

Phonics information evening



Success for All 
Phonics



tree

What is phonics?



Systematic Synthetic phonics

It is an approach which teaches children to recognise letters (graphemes) and their associated sounds (phonemes). It involves breaking the word down into the smallest units of sound.

tap

• • •

chop

— • •

Why is phonics important?

Phonics teaches the skills that help children learn how to **read**, **write** and **spell**.

These are skills for life.



What phonics scheme do we use?

- FFT **Success for All** is a complete Systematic Synthetic Phonics (SSP) programme validated by the Department For Education.
- It is supported by an online Reading **Assessment** Programme.
- It provides additional support via a reading **tutoring** programme - TWL.

Resources Overview

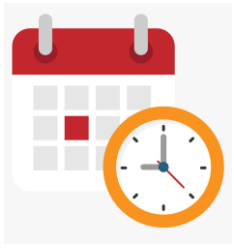
Teaching Resources	Classroom Resources	Pupil Resources	Other Resources
<p>Programme Guide for School Leaders and Teachers</p> <p>Phonics Teacher's Manual</p> <p>Shared Reader Teacher's Manual</p>	<p>Alphabet Cards Wall Set</p> <p>Picture Sound Cards Wall Set</p> <p>Letter Formation Cards</p> <p>Green and Red Word Cards</p>	<p>68 fully decodable Shared Readers</p> <p>Partner Practice Booklets</p> <p>Picture Sound Mats</p> <p>Alphabet Letter Strips</p>	<p>Reading Assessment Programme</p> <p>Tutoring with the Lightning Squad</p>

Scope and sequence

Common exception (Red) words

	Phase	Teaching focus and GPC progression	Decodable Shared Readers	Common Exception (CEWs)
Phase 1	Phase 1	Phonological awareness and rhyming	n/a	n/a
Phase 2/3	Phase 2/3	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, q, x, y, z CVC words Words with -s ending	1 to 8	the, I, he, she, is, to, go, as, we, are, you, into
Phase 3	Phase 3	zz, qu, ch, sh, th, ng, ai (train), ee (tree), igh (light), oa (goat), oo (zoo), oo (book), ar (car) Blend CVC words (including with -s and -ing endings), double-consonant words with endings, limited CCVC and CVCC words. Two-syllable words.	9 to 20	be, me, his, no, so, has, d my, by, ask*, our, says, th was, were, put, all, like, th
Phase 3/4	Phase 3/4	or (corn), ur (purple), ow (cow), oi (boil), ear (clear), air (hair), ure (pure), er (batter) Common Phase 3/4 alternative spellings such as: or, ore; s, se; z, ze, se; v, ve Blend CVC words (including with -es and -ed endings) CCVC, CVCC, CCVCC, CCCVC, CCCVCC words. Nouns and adjectives with -er ending.	21 to 32	here, where, today, what, come, some, push, pull, f school, out, once, once, y love, house, full, little

Shared readers



Where does it fit in the timetable?

Reception

- Daily 25-minute Phonics.

- Daily Shared Reading:-

Term 1 – 15 mins





Term 2 – 20 mins

Term 3 – 25 mins




What will my child do in their daily phonics lessons in Reception?

An example of what is covered in a reception phonics session in Term 1

Review Previously Learnt GPCs (5 minutes)			Teach › Practise › Apply New GPCs (15 minutes)					
Hear Phonemes	Read GPCs	Stretch and Read	Present New GPC	Model Phoneme	Say it Fast	Break it Down	Stretch and Read	Write New Grapheme
i n m d	s a t p i n m d	sit pip tap dim did mad	The girl is glad.  /g/	Look what my mouth is doing when I say /g/. My mouth is open and I'm making the sound right back in my throat. If I put my fingers on my throat I can feel the sound.	t-a-p s-a-g d-i-g g-a-s	g-a-p p-i-g n-a-g t-a-g	gap gas dig	Left around the girl, down her plait and curl.   

