



Phonics

*What is it and
how is it taught?*

At St. Anselm's, when children enter Reception they take part in high-quality phonic sessions for

20 minutes every day.

These are fun sessions involving lots of speaking & listening and games.

What is Phonics?

Teaching the
sounds of the
English language
and how these
sounds
(*phonemes*) can be
written with
letters
(*graphemes*).



44 sounds but we only have 26 letters in our
alphabet to make them with.

Definitions

- Phoneme is what you hear
(sound)



- Grapheme is what you see
(letter)



Letters & Sounds

Phase 1 – Nursery

Phase 2 – Reception

Phase 3 – Reception

Phase 4 – Reception

Phase 5 – Year 1

Phase 6 – Year 2

Phase 2

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: c k e u r

Set 5: h b f f f l l l s s

Set 1: *s a t p*

In your pairs see how many words you can make using just these sounds with the magnetic letters on your table.

Set 1: *s a t p*

at

tap

sat

pat

sap

Set 1: *s a t p*

Set 2: *i n m d*

How many words can you
make now using the letters in
your plastic bags as well..

Set 1: *s a t p*

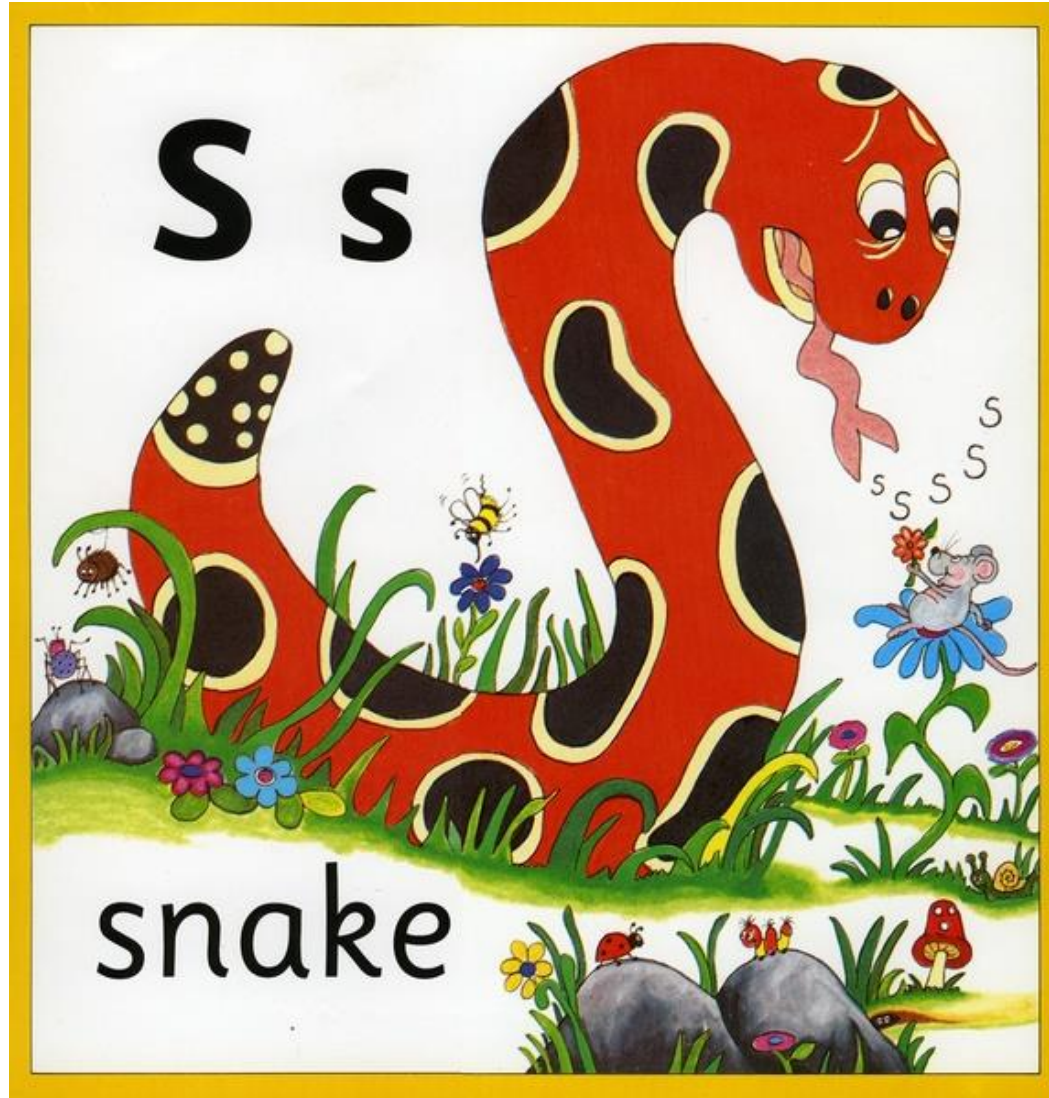
Set 2: *i n m d*

it sit sat pit tip pip sip

an in nip pan pin tin tan

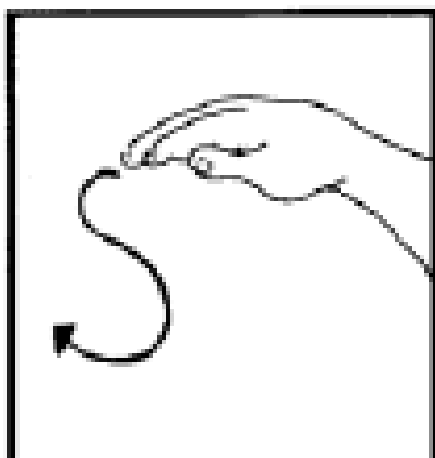
nap am man mat map dad

sad dim dip din did and



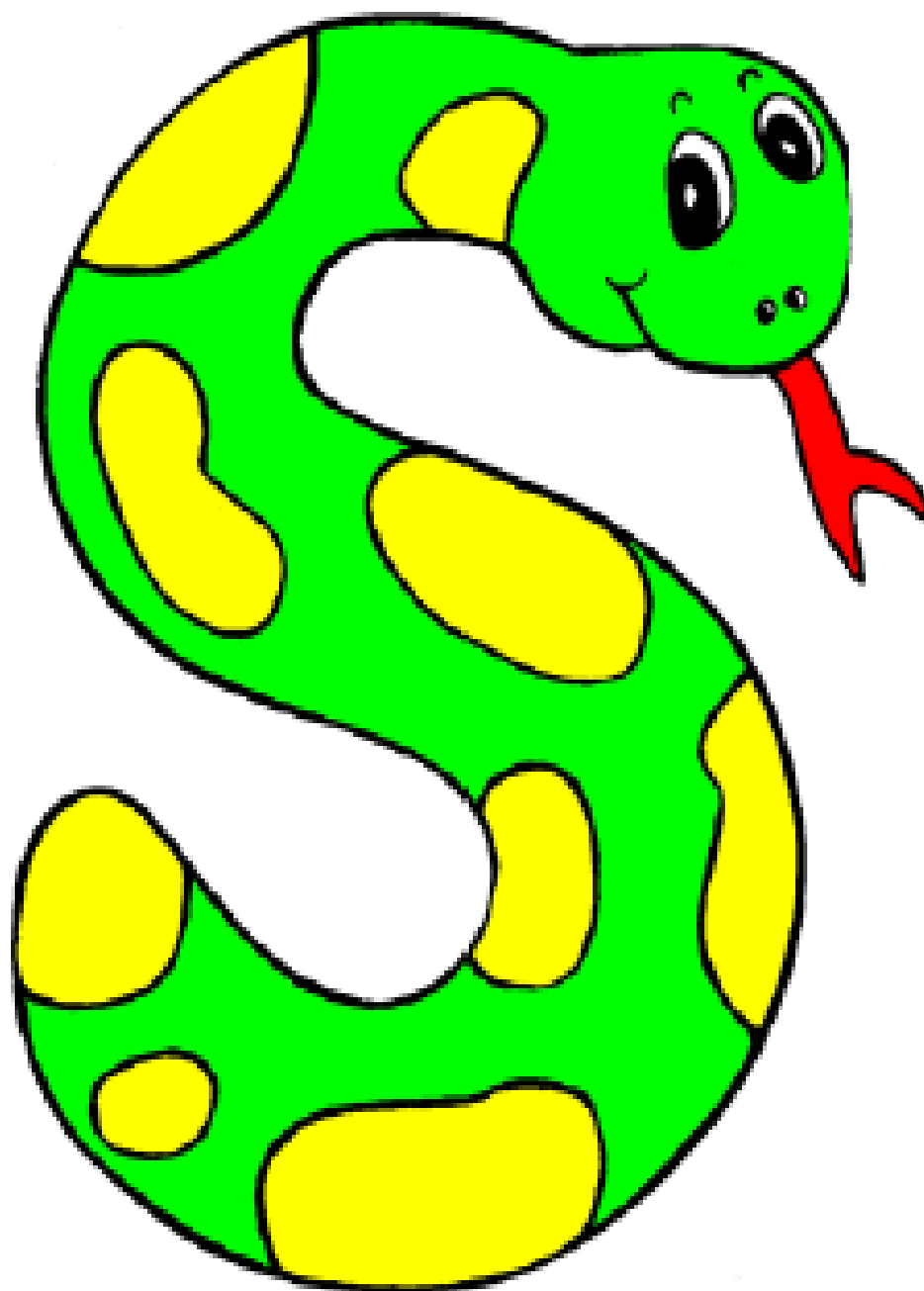
<https://www.youtube.com/watch?v=KCMvsQho4ZE&safe=active>

S s



ACTION

Weave like a snake, making s shapes, saying assss.



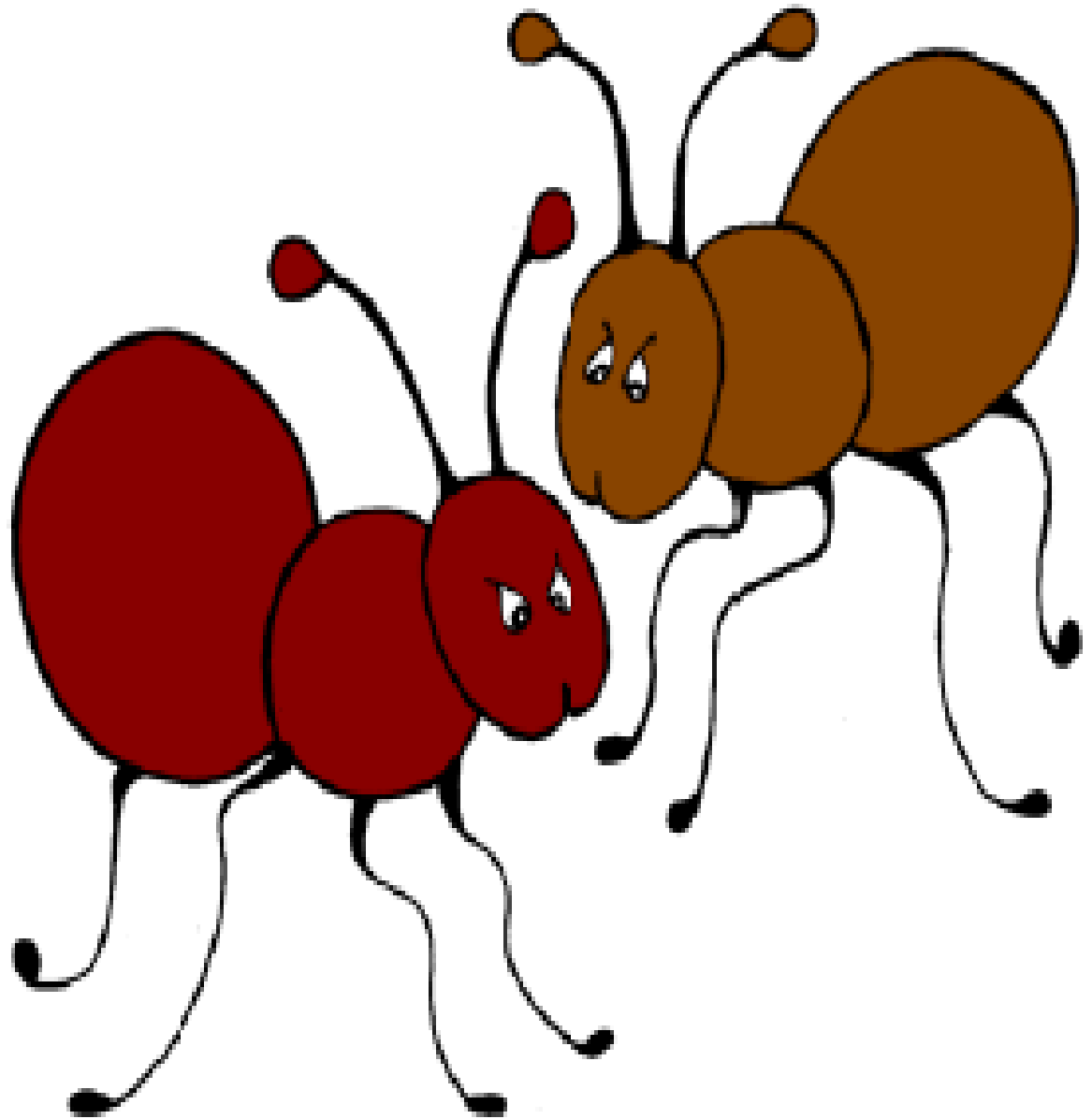
A a

short a

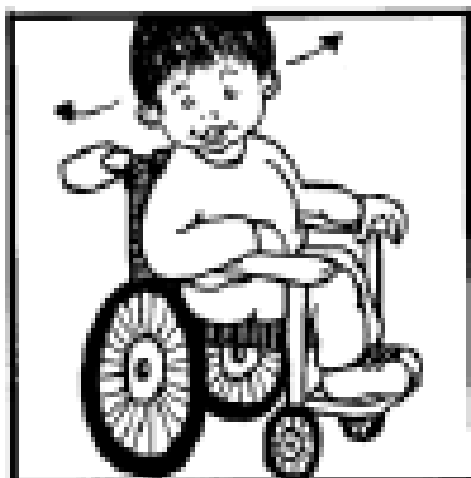


ACTION

Wiggle fingers above elbow as if ants crawling on you, and say 'a, a, a!'



T t

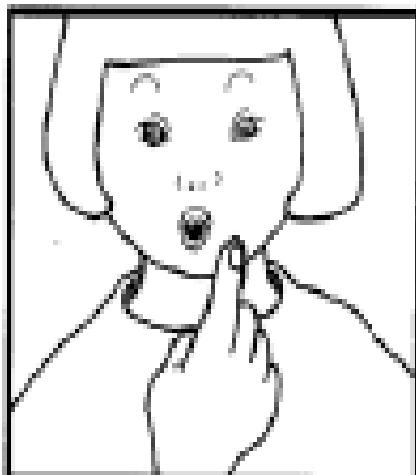


ACTION

Children imitate watching tennis, turning head from side to side and saying THT.

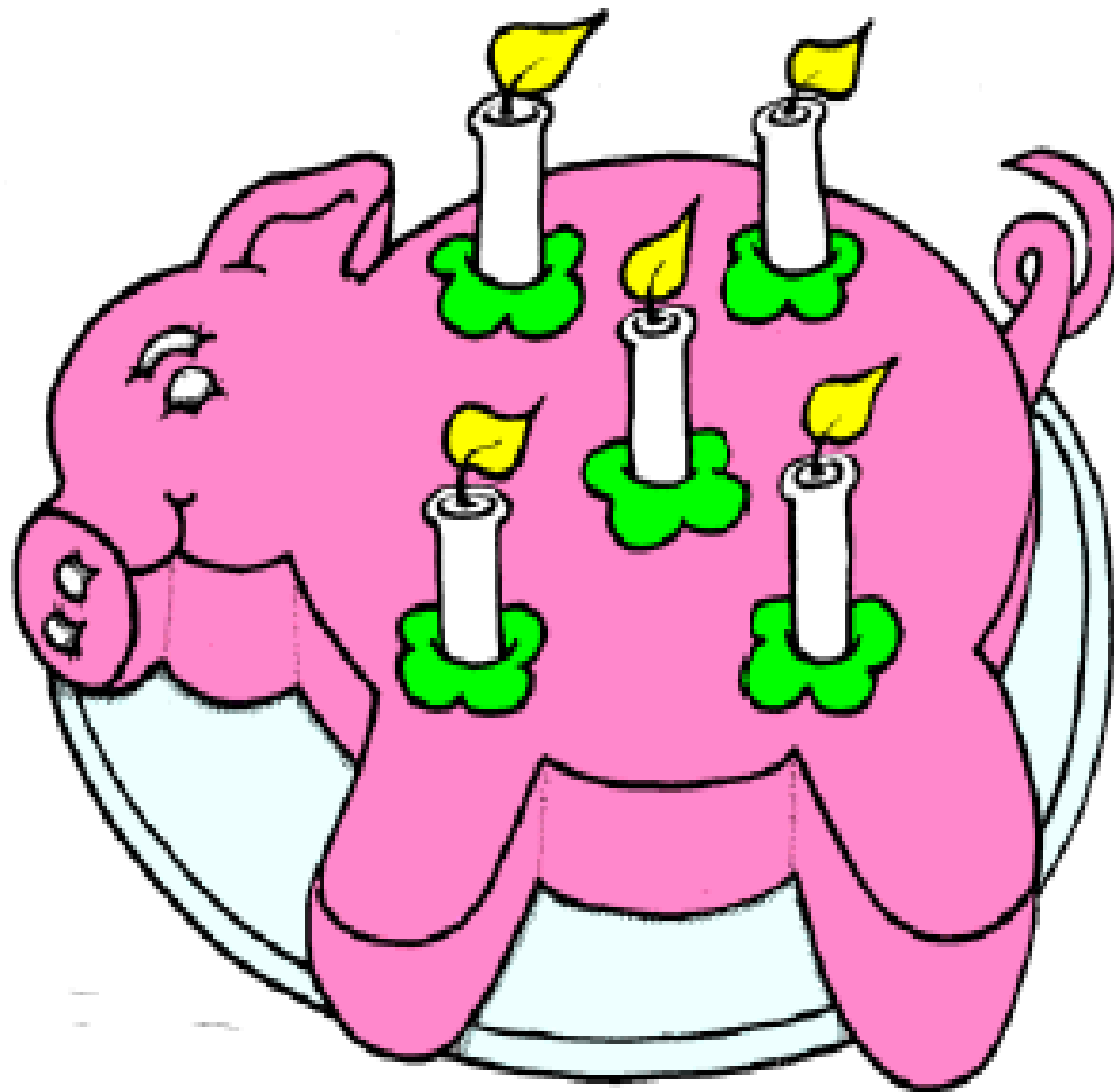


P p



ACTION

Hold up index finger, as if it is a lit candle, and imagine pulling it out, saying p.



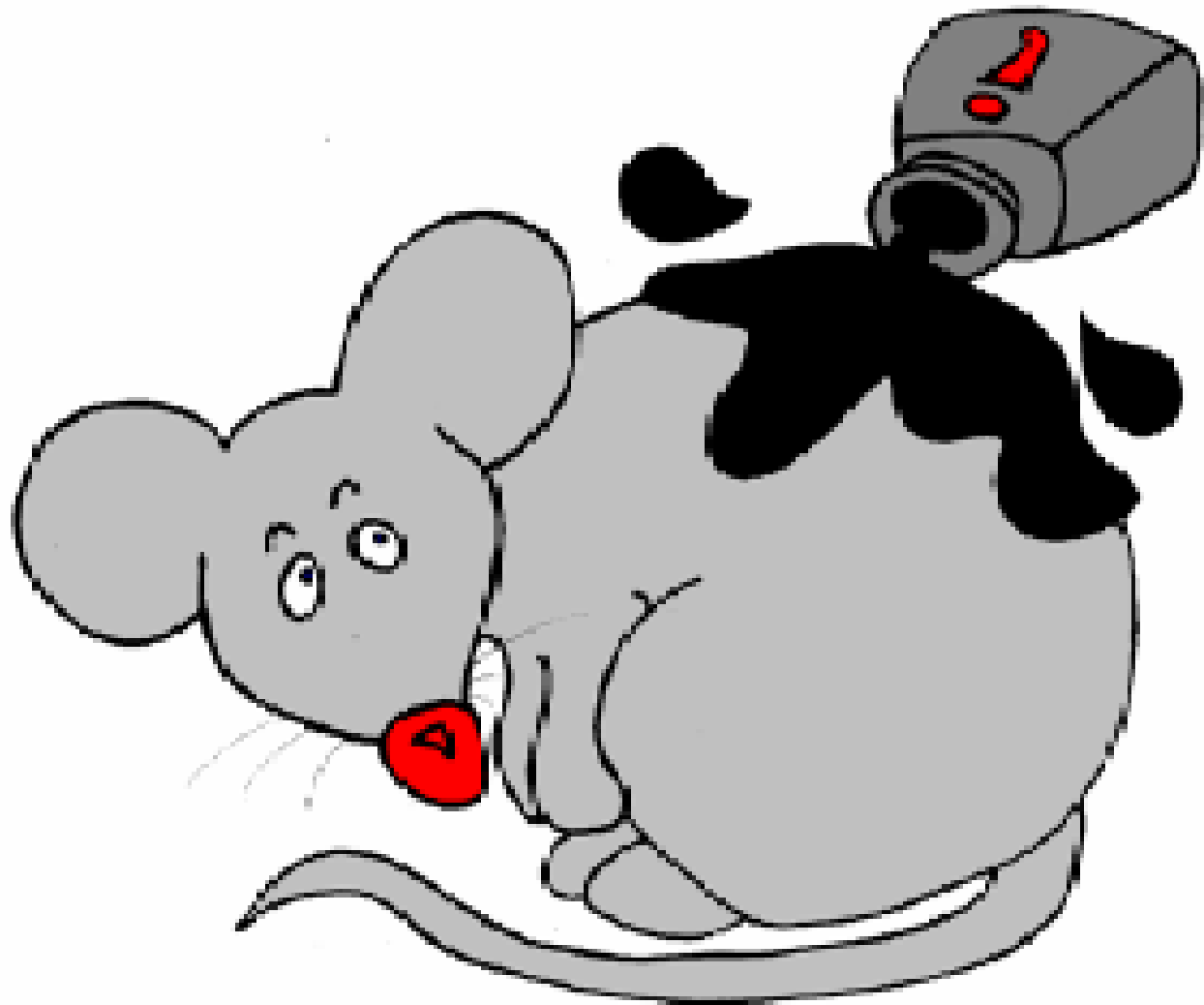
I i

short i

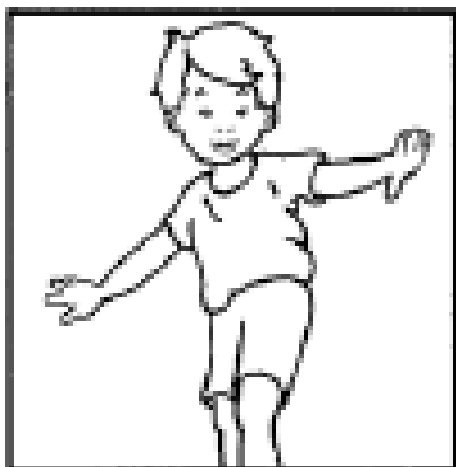


ACTION

Pretend to be a mouse, by wiggling fingers on end of your nose (whiskers), and squeak i i i

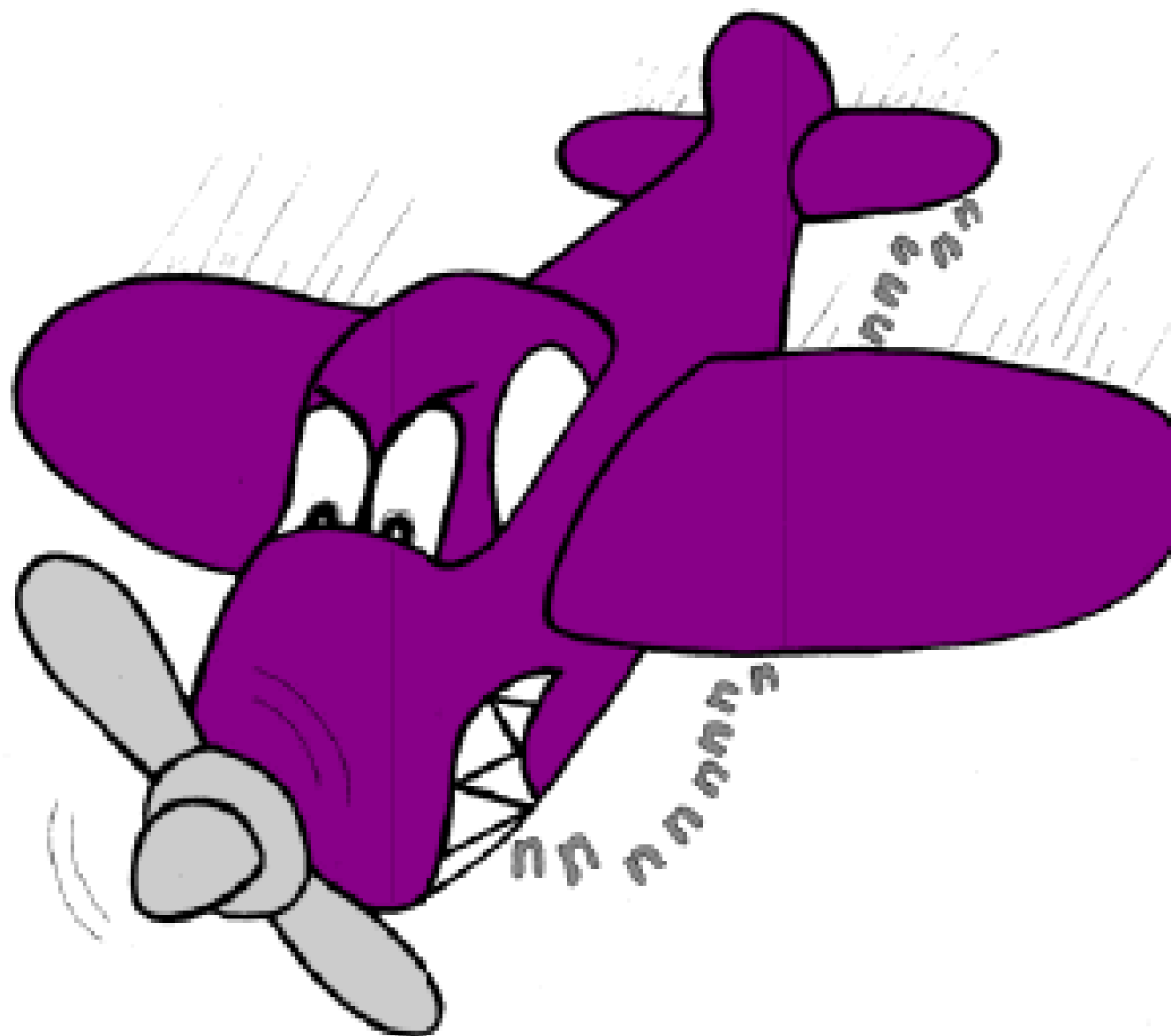


N n



ACTION

Hold out arms as if an aeroplane
nose diving, and say nnnnn.

