

Early Reading and Phonics at Belleville Wix Academy

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LF



Belleville Wix Academy

The Problem with Phonics

Ready for Phonics



I take it you already know
Of tough and bough and cough and dough?
Others may stumble but not you
On hiccough, thorough, slough and through.
Well done! And now you wish perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead, it's said like bed, not bead-
for goodness' sake don't call it 'deed'!
Watch out for meat and great and threat
(they rhyme with suite and straight and debt).

A moth is not a moth in mother,
Nor both in bother, broth, or brother,
And here is not a match for there,
Nor dear and fear for bear and pear,
And then there's doze and rose and lose-
Just look them up- and goose and choose,

And cork and work and card and ward
And font and front and word and sword,
And do and go and thwart and cart-
Come, I've hardly made a start!
A dreadful language? Man alive!
I'd learned to speak it when I was five!
And yet to write it, the more I sigh,
I'll not learn how 'til the day I die

AB

What is our approach to
teaching phonics?

Synthetic Phonics



Synthetic Phonics

- 44 phonemes – sounds
(with an accompanying action)
- the 26 letter names
- correct letter formation.
- strategies for learning 'tricky' words.
- the **skill** of blending phonemes to read a word.
- the **skill** of segmenting a word into its pure sounds for spelling



When do we teach Reading? Every day!

- Daily phonic lessons (phase 1 in nursery)
- Shared Reading with whole class (children can see the text)
- Reading aloud to class (reading enrichment)
- Reading at least weekly with the teacher
- Guided Groups during Reception year



Progression of Phonics

Nursery

- Emphasis on developing children's speaking and listening within a rich curriculum
- Concentrates on getting children attuned to the sounds around them – environmental, instrumental, alliteration, rhythm and rhyme

Reception

- the start of systematic phonic work
- the introduction of grapheme-phoneme correspondences – one representation of each phoneme
- teaching the skills of blending for reading and segmenting to spell
- learn to read 'words to learn' and tricky words



Progression of Phonics

Year 1

- Move on to the "complex code"
- Children learn more graphemes for the phonemes which they already know **Complex chart**
- Learn alternative ways of pronouncing the graphemes they already know
eg: c cent ceiling icy December
ie tie field belief shield
- Read and accurately spell all the words in the Year 1 'words to learn' list – national curriculum expectation



Progression of Phonics

Year 2

- segment words into phonemes to spell them
- the shift from learning to read to reading to learn
- applying knowledge – making appropriate spelling choices and choosing the right grapheme
- taught spelling rules and conventions systematically
eg: doubling and dropping letters, prefixes and suffixes



Correct letter formation.....

A handwriting guide for lowercase letters a-z, each with a formation instruction. The letters are arranged in four rows. Each letter is shown in a blue color with a red-to-orange gradient at the top. The instructions are written in a cursive, handwritten style.

Row 1:

- c**: over the rainbow... round and stop
- a**: over the rainbow... big fat tummy... up down and jump off
- o**: over the rainbow... big fat tummy...
- g**: over the rainbow... big fat tummy... up down and monkey tail
- f**: over the rainbow... down and fishy tail... and make a spear
- q**: over the rainbow... big fat tummy... up down and kick
- d**: over the rainbow... big fat tummy... all the way up... down and jump off
- s**: over the rainbow... and a snake's tail

Row 2:

- b**: down in the lift... bounce up... round the roundabout and tuck in
- h**: down in the lift... bounce up... over the hill and jump off
- i**: down... round the bend... off and 'splat'
- j**: down in the lift... monkey tail... off and 'splat'
- k**: down in the lift... bounce up... stick its tongue out... down the bumpy side
- l**: down in the lift and jump off
- p**: down in the lift... back up... round the roundabout
- t**: down in the lift... round... jump off and make a spear

Row 3:

- m**: down, bounce up over the hill... over another hill
- n**: down bounce up over the hill and jump off
- r**: down... bounce up and washing line
- y**: down... round the bend... down monkey tail
- u**: down, round the bend... up down and jump off

Row 4:

- v**: down, up
- w**: down, up down up
- e**: out and loop the loop
- z**: zip along... down, zip along again
- x**: down the slide... off down the slide... off

Handwriting



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A

Good phonic teaching and learning relies explicitly on the accuracy of adults' articulation of phonemes to provide a positive model for pupils.



The 'man' trap

- Muh

- Ah













- Nuh

- Manner?















