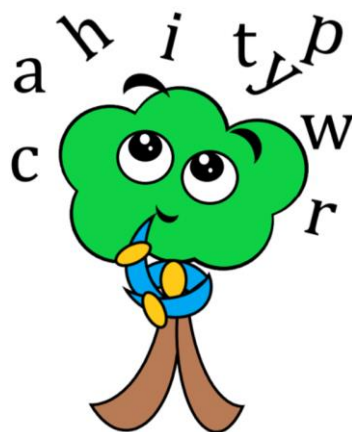


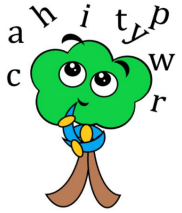
# Phonics Information for Parents of KSI Children



Autumn 2023

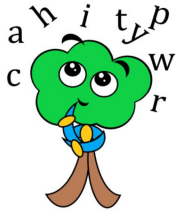


# Aims of Workshop



- To understand [or perhaps remind yourself] what phonics is.
- To understand key skills taught in phonics (recognition, recall, blending and segmenting).
- To understand how phonics is taught at Hartford Infant and Preschool .
- To understand how letter formation is taught at Hartford Infant and Preschool.
- To understand how you can support your child with phonics and reading at home.

# What is Phonics?



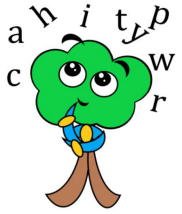
phonics is

*skills* of  
segmentation  
and blending

+

*knowledge* of  
the alphabetic  
code

# Teaching Phonics



At Hartford Infant and Preschool we have created our own systematic synthetic phonics programme using the National Curriculum and incorporating some Jolly Phonics resources.

Our phonics is taught through 6 stages:

- **Stage 1** supports the development of listening and speaking skills [Preschool and first few weeks of Reception].
- **Stage 2 - 5** is a systematic approach to phonics teaching and word recognition skills [Reception, Year 1, recap Autumn term Year 2].
- **Stage 6** focuses on word-specific spellings and the rules for spelling alternatives [Year 2].



# Teaching Phonics



Hartford Infant School  
Phonics Stages

Hartford Infant School Phonics Stages								
GPCs and spelling rules								
<b>Stage 1</b>								
<b>Stage 2</b> [pink & red band]	s	a	t	p	i	n	m	d
	g	o	c	k	ck	h	b	f
	ff	e	u	r	l	ll	ss	w
	x	y	v	j	z	zz	qu	
<b>Stage 3</b> [yellow band]	ch	sh	th	ng	ee	or	igh	ai
	oa	ar	oo	oo	er	ur	ow	oi
	ear	air	ure					
<b>Stage 4</b> [blue band]	<b>Consonant clusters</b> (those below are examples only and others may be covered)							
	ft	nd	st	lt	cr	tr	dr	tw
	st	sl	pt	sp	gl	nt	str	ps
	sk	lp	lf	scr	shr	thr	nch	fr
	nk	fl	gl	pl	cl	sm	pr	sc
	sn	str	nl	lt				
<b>Stage 5</b> [green & orange & turquoise band]	ph	wh	ve	ay	ie	ou	ea	oy
	ue	ir	er	ore	aw	au	a-e	e-e
	(blue)		(unstressed)					
	l-e	o-e	u-e					
	<ul style="list-style-type: none"> <li>• Adding -s and -es to make plurals</li> <li>• Adding suffixes (with no change to root word) -ing, -ed, -er, -est.</li> <li>• Adding prefix un-</li> <li>• Compound words</li> <li>• Spelling words with ff, ll, ss, zz, ck after a short vowel</li> </ul>							
	ow	oe	tch	ue	ew	ew	are	y
	(snow)	(toe)		(rescue)	(screw)	(new)	(bare)	(very)
ie	k	n	ear	ea	c			
(chief)	(skin)	(bank, trunk)	(pear)	(bread)	(cell)			
<b>Stage 6</b> [purple band]	ey	*v (mind)	y	or	*a	*al	*oor	al
	(donkey)	(reply)	(word)	(father)	(half)	(door)	(always)	
	ar	ge	dge	a	mb	S making /s/ (usual)	tion	o
	(warm)	(cage)	(bridge)	(wash)	(thumb)		(station)	(mother)
	ch	kn	gn	*al	wr	ll	al	le
	(chemist)	(knee)	(gnat)	(soul)	(write)		(metal)	(table)
el	g							
(camel)	(gem)							
<ul style="list-style-type: none"> <li>• Adding suffix -ed where consonant is doubled eg stopped</li> <li>• Adding suffix -ing where e is dropped</li> <li>• Adding suffixes -ful -ly -less -ment</li> <li>• Changing y to i and adding ee change f to v and add ee</li> <li>• Adding prefix dis-</li> <li>• Apostrophes for contractions</li> <li>• Apostrophes for possession</li> </ul> <p>*taught as grapheme found in Y2 common exception words</p>								