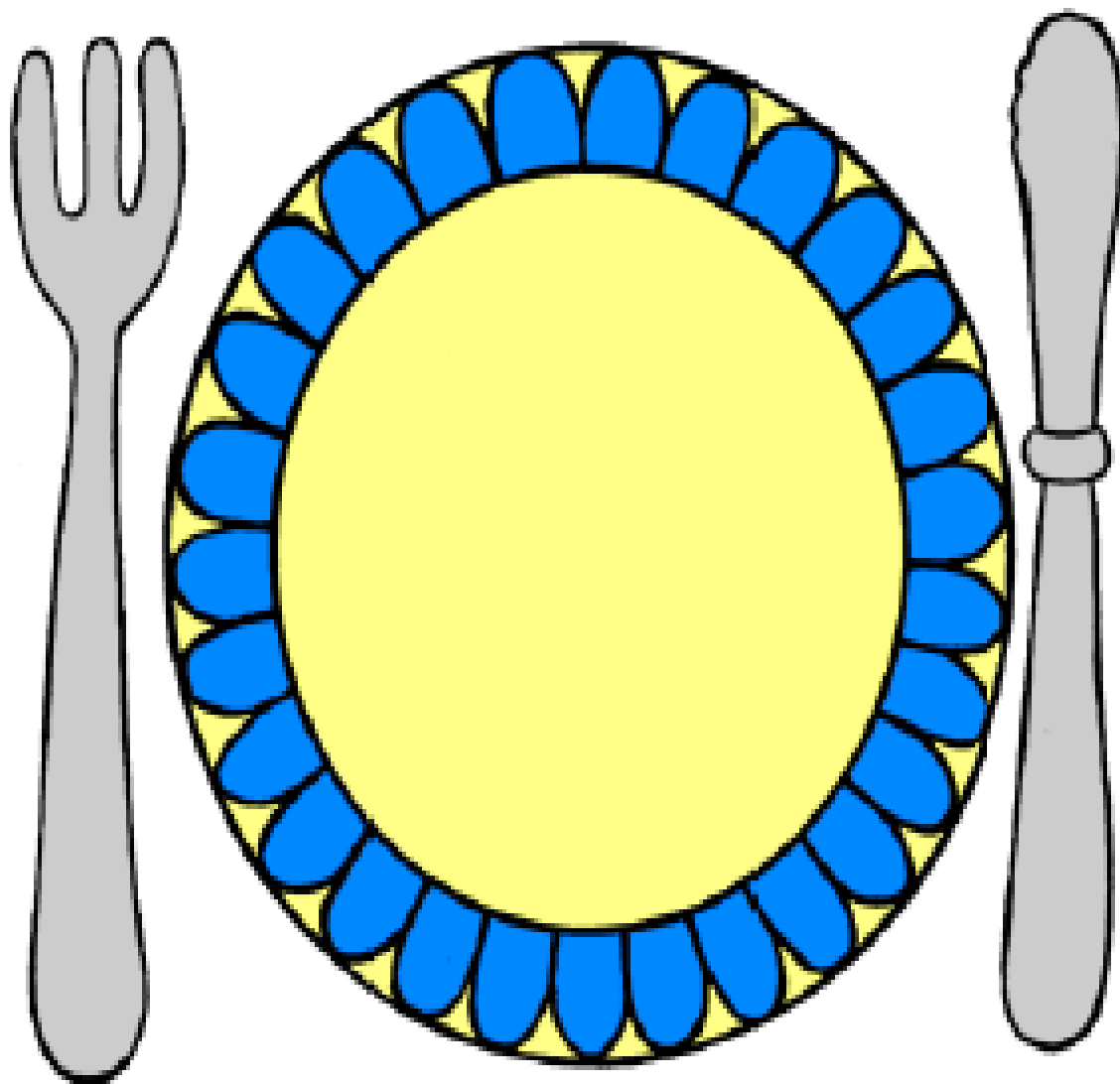


Mm

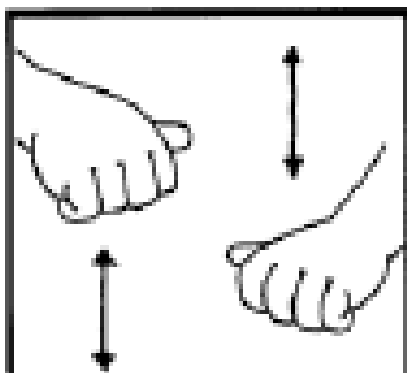


ACTION

Rub tummy, seeing tasty food,
and say Mmmmm.



D d

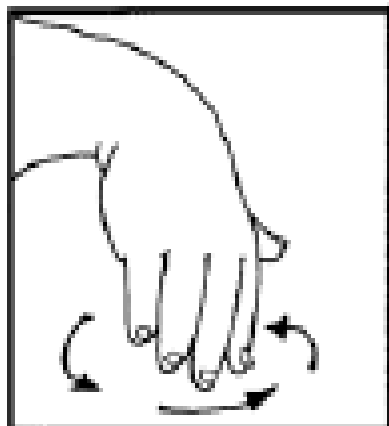


ACTION

Pretend to hold drum sticks and beat up and down on a drum and say d d d d.



G g



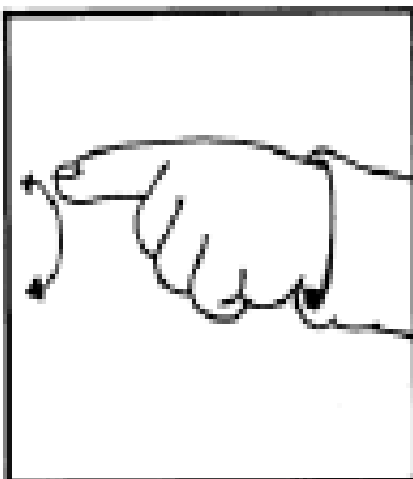
ACTION

Spiral hand down as if water gurgling down a plug hole, and say g g g gurgle.



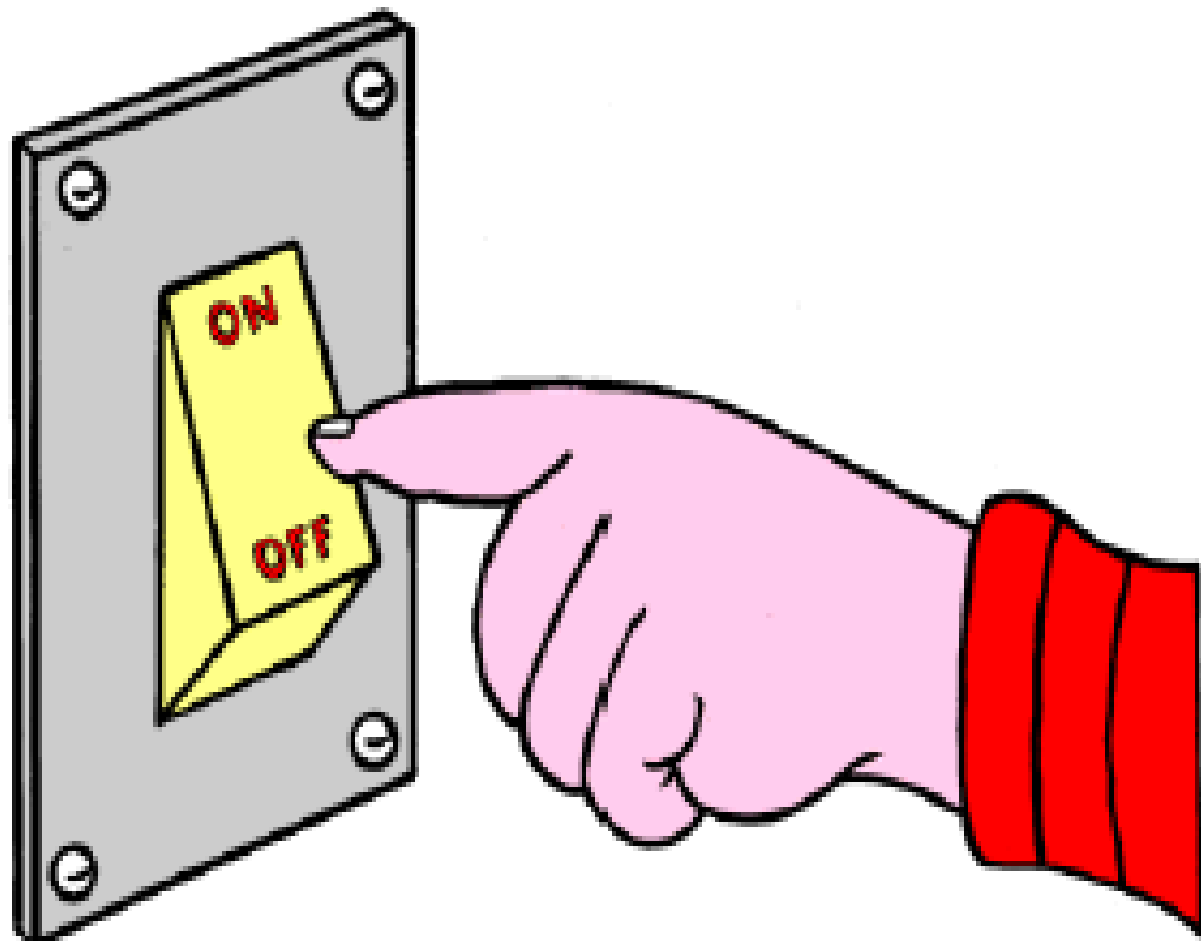
O o

short o



ACTION

Imagine turning switch on and off, and say o, o, o, o; on, off.

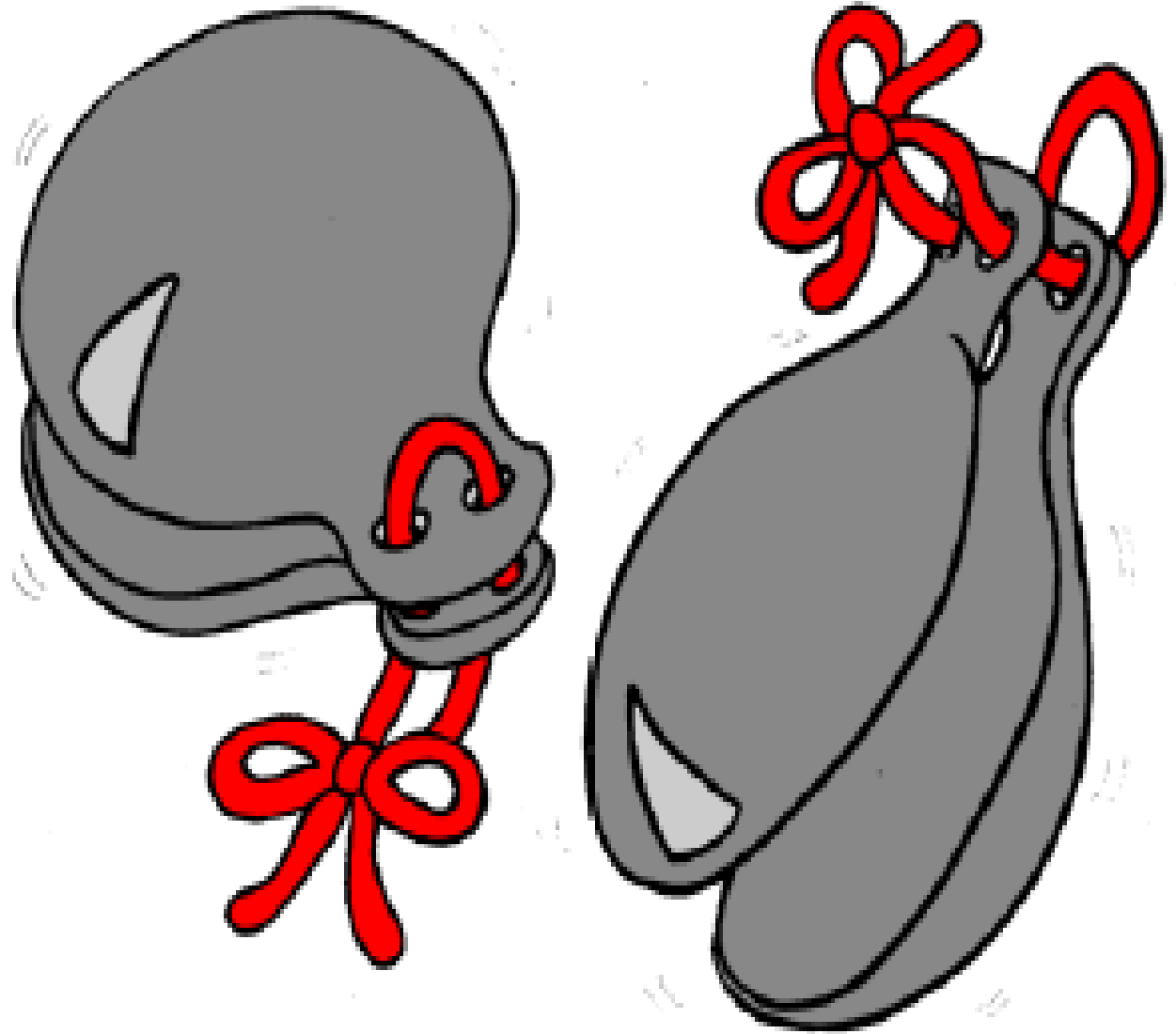


C c
K k



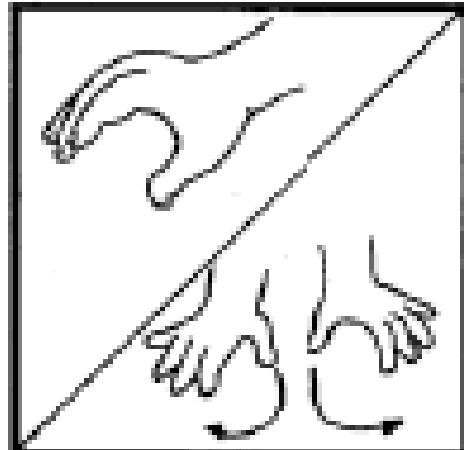
ACTION

Raise hands and snap fingers together as if playing caraneta, and say k, k, k.



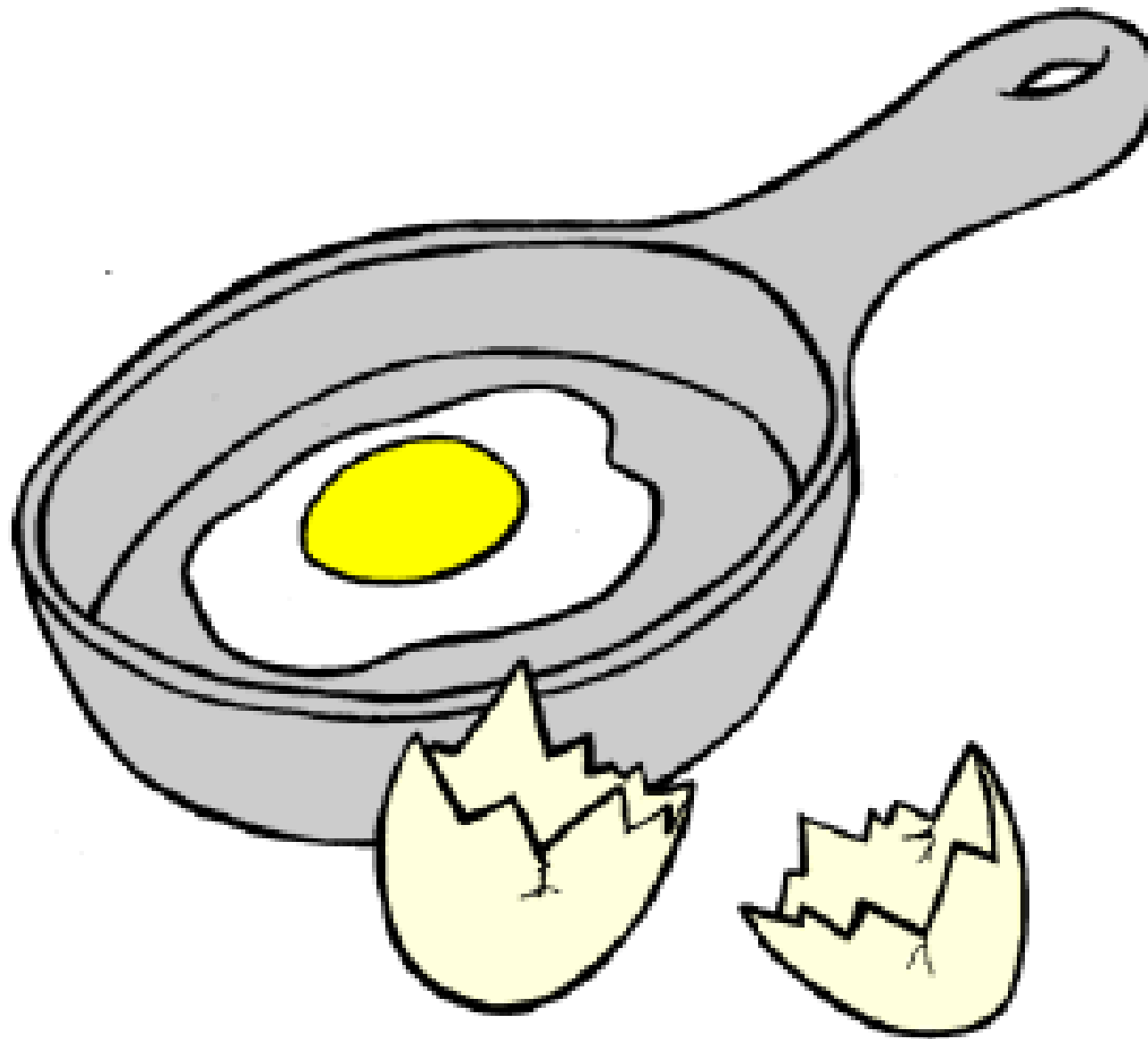
E e

short e



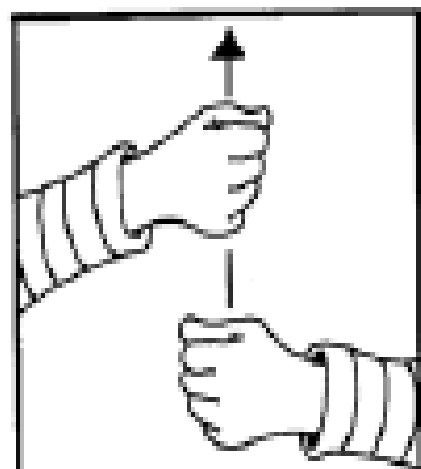
ACTION

Pretend to hold egg with one hand, as if cracking it against the side of a bowl or pan. Use both hands to open shell, saying eh eh eh.



U u

short u



ACTION

Keep one hand steady and raise the other, as if raising an umbrella, and say u...u...u...up-



R r



ACTION

Pretend to be a puppy pulling a rag, with teeth clenched and shaking head, saying rrrr.



H h



ACTION

Act as if panting after a race, holding hand up to mouth, and saying h, h, h.

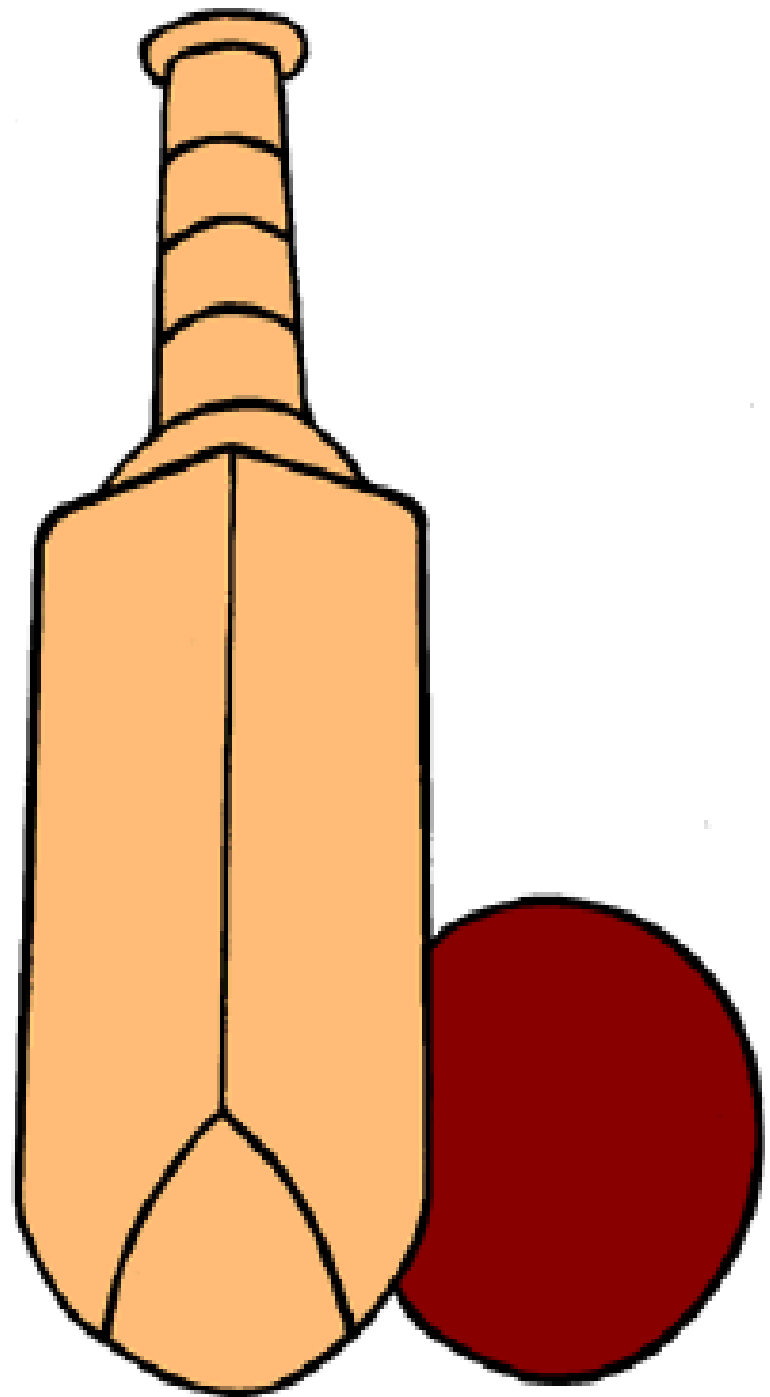


B b

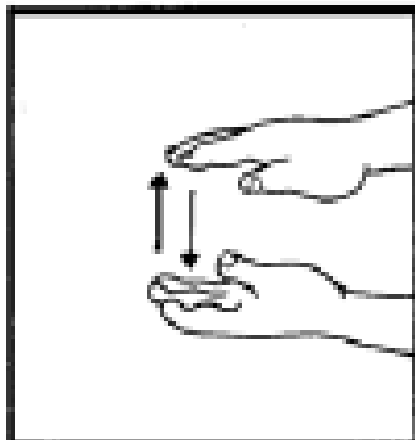


ACTION

Place hands together as if bolting a ball, and say *b, b, b*.

