

# An Overview of Phonics at Oldfield



## What is Phonics?

Phonics is the study of sounds. There are **44 Pure Sounds** that the children will learn in order to be able to read.

The children are taught to see a **grapheme** (letter or group of letters) and say the **phoneme** (sound) it represents.

The children will have daily phonics activities.

## How is Phonics introduced?

The sounds are divided into progressive phases. Your child will have begun by learning their **initial letter sounds** in **Phase 2** and progressed to identifying **digraphs** and **trigraphs** in **Phase 3**.
























**Digraphs** are 2 letters that make 1 sound (sh, ch, th).

**Trigraphs** are 3 letters that make 1 sound (igh).

Your child will have started to develop the skill of **sounding out** each individual phoneme within a word.



## My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

j 	v 	w 	x 	y 	z 	zz 	qu 		
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 		
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 		
air 	ure 	er 	<h1>My Phase 3 Sound Mat</h1>					 <a href="http://www.twinkl.co.uk">www.twinkl.co.uk</a>	

























## What is blending?

**Blending** is when the children are taught to **connect the individual sounds** to say **a whole word**.















To help the children with their blending, we use dots and dashes, that we call, **sound buttons**. The dashes help them to identify digraphs and trigraphs.



## Phase 4 Blends and Clusters

st  nest	nd  hand	mp  lamp	nt  tent	nk  ink	ft  gift	sk  tusk	lt  belt
lp  help	lf  shelf	lk  milk	pt  script	xt  text	tr  tree	dr  drawing	gr  grandpa
cr  crab	br  brush	fr  frog	bl  blackberry	fl  flag	gl  glasses	pl  plane	cl  clown

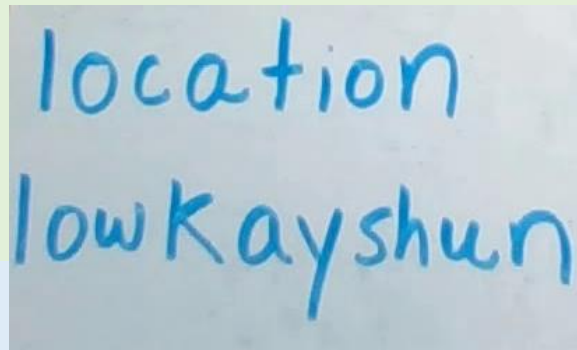
## Phase 4 Blends and Clusters

sl  sleep	sp  spade	st  starfish	tw  twins	sm  small	pr  printer	sc  scarf	sk  skunk
sn  sniff	nch  bench	scr  screw	shr  shrew	thr  thread	str  string		

## What is segmenting?

**Segmenting** is when the children practise **breaking down a whole word** into individual phonemes. This enables them to try spelling a word.

Often when they write, the words will be written in a **phonically plausible way** that reflects their level of development. So, they might spell the word "soup" as "soop".



location  
lowkayshun

A photograph of a piece of paper with two lines of handwritten text in blue ink. The first line reads 'location' and the second line reads 'lowkayshun', illustrating a phonically plausible but incorrect spelling of the word 'location'.



