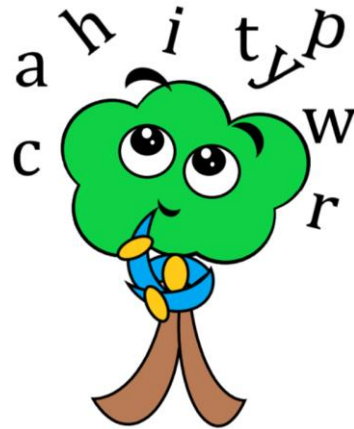


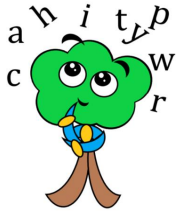
# Phonics Information for Parents of Reception Children



Autumn 2023

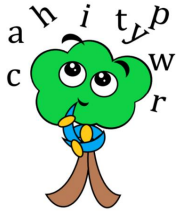


# Aims of Workshop



- To understand what phonics is
- To understand key skills taught in phonics (recognition, recall, blending and segmenting)
- To understand how phonics is taught at Hartford Infant School
- To understand how letter formation is taught at Hartford Infant School
- To understand how you can support your child with phonics at home.

# What is Phonics?



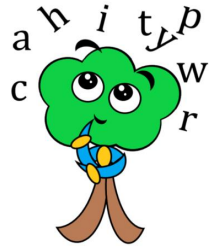
phonics is

*skills* of  
segmentation  
and blending

+

*knowledge* of  
the alphabetic  
code

# Teaching Phonics



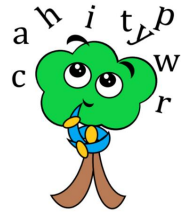
At Hartford Infant School we have created our own systematic synthetic phonics programme using the National Curriculum and incorporating some Jolly Phonics resources.

Our phonics is taught through 6 stages:

- **Stage 1** supports the development of listening and speaking skills.
- **Stage 2 - 5** is a systematic approach to phonics teaching and word recognition skills.
- **Stage 6** focuses on word-specific spellings and the rules for spelling alternatives.



# Teaching Phonics



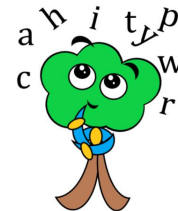
Hartford Infant School  
Phonics Stages

Stage 1								
Stage 2								
Stage 2 [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	
Stage 3 [yellow band]	ch	sh	th	ng	ee	or	igh	ai
	oa	ar	oo	oo	er	ur	ow	oi
	ear	air	ure					
Stage 4 [blue band]	Consonant clusters (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				
Stage 5 [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)			
Stage 6 [purple band]	ey	*v (munch)	y	or	*a	*al	*oor	al
	(donkey)	(reply)	(word)	(father)	(half)	(door)	(always)	
	ar	ge	dge	a	mb	s making	tion	o
	(warm)	(cage)	(bridge)	(wash)	(thumb)	/s/ (usual)	(station)	(mother)
	ch	kn	gn	*al	wr	il	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 esp 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 j to v and add ee</li> <li>• Adding prefix dis-</li> <li>• Apostrophes for contractions</li> <li>• Apostrophes for possession</li> </ul>								
*taught as grapheme found in Y2 common exception words								



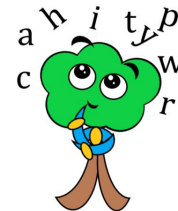
Reception

# It involves...



- Identifying **sounds** in spoken words.
- Recognising the **common spellings** of each phoneme.
- **Blending** phonemes into words for reading.
- **Segmenting** words into phonemes for spelling.

# What is a phoneme?



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

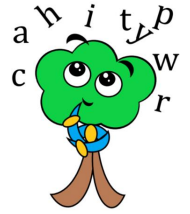
Each **phoneme** can be represented in a variety of different ways with **graphemes**.

# What is a grapheme?

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

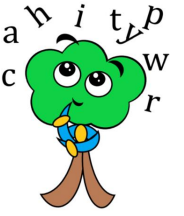
t            ai            igh

# Phoneme or grapheme?



Phoneme (sound)	Grapheme (letter representation)
<p>When lining up for lunch, a child says 'Miss Adams, 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>



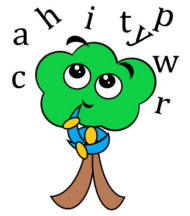


So, what is the name of this?

a

What sound does it make?

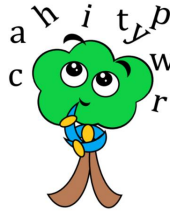
In practise, this is how it looks:



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

These words each have three phonemes (separate sounds).  
Each of these phonemes is represented by a grapheme.

# Why do we teach phonics?



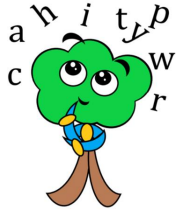
*Evidence shows that teaching phonics is the best way to teach children to read, e.g. the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.*

The Reading Framework 2021

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

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

# How do we teach phonics?

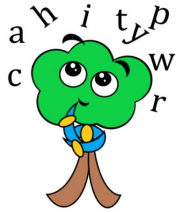


When teaching pupils phonics, in order that they can blend and segment effectively to support their reading and spelling, we need to articulate sounds effectively.

