics Terminology:

Your children will learn to
use the term:
Split Digraph



Split digraph is two letters
making one sound which are
divided by a consonant e.g. the
a-e sound in the word 'name'

Your children will learn to
use the term:

Blending

Children need to be able to
join individual speech sounds
together to read a word.

Your children will learn to
use the term:

Segmenting

Children need to be able
to break down words into
individual speech sounds
to spell a word.

Phonics Terminology:

Your children will learn to
use the term:

Tricky Words/Common
Exception Words

Tricky Words/Common Exception
Words are words that are not fully
decodable such as 'the' and 'was'

Phonics Terminology

Here is some of the terminology you might hear as your children begin to learn phonics.

Phoneme	the smallest unit of sound in words
Grapheme	the written representation of a sound
GPC (Grapheme-Phoneme Correspondence)	being able to match a phoneme with the correct grapheme and vice versa
Blending	joining individual speech sounds together to read a word
Segmenting	breaking down words into individual speech sounds to spell a word
Digraph	two letters making one sound e.g. 'sh'
Trigraph	three letters making one sound e.g. 'igh'
Split Digraph	two letters making one sound which are divided by a consonant e.g. the i_e sound in the word 'side'
Tricky/Common Exception Words	words that are not fully decodable such as 'the' and 'was'
Sound buttons	circles or spots that can be written underneath a sound to support reading
Sound bars	lines that can be written underneath digraphs or trigraphs to show that the letters make one sound
Mnemonic	a visual prompt to help children remember a sound



Level 2 Actions and Mnemonics

<p>s</p>  <p>Make a snake's head with your hands and wiggle your body like a snake!</p>	<p>a</p>  <p>Pretend to bite into a crunchy apple.</p>	<p>t</p>  <p>Pretend to stir a teaspoon around a teacup.</p>	<p>p</p>  <p>Make one hand into a puppy's head and pat it with your other hand.</p>	<p>i</p>  <p>Flap your hands like an insect's wings.</p>	<p>n</p>  <p>Make your fist into a nut and tap it.</p>
<p>m</p>  <p>Yummy! Rub your tummy.</p>	<p>d</p>  <p>Pretend to play your drum kit.</p>	<p>g</p>  <p>Pretend to wrap your scarf like Gabi.</p>	<p>o</p>  <p>Pretend to squeeze a juicy orange.</p>	<p>c</p>  <p>Wiggle your finger like a caterpillar.</p>	<p>k</p>  <p>Pretend to spread your hand like a kite and fly it in the air.</p>
<p>ck</p>  <p>Make a duck's beak with your hands and pretend to pick up sticks.</p>	<p>e</p>  <p>Make an egg with one hand and tap it with the other.</p>	<p>u</p>  <p>Make one hand into an umbrella and sprinkle rain on it.</p>	<p>r</p>  <p>Move your arms like a robot.</p>	<p>h</p>  <p>Pretend to open the door of the house.</p>	<p>b</p>  <p>Pretend to throw and catch a ball.</p>
<p>f</p>  <p>Pretend to wave a magic wand.</p>	<p>l</p>  <p>Pretend to lick an ice lolly.</p>	<p>ff</p>  <p>Pretend to switch off the light.</p>	<p>ll</p>  <p>Pretend to ring a bell.</p>	<p>ss</p>  <p>Blow a kiss.</p>	



Every sound has a corresponding action and mnemonic which helps children to remember them. You can support your child by modelling the same sounds and actions at home.