An example of what is covered in a reception phonics session in Term 2

Review Previously Learnt GPCs (10 minutes)			Teach › Practise › Apply New GPCs (15 minutes)					
Read GPCs	Stretch and Read	Quick Erase	Present New GPC	Say it Fast	Break it Down	Stretch and Read	Write Words with New Grapheme	Write Familiar Words
ch sh th ng ai ee	week snail sweet ask*	sling creeps railing tail › sail › pail › pain › Spain › spun › stun › stuck	Bright light.  igh /igh/	t-igh-t s-igh-t b-l-ee-p h-igh	l-igh-t th-igh s-t-ee-p f-r-igh-t	sighs bright fighting	high light sight fright	bash ring tree brain

Phonics terminology



phoneme – Any one of the 44 **sounds** which make up words in the English language.

grapheme – How a **sound** (phoneme) is **written** down. There can be more than one way to spell a phoneme. For example, the phoneme 'ai' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

blending – **Putting together** the sounds in a word in order to read it, e.g. 'f – r – o – g, frog'.

segmenting – **Breaking a word** into its constituent sounds in order to spell them, e.g. 'frog, f – r – o – g'.

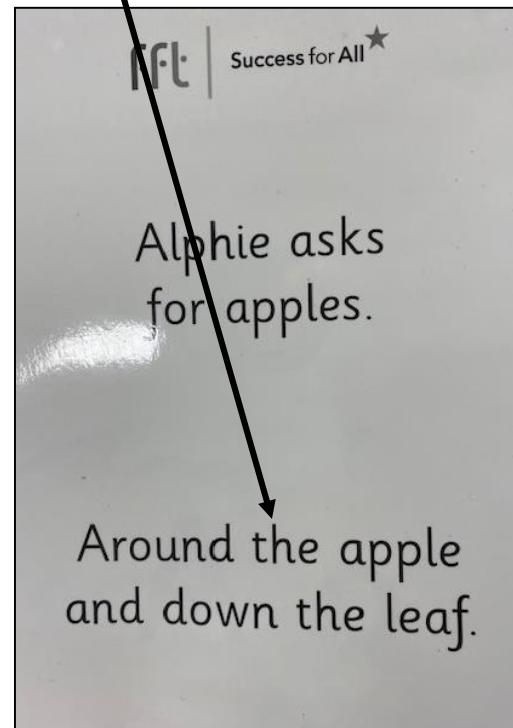
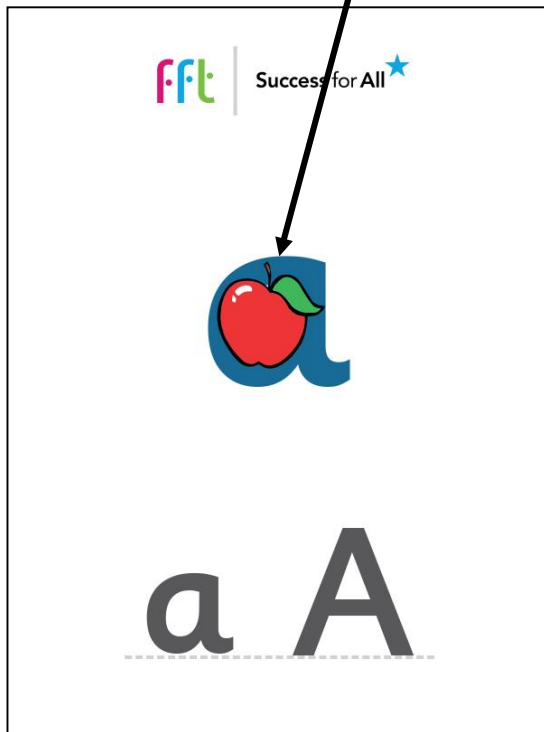
How do you teach phonics?

- In Autumn term we teach 4 phonemes (sounds) each week
- Saying pure sounds is important
- It is always best to say the phonemes softly and say a word that begins with the sound to help.
- Try to **avoid saying an 'Uh'** sound at the end as this will impact on your child's ability to blend and segment words when reading and spelling **e.g. don't say 'nuh' for 'n'**.

<https://vimeo.com/showcase/9340990>

Exploring letters and their sounds

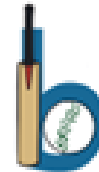
Each letter has a picture and a rhyme to help the child with their letter formation.



Letter formation rhymes/cues



Around the apple and down the leaf.



Down the bat and right around the ball.



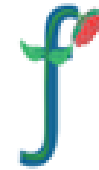
Curl around the caterpillar.



Around his back then head to toe.



Under his ear then down his trunk.



Curve down the flower and across the leaves.



Left around the girl, down her plait and curl.



From head to toe and over his back.