Consonant sounds











stretchy sounds











 f ff ph	 l ll le	 m mm mb	 n nn kn	 r rr wr	 s ss sc ce	 v ve	 z zz se	 sh ti ci	 th	 ng	 nk
---	---	--	---	---	---	---	---	--	--	--	--

bouncy sounds

 b bb	 c ck ch	 d dd	 g gg	 h	 j ge dge	 p pp	 qu	 t tt	 w wh	 x	 y ch tch
---	---	--	---	---	--	---	--	---	---	---	--













Vowel sounds

 a	 e ea	 i	 o	 u	 ay a-e ai	 ee y ea e	 igh i-e ie i y	 ow o-e oa o	 oo u-e ue ew
---	--	---	---	---	---	--	--	--	---














 oo	 ar	 or oor ore aw au	 air are	 ir ur er	 ou ow	 oy oi	 ire	 ear	 ure
--	---	--	--	--	--	--	---	---	---

Consonant sounds

stretchy sounds

											
f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng	nk

bouncy sounds

												
b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch



Vowel sounds

									
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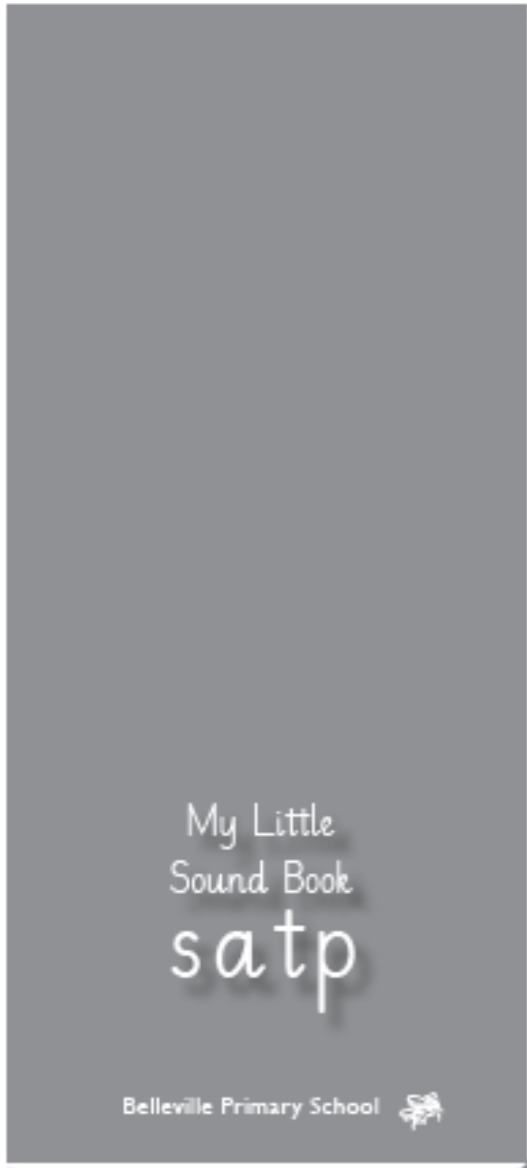
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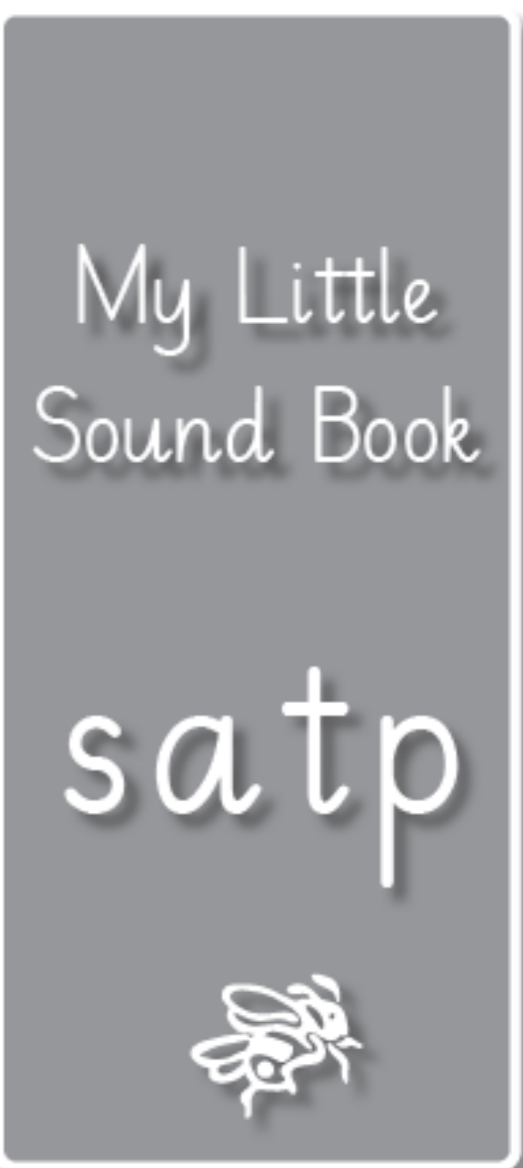
Vowel sounds

 a	 e ea	 i	 o	 u	 ay a-e ai	 ee y ea e	 igh i-e ie i y	 ow o-e oa o	 oo u-e ue ew
 oo	 ar	 or oor ore aw au	 air are	 ir ur er	 ou ow	 oy oi	 ire	 ear	 ure

