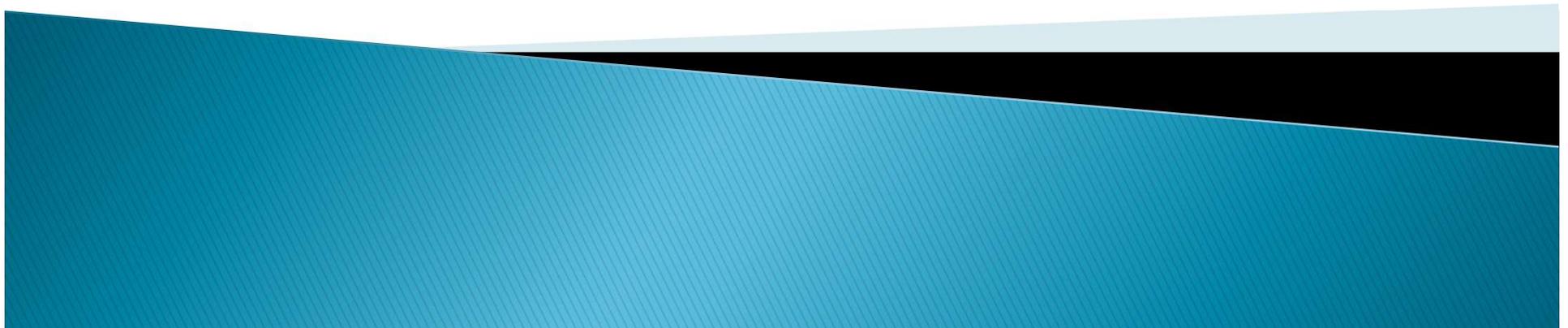


# Ashcroft Infant and Nursery School

## Phonics Meeting 2016



# When is Phonics taught?

- ▶ All children at Ashcroft have a daily phonics lesson.
- ▶ Children are reminded to use their phonics when reading their home reading book, during guided reading and whenever they write.
- ▶ Each phonics lesson lasts 25 minutes.
- ▶ The final lesson each week is a spelling test.
- ▶ The spelling test is made up of words using the phoneme learnt that week.



# Key Principles in Phonics.

- ▶ Sounds (phonemes) are represented by letters (graphemes)
  - ▶ A phoneme can be represented by one or more letters e.g. a, s, sh, th, ee, etc
  - ▶ 2 letters = digraph e.g ai, ee, oa
  - ▶ 3 letters = trigraph e.g igh, ear
  - ▶ The same phoneme can be represented/ spelled in more than one way e.g. rain, may, lake
  - ▶ The same spelling may represent more than one sound e.g. mean, deaf
- 

# Phase 1

- ▶ All about sounds, musical, environmental, voice and body
- ▶ Aural discrimination of sounds, including letter sounds
- ▶ Blending and segmenting orally

# Phase 2

- ▶ Learning specific letters and sounds
- ▶ Sounds are introduced in sets
  
- ▶ 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
  
- ▶ Reading tricky words:
  - ▶ I go no to the
- ▶ Blending and segmenting vc (vowel consonant is, at, on, if)
- ▶ cvc words, and in captions and sentences
- ▶ Consonant, vowel, consonant e.g cat, dog, bin, bun, did, mug, peg

## Phase 3

- ▶ All other sounds are taught, but only one representation
- ▶ More tricky words for reading
- ▶ Writing I go no to the
- ▶ Blending, segmenting, reading, writing words, captions and sentences

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
- practise blending and segmenting a wider set of words, for example, **fizz, chip, sheep, light**
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.



# Phase 3 Sound Mat



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

# Phase 4

Children continue to practise previously learned graphemes and phonemes and learn how to read and write:

**CVCC** words: **tent, damp, toast, chimp**

For example, in the word 'toast', **t = consonant, oa = vowel, s = consonant, t = consonant.**

**CCVC** words: **swim, plum, sport, cream, spoon**

For example, in the word 'cream', **c = consonant, r = consonant, ea = vowel, m = consonant.**

They will be learning more tricky words and continuing to read and write sentences together.

## Tricky words

**said, so, do, have, like, some, come, were, there, little, one, when, out, what**



# Phase 5 (Year 1)

- ▶ The children will learn new graphemes for reading and spelling.

E.g. ai, a-e, ay all make the **same** sound in words.

- ▶ They will continue to read and spell tricky words.



# Phase 5

## 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

# Phase 6

- ▶ Recognising phonic irregularities and becoming more secure with less common grapheme – phoneme correspondences.
- ▶ Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
- ▶ Introducing and teaching the **past** tense
- ▶ Investigating and learning how to **add suffixes** –s  
–es –ing –ed –er –est
- ▶ Investigating and learning how to add the prefix  
–un
- ▶ Teaching children how to spell and notice patterns in longer words.