Level 3 Actions and Mnemonics

j   Sweep your hand up like a jumbo jet taking off.	v   Draw a v shape on your chest to show the V-neck of the vest.	w   Make waves with your hand.	x   Hold one hand like a map and draw an x on it.	y   Pretend to raise and lower a yoyo.	z   Draw the zigzag path in the air.
qu   Give a royal wave.	ch   Use your thumb and forefinger to make a chick's beak.	sh   Put a finger to your lips.	th   Put your forefingers on your head and wiggle your moth's feelers.	th   Stroke your hand on your cheek like a soft feather.	ng   Tap your ring finger.
ai   Draw a spiral snail's shell.	ee   Make mouse whiskers.	igh   Hold one arm across your body as if holding a shield and pat it with your other hand.	oa   Pretend to row your boat.	oo   Point at the moon.	oo   Pretend to open a book.
ar   Make twinkly star fingers.	or   Pretend to press a car horn.	ur   Pretend to open a purse.	ow   Pretend to squeeze the squirty flower on your coat.	oi   Flick your thumb as if tossing a coin.	ear   Cup your hand around your ear.
air   Hold a chair, move it in and out from a desk.	ure   Swing your arm like a pirate.	er   Pretend to sneeze!			

It is really important that children learn to form the letters using the correct letter formation when writing. As they are introduced to a new sound, children are taught how to write it correctly. It would be great if you could also model this at home.

Level 5 Mnemonics

ay  pray	oy  boy	ie  tie	ea  leaf	a_e  cake	i_e  slide	o_e  bone	u_e  cube
u_e  flute	e_e  trapeze	ou  mouth	a  acorn	e  equal	i  lion	o  hotel	u  unicorn
ch  chef	ch  Christmas	ir  girl	ue  statue	ue  glue	y  sunny	aw  saw	au  autumn
ow  window	oe  toe	wh  wheel	c  city	g  gem	ph  dolphin	ea  bread	ie  shield
tch  witch	are  bare	ear  pear	ore  core	ew  screw	ew  stew		

The new sound is displayed within a word linked to the mnemonic for Level 5.



Phonetically Decodable Reading Books



**Creating Unstoppable
Readers**



Approved
Phonics
Teaching
Programme



Department
for Education



- It's important to make sure beginning readers have books that they are able to successfully decode. Guidance in the English National Curriculum and the 2021 Reading Framework states that children should be given books that 'are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words'
- Rhino Readers is a collection of fully decodable books. Exactly aligned with Twinkl Phonics, the collection covers all levels from level 2-6. We have also aligned previously bought books in school to match the Rhino Readers sublevels.
- Once children have covered the relevant teaching weeks in Twinkl Phonics, and been introduced to the tricky words and GPCs used in the sublevel, they're ready for any phonetically decodable book in that level.

- Your child's book will be changed **once** a week by their Phonics teacher, however their book will only be changed once their previous book has been returned to school. Please encourage your child to read their book more than once throughout the week to further build their confidence, fluency and comprehension skills.
- Teachers will be checking reading record diaries weekly prior to changing their reading book and in some instances books may not be changed if teachers are not able to see evidence of reading at home. Therefore, we ask that you record in the diary every time you read their book with them.

Reading for pleasure books:

In addition to a phonetically decodable reading book, we will be allowing your child to choose a reading for pleasure book to bring home, these books will be from their current book band and can be changed as often as the children want. This is to develop and instil a pleasure for reading within our children and allow them to take ownership of their reading and provide them with the opportunity to independently choose and change their own book.

Year 1 Phonics Screening Check

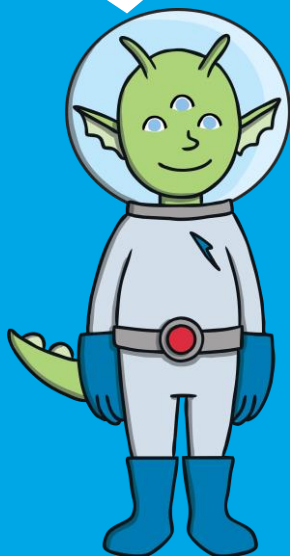
Week commencing 10th June, all year 1 children are expected to complete the Year 1 Phonics Screening Check.