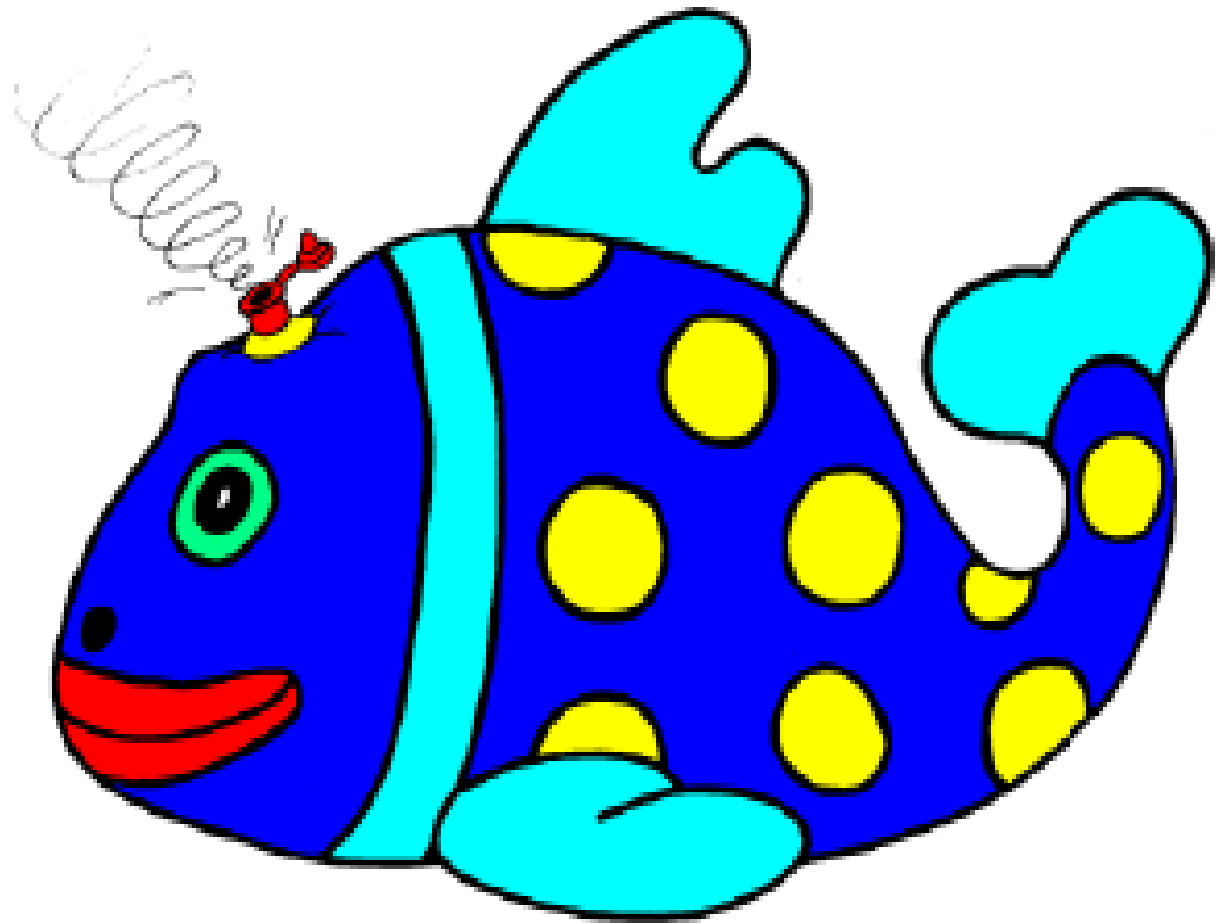


F f



ACTION

Place one hand above the other, lower the top hand as if inflatable fish is deflating, and say /f/ /f/ /f/.



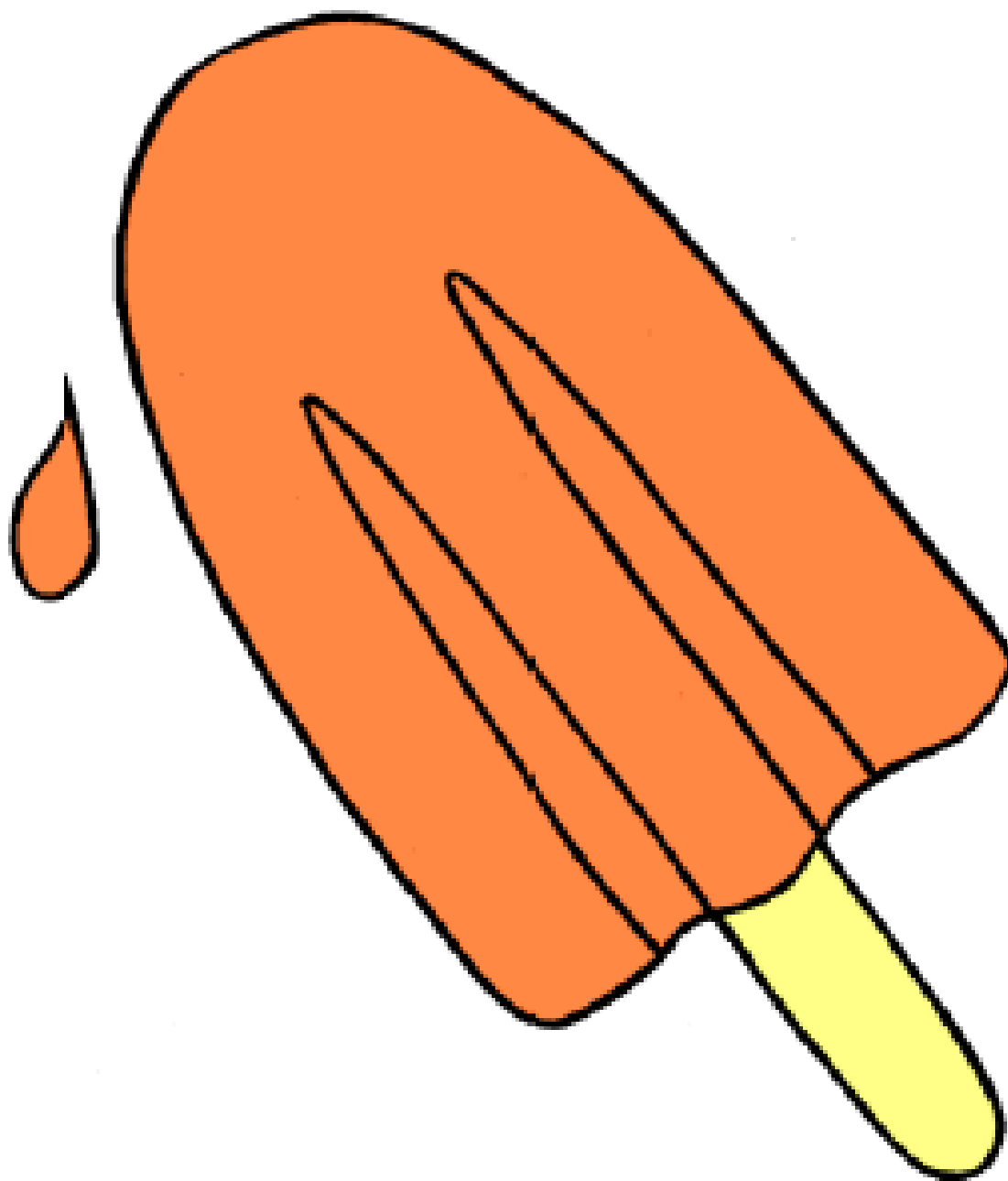
ff

L



ACTION

Pretend to lick a lolly, saying
mm.



ll

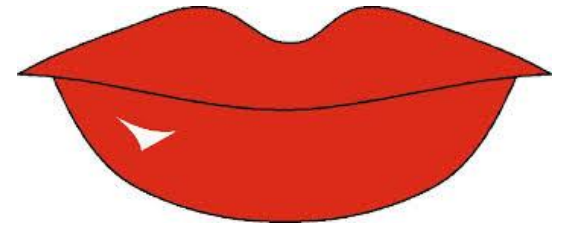
SS

Skills

- Hear



- Say



- Blend



Ben got a





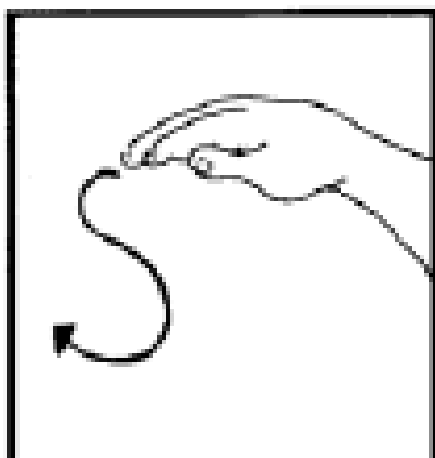
hat



Let's see if we
can remember the
sounds we have
learnt in
Phase 2....

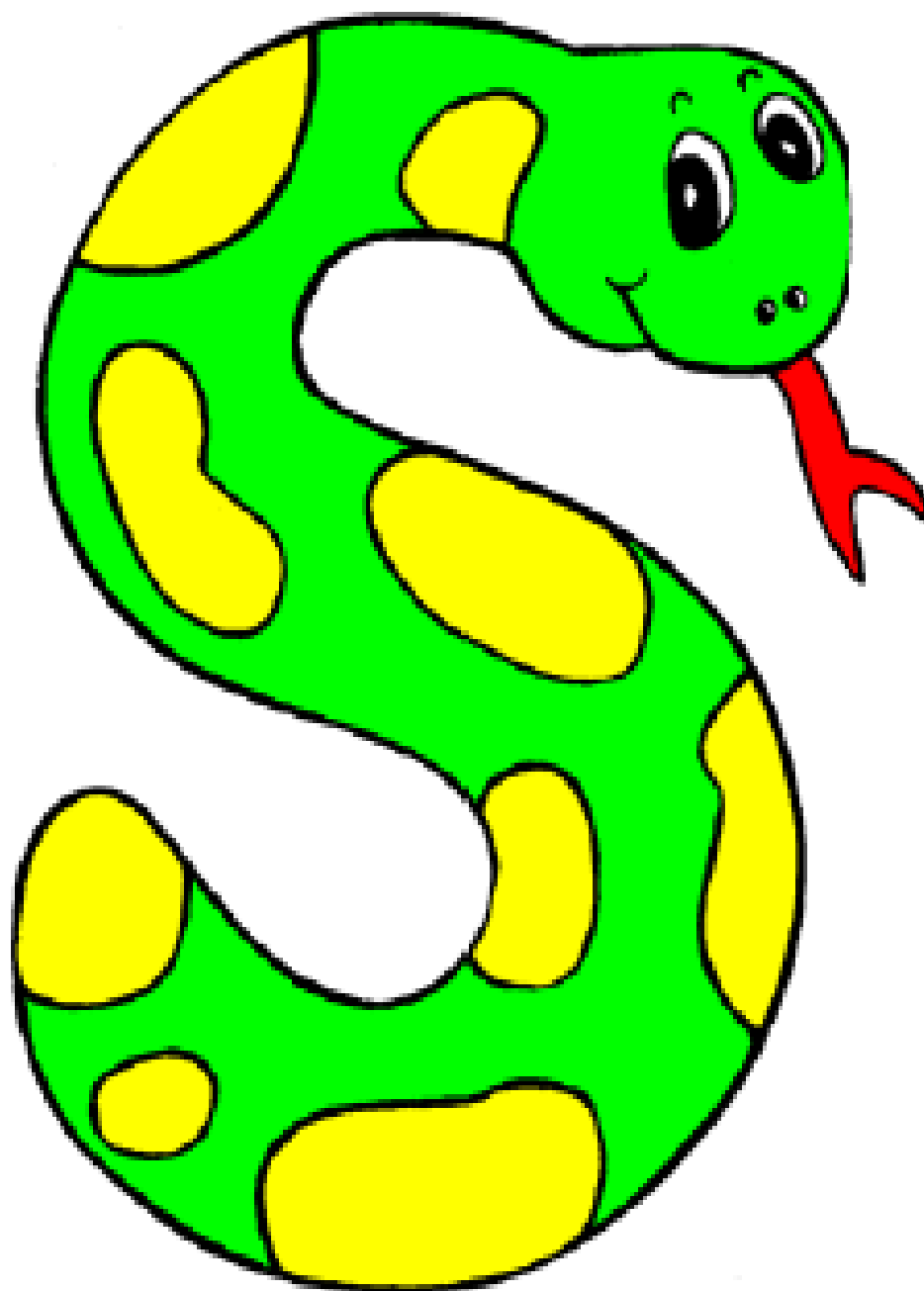


S s



ACTION

Weave like a snake, making a shape, saying sssss.



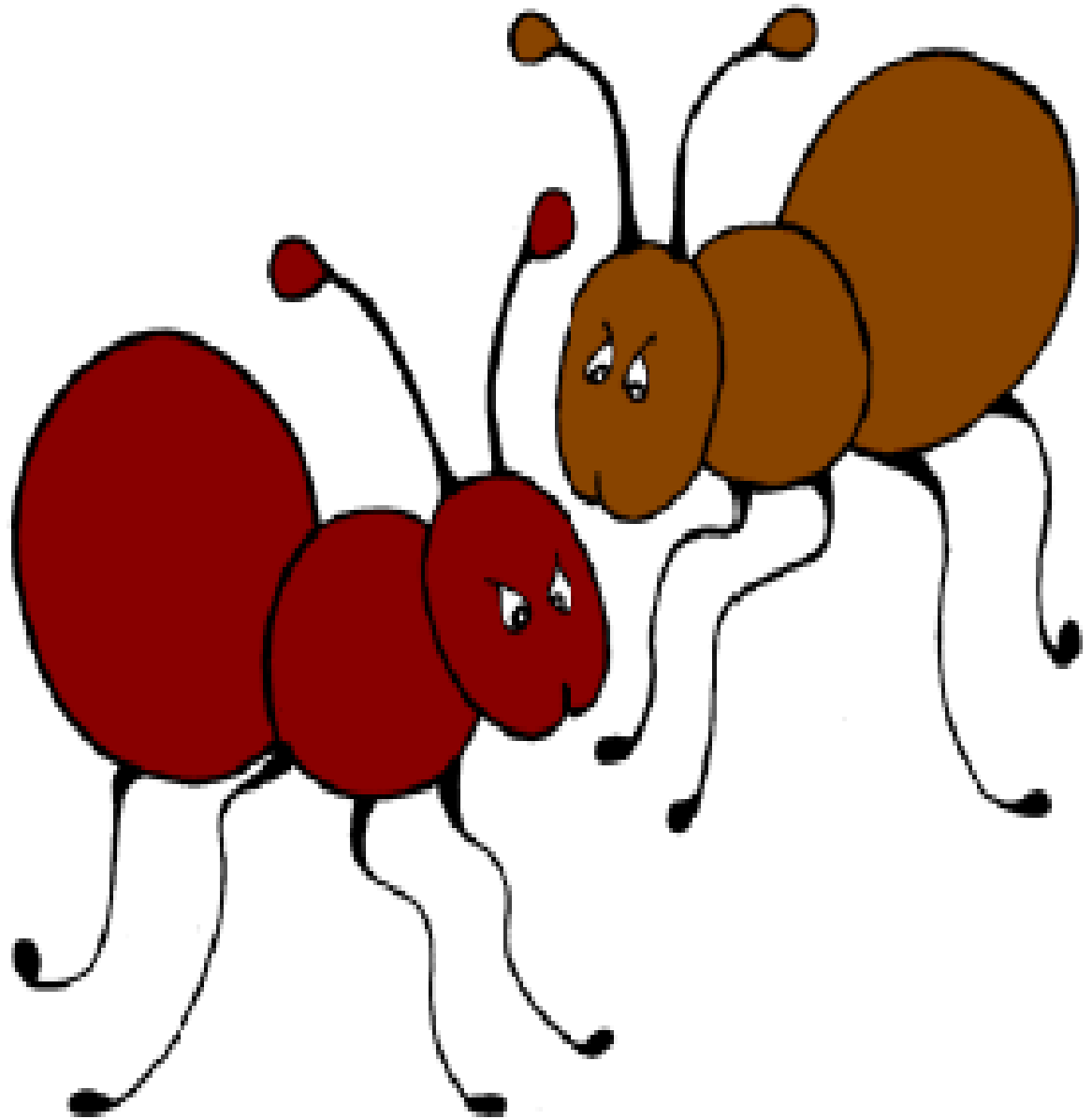
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short a

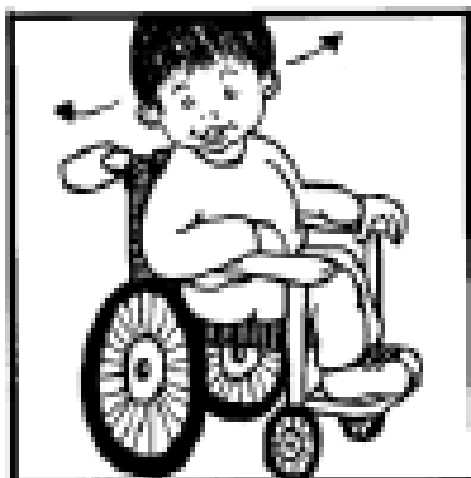


ACTION

Wiggle fingers above elbow as if ants crawling on you, and say 'a, a, a!'



T t

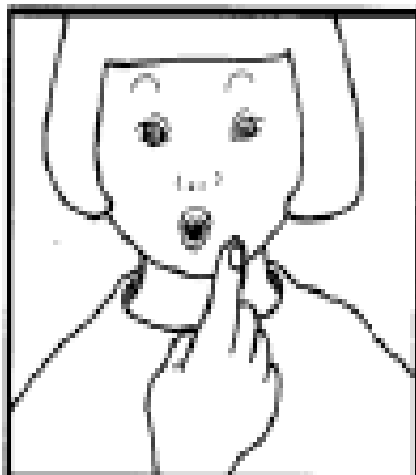


ACTION

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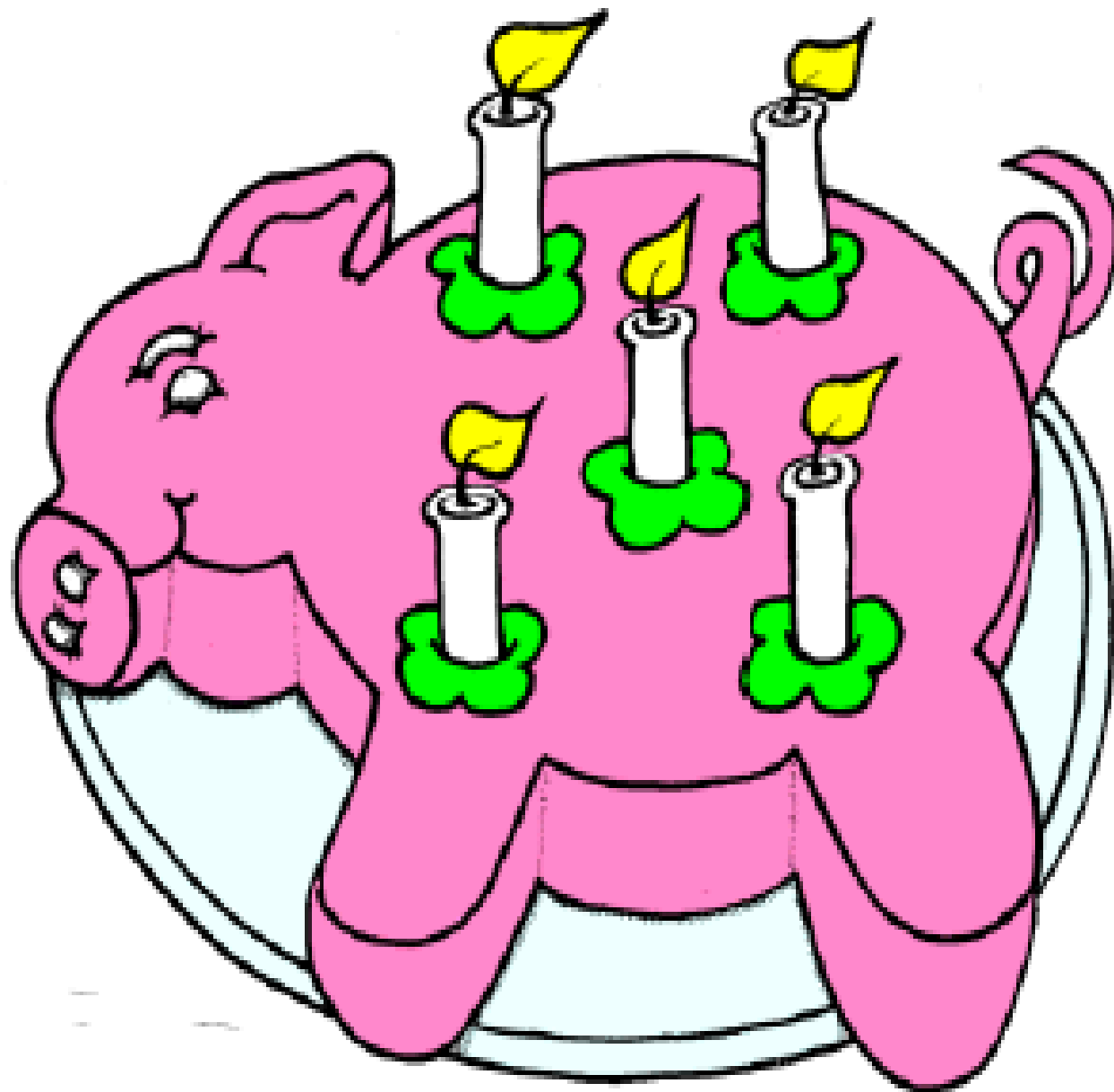


P p



ACTION

Hold up index finger, as if it is a lit candle, and imagine pulling it out, saying p.



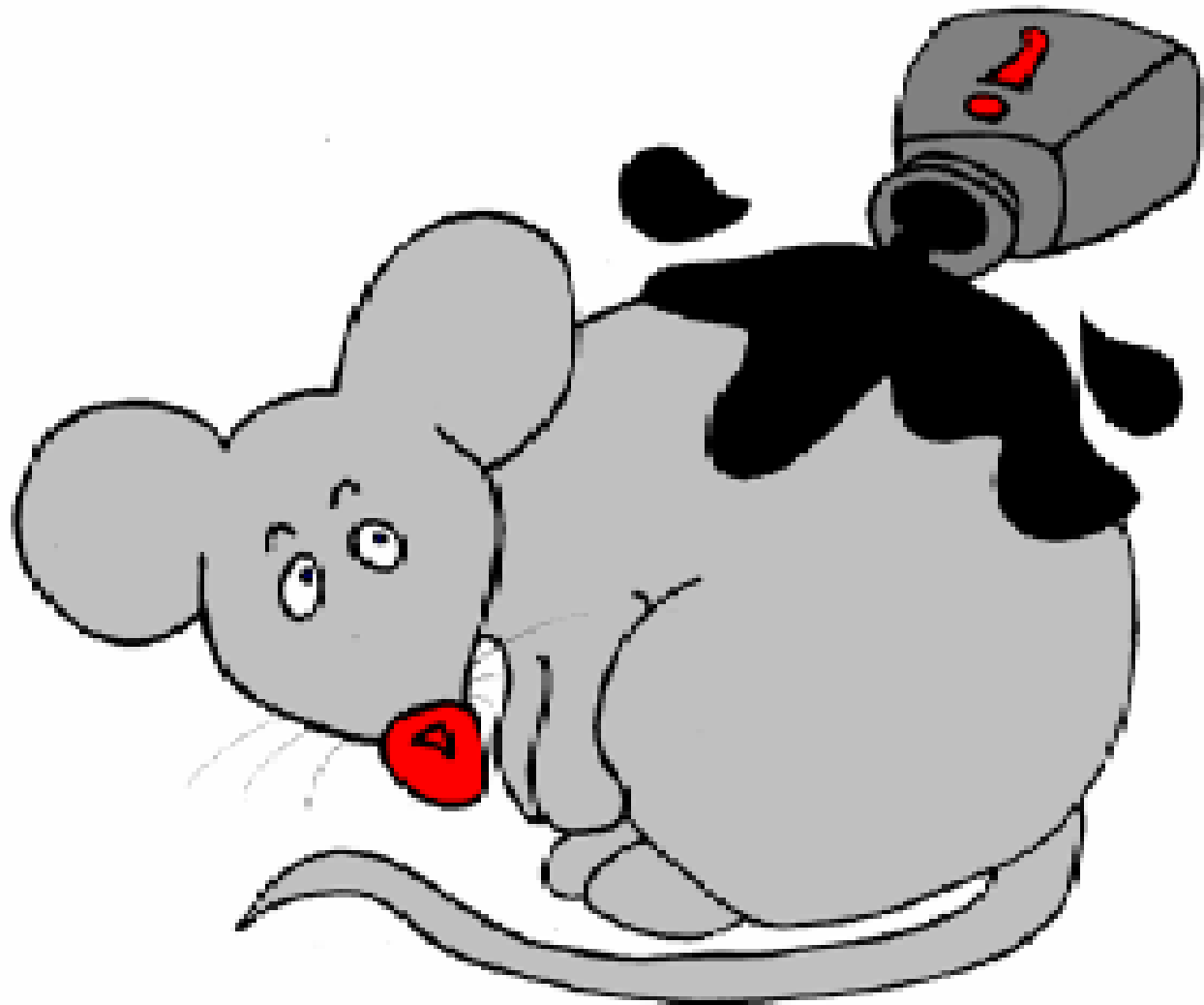
I i

short i

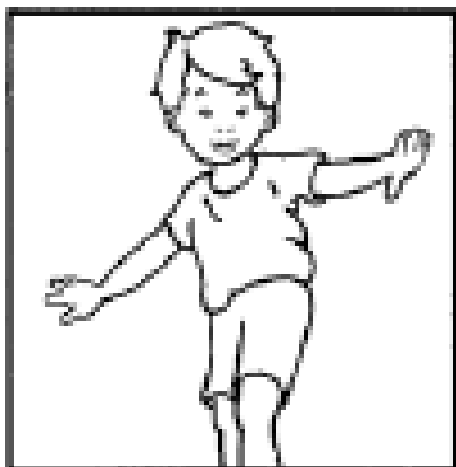


ACTION

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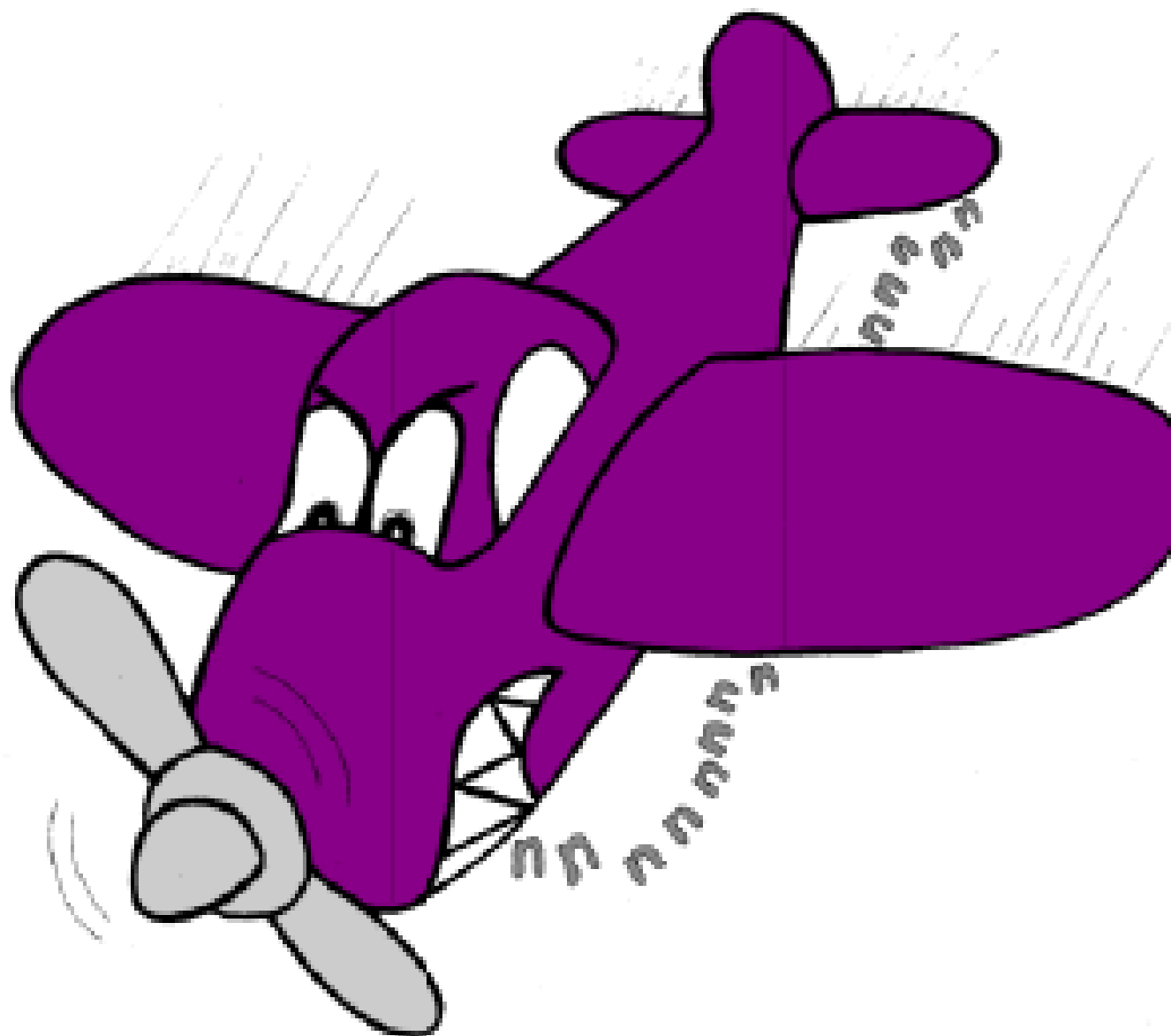


N n



ACTION

Hold out arms as if an aeroplane nose diving, and say nnnnn.