# The screening test

- ▶ The screening will take place throughout the week beginning 13<sup>th</sup> June. The children cannot retake the test at any other time so it is very important your child is in school during this week.
- ▶ The children will complete the check one at a time with a teacher in a quiet area of the school.
- ▶ The check will take about 10 minutes to complete
- ▶ A short clip of some children taking the test.

<https://vimeo.com/39441143>



# The Results

- ▶ The test is marked out of 40. The children will be scored against a national standard (threshold yet to be determined by DfE)
- ▶ In previous years children have been expected to read **32 out of 40** words correctly.
- ▶ We will inform you of the result of the phonics screening test.
- ▶ If your child's score falls below the national standard they will be given lots of support and can re-take the Phonics Screening Check in year 2.



# An example page

Reading Street Book 1	Reading Street Book 1
in	ot 
at	vap 
beg	osk 
sum	ect 

# Ways to help your child.

- ▶ Make time to read with your child every day.
  - ▶ Little and often. Remember to ensure reading is still enjoyable.
  - ▶ Encourage your child to blend to read a difficult word.
  - ▶ Practise spelling and reading made up words.
  - ▶ Look for different sounds in a reading book.
  - ▶ Play I spy.
  - ▶ Make lists of words with a particular sound (phoneme)
  - ▶ Play online games (see next slide)
  - ▶ Encourage your child to use their phoneme word mat when they read or write at home.
- 

# Past Test Paper

Past Papers for 2012, 2013, 2014 and 2015 can be downloaded from:

[www.theschoolrun.com/year-1-phonics-screening-check-2012](http://www.theschoolrun.com/year-1-phonics-screening-check-2012)

You do need to register with the site (it's free) and you can then download the papers and print them to use with your child.



# Online phonics games

- ▶ A few of our favourites

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) ...

- ▶ Picnic on Pluto

[www.phonicsplay.co.uk/PicnicOnPluto.html](http://www.phonicsplay.co.uk/PicnicOnPluto.html)

- ▶ Buried treasure

[www.phonicsplay.co.uk/BuriedTreasure2.html](http://www.phonicsplay.co.uk/BuriedTreasure2.html)



[www.ictgames.com](http://www.ictgames.com)

Forest phonics  
(also available as an app)

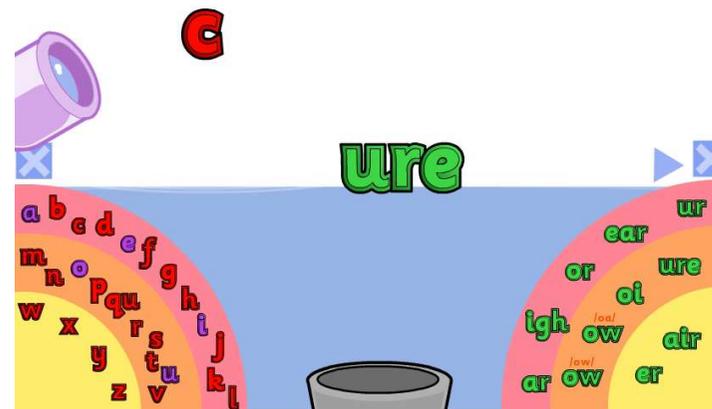


<http://ictgames.com/forestPhonics/forestPhonicsOnline/index.html>

[www.ictgames.com](http://www.ictgames.com)

Foam Phonemes

[www.ictgames.com/foamPhonemes/index.html](http://www.ictgames.com/foamPhonemes/index.html)



# [www.letters-and-sounds.com](http://www.letters-and-sounds.com)

Lots of lovely resources to download and print for all of the Letters and Sounds phases. Click the links on the left hand side.



Resources
Phase 3 Games
<b>Phase 4</b>
Phase 4 Introduction
Phase 4 Resources
Phase 4 Games
<b>Phase 5</b>
Phase 5 Introduction
Phase 5 Resources
<b>Phase 6</b>
Phase 6 Introduction
Phase 6 Resources
<b>More</b>
Phonics Glossary
Site Map



[Download free now!](#)



### Phase 6 adding suffixes to words ending with 'y'

Practise adding the suffixes -ing, -ed, -s, -er, -est, -y, -en to words ending with 'y'.

[Download free now!](#)



### Phase 6 adding suffixes to words ending with a single consonant

Practise adding the suffixes -ing, -ed, -s, -er, -est, -y, -en to words ending with 'a single consonant'.

[Download free now!](#)



### Phase 6 adding more suffixes

A set of words with suffixes -ing, -ed, -ful, -ly, -est, -er, -ment, -ness, -en.

[Download free now!](#)



# FAQ

Q. What happens if a child does not meet the standard?

A. The screening check will identify children who have phonic decoding skills below the level expected for the end of Year 1 and who therefore need extra help. Schools will be expected to provide extra help and children will then be able to retake the assessment in Year 2

Q. Won't children who have not met the standard feel like a failure?

A. Children should not realise that they are being formally assessed. The check should be seen as part of their everyday phonics activities and not as a test. The result will provide teachers with information required for developing a child's skills

