

Welcome to

Phonics in

Early Years Foundation Stage

Wednesday 25th September 2019



Hinckley Parks
Primary School

At the end of the EYFS

- Literacy – Reading ELG

Children read and understand simple sentences. They use their phonics knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.



Today's session

- Terminology and Definitions
- Relationship between speech and print
- Phonics at Hinckley Parks
- Phases and Tricky words
- How you can help at home



Terminology

Phoneme – the smallest single identifiable sound,
could be one, two or three letters

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Terminology

Graphemes - a written symbol that represents a sound (**phoneme**). This can be a single letter, or could be a sequence of letters, such as ai, sh, igh, tch etc.

So when a child says the sound /t/ this is a phoneme, but when they write the letter 't' this is a grapheme.



Terminology

Segmenting - to split up a word into its individual phonemes in order to spell/write it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

Blending - to draw individual sounds together to read/pronounce a word, e.g. s-n-a-p, blended together, reads snap



Terminology

Digraph - digraph — two letters making one sound, e.g. sh, ch, th, ph.

Trigraph - three letters making one sound e.g. igh

Split digraph - two letters, split, making one sound, e.g. a-e as in make or i-e in site



Explicit Systematic Phonics

At **Hinckley Parks Primary School**, we follow the **Letters and Sounds** programme. A phonics resource published by the Department for Education and Skills which consists of **six phases**.

The relationship between letters and sounds are directly taught in a pre-established sequence.

In EYFS we also use the rhymes and actions from **Jolly Phonics!**



Phase 1

- 7 Aspects
- Environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds, beginning to **orally blend** and segment



Oral Blending

Hearing a series of spoken sounds and merging them together to make a spoken word – no text is used

For example, when a teacher calls out – ‘b-u-s’, the children say ‘bus’. This skill is usually taught before blending and reading printed words



Phase 1

- Crucial phase in developing speaking and listening skills and phonological awareness
- Paves the way for a systematic phonics programme to begin
- Continues well beyond the introduction of phase 2
- Supportive for children with EAL



Phase 2

- 6 weeks
- Learning 19 letters of the alphabet and 1 sound for each
- **Blending sounds** together to make words
- **Segmenting words** into separate sounds
- Beginning to read simple captions



Decoding - Blending

When an individual is decoding they are using the letters on a page to retrieve the sounds associated with them. They see the letters b a t and say 'bat.'

1. Conscious application of letter sound knowledge to produce a plausible pronunciation
2. Automaticity – without overt attention



Encoding/Segmenting - spelling

For writing!

When an individual applies knowledge of letter sound relationships to identify the letters they will need to make a specific word.



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Phase 2

- **Set 1: s, a, t, p**
- **Set 2: i, n, m, d**
- **Set 3: g, o, c, k**
- **Set 4: ck, e, u, r**
- **Set 5: h, b, f, ff, l, ll, ss**



My child already knows those letters!!!!!!

Learning a letter comprises of:

1. Distinguishing the shape of the letter from other shapes
2. Recognising and articulating the sound (phoneme) associated with that letter shape
3. Recalling the shape of the letter when given a sound
4. Writing the shape of the letter with the correct movement, orientation and relationship to other letters.
5. Naming the letter
6. Being able to recall and recognise the shape of a letter from it's name



Phase 3

- Up to 12 weeks
- The remaining 7 letters of the alphabet , one sound for each
- Graphemes such as ch, oo, th, ng representing the remaining phonemes not covered by single letters
- Reading captions, sentences and questions



Phase 3

- Set 6: j, v, w, x
- Set 7: y, z, zz, qu
- Consonant digraphs: ch, sh, th, ng
- Vowel digraphs: ai, ee, oa, oo, or, oi,



Phase 4

- 4-6 weeks
- No new grapheme-phoneme correspondence taught
- Children learn to blend and segment longer words with adjacent consonants e.g. swim, clap, jump

We aim for all children to have been exposed to Phase 4 before they end Early Years Foundation Stage



Phases 5 & 6

Phase 5 taught in Year 1

- Children learn more graphemes for the phonemes which they already know as well as different ways of pronouncing the graphemes they already know.
- Vowel digraphs: ou, ie, ea
- Split digraphs: a_e, e_e, i_e, o_e, u_e

Phase 6 taught in Year 2 and beyond

- Pre fixes, suffixes, doubling and dropping letters
E.g. -s -es -ing -ed -er -est -y -en -ful -ly -ment -ness

Pronouncing Phonemes

- Teaching phonics requires technical skill in enunciation
- Phonemes should be articulated clearly and precisely.

Not 'cuh-a-tuh'

Lets have a look <https://youtu.be/-ksblMiliA8>

What does a Phonics lesson look like?

- Revisit/review
- Teach
- Practice
- Apply



Tricky Words

- Tricky Words – differentiated for each Phase
- Not decodable, just need to learn my sight, shape etc.



Useful Websites & Resources

- * Letters & Sounds www.letters-and-sounds.com
- * Phonics Play www.phonicsplay.co.uk
- * Mr Phonics (Mr Thorne) Youtube
- * Busythings www.busythings.co.uk
- * Topmarks www.topmarks.co.uk



Phonics Screening

- Tests children's knowledge of Grapheme, Phoneme Correspondence
- Words which contain all 44 phonemes, including the alternative spellings
- Mix of real and alien words
- Pass mark – age appropriate/good level of achievement in phonics
- Pass mark is usually 32 /40 but subject to change
- Take test again in Year 2 if children do not pass in Y1

Thank you for coming!

Any Questions?



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