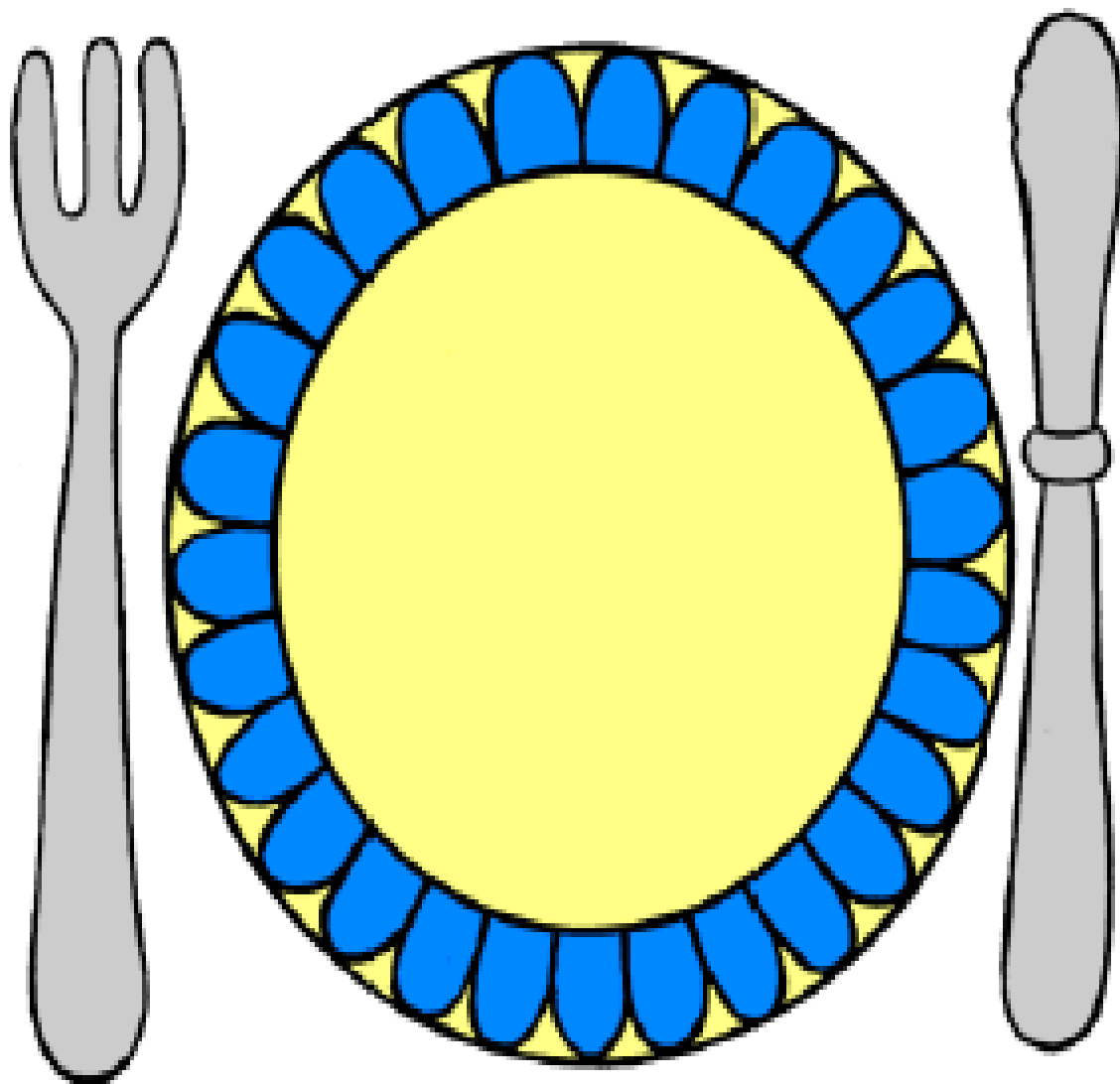


Mm

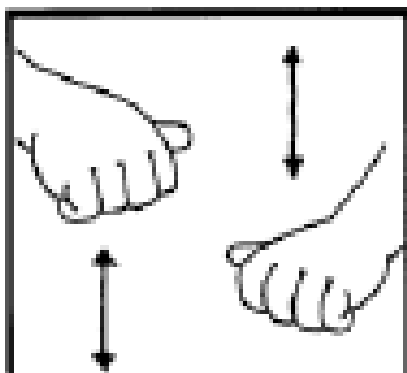


ACTION

Rub tummy, seeing tasty food,
and say Mmmmm.



D d

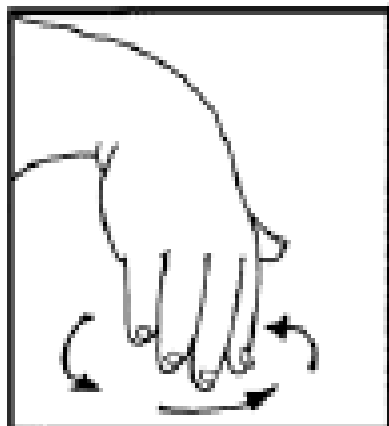


ACTION

Pretend to hold drum sticks and beat up and down on a drum and say d d d d.



G g



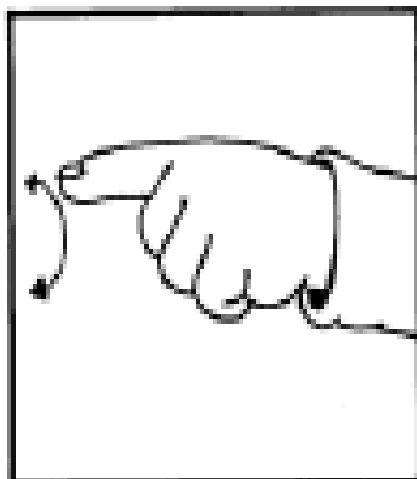
ACTION

Spinal hand down as if water gurgling down a plug hole, and say g g g gurgle.



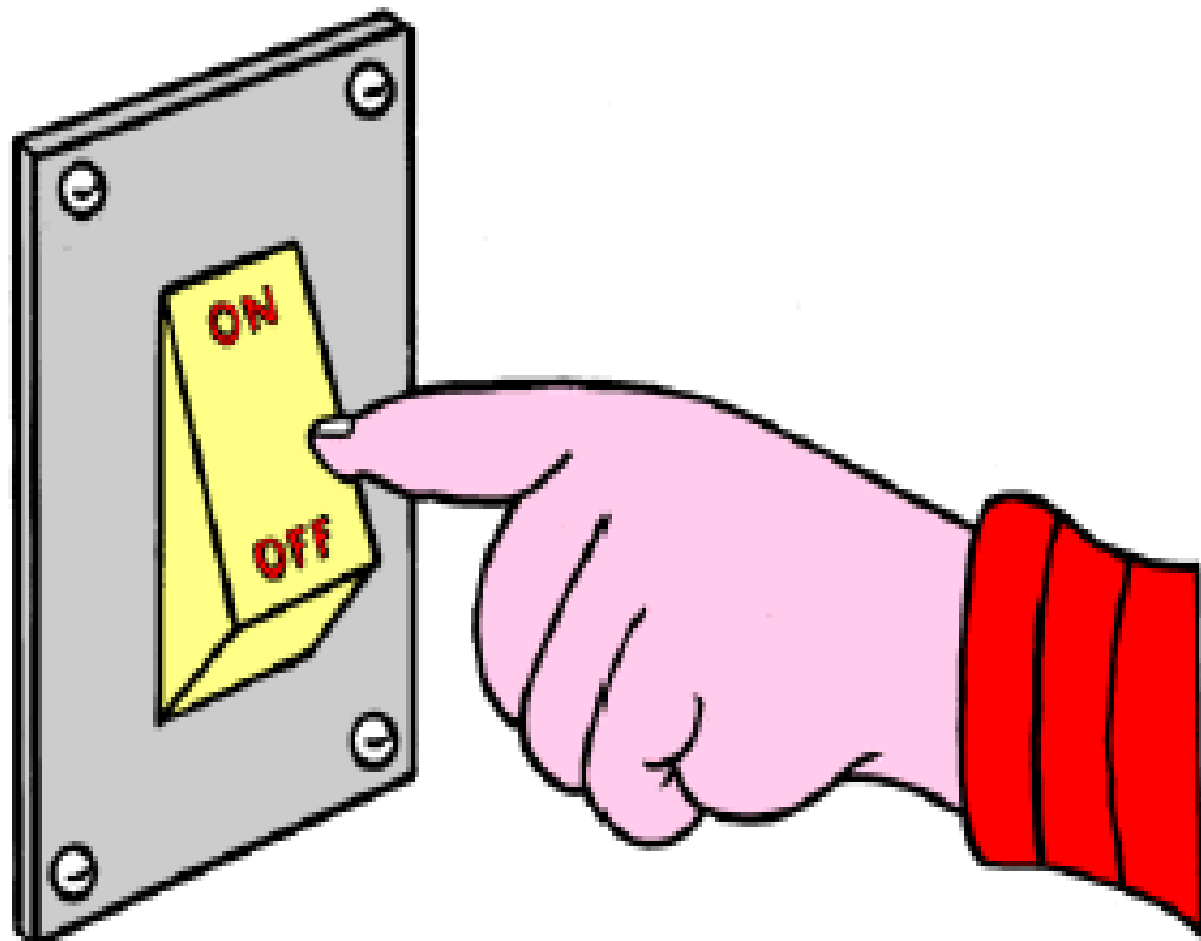
O o

short o



ACTION

Imagine turning switch on and off, and say o, o, o, o; on, off.

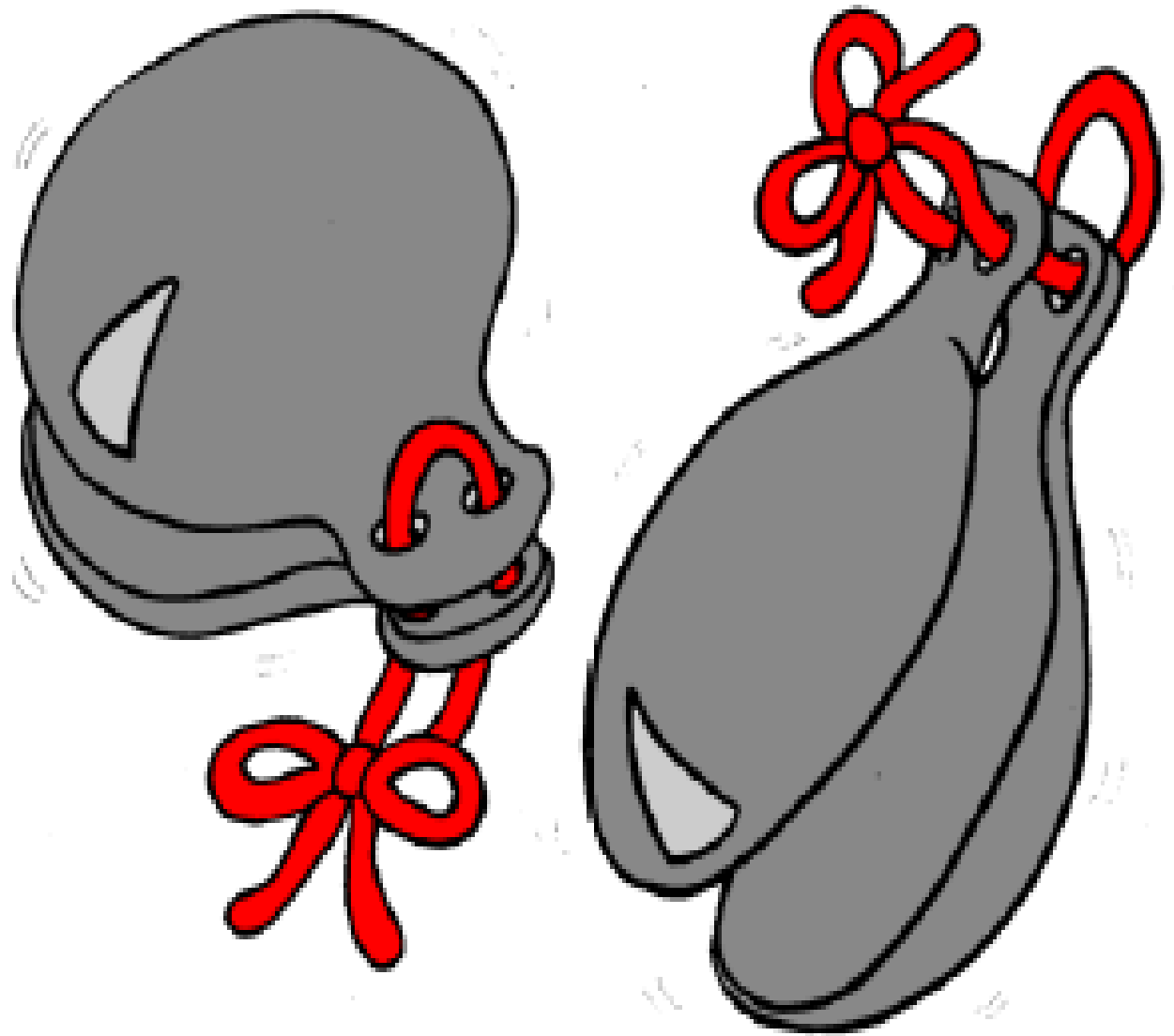


C c
K k



ACTION

Raise hands and snap fingers together as if playing caraneta, and say k, k, k.



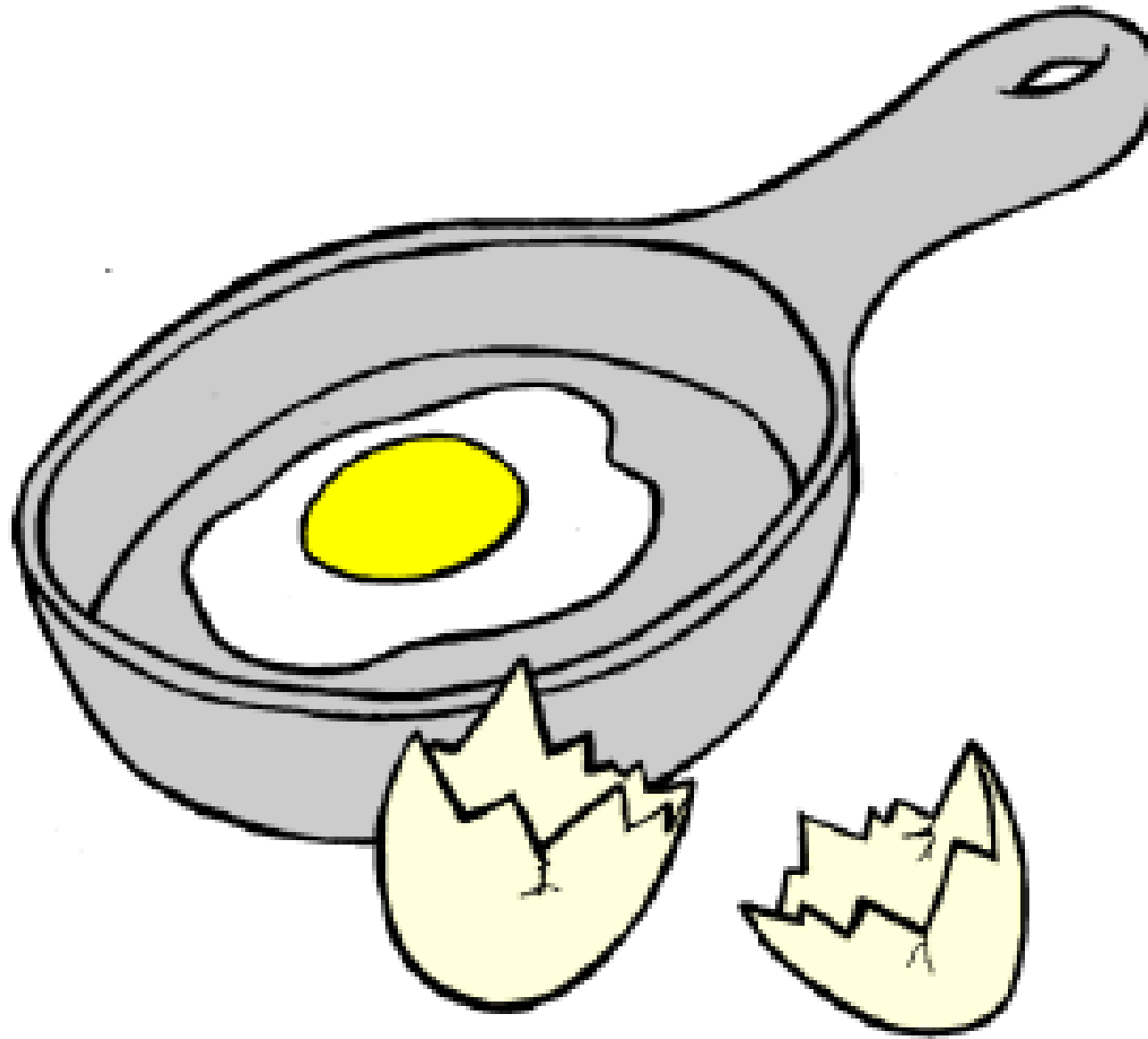
E e

short e



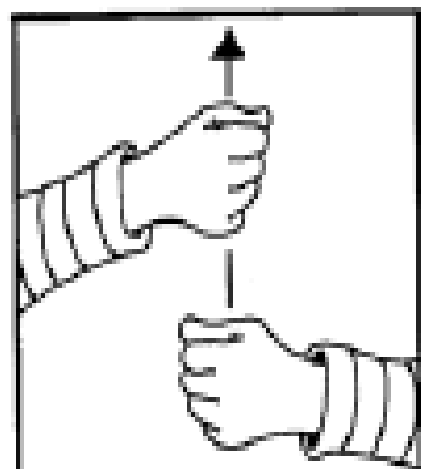
ACTION

Pretend to hold egg with one hand, as if cracking it against the side of a bowl or pan. Use both hands to open shell, saying eh eh eh.



U u

short u



ACTION

Keep one hand steady and raise the other, as if raising an umbrella, and say u...u...u...up-



R r



ACTION

Pretend to be a puppy pulling a rag, with teeth clenched and shaking head, saying rrrr.



H h



ACTION

Act as if panting after a race, holding hand up to mouth, and saying h, h, h.

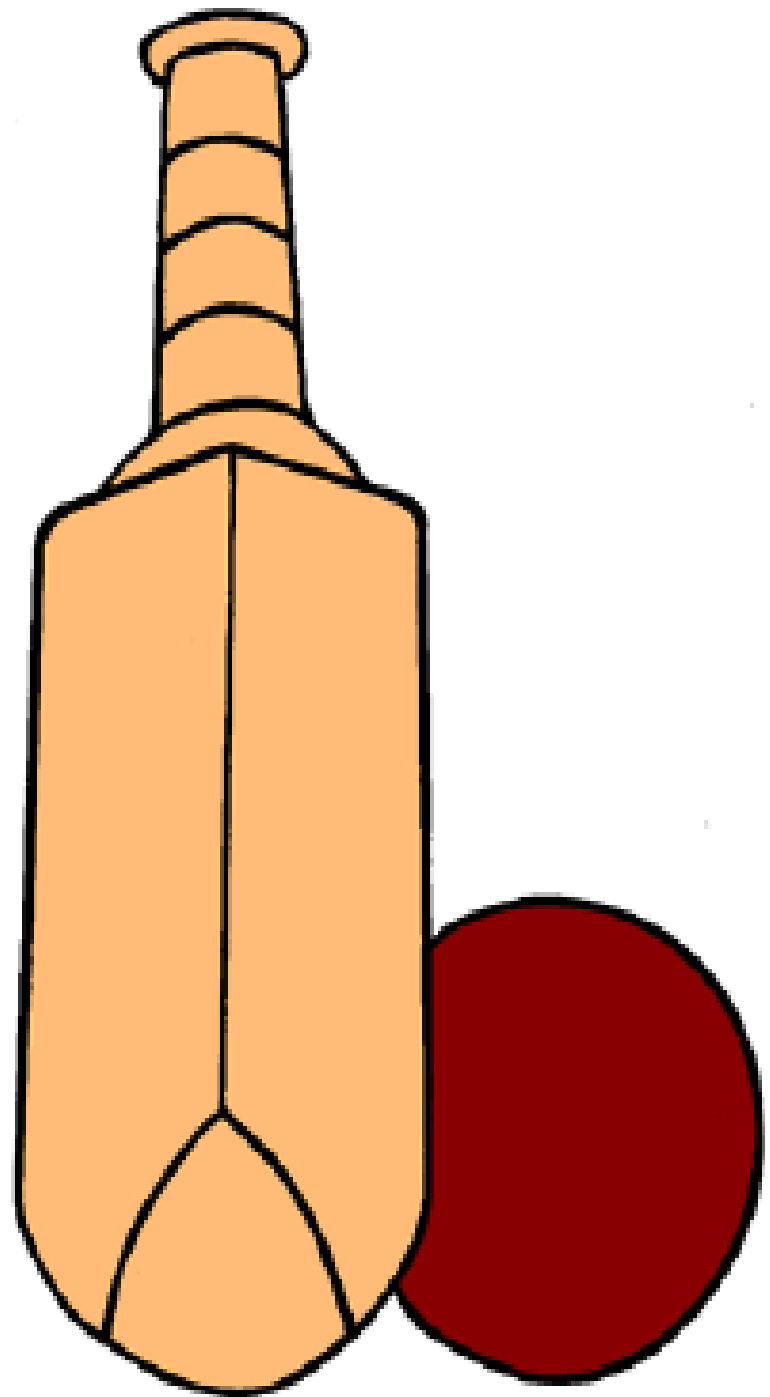


B b

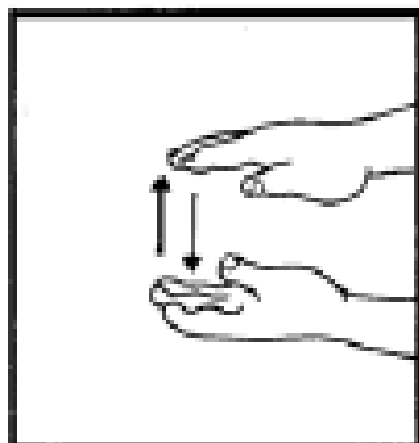


ACTION

Place hands together as if bolting a ball, and say *b, b, b*.

