SCITT Phonics 1

Best practice in the teaching of phonics

THURSDAY 13TH OCTOBER 2016
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PASHLEY DOWN PHONICS HUB
Today we will cover:

- The skills of synthetic phonics
- Phonics terminology
- Age related expectations in line with national curriculum requirements
- Structure of a phonics session
- Assessing and tracking phonics
Enunciation

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

What do you get if you add /uh/?

Hen
Din
Mat

The clearer the sound, the easier it is for a child to blend together (synthesize) the individual sounds to read a word because there are no unnecessary sounds getting in the way
Synthetic phonics

- Alphabetic code
- Segmenting
- Blending
Terminology

- Phoneme
- Grapheme
- Digraph
- Trigraph
### Sound buttons

- happy
- right
- help
- shame

- never
- know
- aim
- shame
Phase 1 ~ 7 aspects Pre-school/ Rec/ KS1

1. Environmental sounds
2. Instrumental sounds
3. Body percussion
4. Rhythm and rhyme
5. Alliteration
6. Voice sounds
7. Oral blending and segmenting

General sound discrimination

3 strands:
• Tuning into sounds
• Listening and remembering sounds
• Talking about sounds
Phase 2 Teaches 23 graphemes
Moves children from oral blending and segmentation to blending and segmenting with letters

Working on:

*Using common consonants and vowels. Blending for reading and segmenting for spelling simple CVC words.*

*Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.*

Letter progression:

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
Working on:

**Knowing one grapheme for each phoneme**

Graphemes:

ear, air, ure, er, ar, or, ur, ow, oi, ear, air, ure, er

Reading and spelling CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters.

Consonant digraphs

ch, sh, th, ng

Reading and spelling CVC words using letters and short vowels.

Letter progression

Set 6: j, v, w, x       Set 7: y, z, zz, qu
Phase 4

Begin at the end of Reception and continue in the first weeks in Year 1

Working on: Segmenting adjacent consonants in words and applying this in spelling.

Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.
Adjacent consonants

two or more consonants commonly found together at the beginning or end of a word, each making its own sound

<table>
<thead>
<tr>
<th>Word</th>
<th>Phonemes</th>
<th>Digraphs</th>
<th>Adjacent consonants</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>2</td>
<td>1 oy</td>
<td>0</td>
</tr>
<tr>
<td>strap</td>
<td>5</td>
<td>0</td>
<td>1 str</td>
</tr>
<tr>
<td>drain</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>short</td>
<td></td>
<td></td>
<td></td>
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<td>gremlin</td>
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<td></td>
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<td>hood</td>
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<td>kitchen</td>
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<td></td>
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</tbody>
</table>
Phase 5

Working on: Reading phonically decodable two-syllable and three-syllable words.

Working on: Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.

Working on: Spelling complex words using phonically plausible attempts.
Phase 6

- Learn some of the rarer GPC’s

- Develop automaticity in reading

- Reliably recognise digraphs as one sound

- Develop strategies for spelling

- Explore spelling conventions
<table>
<thead>
<tr>
<th>Season</th>
<th>Phase</th>
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</thead>
<tbody>
<tr>
<td>Autumn Reception</td>
<td>Phase 1/2</td>
</tr>
<tr>
<td>Spring Reception</td>
<td>Phase 3</td>
</tr>
<tr>
<td>Summer Reception</td>
<td>Phase 3/4</td>
</tr>
<tr>
<td>Autumn 1 Year 1</td>
<td>Phase 4/5</td>
</tr>
<tr>
<td>Autumn 2 Year 1</td>
<td>Phase 5</td>
</tr>
<tr>
<td>Spring Year 1</td>
<td>Phase 5</td>
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<tr>
<td>Summer Year 1</td>
<td>Phase 5</td>
</tr>
<tr>
<td>Throughout Year 2</td>
<td>Phase 6</td>
</tr>
</tbody>
</table>
Sequence of teaching in a discrete phonics session

Introduction

Objectives and criteria for success

Revisit and review

Teach

Practise

Apply

Assess learning against criteria
Revisit and review

Revisiting previous graphemes/ tricky words personalised to class

Short focus at the start of the session

Involves all children

Oral rehearsal

Assessment tool

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar
Teach

By the end of the session all children should have learnt something new!

Multisensory

Modelled articulation

Modelled segmenting and blending
Practise

Guided activities

Children practice the new GPC/ tricky word

Still learning!

Differentiated
Children now apply the new GPC/ tricky word
Assessment
Independent/ paired/ group work
What can the child now do?

slosh
ship
shop
mash
trash
splash
Assessment/ evaluation

Draws the application to a conclusion
Self/ peer assessment of task
Feeds into future planning
What about tricky words?

Is the whole word tricky or is there just a tricky part?

Analyse word and think of strategies
<table>
<thead>
<tr>
<th>Progression</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1</strong> continuous through Phase 2 - 6</td>
<td>Show awareness of rhyme and alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.</td>
<td></td>
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</tr>
<tr>
<td><strong>Phase 6 (Yr 2)</strong></td>
<td>Working on: Recognising phonic irregularities, and becoming more secure with less common grapheme-phoneme correspondences. Working on: Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.</td>
<td></td>
<td>Y2</td>
</tr>
<tr>
<td><strong>Phase 5 (Yr 1)</strong></td>
<td>Working on: weeks 8-30 alternative spellings for phonemes</td>
<td>Jenna</td>
<td>Bily Emly Fiona</td>
</tr>
<tr>
<td></td>
<td>Working on: weeks 5-7 alternative pronunciations for graphemes</td>
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<tr>
<td></td>
<td>Working on: weeks 1-4 alternative graphemes for reading</td>
<td>Freddie</td>
<td></td>
</tr>
<tr>
<td><strong>Phase 4 (Yr/Y1)</strong></td>
<td>Working on: Segmenting adjacent consonants in words and apply this in spelling. Working on: Blending adjacent consonants in words and applying this skill when reading unfamiliar texts</td>
<td></td>
<td>YR/Y1</td>
</tr>
<tr>
<td><strong>Phase 3 (upper)</strong> (Early Learning Goal)</td>
<td>Children can read and spell a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes.</td>
<td>Charlie</td>
<td>Anne</td>
</tr>
<tr>
<td></td>
<td>Graphemes ai, oo, igh, ca, oe</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>ar, or, ur, ow, oi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ear, air, ure, er</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phase 3 (secure)</strong> (Early Learning Goal)</td>
<td>Children can read and spell CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters, ch, sh, th, ng</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phase 3 (lower)</strong> (Early Learning Goal)</td>
<td>Children can read and spell CVC words using letters and short</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DFE website:
www.education.gov.uk/schools/teachingandlearning/pedagogy/teachingstyles/phonics

Phonics websites:

www.kented.org.uk/ngfl/games/index.htm
www.letters-and-sounds.com/
www.phonicsplay.co.uk
www.literacytrust.org.uk
www.twinkl.co.uk
www.primaryresources.co.uk
www.tes.co.uk
www.ks2.co.uk