Reception

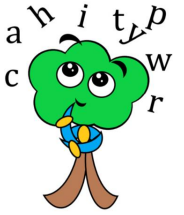


Year 1



Year 2

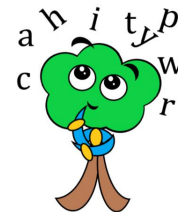
# It involves...



- Identifying **sounds** in spoken words.
- Recognising the **common spellings [graphemes]** of each phoneme.
- **Blending** phonemes into words for reading.
- **Segmenting** words into phonemes for spelling and choosing the correct grapheme.
- Understanding some **spelling rules and patterns**.

# What is a phoneme?

[what it sounds like!]



A **phoneme** is the smallest unit of sound in a word.

Each **phoneme** can be represented in a variety of different ways which we call graphemes.

# What is a grapheme?

[what it looks like!]

A **grapheme** is the letter[s] that represent a phoneme [sound]

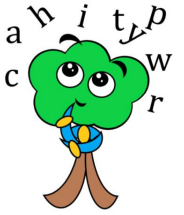
t

ai

igh

# What is a grapheme?

[what it looks like!]

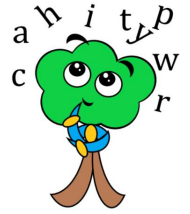


A grapheme can consist of:

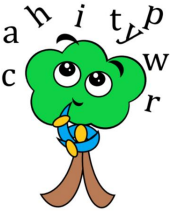
- one letter, for example 'b' – in big
- two letters [a digraph or split digraph] for example 'sh' in ship, 'a-e' in make
- three letters [a trigraph] for example 'igh' in light



# Phoneme or grapheme?



Phoneme (sound)	Grapheme (what it looks like/letter representation)
<p>When lining up for lunch, a child says 'Miss Reid, lunch starts with an l. We learnt that sound today.'</p>	<p>Whilst playing at the sand tray, a child uses their finger to make an s in the sand. 'Mrs Eagle look! I've made a sssss.'</p>

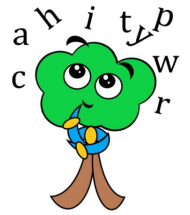


So, what are the letter names here?

ay

What sound does it make?

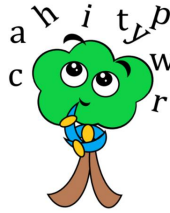
In practise, this is how it looks:



1	2	3
c	a	t
b	ir	d
f	i	sh
kn	igh	t

These words [cat, bird, fish, knight] each have three phonemes.  
Each of these phonemes is represented by a grapheme.

# Why do we teach phonics?

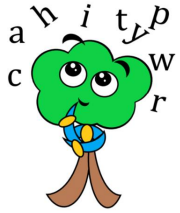


*Evidence shows that teaching phonics is the best way to teach children to read, e.g. the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.*

The Reading Framework 2023

We teach phonics because it is the key tool in enabling pupils to read and write.

# How do we teach phonics?



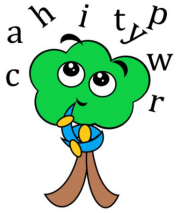
When teaching pupils phonics, in order for them to blend and segment effectively to support their reading and spelling, we need to articulate sounds effectively.