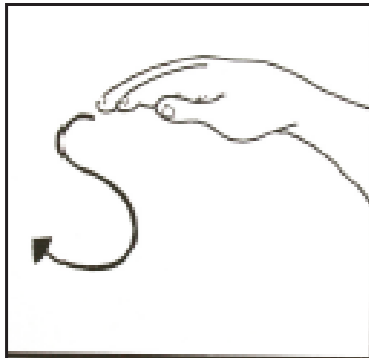
PHONICS



Can you find anything
that begins with
s/a/t/p
(Draw, stick, pictures, writing)



S s

**ACTION**

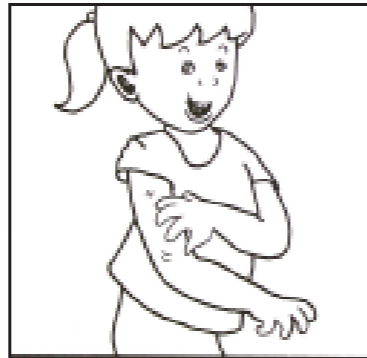
Weave like a snake, making s shapes, saying ssss.

(Tune: The Farmer in the Dell)

The snake is in the grass.
The snake is in the grass
/sss/sss/
The snake is in the grass

A a

short a

**ACTION**

Wiggle fingers above elbow as if ants crawling on you, and say a, a, a!

(Tune: Skip to My Lou)

/a/-/a/! Ants on my arm.
/a/-/a/! Ants on my arm.
/a/-/a/! Ants on my arm.
They're causing me alarm.

T t

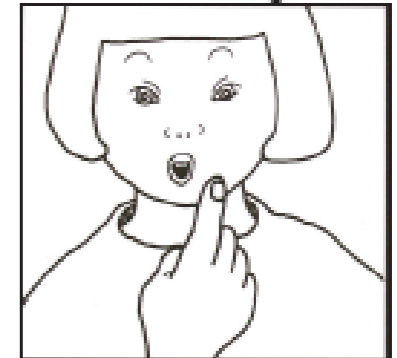
**ACTION**

Children imitate watching tennis, turning head from side to side and saying tttt.

(Tune: The Muffin Man)

When I watch the tennis game,
/t/-/t/-/t/
/t/-/t/-/t/...
...when I watch the tennis
game
my head goes back and forth

P p

**ACTION**

Hold up index finger, as if it is a lit candle, and imagine puffing it out, saying p.

(Tune: The wheels on the bus)

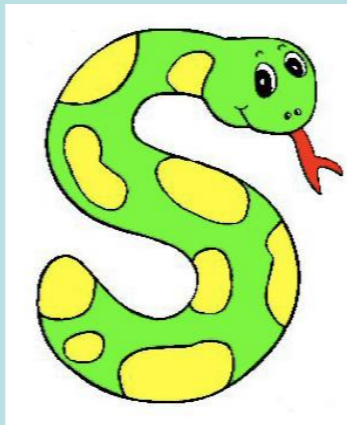
Puff out the candles
on the pink pig cake
/p/-/p/-/p/,
/p/-/p/-/p/.
Puff out the candles
on the pink pig cake
Puff! Puff! Puff!

Sounds are not enough!

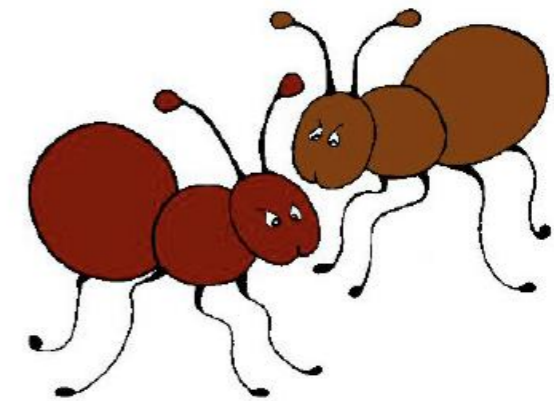
The Jolly phonics actions...