Down the insect, lift and dot.



Down Jane's back, up to her toes. Jump to the ball.



From head to toe, loop around, kick the leg.



Down the long, long leg.



The man go down, climb one mountain then the other.



From head to toe and over the nose.



From the top of the head and all the way round the octopus.



From head to tail then right around the parrot.



Right around the queen and way down her staff.



From head to tail then up and over his ear.



Left around, right around, from head to tail.



Down the tower, lift and cross.



Under the umbrella up and down.



Down one wing and up the other.



Wiggle down, wiggle up, down and up.



Hand to toe this way hand to toe that way.



Slant down one string and way down the other.



Zig, Zag, Zig

A copy can be found on the school website.

These are the sounds your child will learn whilst in Reception:

s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b,
f, ff, l, ll, ss, 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

For guidance on how to pronounce the sounds: <https://vimeo.com/showcase/9340990>

Digraphs = two letters together that make just 1 sound

Trigraphs = three letters together that make just 1 sound

Putting sounds together to read!



Blending - "Say it fast"

- Saying the phonemes (sounds) in a word sufficiently quickly to make a word.
- We use this skills when we **read**

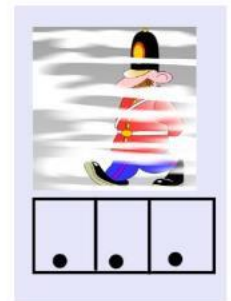
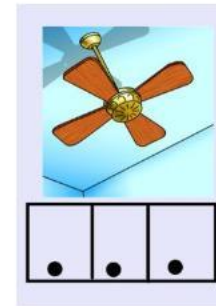
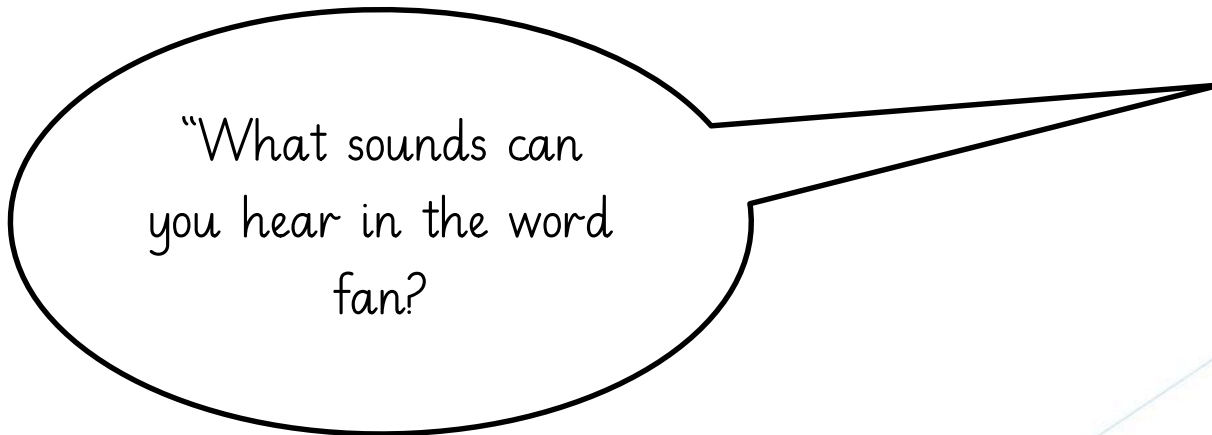
t/o/p = top

Breaking words down to spell!



Segmenting - "Break it down"

- Breaking a spoken word into individual phonemes (sounds) and writing down the graphemes (letters that represent each sound).
- We use this skill when we **spell**.



Exploring words (green words)

cot
• • •

rock
• • —

The green words are decodable – you can say the individual sounds and then ‘say them fast’ to blend them together in order to read a word.

Exploring words (red words)

he

you

Red words (common exception words) are words that do not follow the common phonetic spelling rules children learn in their first few years in school.

These are also called tricky words or sight words as you must learn to recognise them, and can't sound them out. They aren't decodable using the normal rules and letter-sounds in phonics.