This video clip that shows the correct articulation of these sounds:

[https://www.youtube.com/watch?v=BqhXUW\\_v-Is](https://www.youtube.com/watch?v=BqhXUW_v-Is)



# We use a four part session...



## Revisit and review



## Teach



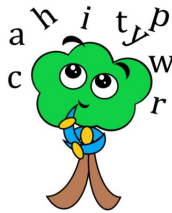
## Practise



## Apply



# When do we teach phonics?



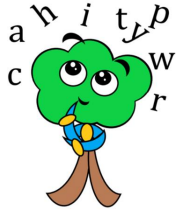
At Hartford Infant and Preschool we ensure that we have:

- High quality, **daily** phonics sessions [20-30 minutes]
- Opportunities for the children to apply their phonic skills in reading and writing activities at other times across the curriculum
- Clear objectives, high expectations of all children
- Rigorous assessment

































## Stages / Year group Correlation:

Stages	1	2	3	4	5	6
Year Group	Pre school / Nursery Recap in YR	YR	YR Recap in Y1	YR Recap in Y1	Y1 Recap in Y2	Y2



# Stage 2

HIPS Stage 2

s 	a 	t 	p 	i 	n 	m 
d 	g 	o 	ck 	h 	b 	f 
e 	u 	r 	l 	w 	x 	y 
v 	j 	z 	qu 	ss 	ll 	ff 
zz 	ck 					

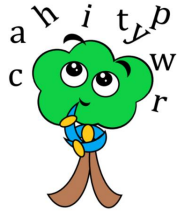


## Enunciation

Ensure you model the correct sounds to your child.  
It is easy to slip into how we were taught at school!



# Every phoneme has an action to help your child remember



**s** Weave hand in an s shape, like a snake, and say *sssss*.



**a** Wiggle fingers above elbow as if ants crawling on you, saying *a, a, a*.



**t** Turn head from side to side as if watching tennis and say *t, t, t, t*.



**i** Pretend to be a mouse by wiggling fingers at end of noise and squeak *i, i, i, i*.



**p** Pretend to puff out candles and say *p, p, p*.

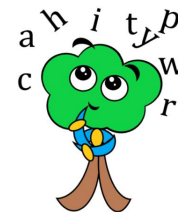


**n** Hold arms out at side, as if a plane, and say *nnnnnnnnnn*.






Parents/carers are notified of the phonics taught each half term through our Learning Leaflet. Across the school parents/carers are also reminded of the weekly phonics focus each week through our homework challenge.

# Stage 3



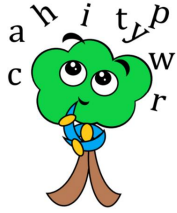
HIPS Stage 3

ch 	sh 	th 	ng 	ee 	or 	igh 
ai 	oa 	ar 	oo 	ur 	er 	ow 
oi 	ear 	air 	ure			



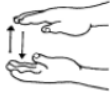




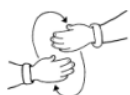










## Actions

Know the actions for each phoneme – see handout if unsure.



# Stage 5

HIPS Stage 5

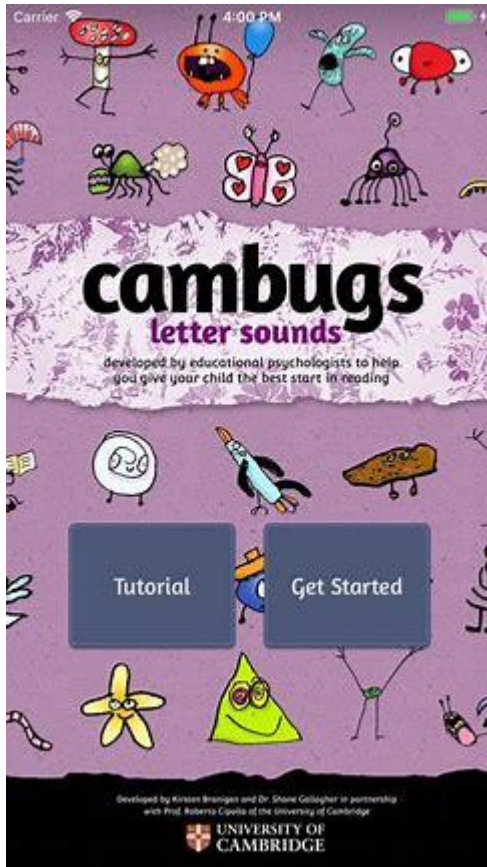
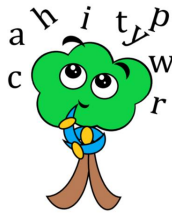
f ph 	w wh 	v ve 	oi oy 	or aw au ore 	ir er ur 
ai ay a-e 	ee ea e-e y ie 	igh ie i-e 	oa oe o-e ow 	ue ew u-e 	oo ue ew 
ow ou 	air are ear	e ea 	ch tch 	c s 	