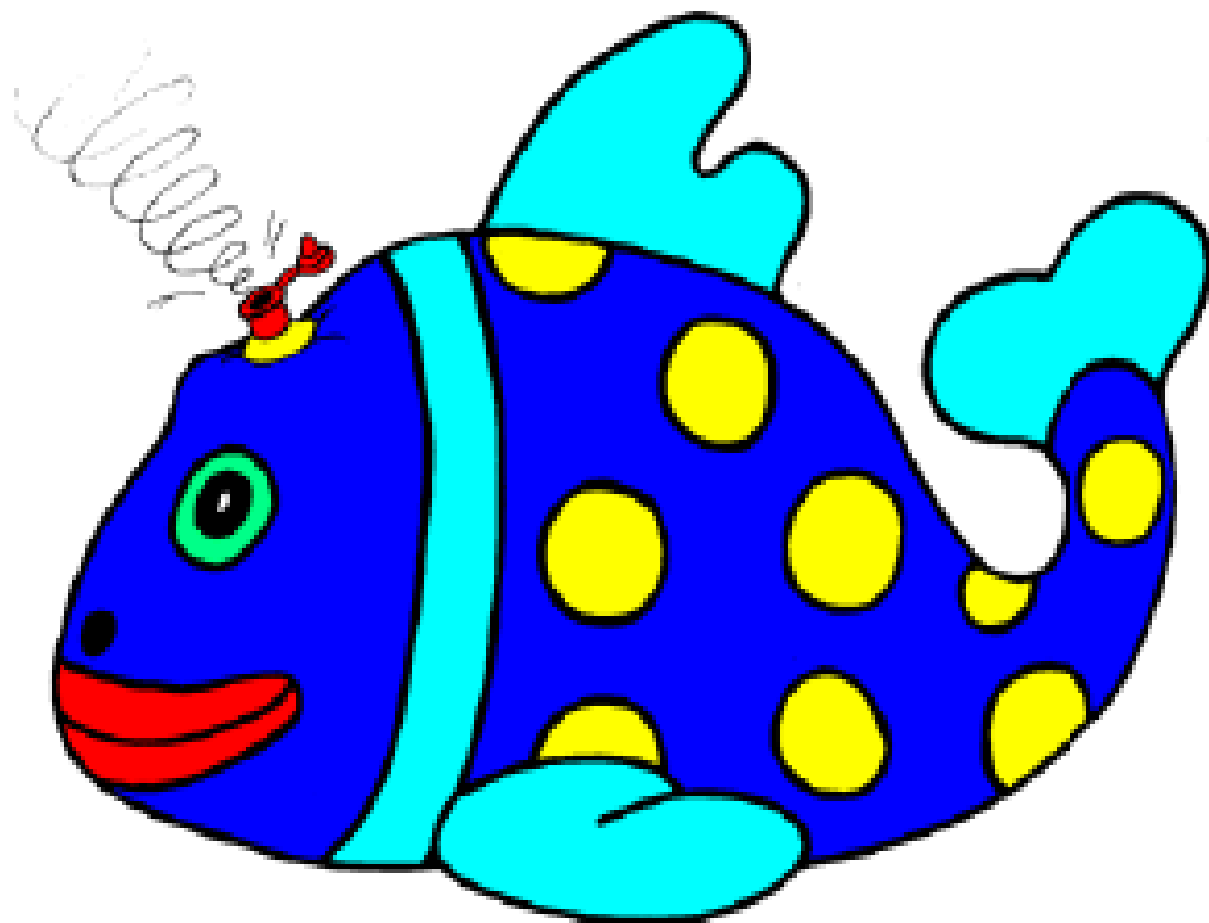


F f



ACTION

Place one hand above the other, lower the top hand as if inflatable fish is deflating, and say /f/ /f/ /f/.



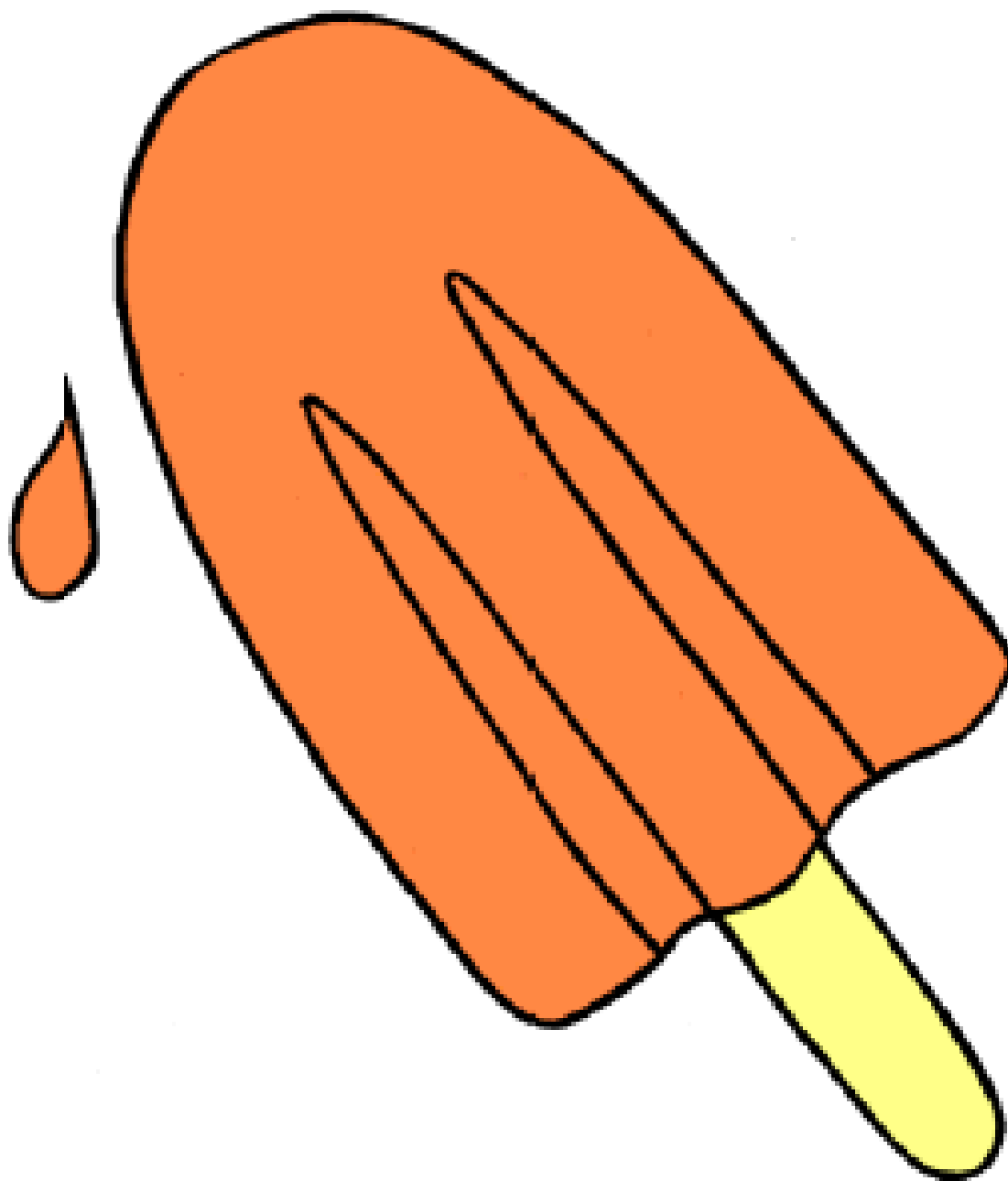
ff

L



ACTION

Pretend to lick a lolly, saying
mm.



ll

SS

Phase 3

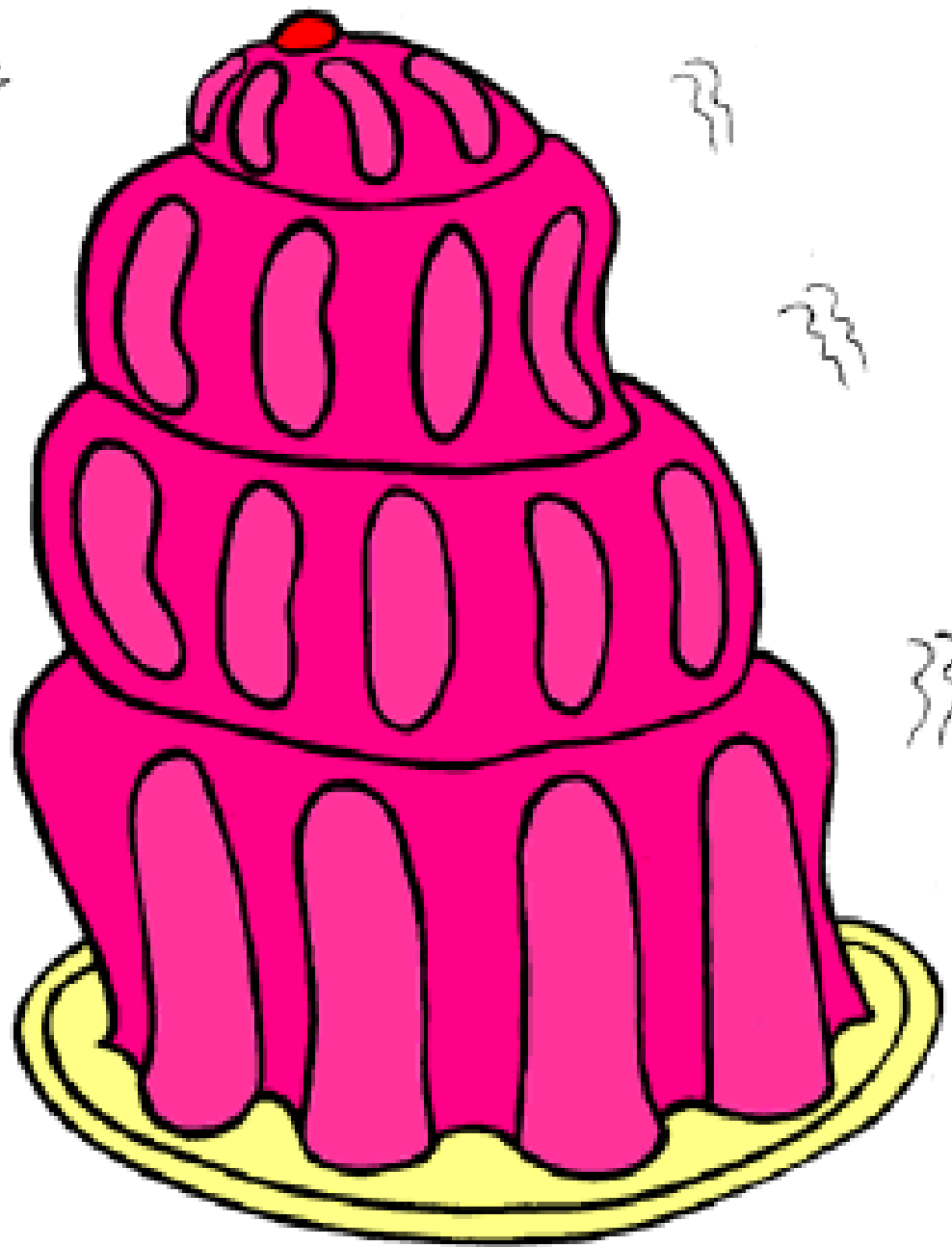
The next few sounds are identified as *one letter making one sound*, however they are taught within *Phase 3* phonics.

J j

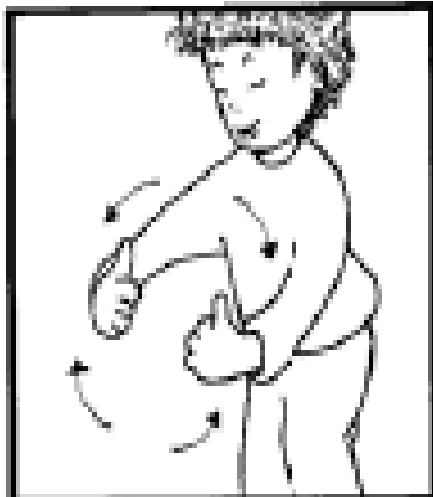


ACTION

Pretend to be a jolly, and wobble, saying *j, j, j jolly*.



V v

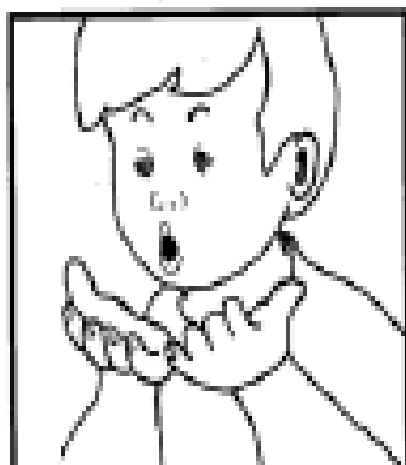


ACTION

Pretend to be driving along in a van, saying vv vv.



Ww

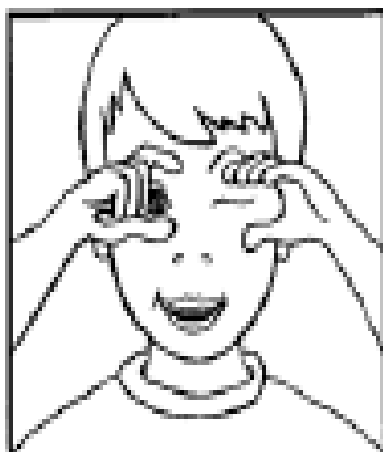


ACTION

Blow onto open hand like the wind, repeating wh, wh, wh.

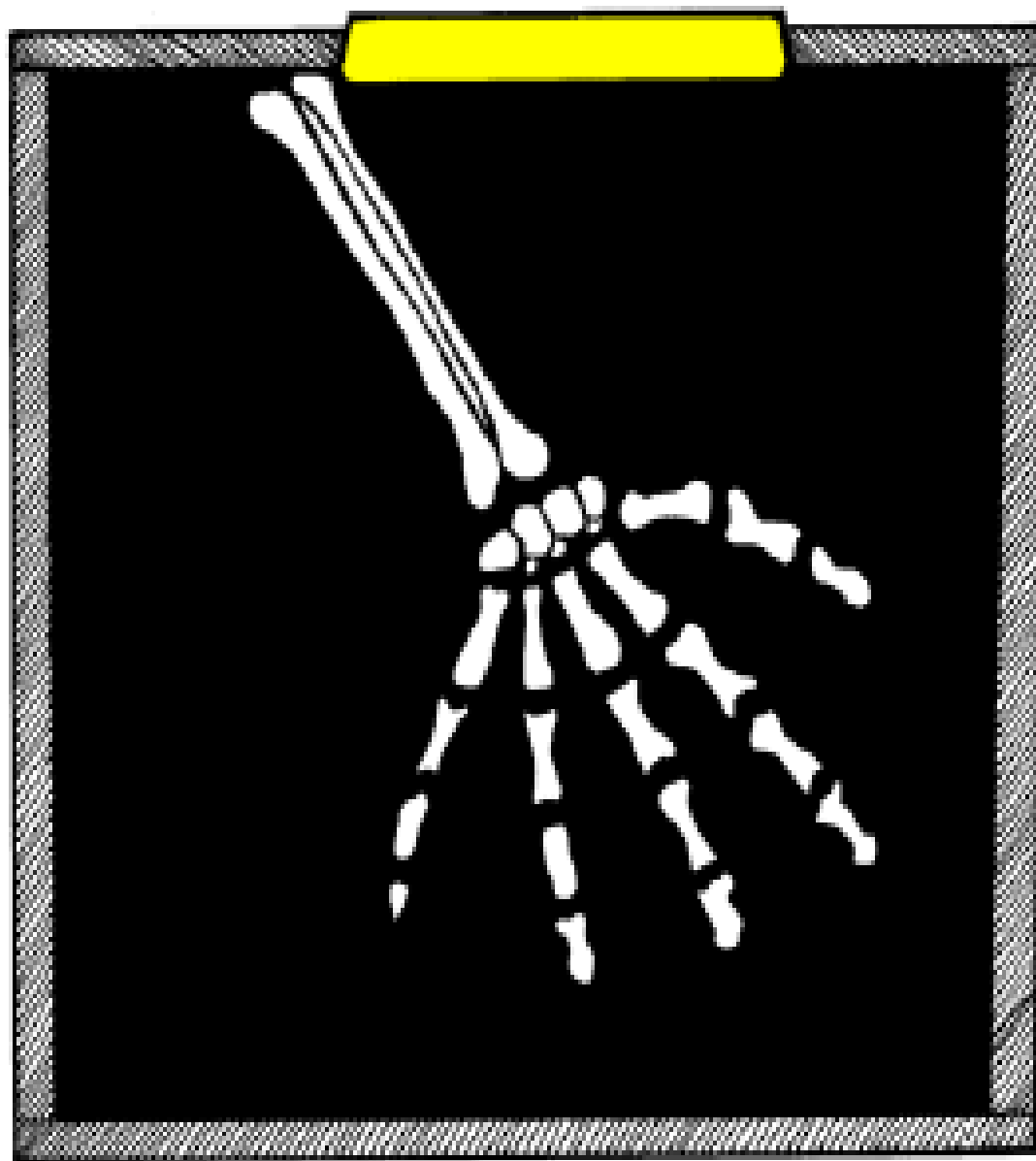


X x

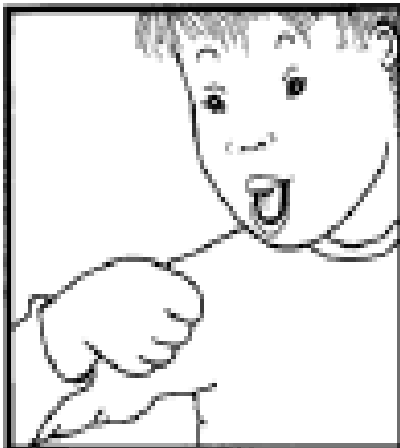


ACTION

Pretend to take an x-ray with an x-ray camera, saying Ki, Ki, Ki.



Y y



ACTION

Pretend to eat yogurt from a spoon, saying y, y, yogurt, with each spoonful.

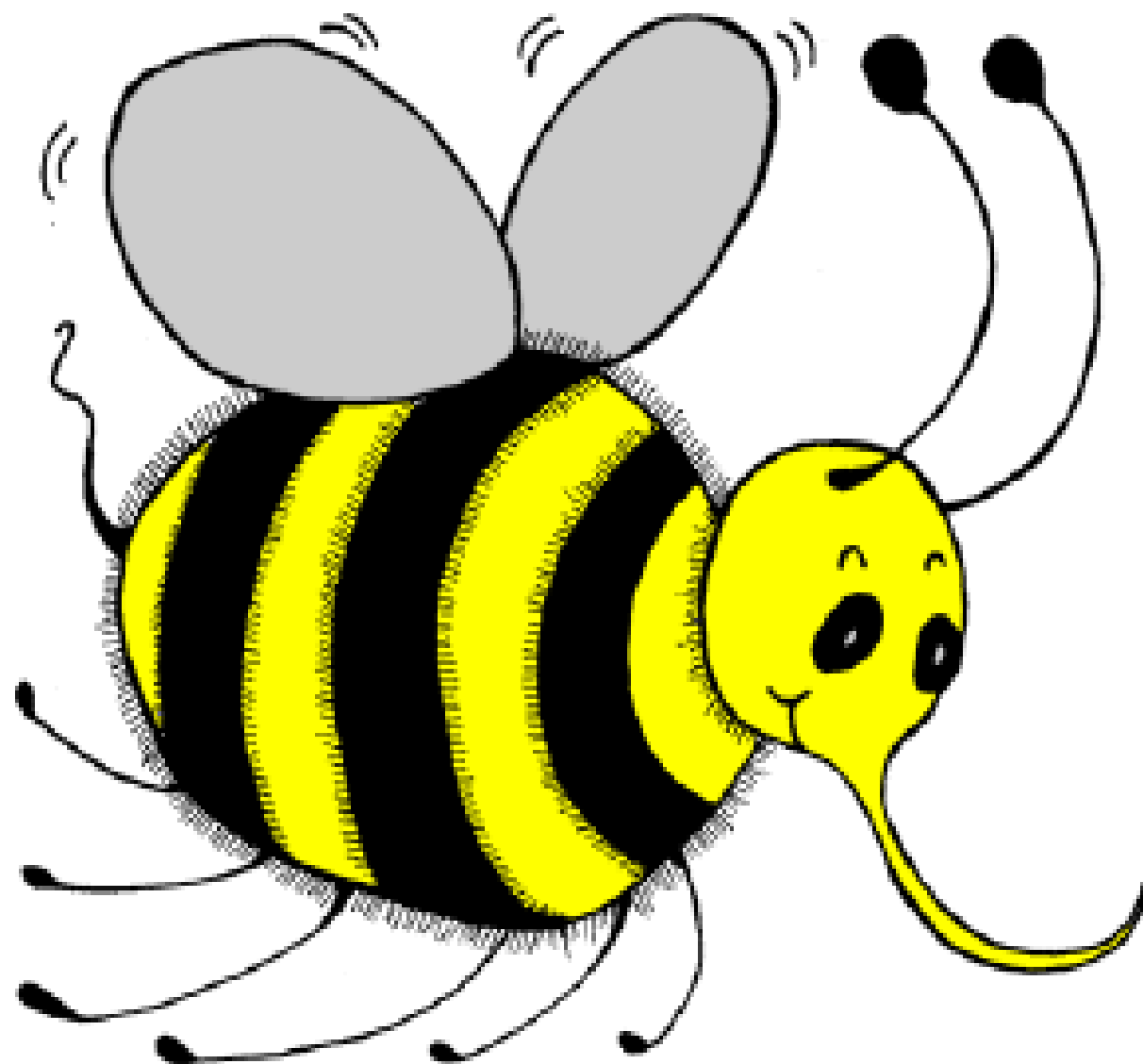


Z z



ACTION

Pretend to be a bee, with elbows
in, and hands flapping, saying
zzzzzzzz



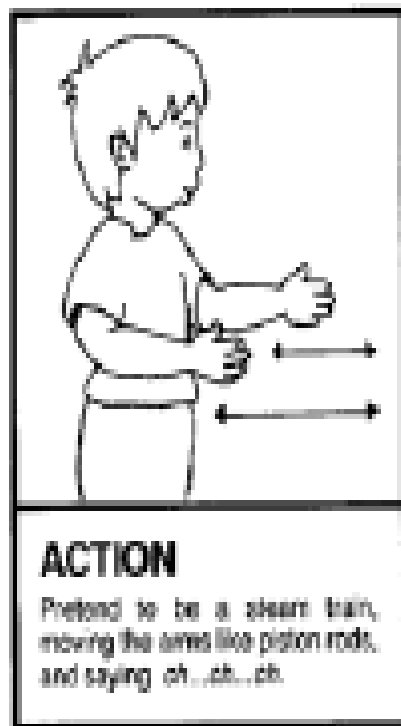
ZZ

Phase 3

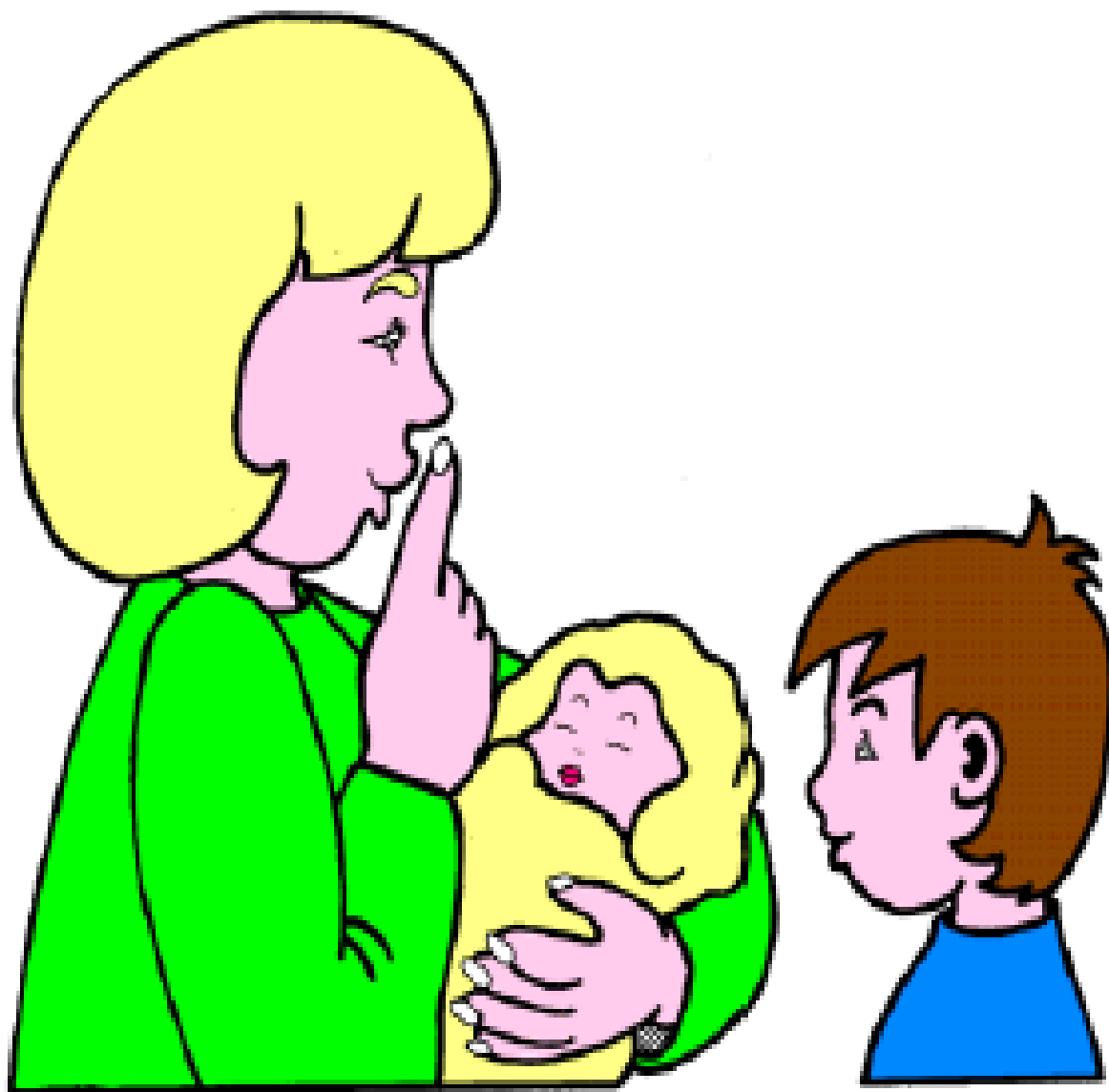
ch - digraph

igh - trigraph

ch

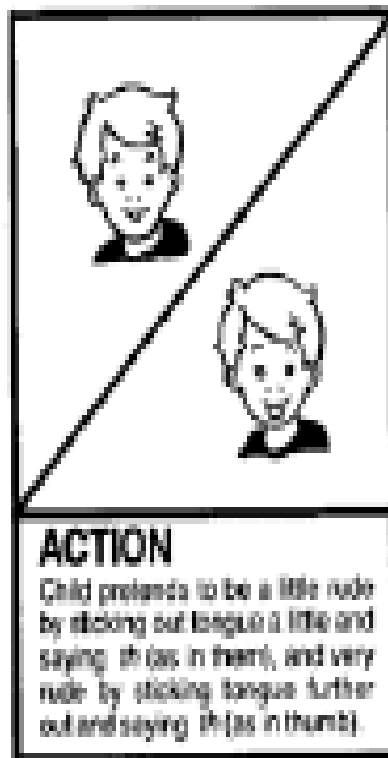


sh



th th

voiced and unvoiced th



ng

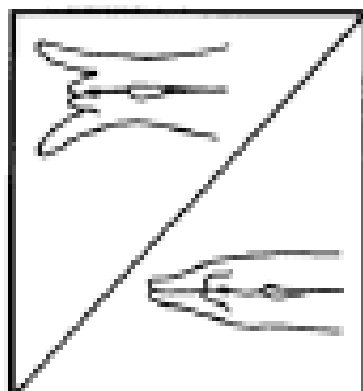


ACTION

Pretend to be a weightlifter, bring[ing] arms above head, and say ng...