# My Phase 5 Sound Mat

ay



ou



ie



ea



oy



ir



ue



ue



aw



wh



ph



ew



ew



oe



au



ey



a-e



e-e\*



i-e



o-e



u-e



u-e



\*even

# Alternative Graphemes

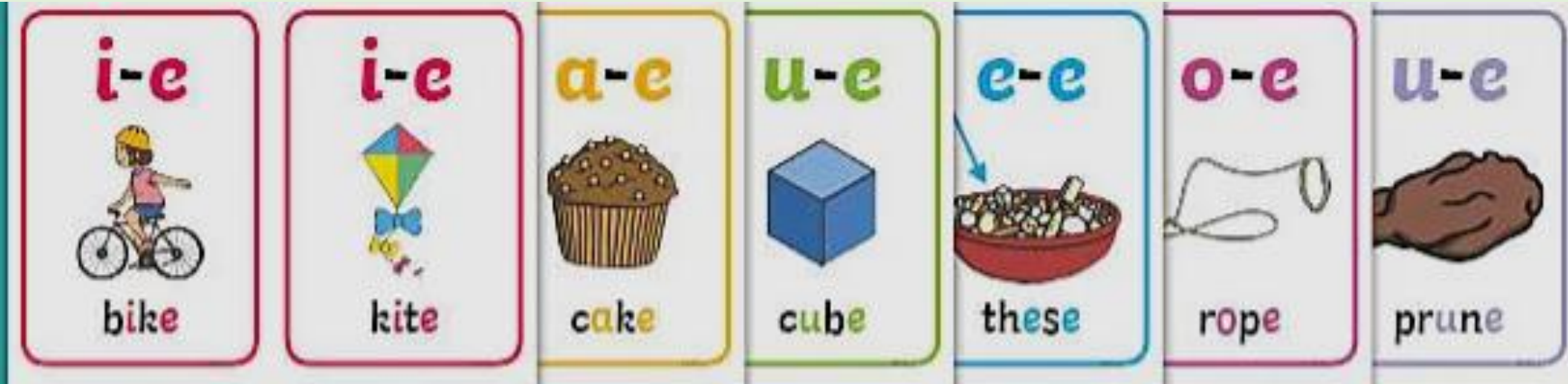
As they progress to **Phase 5**, the children will come across **graphemes that represent the same sound**. For example, the "ai" in rain makes the same sound as "ay" in play, "a\_e" in cake, "eigh" in eight and the "a" in acorn.

wait	hail	snail	tail	rain
sail	nail	aim	pain	train
day	may	bay	spray	play
say	crayon	tray	way	may
rake	name	take	maze	late
whale	flake	make	grape	plane

The children will also learn that **some graphemes make a different sound** in words, like "ea" in sea and the "ea" in bread.

# Split Vowel Digraphs

Split vowel digraphs are **vowel digraphs** that are **separated by a consonant**.



A good way to remember it is to say that "When two vowels go walking, the first one does the talking. So, it will shout out its alphabet name, and the second vowel will stay silent".

# Developing Fluency & Accuracy

Throughout each phonic phase, your child will have been introduced to **high frequency words**, many of which are **not phonically decodable**. These tricky words will have learnt by sight.

Phase 2 to 5 Tricky Words			
Phase 2	Phase 3	Phase 4	Phase 5
I	he	said	oh
no	she	have	Mrs
the	we	like	people
to	me	so	their
go	be	do	called
into	you	some	Mr
	are	come	looked
	her	little	asked
	was	one	could
	all	were	
	they	there	
	my	what	
		when	
		out	

As your child's phonic knowledge develops, they will be able to read unfamiliar words with increasing accuracy and to correct mis-pronunciations.

## Real and Alien Words

To support your child's reading development, they will come across **Alien words**.

Alien words are silly words that have no meaning but just **assess your child's phonic knowledge** & the strategies they would employ with unfamiliar words.

We also introduce them to get them familiarised with the format of the **Phonics Screening**.

deet	
keag	
weme	
jeem	
chead	
gete	
sheeg	
theab	
quebe	
treek	

# What is the Phonics Screening?



The Phonics Screening is a **National Assessment** of children's reading confidence. It is due to take place in June of 2022 & will be carried out in school.

The children are given **40 words to read**, 20 of which are real words, and the remaining words are Alien words- signified by an alien cartoon next to them.

As part of their **regular assessment**, (that informs our planning) the children will practice reading words in a similar format so that they will be familiar with, but most importantly, unphased by the real test conditions.

## How can I support my child at home?

-Regular reading- signs, food packets, menus

-Hearing you read stories to them

-Making reading real and purposeful- so decoding the names of common objects around the house with post-it notes

-Use a clear wallet over books to write their sound buttons underneath unfamiliar words

-Finding high frequency words in newspaper articles, magazine clippings



**Any questions?**