s



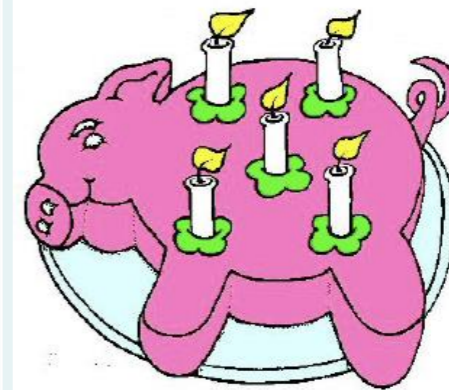
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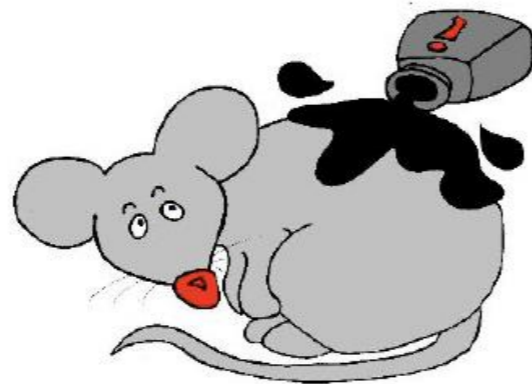
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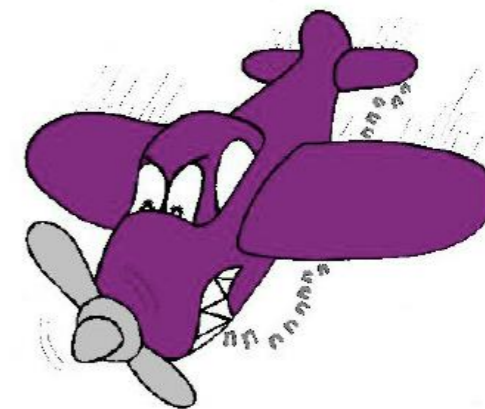
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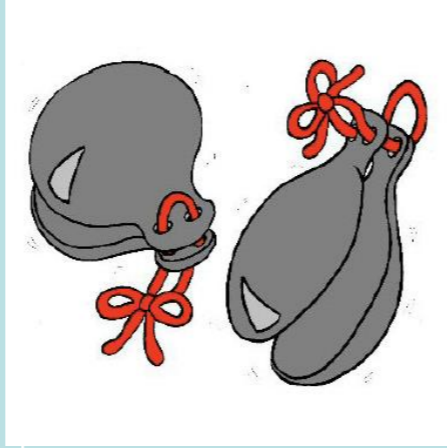
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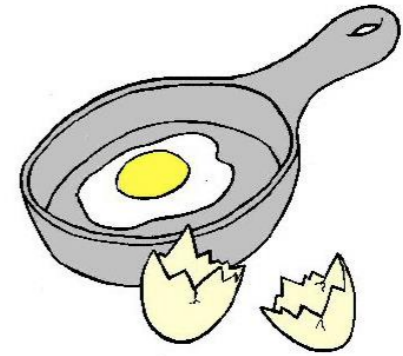
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c/k



e



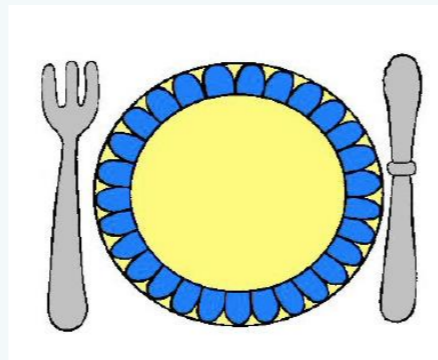
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r



m



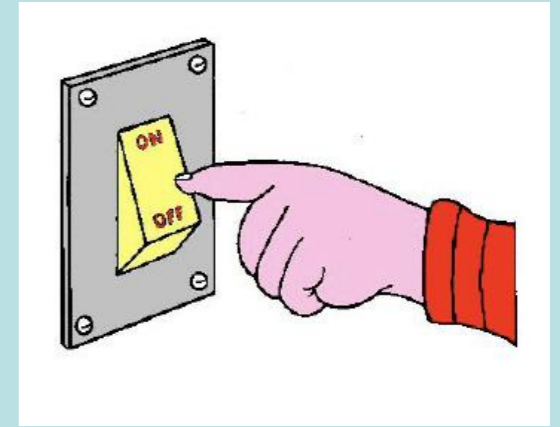
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o