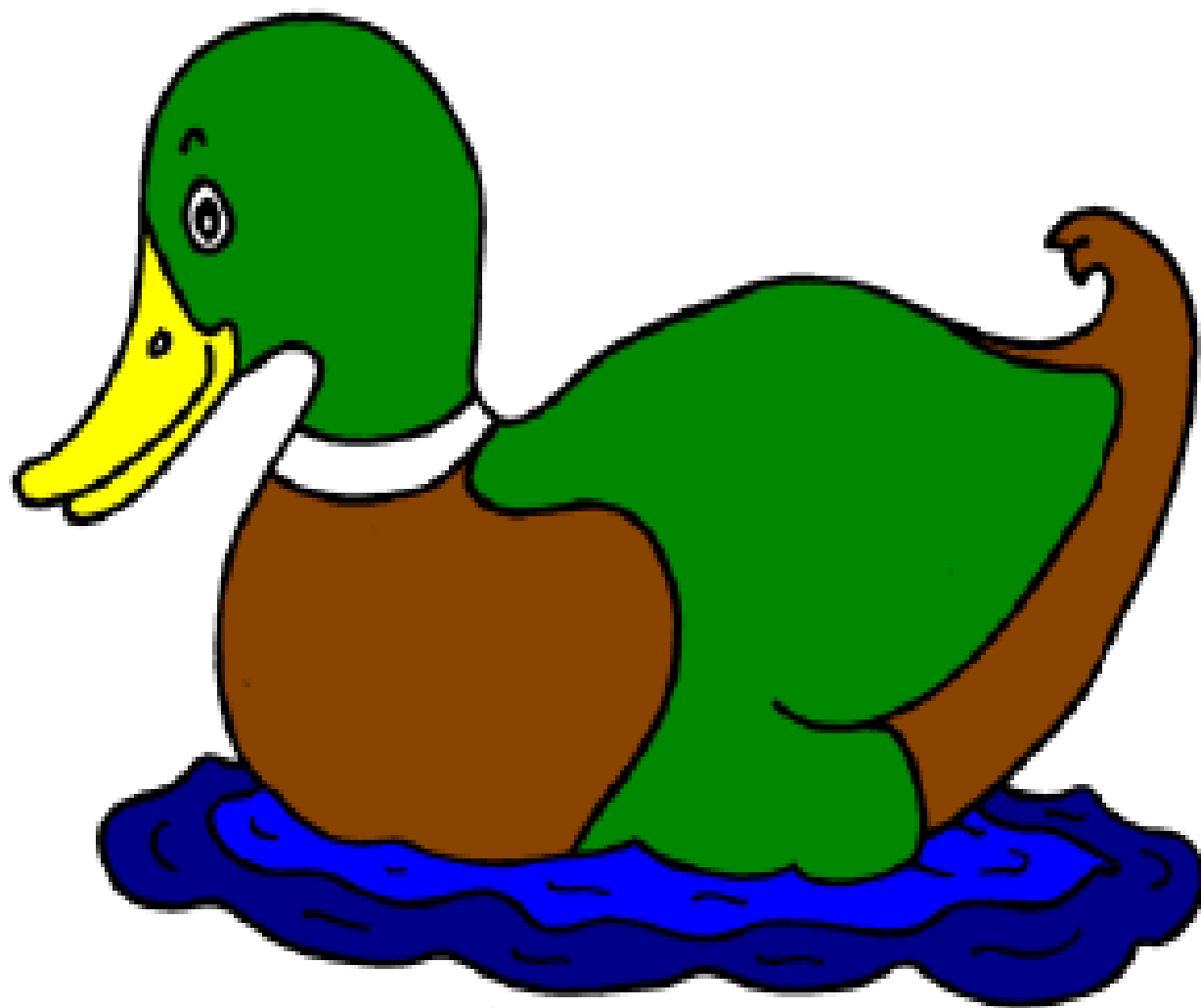


QU
qu



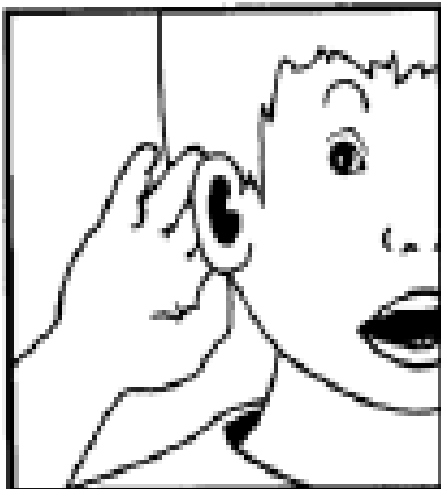
ACTION

Make a duck's beak with hinged hands, and say qu, qu, qu, quack.



ai

long a



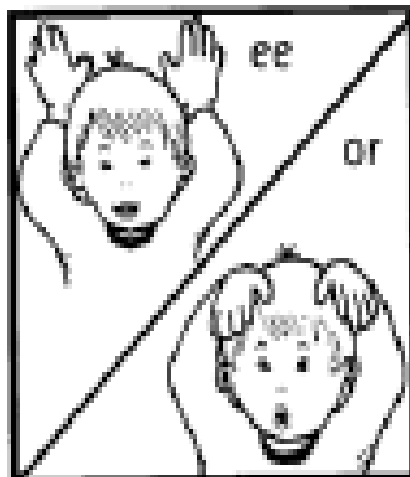
ACTION

Cup hand over ear, as if hard of hearing, and say ay?



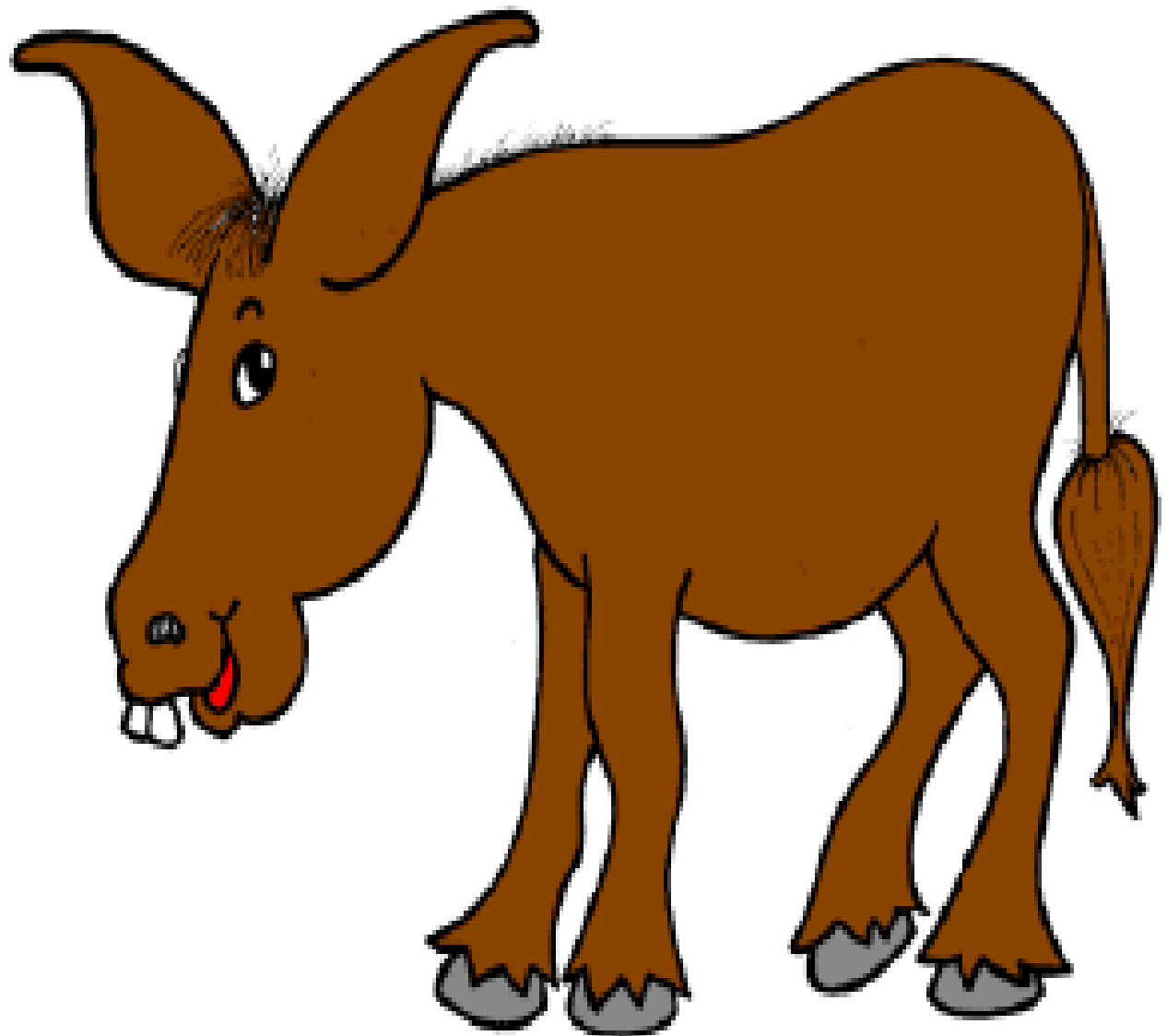
ee or

long e and the 'or' sound



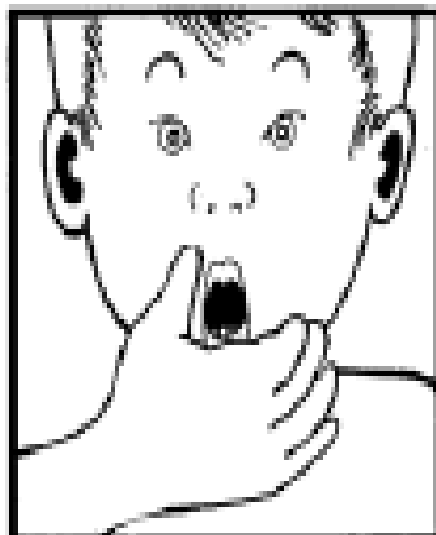
ACTION

Pretend to be a donkey braying,
and saying *anyone, anyone*.



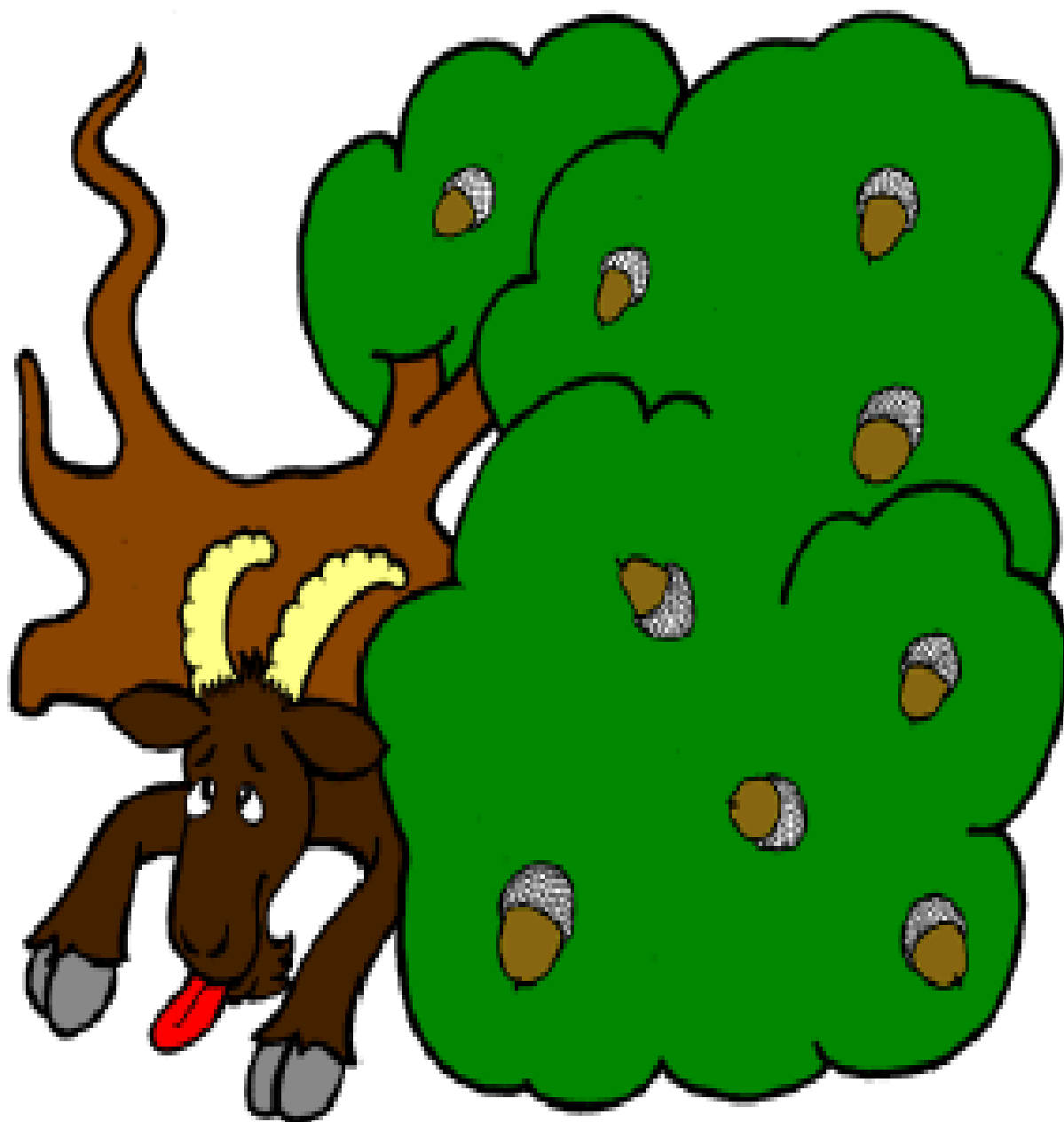
oa

long o



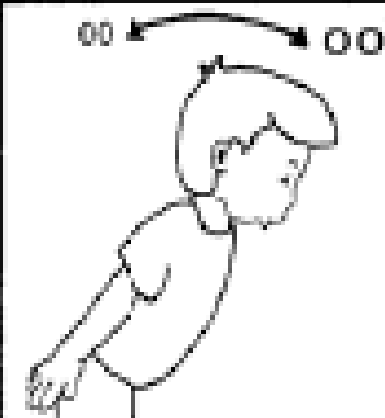
ACTION

Bring hand up to mouth as if seeing something go wrong, and say oh!



oo
oo

Little and long oo

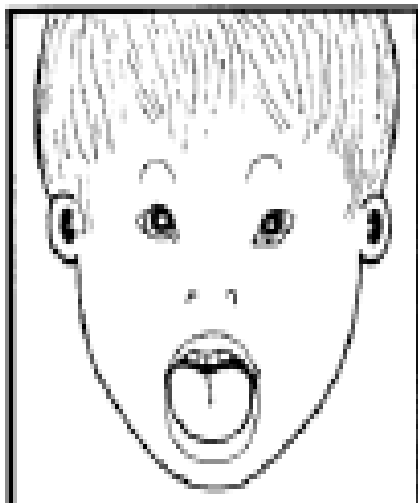


ACTION
Imagine being the cuckoo in a cuckoo clock, jutting head forward and back, saying the call of the cuckoo: M, oo; M, oo.



ar

the 'ar' sound

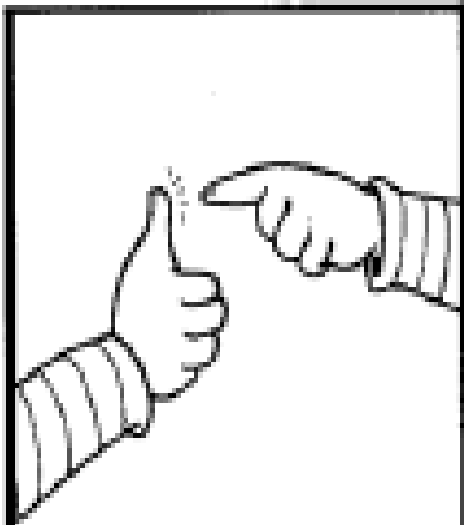


ACTION

Open mouth wide and say *ah*.

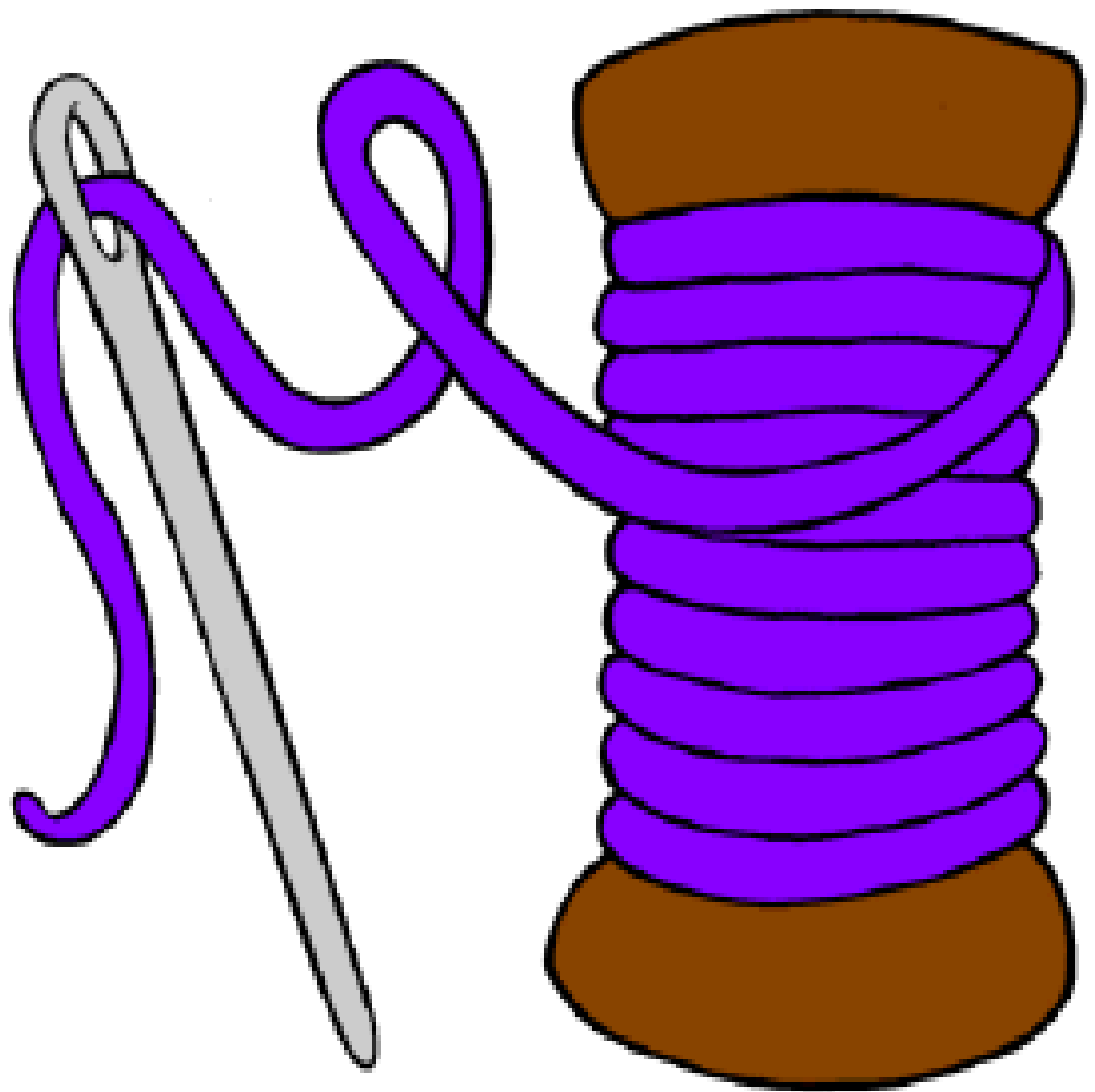


OW



ACTION

Pretend your finger is a needle, and pick thumb, saying 'ow!'