## Phonics mats

All of our phonics mats are available on our website and we have printed copies today.

# Easy ways to help with fluent recall..[iPad/iPhone ONLY]



Stage 2 – FREE!

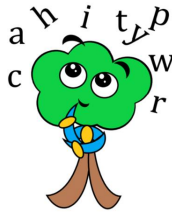


Stage 3 & 5 – £1.99



Words – FREE!

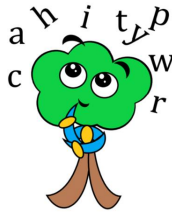
# Easy ways to help with fluent recall..



Free [and still useful]  
but £7.99 for full  
version



# What is Blending and Segmenting?



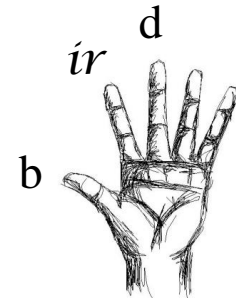
## Blending

- Merging the individual phonemes together to pronounce a word.
- To read unfamiliar words a child must recognise (sound out) **each grapheme**, not each letter, then merge the phonemes together to make a word

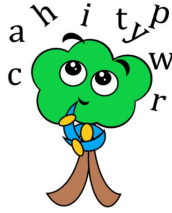
(mmm-a-nnnn)  
(b-ir-d )

## Segmentation

- Hear and say the individual phonemes within words
- In order to spell, children need to segment a word into its component phonemes and choose a grapheme to represent each phoneme



# Blending



Reading/hearing individual phonemes and blending together to make a word

sh a p e → shape

# Using our 'phonics arm'

We use our arm as a teaching tool!

For example, if we were segmenting and blending a consonant-vowel consonant (CVC) word such as 'dog', we would first say the initial sound in the word and touch our shoulder.

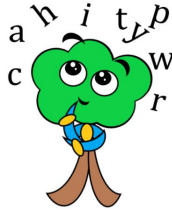
Next we would say the second sound in the word and touch the inside crease of the elbow. Lastly, we would say the final sound in the word.

Once the word has been segmented in to the three separate sounds, with a sweeping motion we take our hand and place it on our shoulder and sweep the outside of the arm to our hand and blend the sounds together to create the word.





# It's all about recognition and recall...



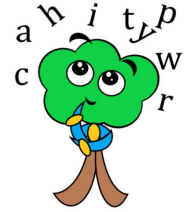
## Recognition

Being able to say the phoneme when shown a grapheme

## Recall

Being able to find the grapheme that represents the phoneme *[remember there can be a number of different graphemes for one phoneme e.g. ai, ay, a, a-e, ey]*

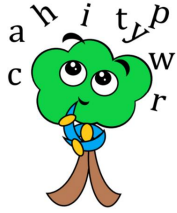
# Sound Buttons



rain




















bright

witch



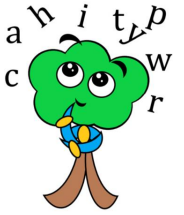
# Stage 6

HIPS Stage 6 [NB some stage 6 spellings are on CEW mats]

al 	ar 	ore 	or 	s 	tion	o 	c 	a
always talk walk also	warm war	more score snore core	word worm work	usual used treasure	station action addition	mother brother other nothing	cement city race ice	wash want watch
ey 	al 	le 	el 	il 	y 	kn 	gn 	wr 
donkey money key chimney	metal	table apple middle little	camel travel label	pencil	fly try reply	knee knock know	design gnaw gnome	write wrong wrist
ge 	dge 	g 						
cage stage large change	bridge hedge judge	gem giant magic						



# Terminology



**Digraph:** two letters making one phoneme

**Trigraph:** three letters making one phoneme

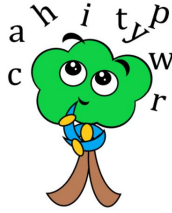
**Grapheme:** the letter/letters representing the phoneme [what it looks like!]

