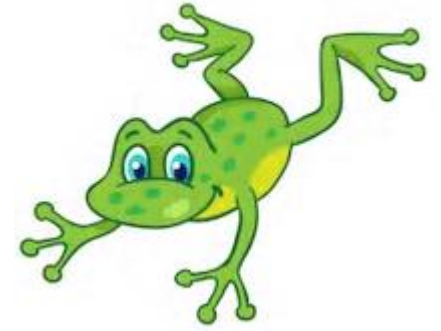


St Ann's School Bespoke Phonics Program

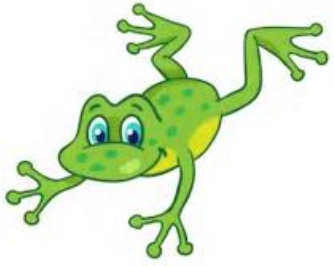


What is Phonics ?

Phonics is a strategy that supports the teaching of **reading**. It is recommended to be used alongside building sight words and fostering an enjoyment of reading which is done through real books and reading schemes. Here at St-Ann's we use a number of schemes

- Oxford reading tree
- Read Write inc reading scheme

Phonics breaks down words so that the children learn how to blend and segment sounds to decode unfamiliar words in all of the books they come across.



Teaching Phonics

At St Ann's, phonics is taught every day in EYFS and Key Stage One. Phonics sessions are entirely made up from games, songs and actions. We follow the RWI progression of sounds with each lesson following the letters and sounds structure to include revisit, teach, practise and apply. As well as Jolly phonic songs are used to support active learning and pronunciation.

Each class runs phonics alongside

Reciprocal Reading, Guided Reading and Shared Reading

in order to help our children develop the vital skills in reading. Developing a love for reading is extremely important which is why our children are taught through a variety of mediums.

In phonics lessons children are taught three main things

Grapheme Phoneme correspondence – GPC's

They are taught GPCs. This simply means that they are taught all the sounds or phonemes in the English language and ways of writing them. These sounds are taught in a particular order. The first sounds to be taught are **m a s d t**





Blending

Children are taught to be able to blend. This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

Eg. C / a / t = cat

Segmenting

Children are also taught to segment- the opposite of blending. Children are able to say a word and then break it into the phonemes that make it up. This skill is vital in being able to spell words.

Eg. cat = C / a / t





What makes phonics tricky?

In some languages learning phonics is easy because each phoneme has just one letter or *grapheme* to represent it. The English language is a bit more complicated. This is largely because England has been invaded so many times throughout its history. Each set of invaders brought new words and new sounds with them. As a result, English only has around **44** sounds, (phonemes) but there are around **120** graphemes or ways of writing these sounds. Obviously we only have **26** letters in the alphabet so some graphemes are made up from more than one letter.

For example: ch th oo ay (these are all digraphs – graphemes with two letters)

There are other graphemes that are trigraphs (made up of 3 letters) and even a few made from 4 letters. Another sticky problem is that some graphemes can represent more than one phoneme.

For example **ch** makes very different sounds in these three words: **chip, school, chef.**



How can you help at home ?

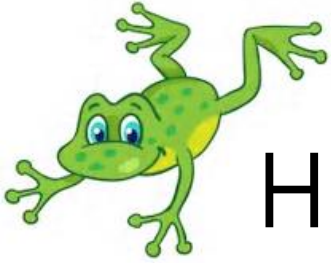


To learn to read children need to

- learn 44 sounds (phonemes) and the corresponding letters/letter groups (graphemes)
- learn to read words using sound blending

These activities are to be used with Speed Sound cards published by Oxford University Press and ordered from amazon





Home resources you can order from Amazon



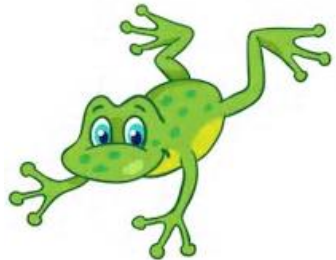
Speed Sound Cards Set 1
32 Picture-Letter sound cards



Speed Sound Cards Set 2 + 3
32 Sound-Phrase picture cards



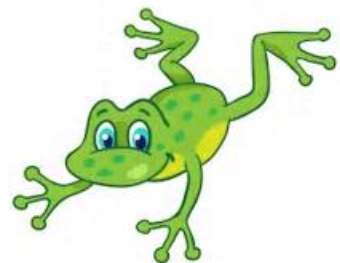
Home storybooks reinforcing
what they are reading in school
(New titles)





<i>Long vowel sound</i>	<i>Set 2 Speed Sound cards Teach these first</i>	<i>Set 3 Speed Sound cards</i>	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see?	ea – cup of tea	e – he me we she be
igh	igh: fly high	i-e – nice smile	
ow	ow = blow the snow	o-e phone home	oa goat in a boat
oo	oo –poo at the zoo	u-e huge brute	ew – chew the stew
oo	oo – look at a book		
ar	ar – start the car		
or	or – shut the door	aw – yawn at dawn	
air	air – that’s not fair	are – care and share	
ir	ir – whirl and a twirl	ur – nurse with a purse	er – better letter
ou	ou – shout it out	ow –brown cow	
oy	Oy- toy for a boy	Oi – spoil the boy	
ire		Ire – Fire Fire	
ear		ear- hear with your ear	
ure		ure- sure it’s pure	





