



Parents Information

Phonics & Early Reading

Date: Tuesday 23rd May 2023



Aims

- ▶ To provide an overview of what phonics is.
- ▶ To share how we teach phonics in school using Phonics Bug.
- ▶ To provide ideas to help you support your child with phonics and reading.
- ▶ To promote reading for pleasure.

What is phonics and why do we teach it?

Phonics is one method of teaching children how to read and write.

It is all about sounds. There are 44 sounds in the English language which we put together to form words.



Research shows that phonics is the most successful way to teach children how to read



Phonics helps children to develop the skills needed for early reading and writing



How do we teach phonics?

▶ Bug Club Phonics

Why?

- ▶ a **fully resourced phonics programme** based on a **proven progression** that enables you to teach with flexibility and fidelity.
- ▶ Bug Club Phonics is **one of the DfE's validated phonics programmes**.
- ▶ It supports the **Reading Framework (July 2021)** and meets all the **Ofsted Framework's requirements**.



Progression in Phonics

Phonics teaching is organised into phases.

Phase 1 – Nursery and throughout Reception and Year 1

Phase 2, 3 & 4 – Reception (revised at the start of Year 1)

Phase 5 – Year 1

1

Phase 1 – learning about listening and sounds (nursery and start of Reception)

2

Phase 2 – initial sounds (phonemes) single letters and some double letters which make 1 sound

3

Phase 3 – vowel digraphs – a,e,i,o,u
The most common way to make each of the long vowel sounds

4

Phase 4 – combining consonants – tr, bl, fr

5

Phase 5 – all the alternative ways (graphemes) to make the long vowel sounds (phonemes) – a-e, ay, ai, ey

An Introduction to Phonics

- ▶ There are lots of tricky terms used when talking about phonics (see glossary).
- ▶ **Phoneme** (the sound made by a letter or group of letters)
- ▶ **Grapheme** (the letter/s used to represent the sound)
- ▶ **Digraph** (2 letters that make a single sound, e.g. 'ch')
- ▶ **Trigraph** (3 letters that make a single sound, e.g. 'igh')
- ▶ **Blending** (To join from left to right, in a continuous stream all the phonemes (sounds) so you can hear a word).
- ▶ **Segmenting** (Breaking down words into phonemes (sounds) to spell and write).

Watch Video

<https://www.youtube.com/watch?v=0dCRWLLNXPo&t=5s>



Reception



First Sounds

The 44 sounds (phonemes) of the English language, and the way they are written down, are taught one by one. The order of teaching these sounds has been specially developed so that children can start reading complete words as soon as possible.



Unit 1	s sat	a at	t tap	p pat			
Unit 2	i pip	n nan	m map	d did			
Unit 3	g get	o on	c cat	k kid			
Unit 4	ck sock	e ten	u nut	r rat			
Unit 5	h hat	b big	f fin	ff puff	l leg	ll bell	ss mess
Unit 6	j jog	v van	w web	x box			
Unit 7	y yes	z zip	zz fizz	qu quiz			
Unit 8	ch chop	sh ship	th cloth	th them	ng hang		
Unit 9	ai rain	ee peel	igh night	oa coat	oo book	oo moon	
Unit 10	ar jar	or born	ur surf	ow cow	oi soil		
Unit 11	ear hear	air pair	ure cure	er sister			



How to say the sounds

- Saying the sounds correctly with your child is extremely important

[Phonics: How to pronounce pure sounds | Oxford Owl - YouTube](#)

Oxford **OWL**



How to pronounce
pure sounds

Lesson Structure

- In Reception, we teach **a new phoneme** (sound) and **the corresponding grapheme** (letter/s) most days.
- We then **practice segmenting and blending to read words** containing the daily phoneme.
- Finally, we practice **reading captions or sentences** containing the phoneme and to consolidate previous learnt phonemes and words.
- We also **practice writing the graphemes**.



Year 1



Alternatives

Different (or alternative) spellings of these sounds are taught once all 44 sounds have been learned. For example, the 'ay' spelling of the long 'a' sound is taught once children have learned /ai/

Phases 2 3 5

Grapheme Chart

s	a	t	p	i	n	m	d	g	o	c	e	u
ss					kn	mb			(w)a	k	ea	o
c(e)					gn					ck		
c(i)										ch		
c(y)												
sc												
st(l)	r	h	b	f	l	j	v	w	x	y	z	qu
se	wr			ff	ll	g(e)		wh			zz	
				ph	le	g(i)					se	
						g(y)						
						dge						
ch	sh	th	ng	ai	ee	igh	oa	oo	oo	ar	or	ur
tch	ch			ay	ea	ie	ow	ew	u		aw	er
				a-e	e-e	i-e	o-e	ue	oul		au	ir
				eigh	ie	y	o	u-e			al	ear
				ey	y	i	oe					
				ei	ey							
ow	oi	ear	air	ure	zh							
ou	oy	ere	are		s(ion)							
		eer	ear		s(ual)							
					s(ure)							

Sun, Apple, Tap, Pan, Insect, Nest, Mat, Dog, Goat, Octopus, Cat, Elephant, Umbrella, Boat, Hat, Bee, Egg, Tree, Worm, Worm, Worm, Egg, Snake, Frog, Flower



Lesson Structure

In Year 1, phonic lessons follow the same format:

- **Alphabet Song:** The children begin by singing the alphabet song.
- **Revise:** Revision of previously taught phonemes.
- **Teach:** Alternative phonemes or high frequency or tricky words will be taught.
- **Practise:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences.



