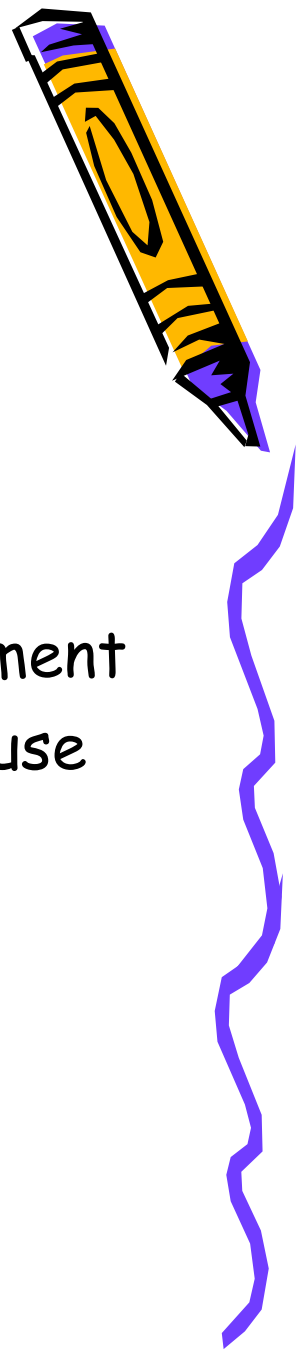


# Teaching and Learning Phonics at Framfield CE Primary School



# Aims

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





What is phonics and  
how can I help my  
child at home?



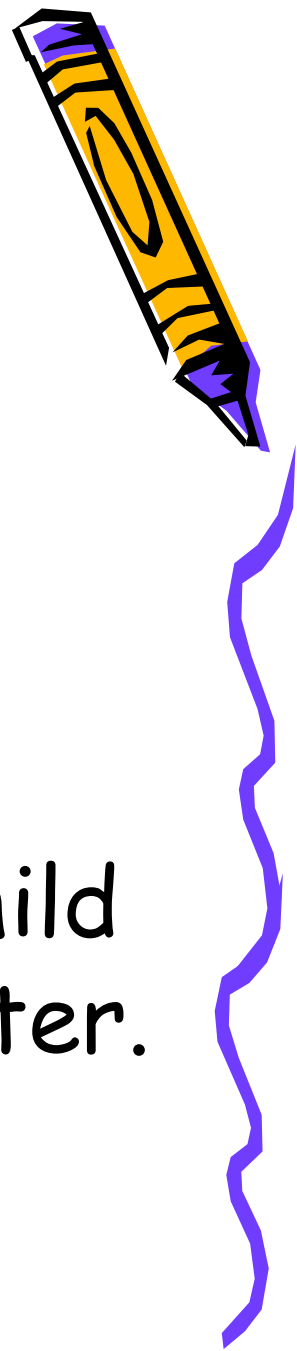
# Phonics is all about using ...

**skills** for  
reading and  
spelling

+

**knowledge**  
of the  
alphabet

Learning phonics will help your child  
to become a good reader and writer.

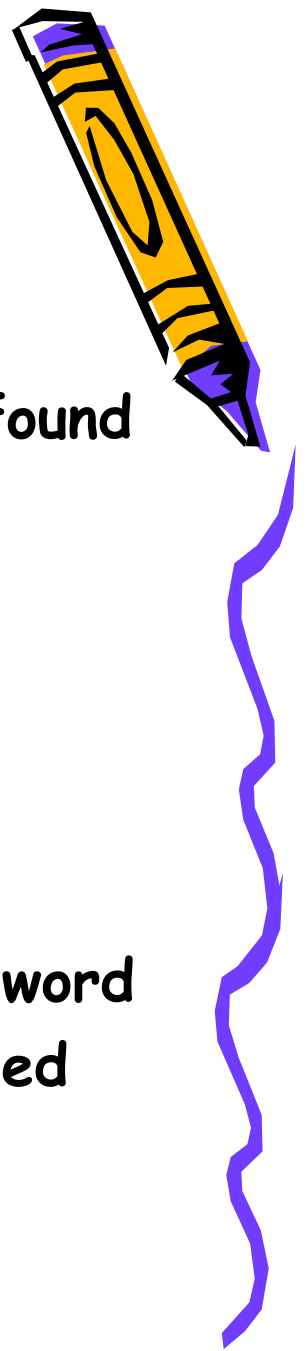


# Daily Phonics

- Every day the children have 20 minute sessions of phonics.
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use the Letters and Sounds planning document to support the teaching of phonics.
- There are 6 phonics phases which the children work through at their own pace