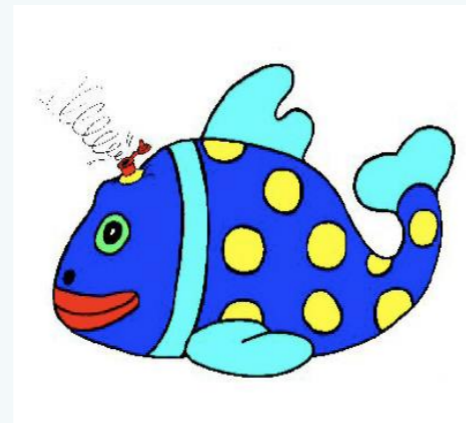
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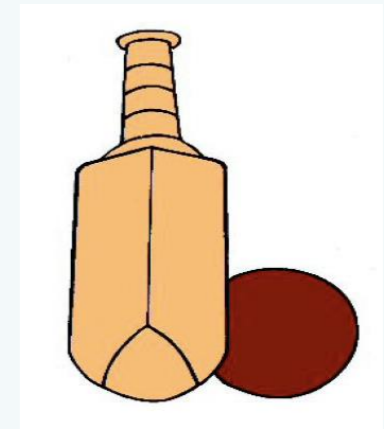
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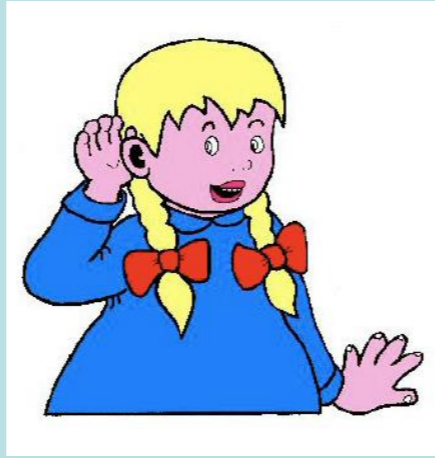
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b



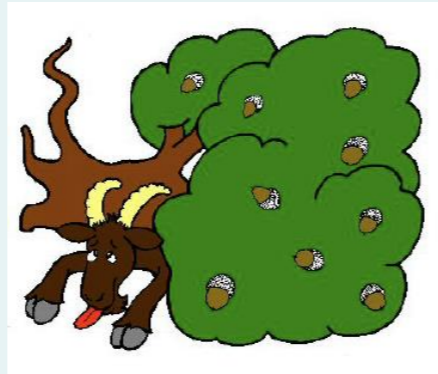
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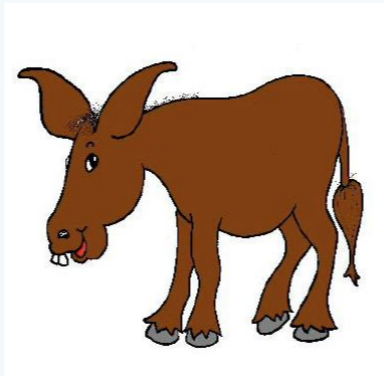
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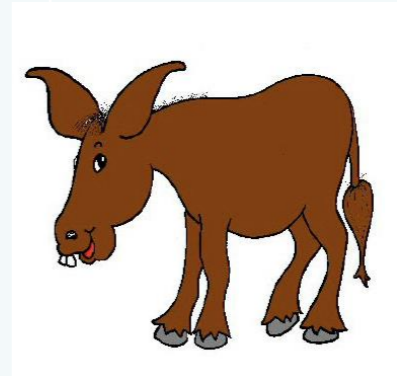
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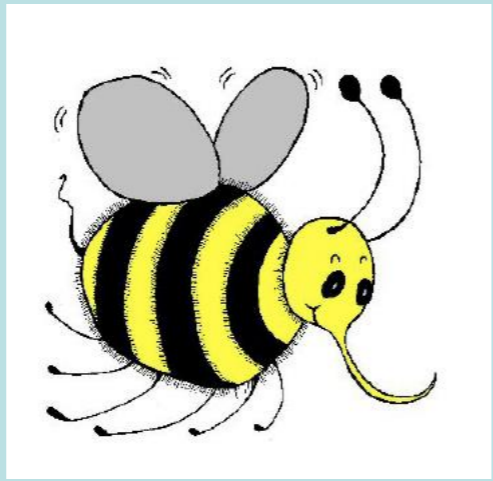
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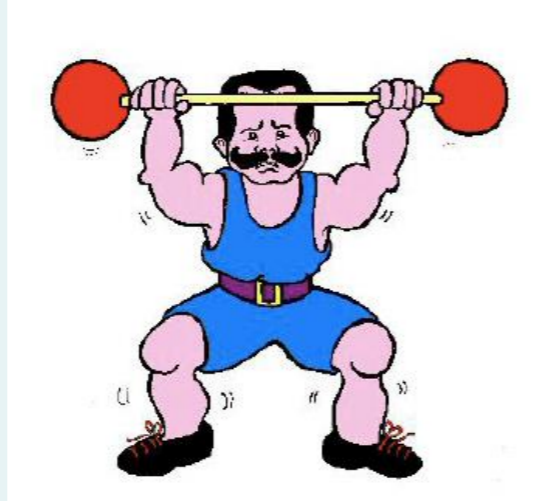
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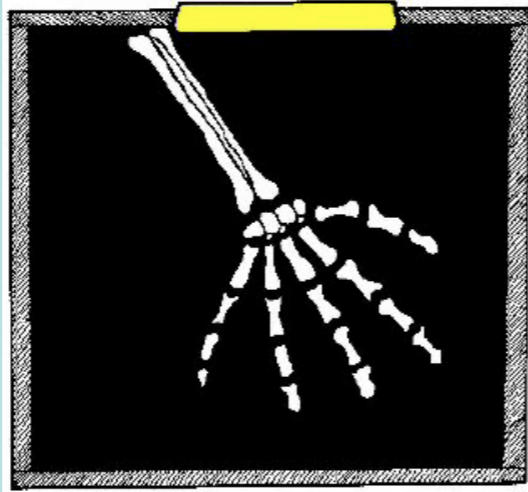
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y