The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' words. (Nonsense words can also be referred to as 'pseudo' or 'alien' words)

For more information why not take a look at the [Twinkl Phonics Year 1 Screening Check Guide for Parents](#)

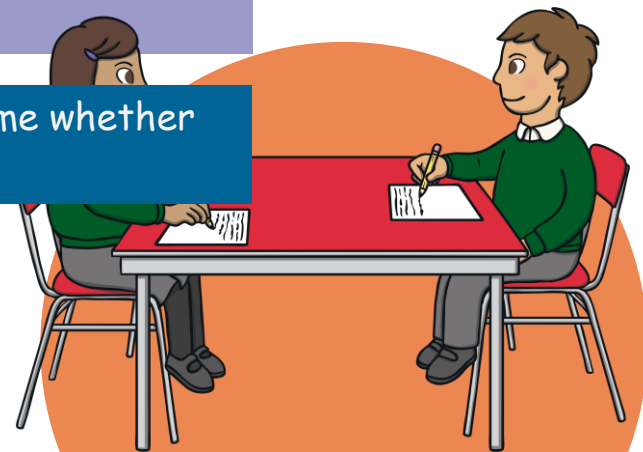
- If your child is absent from school during that week, they will take it within a specified time frame.

Children who have not passed the check in year 1 will have the opportunity to retake it in year 2.



What Happens During the Screening?

- The Phonics Screening Check is designed not to be stressful for your child.
- We have prepared children well for it and it will not be referred to as a 'test'.
- The screening will take around 10 minutes per child, although children are allowed to work at their own pace and there is no time limit.
- If your child is struggling, the teacher can stop the check.
- Each child will sit one-to-one with an adult and will be asked to read the screening words out loud.
- We are not allowed to indicate to the children at the time whether they have accurately read a word.





- The screening contains 40 words.
- Some of these words are real words and some are 'non-words', 'nonsense words.' (Also referred to as 'alien words' or 'pseudo words'.)
- Children will be prepared for the fact that some of the words will not be real words and these words are identifiable during the test by having a small image of an alien next to them.
- These 'non-words' are important because all children will need to use their decoding skills to read them as they will have not been learnt by sight.



Examples of the screening words

This is what the screening check will look like for the children. This is an example of some Level 3 and Level 4 words.

braft



thrant



sprop



strow



shed

long

soil

chart

Reporting to Parents and Carers

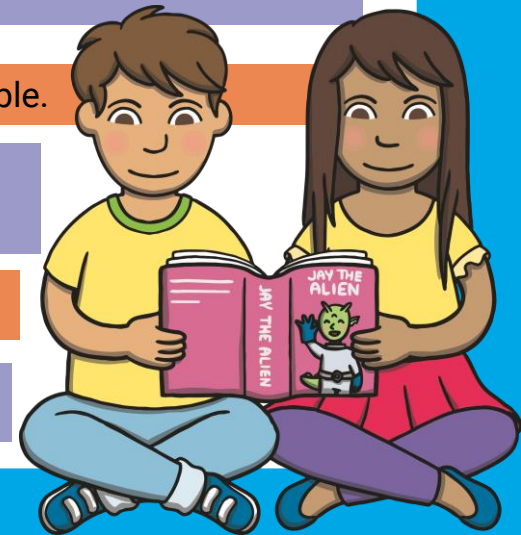
- The test will be scored against a national standard (the threshold will be announced after the check results have been submitted).
- You will be informed of your child's score at the end of the year.
- The school results will be compared with the results achieved nationally.
- Children who do not pass the Phonics Screening Check in year 1 will go on to retake it in year 2, unless there are mitigating circumstances.



How Can you help?

Parents and carers play a vital role in fostering a love of books and an enjoyment of reading in their children. You can do this by:

- Play lots of listening games at home with your child.
- Read with your child as often as possible. Read to them and get them to read to you.
- When you listen to your child read, allow them time to attempt to decode unfamiliar words using the strategies they have learnt in schools, before jumping in to help them. If they continue to struggle you may support them by pointing out the sounds (not the letters) in a word. For example, the word 'sheep' would be 'sh-ee-p.'
- When you read to your child, model how you would attempt an unfamiliar word, discuss the meanings of the words that you and your child are reading and remember that it is very important to pronounce the words correctly.
- Encourage them with plenty of praise and try to make your reading time enjoyable.
- When you are out and about, ask your child to read traffic or shop signs. Allow them time to decode the words before stepping in.
- Keep reading activities short. It is much better to read little and often.
- The most important thing is to remember to have fun!



Any Questions?