# Phonic terms your child will learn at school



- **Phonemes:** The smallest units of sound that are found within a word
- **Grapheme:** The written representation e.g. a
- **Diagraph:** Two letters that make one sound
- **Trigraphs:** Three letters that make one sound
- **CVC:** Stands for consonant, vowel, consonant.
- **Segmenting** is breaking up a word into its sounds.
- **Blending :** Putting the sounds together to read a word
- **Tricky words:** Words that cannot easily be decoded (sounded out).



# Phase 1: Getting ready for phonics

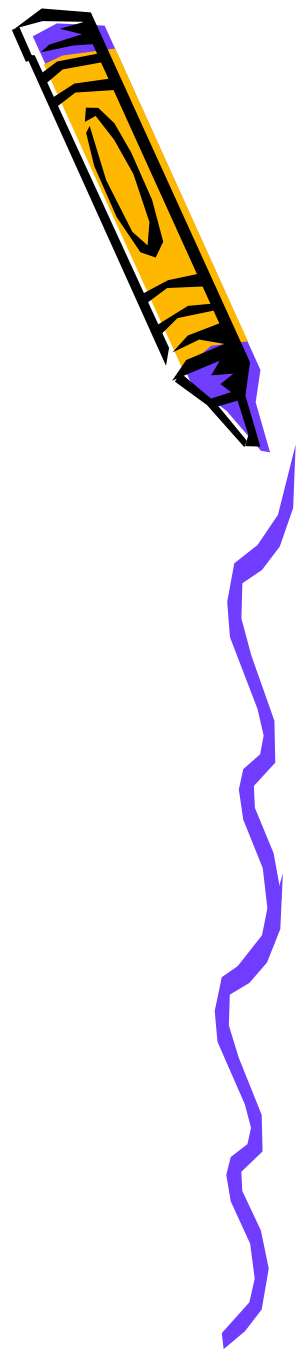
1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds

Music and movement

Rhythm and rhyme

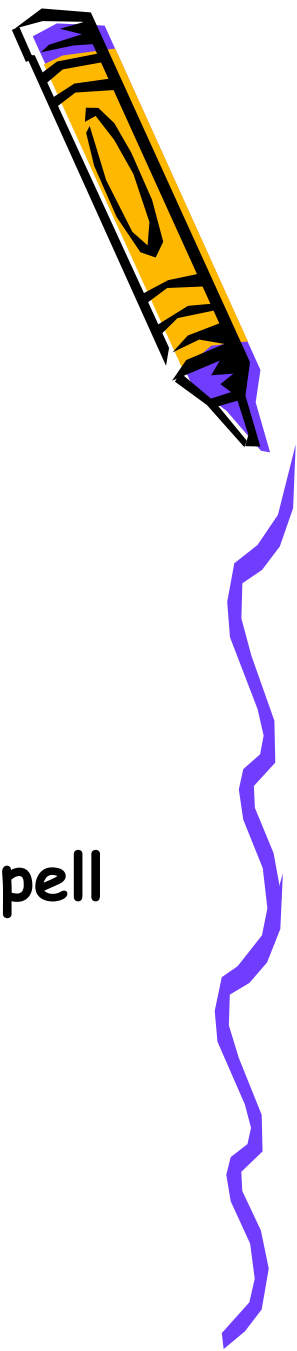
Sound effects

Speaking and listening skills



## Phase 2:

# Learning phonemes to read and write simple words



- Children will learn their first 19 phonemes:

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 simple "consonant-vowel-consonant" (CVC) words:

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

All these words contain 3 phonemes.





# Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/



# Blending

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug



# Phonics words

## Phoneme frame and sound buttons

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

• • •



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

• • —



# Phoneme frames activity



log

duck

fill



# Answers

l	o	g
---	---	---

• • •

d	u	ck
---	---	----

• • —

f	i	ll
---	---	----

• • —



# Tricky Words



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

the

was

said

you

some



## Phase 3:

### Learning the long vowel phonemes

- Children will enter phase 3 once they know the first 19 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



## Phase 4:

# Introducing consonant clusters: reading and spelling words with four or more phonemes

- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have **consonant clusters** at the beginning:  
**spot, trip, clap, green, clown**

...or at the end: **tent, mend, damp, burnt**

...or at the beginning and end! **trust, spend,**

**twist**





# Phase 5

- Teach new graphemes for reading
  - ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,
  - a-e, e-e, i-e, o-e, u-e

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

Fin/find, hot/cold, cat/cent, got/giant,  
but/put, cow/blow, tie/field, eat/bread,  
farmer/her, hat/what, yes/by/very,  
chin/school/chef, out/shoulder/could/you.



# Teaching the split digraph

tie

time

toe

tone

cue

cube

pie

pine



# YEAR 1 PHONICS SCREENING

grit

start

best

hooks

blan



steck



hild

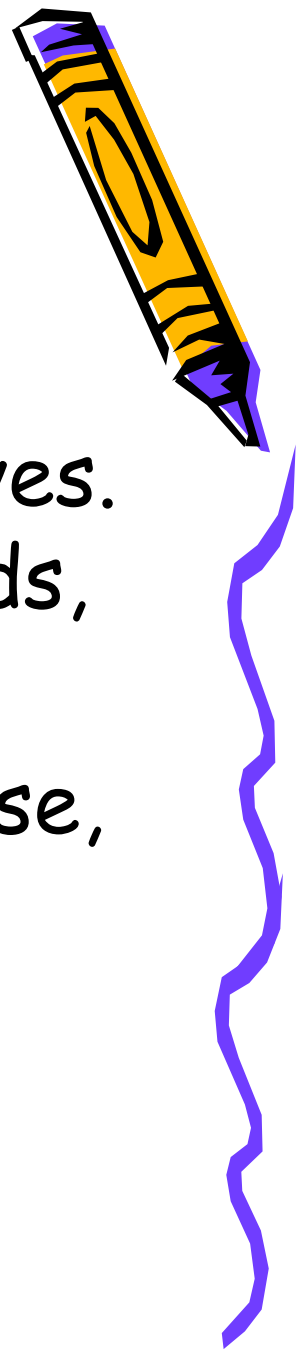


quemp



# Phase 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.
- Children might learn about past tense, rules for adding 'ing' and irregular verbs
- 'tion' and 'sion' words



# How can I help at home?

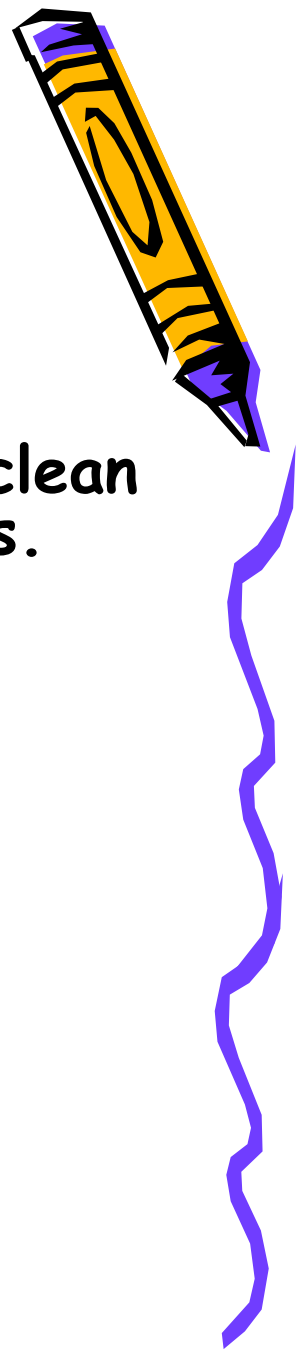
## Oral blending: the robot game

Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say 'b-u-s', and your child says 'bus'.



# How can I help at home?



- When spelling, encourage your child to think about what “looks right”.
- Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.

- tray
- rain
- boil
- boy
- throat
- snow

- trai
- rayn
- boyl
- boi
- throwt
- snoa