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



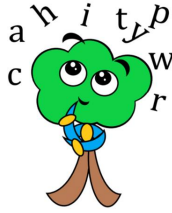
Practise



Apply



# When do we teach phonics?



At Hartford Infant School 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
- Clear objectives, high expectations of all children
- Rigorous assessment

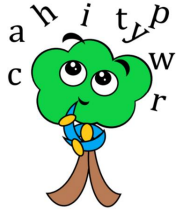
































## Phases / Year group Correlation:

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 *ssssss*.



**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*.



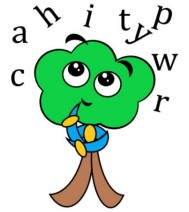
**i** Pretend to be a mouse by wiggling fingers at end of nose and squeak *i, i, i, i*.



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



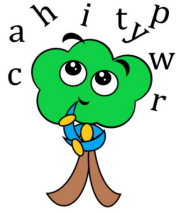
**n** Hold arms out at side, as if a plane, and say *nnnnnnnnnn*.



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 Tapestry posts.



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



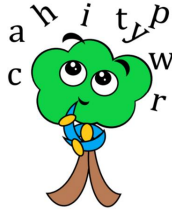
## Recognition

*Being able to say the phoneme when shown a grapheme*

## Recall

*Being able to find or write the grapheme that represents the phoneme*

# What is Blending and Segmenting?



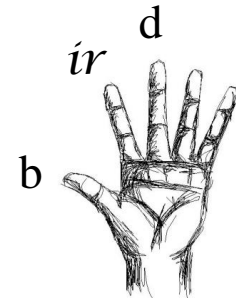
## Blending

- 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

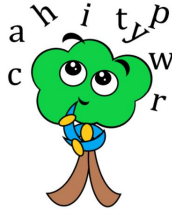
(mmm-a-nnnn)  
(b-ir-d )

## 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



# Oral segmenting and blending

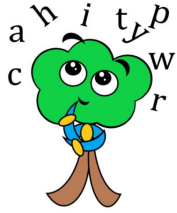


To practise segmenting  
Play I spy a d/o/g with  
objects in front of them



To practise blending  
Say can you get your  
c/oa/t- b/a/g

# Blending



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

c      a      t      →      cat  
•      •      •

# Using our 'phonics arm'

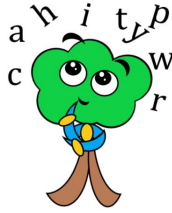
We use our arm as a teaching tool!

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.



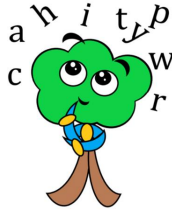


# Blending for reading

## CVC words



Use magnetic letters on the fridge. You could make your child a word to read in the morning. Get your child to say the sounds then blend them together.



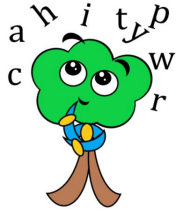
# Segmenting for writing

## CVC words



Encourage your child to segment for themselves to make and write words rather than copying words you have already written.

# Common exception words

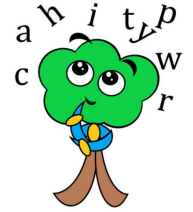


Words that cannot be segmented  
using the phonics they know.





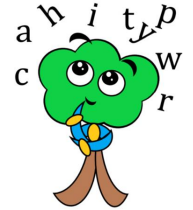
# Stage 3






We teach one way of making each vowel sound

Digraph - two letters making one phoneme.

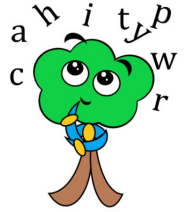
# Stage 3



## HIPS Stage 3

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

# Sound Buttons

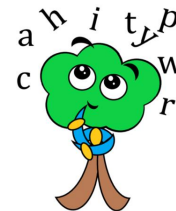


rai  
n

bright

witc  
h

# Letter formation



a b c d e

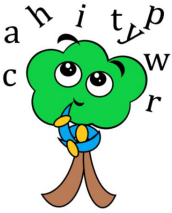
f g h i j k

l m n o p

q r s t u

v w x y z

# If you want to find out more...

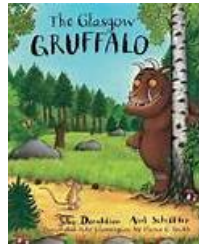
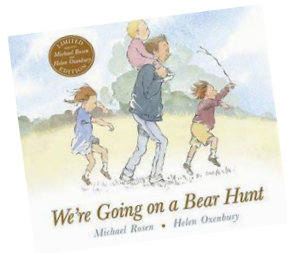


Speak to Mrs Eagle, Miss Adams, Miss Reid or Mrs Wiltshire  
There is a lot of information on the internet, but it's not all accurate!

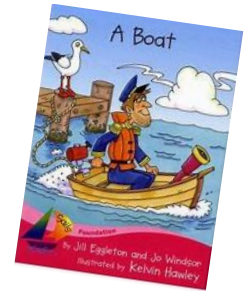
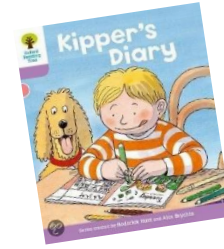
For more information, look at our school website where you will find our phonics mats and other useful website.

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.
- Stage 2 and 3 phoneme/grapheme mats available on our school website.
  - Letter formation and verbal path available on our school website.
- Our Hartford Infant School Phonic Stages document
  - The 'Jolly Phonics' actions for each phoneme.