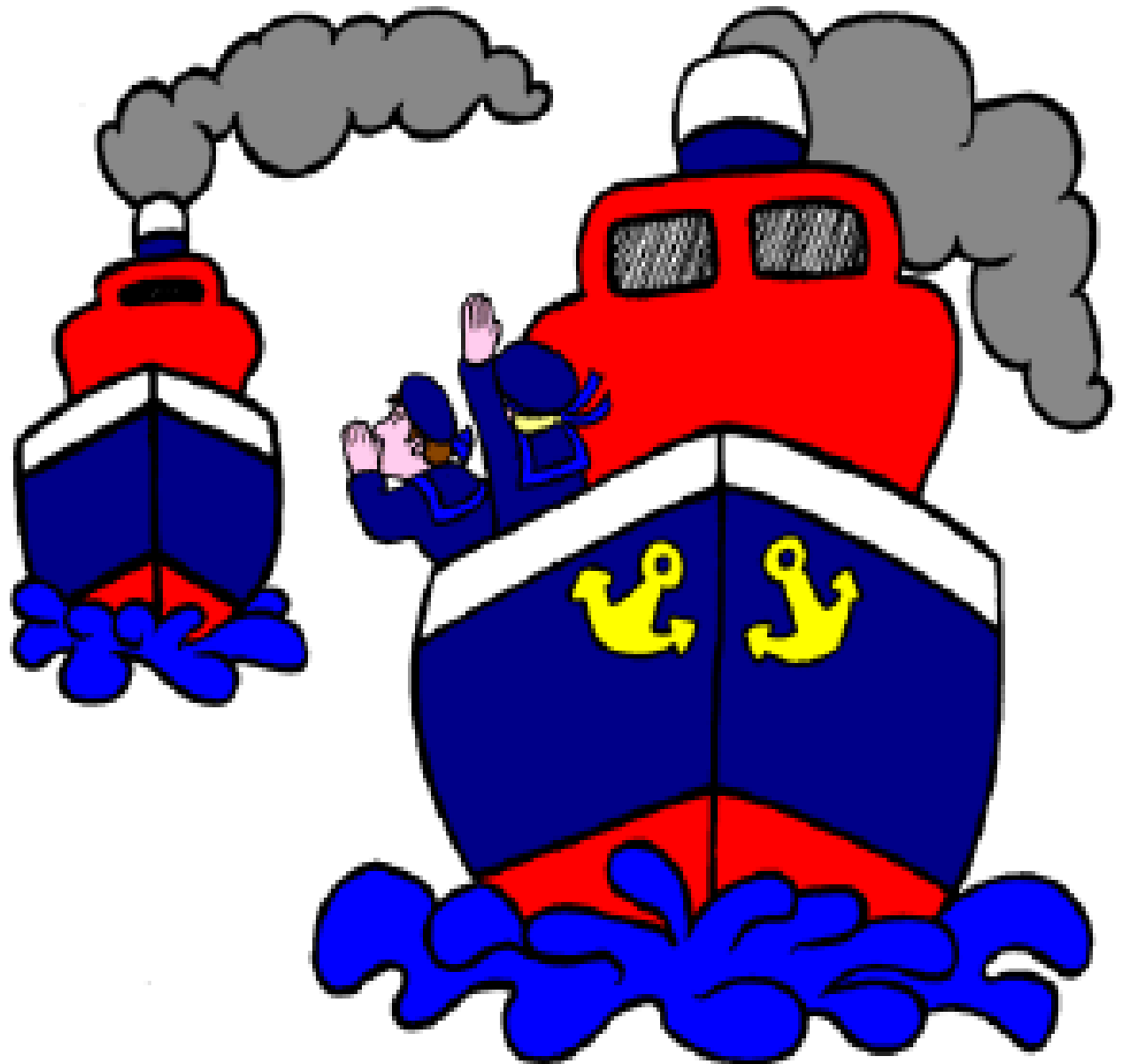
oi

the 'oi' sound



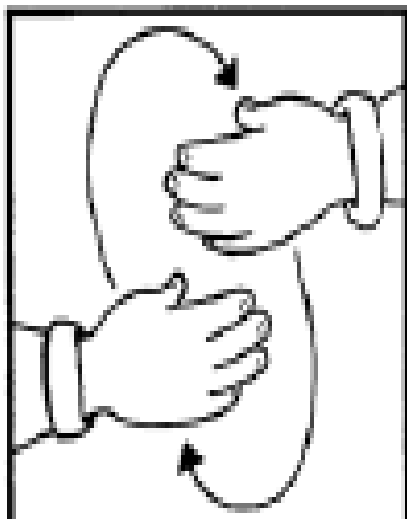
ACTION

Cup hands around mouth as if hailing a passing boat, saying 'oi, ship ahoi!'



er

the 'er' sound



ACTION

Roll hands over and over each other, and say *er, er* (as in the *er*).



ur

igh



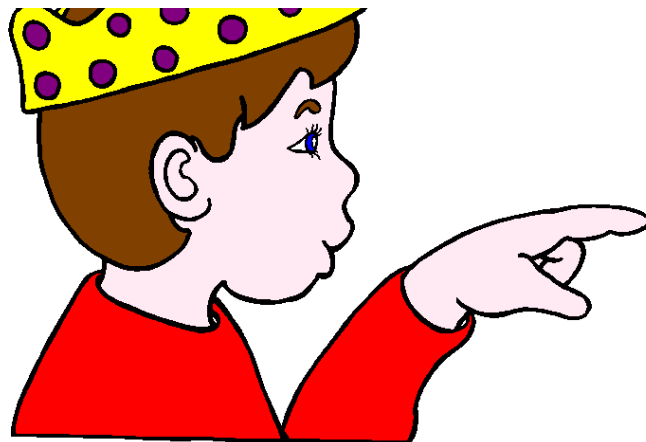
ear



air



wre



Let's see if we
can remember
the sounds in
Phase 3....

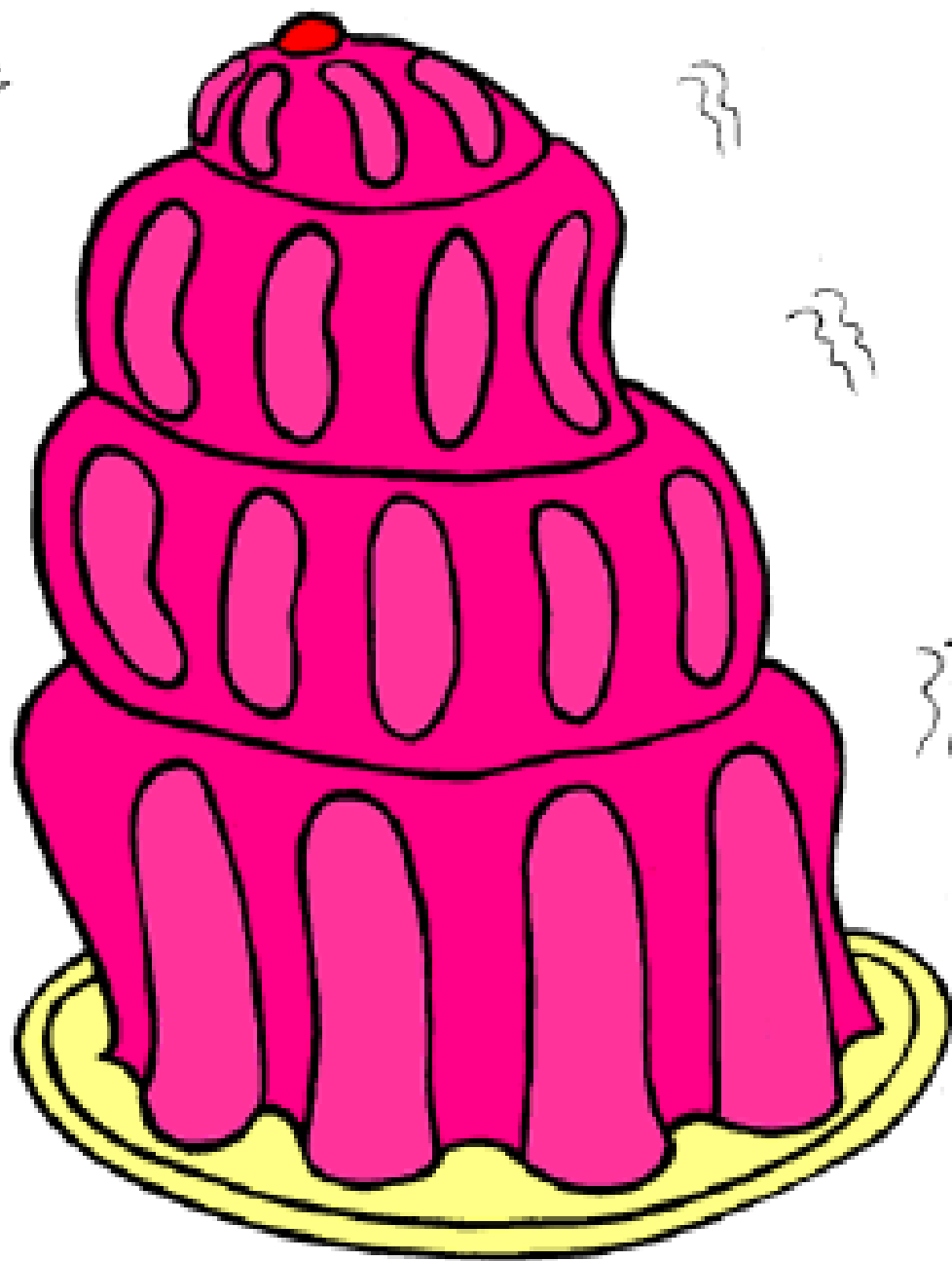


J j

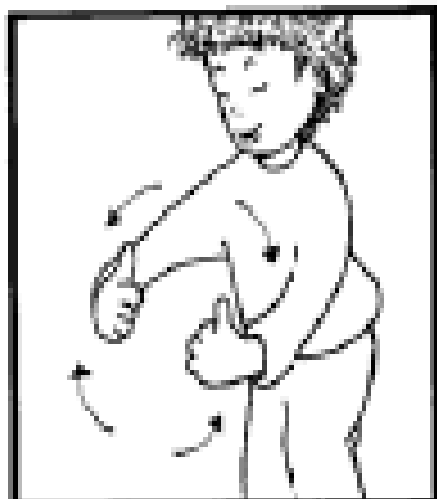


ACTION

Pretend to be a jilly, and wobble, saying *j, j, j jilly*.



V v

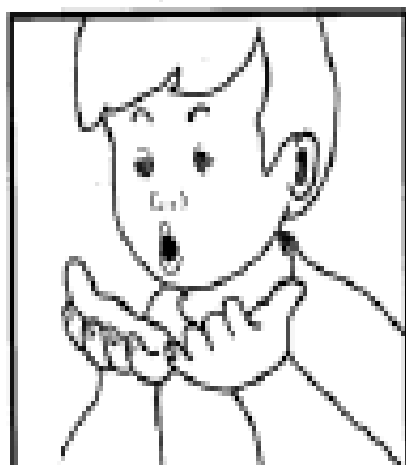


ACTION

Pretend to be driving along in a van, saying vv vv.



Ww



ACTION

Blow onto open hand like the wind, repeating wh, wh, wh.

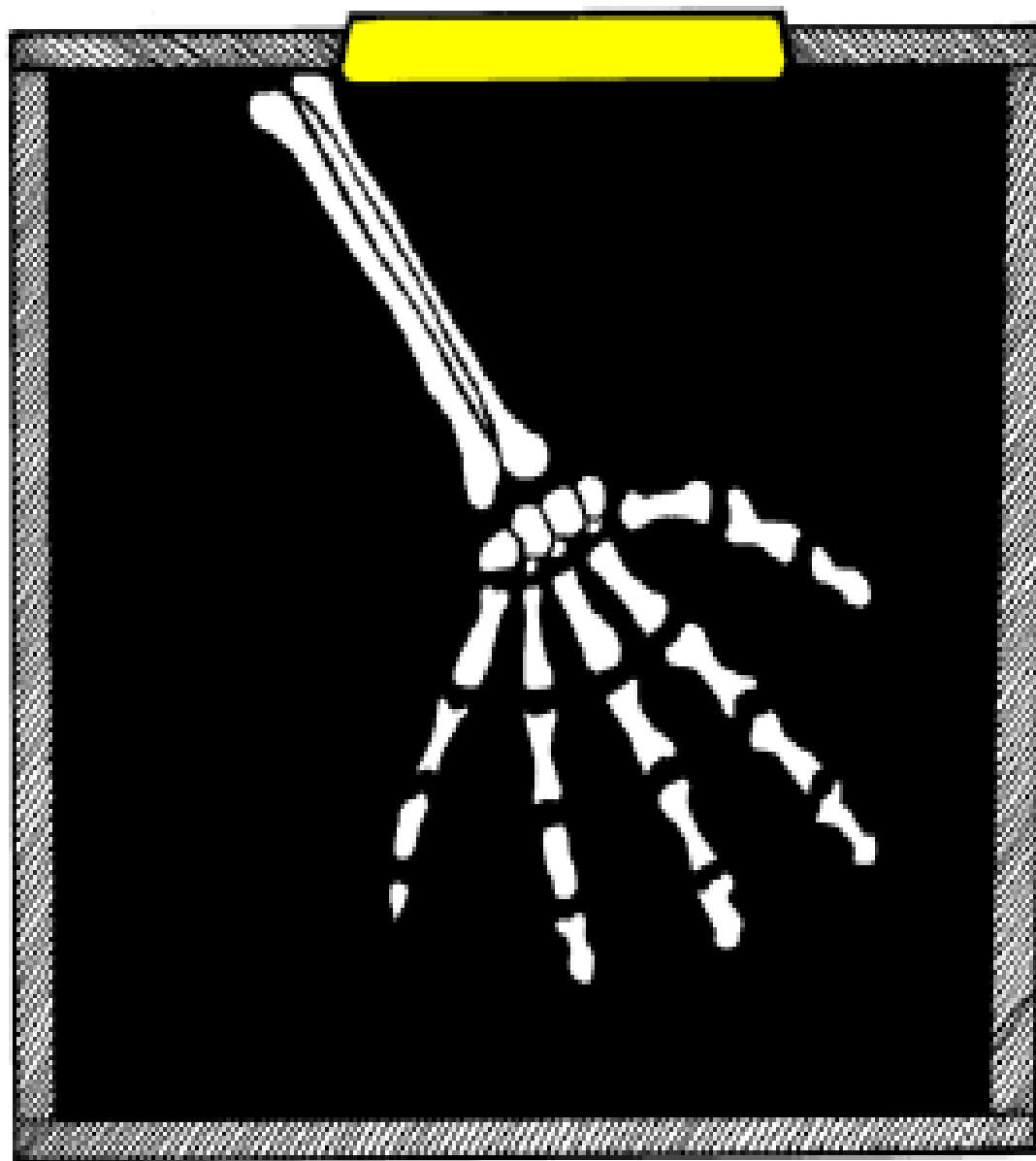


X x

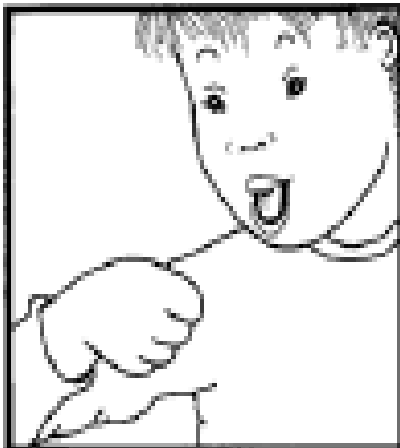


ACTION

Pretend to take an x-ray with an x-ray camera, saying Ki, Ki, Ki.



Y y



ACTION

Pretend to eat yogurt from a spoon, saying y, y, yogurt, with each spoonful.

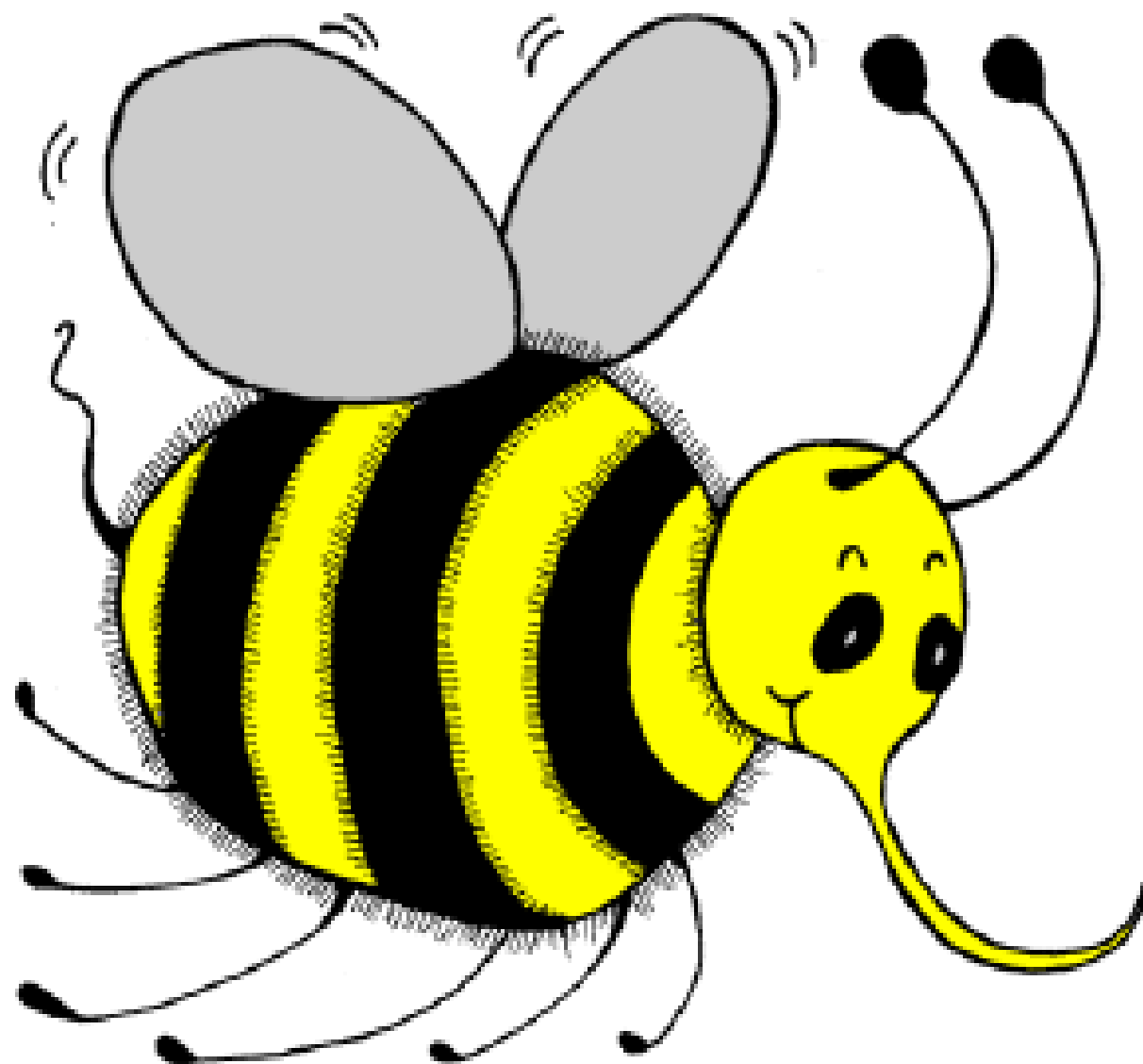


Z z



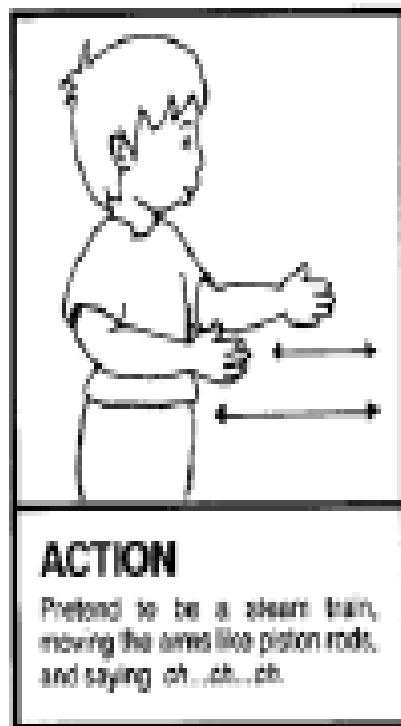
ACTION

Pretend to be a bee, with elbows in, and hands flapping, saying *zzzzzzzzzz*

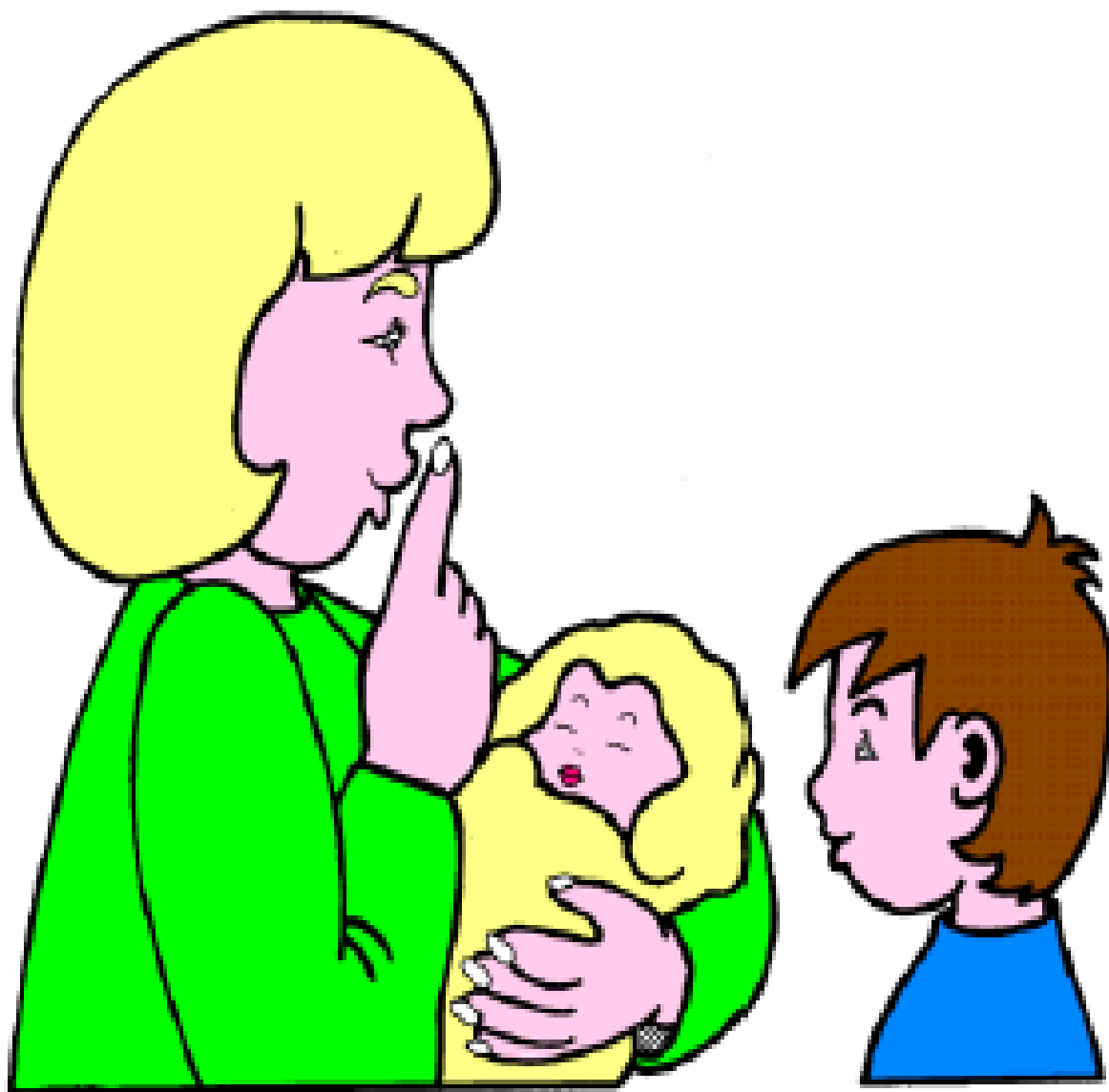


ZZ

ch

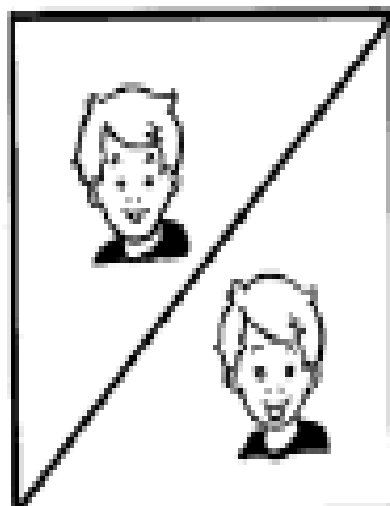


sh



th th

voiced and unvoiced th



ACTION

Child pretends to be a little rude by sticking out tongue a little and saying: th (as in them), and very rude by sticking tongue further out and saying th (as in thumb).

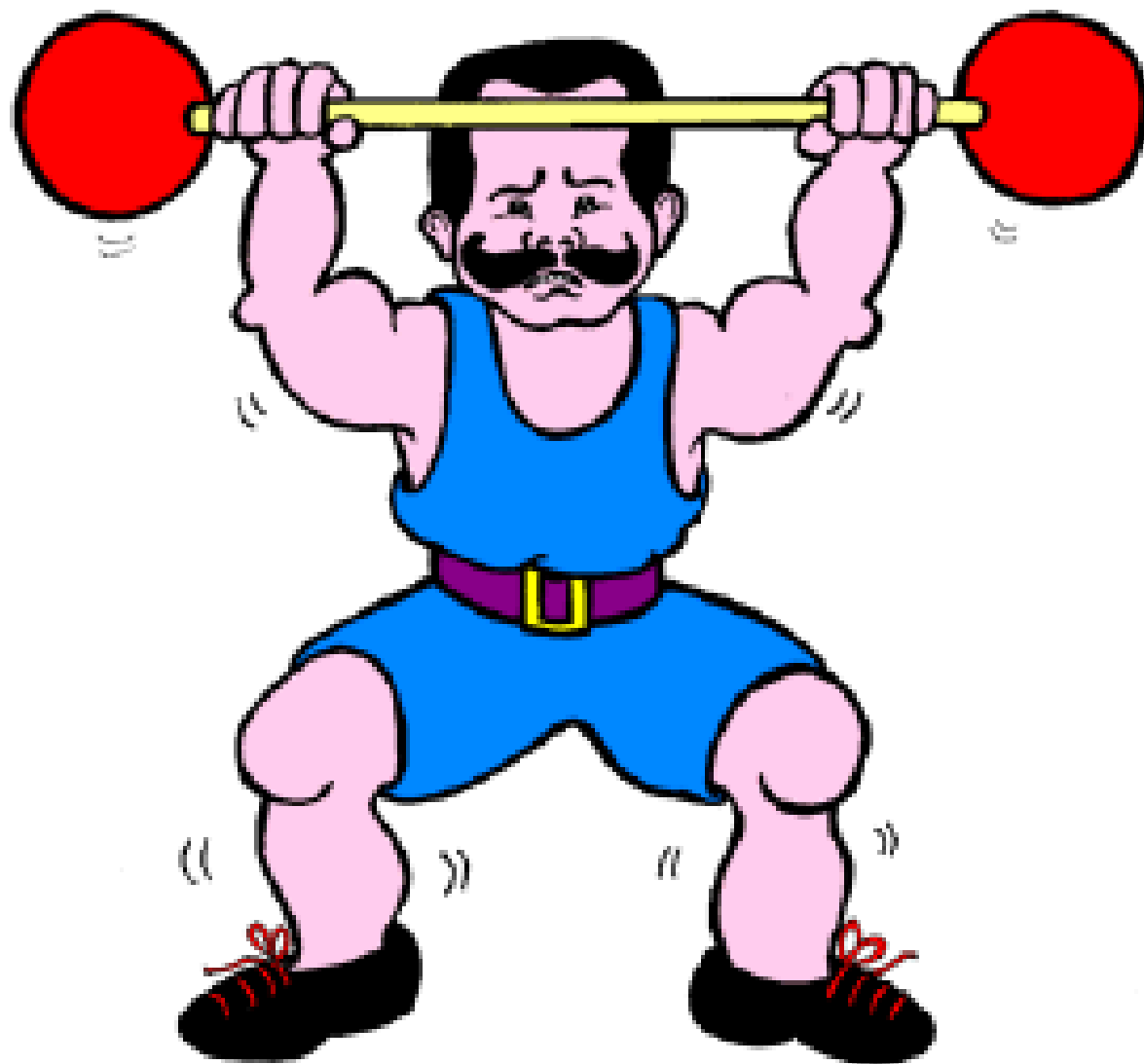


ng

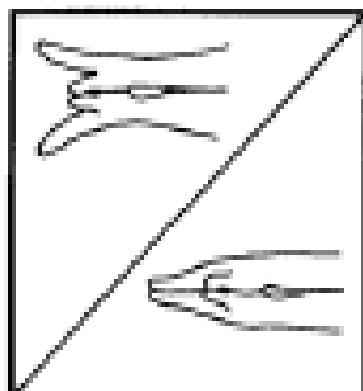


ACTION

Pretend to be a weightlifter,
bring[ing] arms above head, and
say ng...