**Phoneme:** smallest unit of sound [what it sounds like!]

**Grapheme/phoneme correspondences (GPCs):** the links between letters, or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent

**Split digraph:** a type of grapheme where two letters represent one phoneme. Sometimes, these two letters are not next to one e.g. **ca**ke.

# Common exception words



Words that cannot be segmented using the phonics they know or has an unusual GPC.

said



In the word said, "ai" is making the /e/ phoneme – which is unusual.

We avoid saying words you can't sound out, because with many of these you can sound them out. The children just having learnt the GPCs yet.

# Year 1 and 2 Common Exception Words

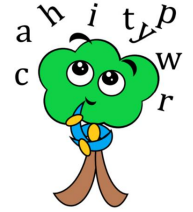
## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

# Letter formation



a b c d e

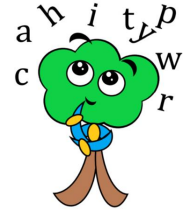
f g h i j k

l m n o p

q r s t u

v w x y z

# Letter formation



Learning to form letters and spell words requires considerable effort and attention. Research suggests that using lead in lines... "slows down children's writing, at a point when they already found manual dexterity tricky and the muscles in their shoulders, arms and hands were still developing".

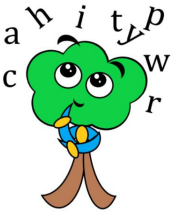
We still teach handwriting in a cursive style, with hooks to prepare children for joining in Year 2.

Use the correct "verbal path" e.g. *start at the dot, curve down and around, up down and hook.*





# If you want to find out more...

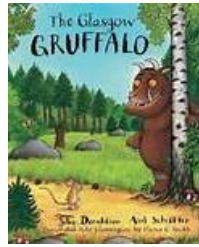


Speak to a class teacher, Mrs Hyem or Mrs Lee. There is a lot of information on the internet, but it's not all accurate!

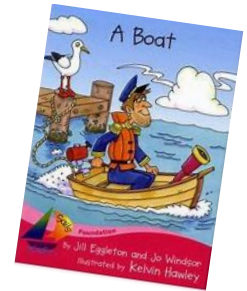
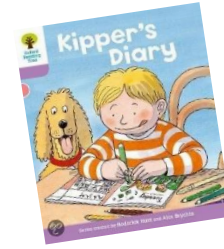
For more information, look at our school website where you will find our phonics mats and other useful website.

Remember:

- Phonics is the step up to word recognition
- Automatic reading of all words – decodable and tricky – is the ultimate goal
- Confidence in building word-specific knowledge of the spelling of words
- Continuous language development



# How can I help?



- ✓ Talk to your child about letter names and sounds, so they understand the difference between the two.
- ✓ Ensure that you use the correct sound for each letter, see the website for the video clip if you need more support with this, or ask your child!
- ✓ Read regularly with your child – ideally 3 times a week. When your child gets 'stuck' on a word, encourage and support them to sound it out. Some words, known as 'common exception words' will have parts that do not fit the phonetic rules we teach. Discuss these if they come up.
- ✓ Reading to your child, encourage your child to join in with you as you read to them, where they can. Pick books together that match your child's interests. If you want you can enforce the phonics by asking if they heard a word/ can see a word that has a 'f' sound etc.
- ✓ Learn the common exception words. These are words that cannot be fully decoded and need to be learnt by sight.

# Resources for you..

- This presentation!
- A list of the common exception words that need to be learnt by sight available on our school website.
- Phoneme/grapheme mats available on our school website.
- Letter formation and verbal path available on our school website.
- Our Hartford Infant and Preschool Phonic Stages document