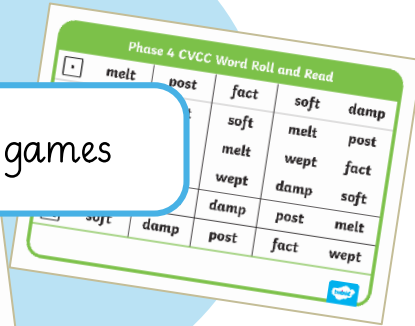
These are the red words that your child will learn whilst in reception:

the, I, he, she, is, to, go, of, as, we, are, you,
into, be, me, his, no, so, has, do, her, my, by,
ask, our, says, they, said, was, were, put, all,
there, like, here, where, today, when, what, come,
some, push, pull, friend, school, out, one, once,
your, love

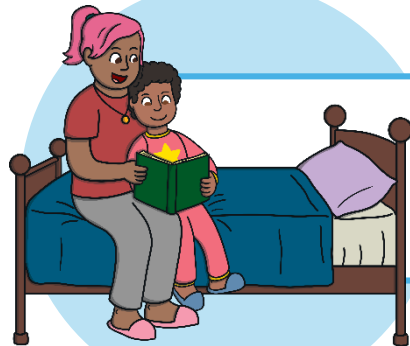
Helping your child at home.



play games



provide opportunities for writing



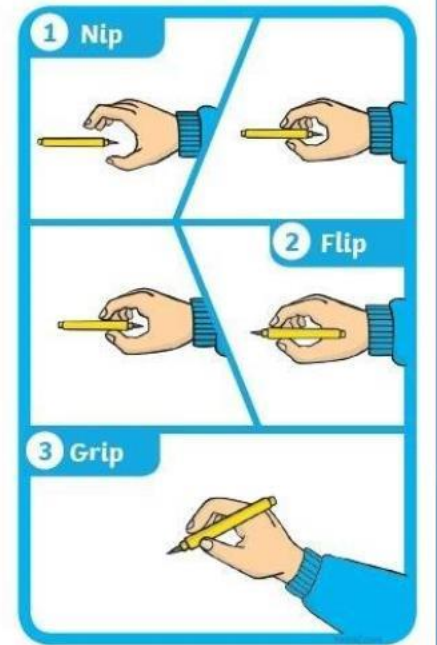
provide opportunities for reading

Fine motor skills

- ▶ Thread cheerios on spaghetti
- ▶ Cutting magazines
- ▶ Cutting paper to make snow flakes
- ▶ Connect 4

- ▶ Thread pasta on ribbon
- ▶ Putting coins in a piggy bank
- ▶ Using pegs

- ▶ Buttons
- ▶ Dot to dots
- ▶ Colouring
- ▶ Board games



Speaking and Listening

Children spell as they speak



wif



avter



innit

We encourage children to write the sounds they say, therefore they must use the correct sounds.

If you notice your child saying something incorrectly – please correct and model the right way to speak.

If you have any additional speech and language concerns about your child please speak to your child's class teacher.

Helping your child at home.

- Phonics work best when children are given plenty of encouragement and learn to enjoy reading and books. Parents play a very important part in helping with this.
- With all books, encourage your child to 'sound out' unfamiliar words and then blend them together from left to right. Once your child has read an unfamiliar word talk about what it means and help your child to follow the story. Give them lots of praise for using their phonic skills.
- Try to make time to read with your child every day. Five minutes a day is better than half an hour a week. Grandparents and older brothers and sisters can help too.
- Encourage your child to "say the sounds" and then "say them fast" in order to read a word



Helping your child at home

- Spend time focussing on one letter at a time
- Place letter cards around the house and have a sound hunt
- Place letter cards somewhere that your child can see on a daily basis
- Word games like 'I spy' can also be an enjoyable way of teaching children about sounds and letters.
- Read words on your shopping list
- Read words on signs that you see
- Listen to your child read daily
- Play a game with your child where you take turns coming up with words that begin with the same sound.

Practise 'talking in phonemes' with your child:

- Time for b e d
- Get your c oa t
- Eat your l u n ch

- Be aware of the **GPCs (sounds)** your child is learning each week. These are posted on tapestry and are in your child's yellow phonics book.

- Use **pure sounds**. FFT provide a full set of **videos** that contain the proper pronunciation of all Grapheme Phoneme Correspondences (GPCs) taught in the programme. <https://vimeo.com/showcase/9340990>

- FFT Success for All Phonics have created advice and resources to support. Find them on their Parents Portal: [Parent Portal \(fft.org.uk\)](https://www.fft.org.uk)

Please contact school for the password

Any questions?