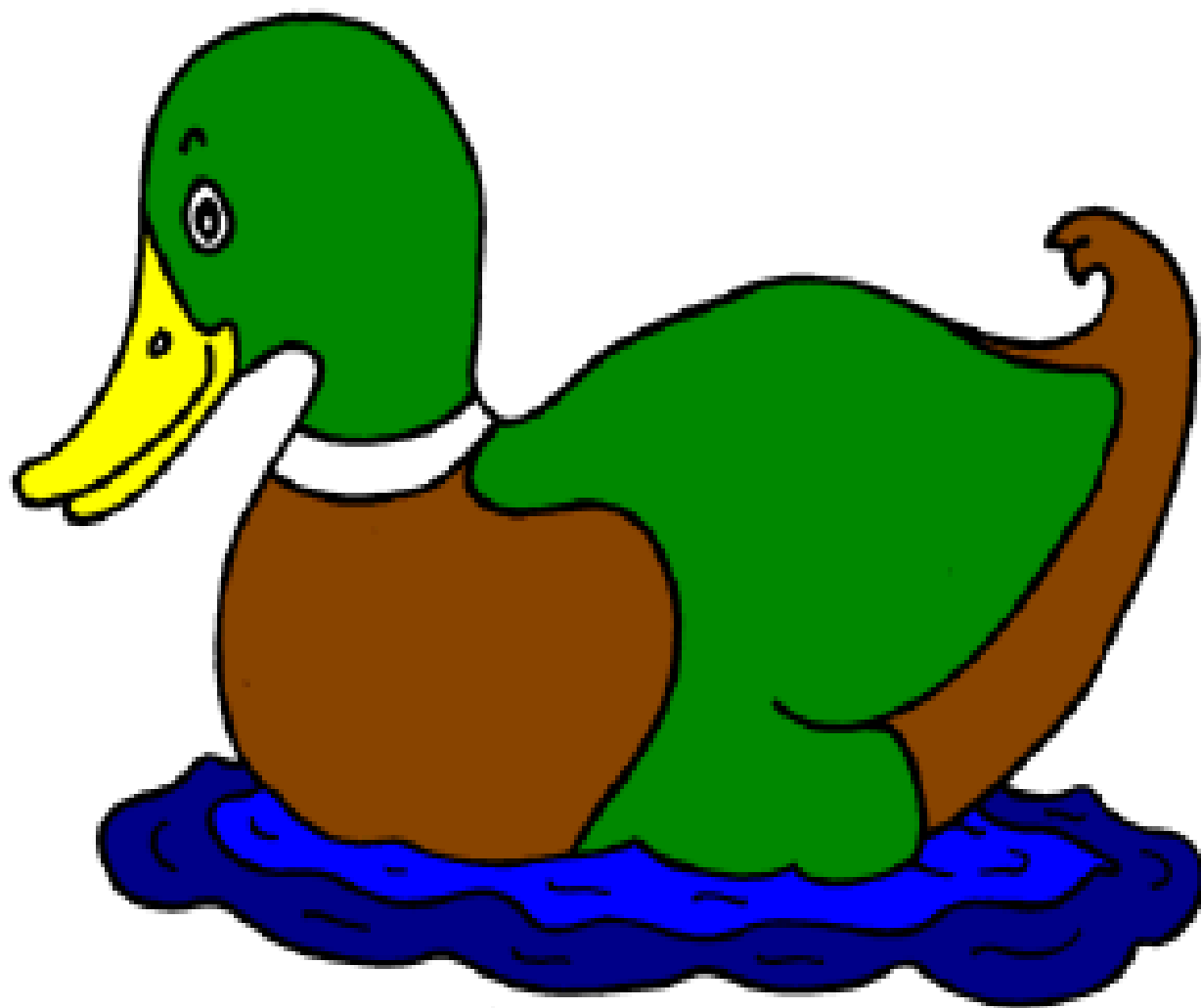


QU
qu



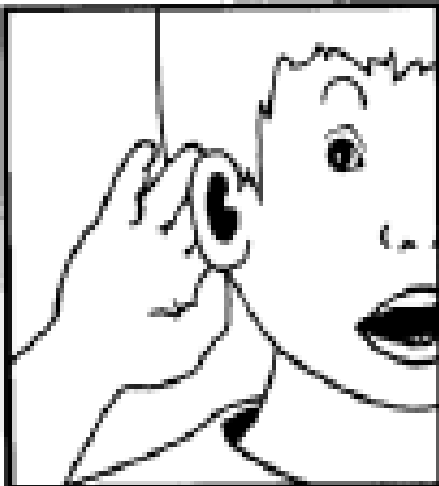
ACTION

Make a duck's beak with hinged hands, and say qu, qu, qu, quack.



ai

long a



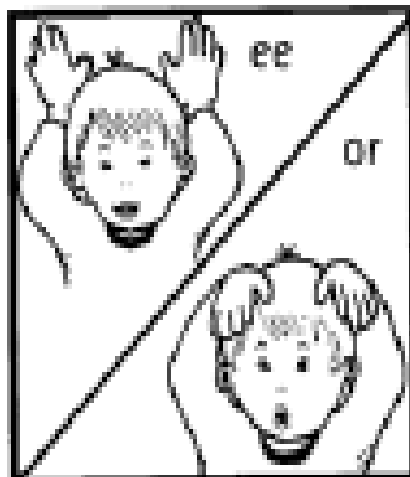
ACTION

Cup hand over ear, as if hard of hearing, and say ay?



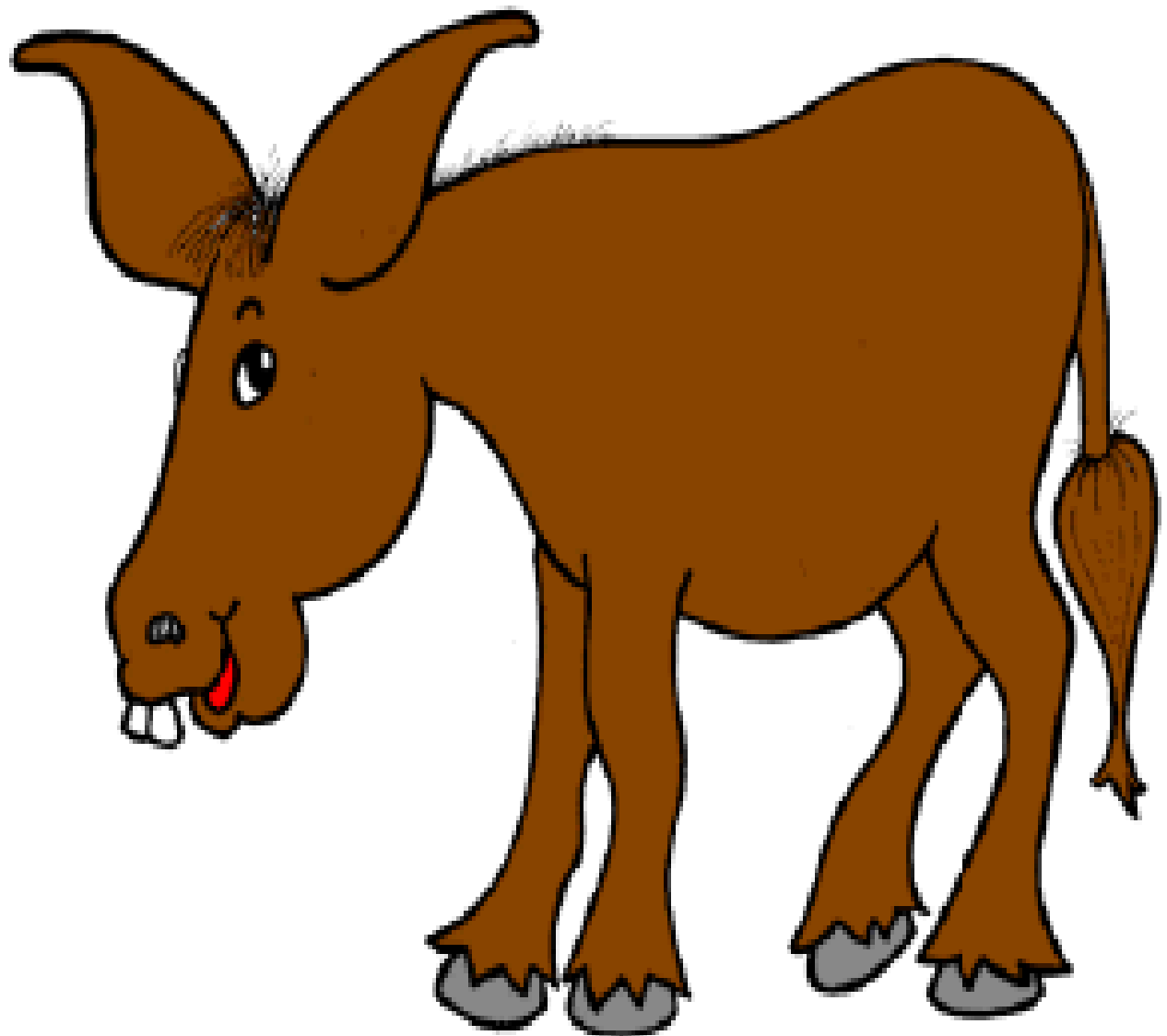
ee or

long e and the 'or' sound



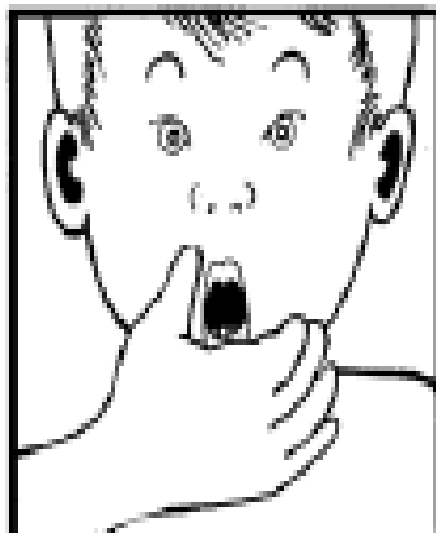
ACTION

Pretend to be a donkey braying,
and saying *anyone, anyone*.



oa

long o



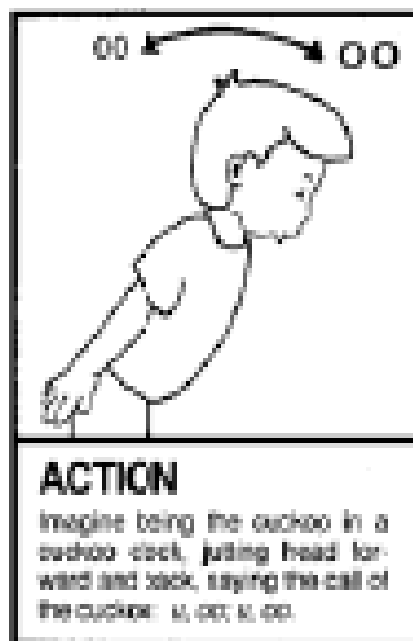
ACTION

Bring hand up to mouth as if seeing something go wrong, and say oh!



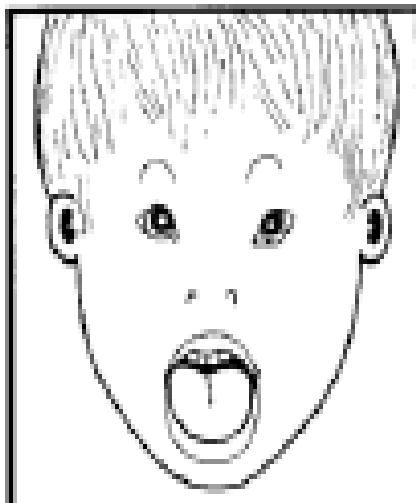
oo
oo

Little and long oo



ar

the 'ar' sound

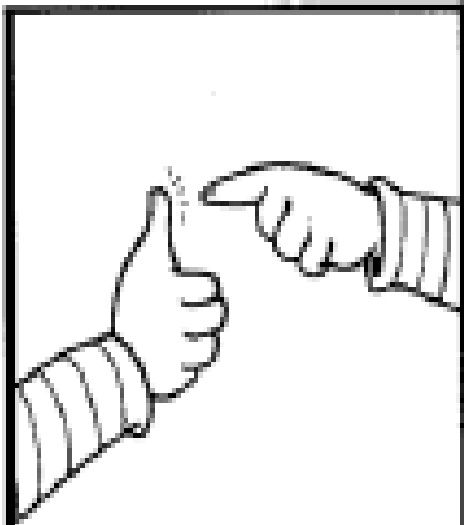


ACTION

Open mouth wide and say *ah*.

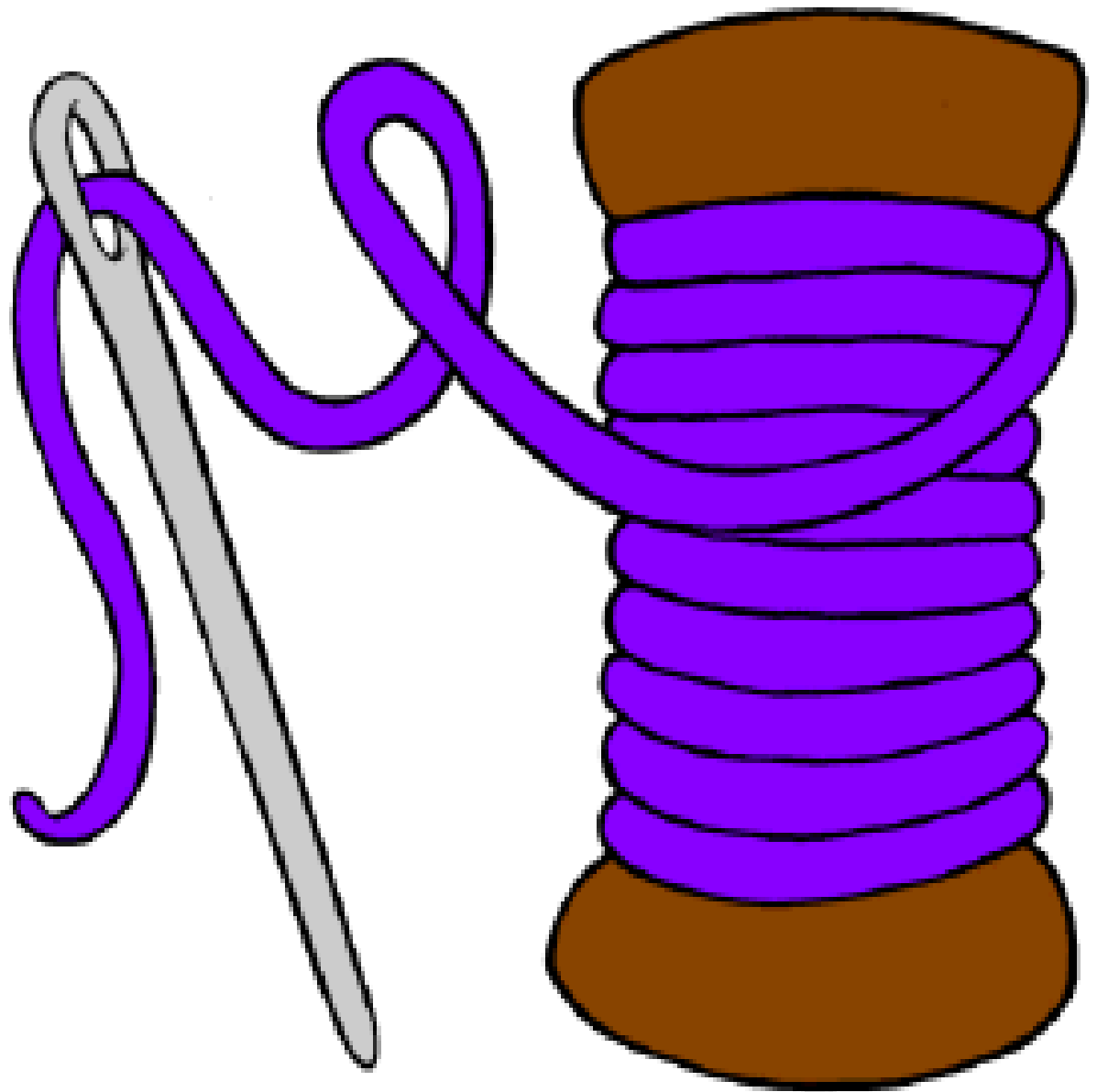


OW



ACTION

Pretend your finger is a needle, and pick thumb, saying 'ow!'



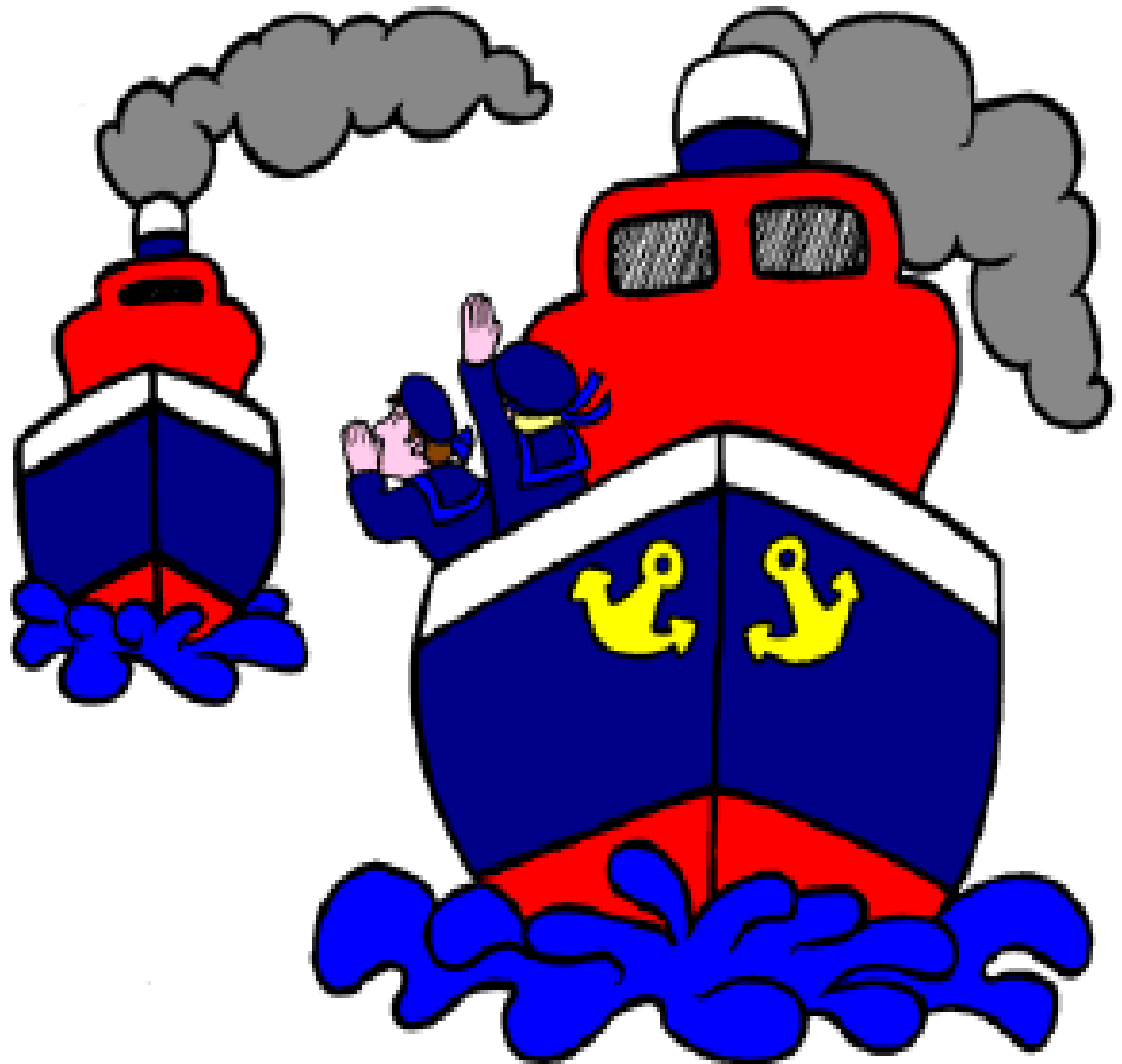
oi

the 'oi' sound



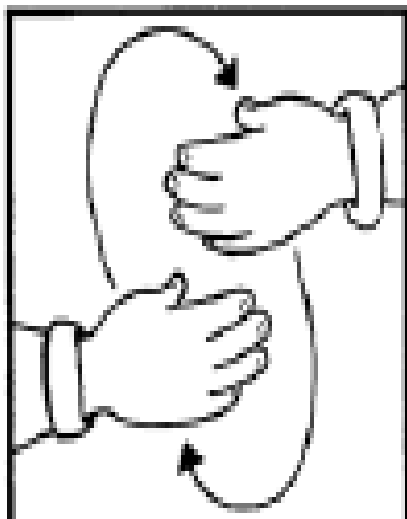
ACTION

Cup hands around mouth as if hailing a passing boat, saying 'oi, ship ahoi!'



er

the 'er' sound



ACTION

Roll hands over and over each other, and say *er, er* (as in the *er*).



igh



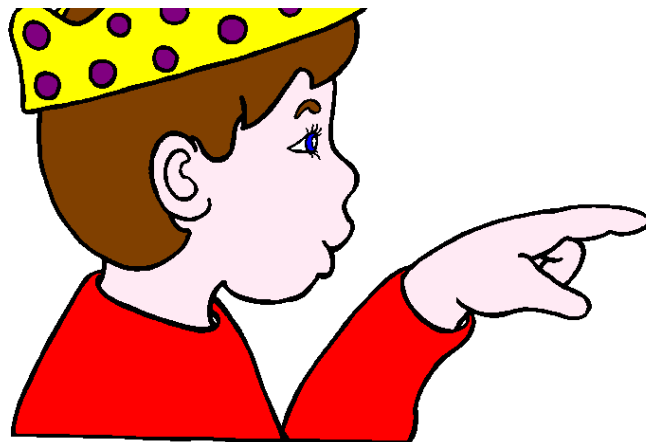
ear



air



wre



Activity 1

Take turns to select
a picture and
sound out
(segment) what you
can see using your
phoneme fingers.



hat



Sound buttons



fish



Activity 2

On your white boards write down the following words, adding sound buttons under each grapheme. Then count the sounds in the word.

shop

light

chip

dear

boat

corner

night

church

cow

feet

Phoneme Frame

t

σa

s

t

Activity 3

Segment these words and write each grapheme in the phoneme frames.

shelf

dress

think

string

sprint

flick

Segmenting

WORD	PHONEMES					
<i>shelf</i>						
<i>dress</i>						
<i>think</i>						
<i>string</i>						
<i>sprint</i>						
<i>flick</i>						

Segment these words into
their constituent phonemes:

Segmenting

WORD						
<i>shelf</i>	sh	e	l	ƒ		
<i>dress</i>	d	r	e	ss		
<i>think</i>	th	i	n	k		
<i>string</i>	s	t	r	i	ng	
<i>sprint</i>	s	p	r	i	n	t
<i>flick</i>	ƒ	l	i	ck		



Tricky Words

was

WOZ

Phase 2 Tricky Words Word Mat

no

to

I

the

into

go

Phase 3 Tricky Words

he she we me

be you all are

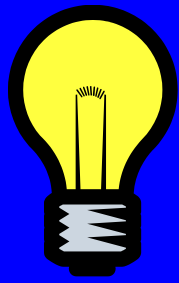
her was they my

Phase 4

In **Phase 4**, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have **adjacent consonants (non vowel sounds)**, such as trap, string and milk.

- REMEMBER: Phonics is not the only thing needed to become a fluent reader.

How you can
help....



Reading

- Make sure you both *enjoy* it.
- Turn off the TV and get comfortable.
- Every day - read for 5-10 minutes.
- It's not a test.
- Let your child be in control, they hold the book.
- Encourage them to:
- Sound out.
- Re-read to check it makes sense.

- Use pictures for clues.
- Ask questions about the book.
- What's it about?
- How's it going to end?
- Success is the key.
- Praise ! Praise ! Praise !
- And most importantly
ENJOY READING!

Pencil Hold



- Tripod grip
- 'Froggy legs' movement
- Pre cursive handwriting



Write, write, write

Treasure hunts, shopping lists, birthdays cards, thank you letters, Christmas lists, signs for construction sites, playing school, calling the register, reminders, emails, filling in forms, magazine competitions, house rules, fridge reminders, instructions, recipes...



*Thank you for
attending.*