x



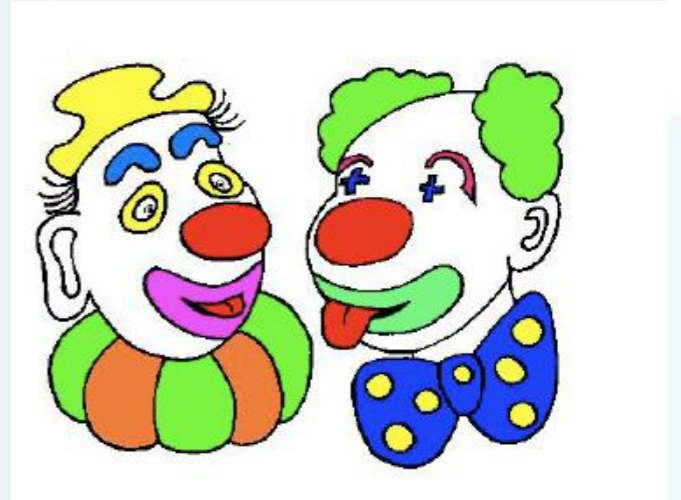
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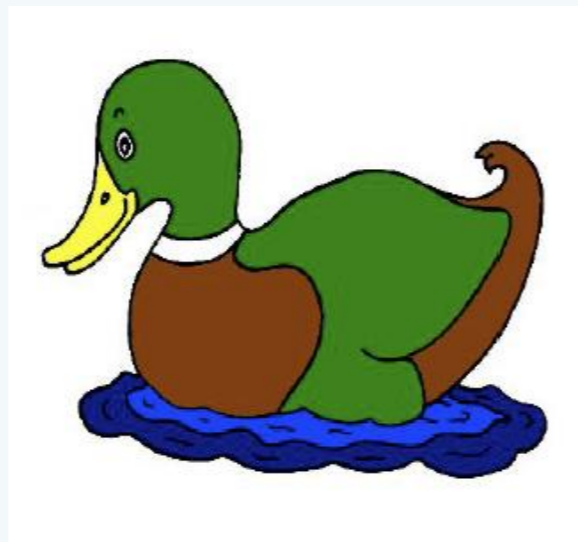
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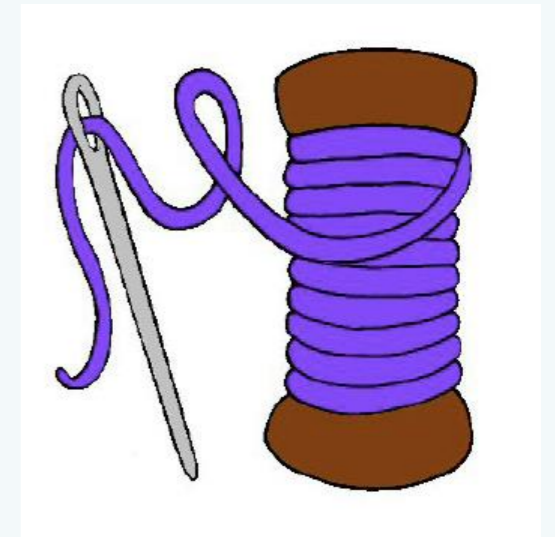
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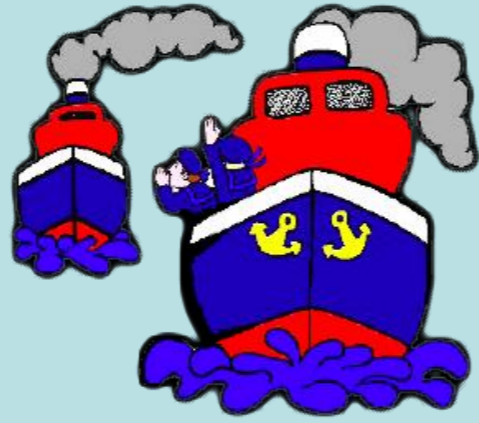
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oi



