



# Phonics for Reading and Spelling

19<sup>th</sup> September 2019

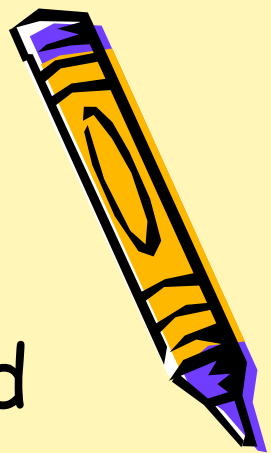
# Outline

- What we do to teach reading
- What is phonics?
- A typical phonics session
- Ways to support your child at home



# What we do to teach reading in school

- Two dimensions; word recognition and language comprehension.
- Phonics is the main method used to teach word recognition.
- Shared, Guided and one to one reading helps to develop language comprehension.



# What is Phonics?

A programme which teaches children:

- To recognise the picture of a sound, know the sound it represents and say that sound.
- To read by looking at the pictures of sounds in a word, pronouncing the sounds they see then blending them together to read the word.
- To spell by saying a word, segmenting it (chopping it up) then writing the sounds they hear.



# Hearing Sounds

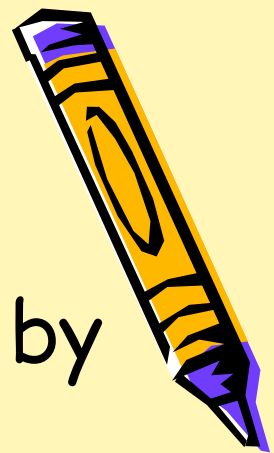
- It is important that children associate the picture of a sound with the way the sound is actually spoken in a word.

[http://www.youtube.com/watch?v=BqhXUW\\_v-1s](http://www.youtube.com/watch?v=BqhXUW_v-1s)



# Seeing Sounds

- A number of sounds are represented by a single graph (a, p, b, s)
- A number of sounds are represented by a digraph (ch, ai, ee, oa)
- Some sounds are represented by a trigraph (igh, ear)
- Others have four letters to make a sound (eigh)



# What makes reading tricky?



The English language!

- 26 letters (pictures of sounds) in the Alphabet
- There are 44 phonemes (sounds we hear)
  - We teach around 65 graphemes (ways we see the sounds we hear) through EYFS and KS1 but there are about 120 graphemes in total



# How is phonics taught?

Daily for 15-20 minutes. It is fast, fun and multi-sensory.

Each session has a clear sequence:

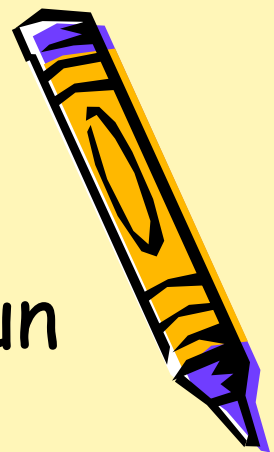
Introduce

Revisit and Review

Teach

Practise

Apply





# What you can do to help your child decode words



- Praise your child for the words they can read 'on sight'
- Encourage your child to 'sound talk' any word they cannot read 'on sight'
  - Learn to detect the difference between decodable and tricky words
    - Tell your child if a word is tricky. Encourage them to 'sound talk' the word then talk about the tricky bits together

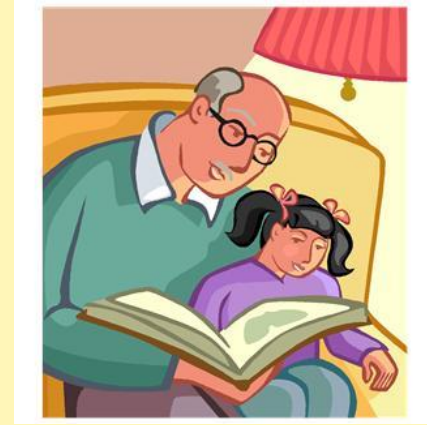


# Support at Home



- Reading for pleasure - read aloud to your child. Reading favourites are great! Encourage their imagination - invent different story parts, alternative story endings, use characterisation, etc. Poetry captures the imagination and can be very funny too!
- Reading for understanding - read the blurb for clues to the story, discuss pictures and share real life experience, ask your child to predict what will happen next. Higher order questioning can be a great stimulus to thinking. As appropriate you may choose to ask  
What? Where? What would happen if.....?  
Why do you think that?





Thank you for coming along  
this evening.