Sharing a book with your child

Research shows that reading with your child is the most important thing you can do to help your child's education. Try to put aside some time every day as it is best to read little and often, i.e. just read a few pages rather than a whole book. Re-read the book to improve confidence and fluency.



Words containing phonemes for children to blend the sounds prior to reading.

Introduces phonemes for the book, and encourages children to say each sound.

Before and during reading

1 Say the sounds
ch sh th ng

2 Blend the sounds

lunch	Pong	with
them	chick/en	chips
wish/es	munch	dash/es
rings	flash	tuck/ing
tick/ing	chucks	cash

3 Read the tricky words
they she

More than one syllable?
Blend one syllable at a time.
eg. ch+ck → chick+en → chicken
d+ash → dash+es → dashes

Story comprehension
Ask the children to describe what is happening in the picture. What do you think the characters are doing? What do you think they might have to do?

Vocabulary check
Check that the children understand the meaning of the following words: lunch, wish, rings, tick, chucks, cash. Ask them to use each word in a sentence.

Reading the story
1 Listen to the teacher reading the story. Ask them to say the words and draw them in order to read words they do not recognise independently.
2 On page 4, guess the first two dots between the words 'dash/es'. Why do the children think they are there? Can the children read the rest of the page before the next sound?
3 On page 5, look at the picture and ask the child to read 'tuck/ing'.

Allows students to practise newly acquired phonics skills.



Sid and Nan go to the fish and chip shop to get lunch.

Questions develop understanding of the story. Deductive and inferential questions are included where appropriate.

After reading

Story comprehension
Can the children recall the story to their own words?
Who are Sid and Nan?
How does Sid get to the shop?
What happens to Nan's money? Who has it?

Picture detective
Ask the children to find the object in the picture that contains the:
sh sound (page 4 - dash)
th sound (page 4 - chips)

Follow up

Speedy reading
Return to the words on the 'blend and cover' task. Read the words and check that the children can sound out and blend these words confidently. Ask them to practice blending them until they can read them quickly.

Segmenting for spelling
Practice this spelling routine using the words in section 2.
Say the word in a sentence, then on its own and ask the children to repeat it.
Children say the sounds of the word (segment) and either write or hold up a finger for each sound.
Children select magnetic letters or write down the grapheme for each sound, using the sound guide as they do so.
Watch the spelling by saying each sound as you write the word for the children to see.
Children give themselves a tick for each grapheme in the correct place.

This section encourages children to read the phonemes again to promote practice and fluency.



Sharing a book with your child

- ▶ **Before reading:** look at the book cover and talk about what they can see. Is the book likely to be fiction or non-fiction? Have you read other books together about these characters or by this author? What does your child think the book is going to be about?
- ▶ **During reading:** support your child when unknown words need tackling: you can sound them out, split them into chunks/syllables. Remind your child to listen to the words while reading them, to make sure that they make sense. Have a 'meaning check' every now and again to ensure that your child understands the text.
- ▶ **After reading:** talk about the book. What was it about? Did it match your child's expectations? Ask questions beginning with the words how and why to check that your child has been able to read between the lines. Ask whether anything seemed puzzling. Then ask your child to explain what the best and worst bits of the book were, and why.



e-books and phonics online

The screenshot shows the ActiveLearn website interface. At the top, there is a navigation bar with links for 'My Home', 'My Stuff', 'My Library', 'My Rewards', 'Log Out', and 'Grown-ups'. The main area features a colorful illustration of a purple robot character with a speech bubble that says 'Welcome Joe. Click My Stuff to get started!'. There is also an illustration of a treasure chest with the number '10' on it.

The screenshot shows the 'Phonics Bug' Pupil Game interface for Unit 8, Sounds. The top navigation bar includes 'Guide', 'Back', and 'Exit' buttons. The main area features a cartoon illustration of a brown ant character in a lush green jungle setting. Below the illustration, there is a 'Score:' section and a 'Chances:' section with three small ant icons. A row of five yellow buttons contains the phonics sounds: 'v', 'j', 'w', 'ch', and 'zz'. A small blue icon is visible in the bottom right corner.

This page is a phonics activity for the word 'off'. It features a central illustration of a bathtub with water and bubbles. Above the bathtub, the letters 'o', 'f', and 'f' are shown in a yellow box. Below the bathtub, the letters 'o' and 't' are shown in a blue box. A speech bubble from a character says 'Tip top!'. The text at the bottom reads 'o - ff, off! The tap is off.' To the right, there is a section titled 'After reading' with 'Story comprehension' questions and a 'Picture detective' task. Below this is a 'Follow up' section with 'Speedy reading' and 'Segmenting for spelling' activities. At the bottom, there are navigation buttons for 'Back', 'Read to me', and 'Next', along with a search icon and a close button.



What next?

Year 2

Pupils will make the move from decoding using the Phonics Bug scheme to a range of self-selected books from an appropriate book band.

Pupil's will begin to decode automatically, and their reading will become more fluent.

Children will continue to re-read books, practising their reading to improve intonation and expression. Looking carefully at punctuation and word meaning to support them with this.



Reading for Pleasure

If you can encourage your child to read for pleasure, they will really reap the benefits. Research shows that **reading for pleasure can be directly linked to children's success throughout their time at school** and even into adulthood.

Reading for pleasure **opens up new worlds** for children. It gives them the opportunity to **use their imagination to explore new ideas, visit new places and meet new characters**. Interestingly, reading for pleasure also **improves children's well-being and empathy**. It helps them to understand their own identity, and gives them an insight into the world and the **views of others**.

What are we doing in school?