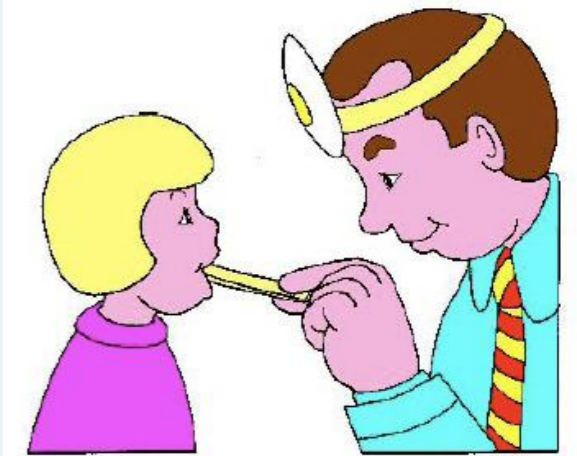
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air



ire



ear



ure



nk



Meet Tom!



L

Phoneme Count



s-t-ar

3 phonemes



Phoneme Count



r-ai-n-b-ow

5 phonemes

A



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Phoneme Count

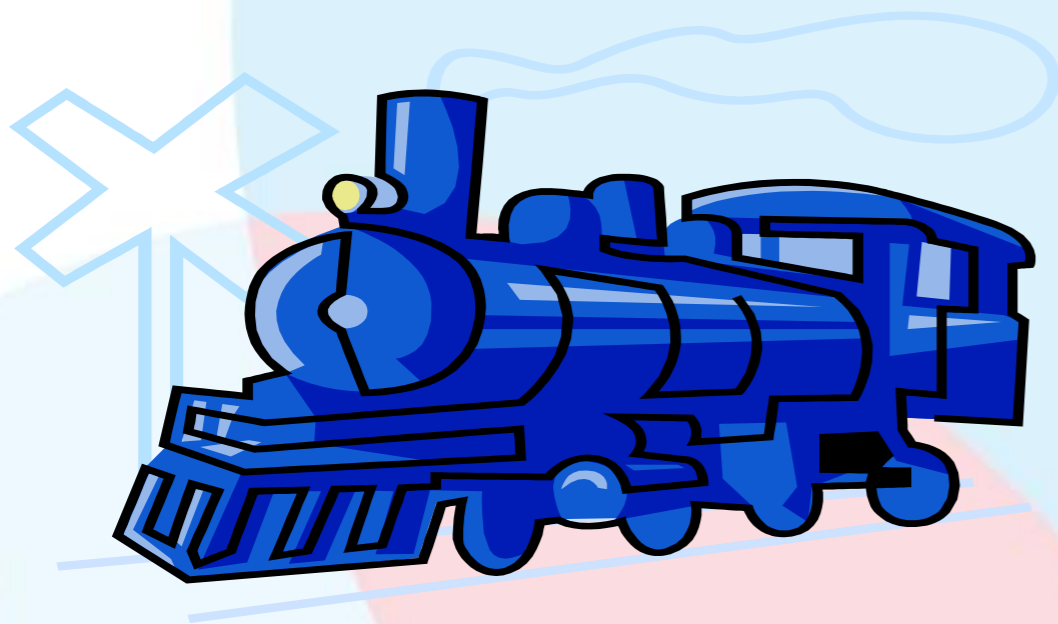


w – i – tch

3 phonemes



Sound buttons



Sound buttons key children into the fact that there are 2 letters making a single sound when they are decoding new words.

A



4 Phoneme Count

- Colour — b-l-a-ck
- food — ch-i-p-s



Words to Learn/

Tricky words

- Children are taught about tricky words right from the start
- be I the was said
- We use a range of strategies;

Visual aids, words within words, colour coding

We do NOT ask children to sound out tricky words!



What to expect...

Half termly targets

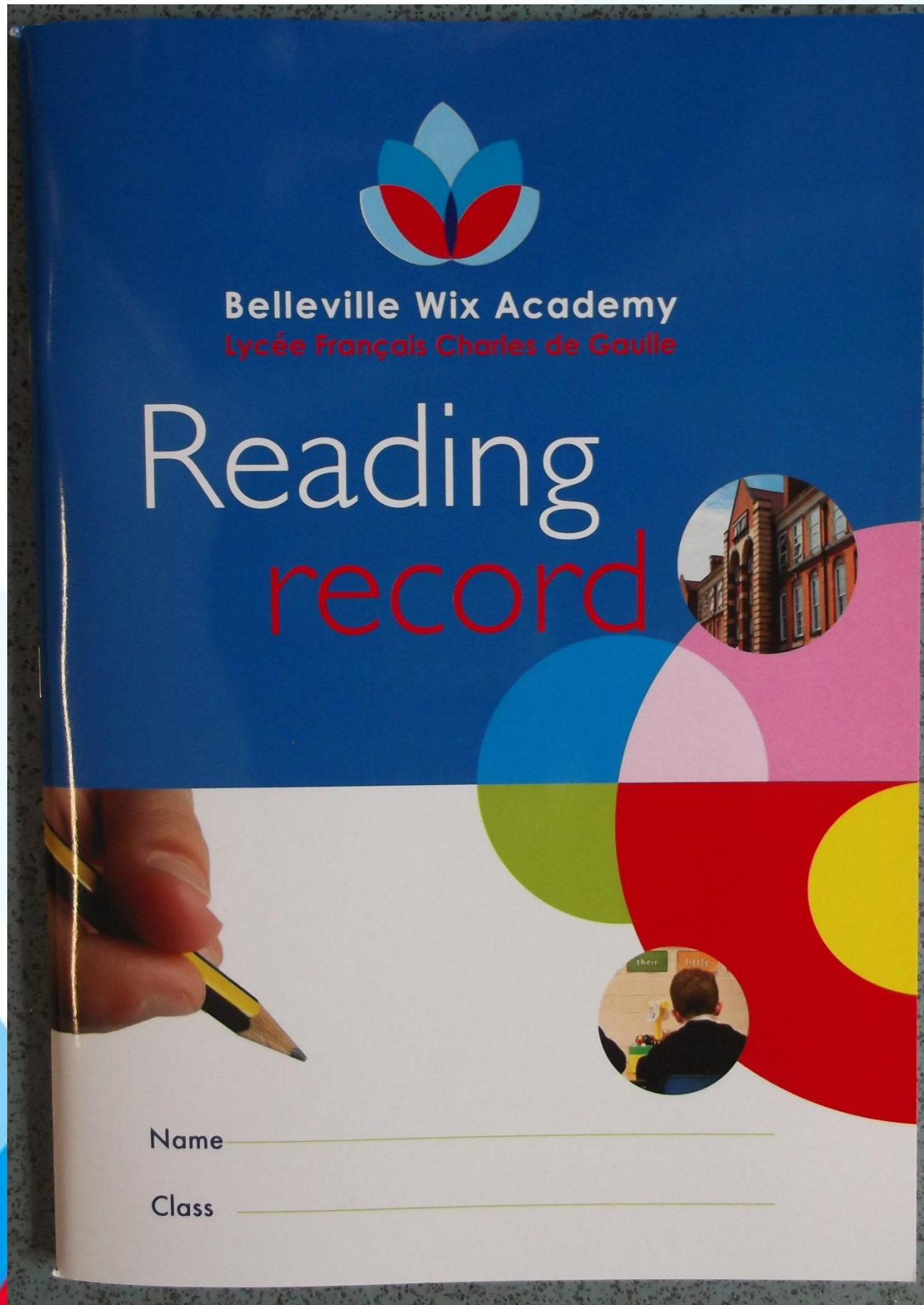
One page per week

Parents to respond

Children to respond-homework

Words to learn

Poem to learn/recite



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L

Year 1 Phonics Screening

- Towards the end of Year One the children will sit a phonics screening check
- The purpose of this check is to assess if the children are decoding at an age appropriate level
- The phonics check consists of the children being asked to read 'real words' and 'alien words'
- The check will be administered in school by a familiar member of staff
- This is a statutory requirement and purely assesses a child's phonic ability



Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



osk



ect



“The ultimate goal of reading is comprehension”



How you can help

- continue to be the positive role models of implicit and explicit teaching
- See the possibility for reinforcement... everywhere!
- hear/share a book with your child.
- implement the 'sound all through the word' strategy
- **TELL** children the tricky words
- encourage Tom talk!



Useful Websites

- <http://www.letters-and-sounds.com>
- <http://www.phonicsplay.co.uk/>





**KEEP
CALM
AND
READ
ON**



Academy