Help your child to learn Speed Sounds Set 1

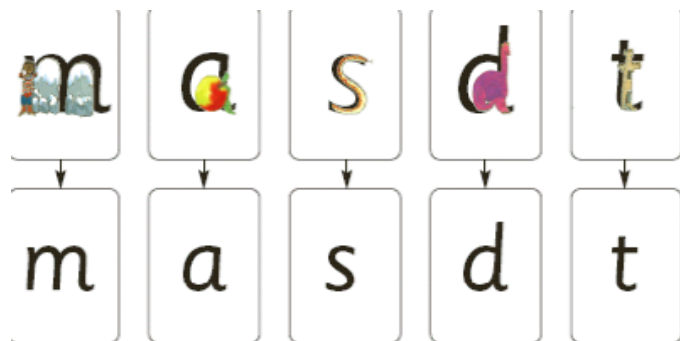
Before you start to teach your child, practise saying the sounds below. These are the sounds we use to speak in English.

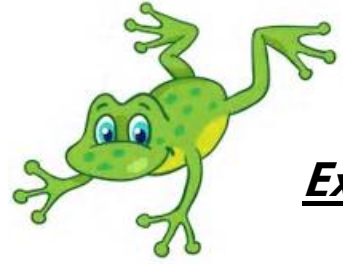
We use pure sounds so that your child will be able to blend the sounds into words more easily. At school we use a puppet called Fred who can do this beautifully!

When we say words in sounds we call it 'Fred Talk'. E.g. d-o-g, c-a-t, m-a-n, sh-o-p, c-l-a-p.

Your child's class teacher can show you how to pronounce these sounds.

Please do not use letter names at this early stage.





Vowel card: ay

Example lesson

Introduce the picture side of the card e.g. may I play?

Say: This is a picture of children playing. They are saying ay, may I play?

Say the words listed on the back.

Ask your child to repeat the word and say 'ay' after each word.

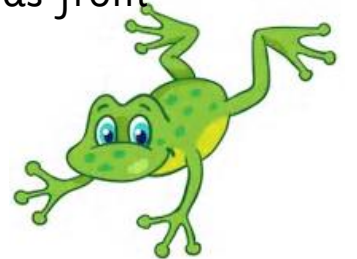
Show the other side of the card. Say the sound 'ay'.

Keep turning the card over saying 'ay, may I play' on the picture side and 'ay' on the other side.

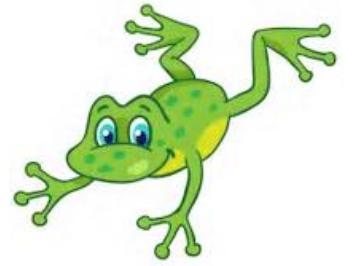
As you teach more sounds, put the sounds you have taught in a Speed Sound pack, along with others from Speed Sounds Set 1.

See how quickly your child can read the cards. Get quicker and quicker Write some of the words from the back of the card onto paper.

Ask your child to read each word in Fred Talk and then read the whole word.

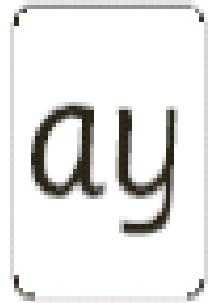


Speed Sounds Sets 2 and 3: The long vowels



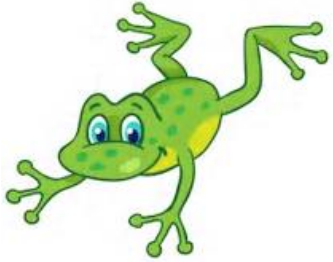
Once children have started to read the green storybooks you may like to teach your child more Speed Sounds.

You will need a pack of Set 2 and 3 Speed Sound cards



Most vowel sounds have more than one spelling.

These first sounds should all be stretched slightly. Try to avoid saying uh after each one.



e.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.

m – mmmmmountain (keep lips pressed together hard)

s – ssssnake (keep teeth together and hiss – unvoiced)

n – nnnnnnet (keep tongue behind teeth)

f – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)

l – lllleg (keep pointed curled tongue behind teeth)

r – rrrrrrobot (say rrr as if you are growling)

v – vvvvvvulture (keep teeth on bottom lip and force air out gently)

z – zzzzzzig zzzzag (keep teeth together and make a buzzing sound)

th – thhhank you (stick out tongue and breathe out sharply)

sh – shhhh (make a shhh noise as though you are telling somebody to be quiet!)

ng – thinnnngg on a strinnngg (curl your tongue at the back of your throat)

nk – I think I stink (make a piggy oink noise without the oi! nk nk nk)



These next sounds cannot be stretched. Make the sound as short as possible avoiding uh at the end of the sound:

t – (tick tongue behind the teeth – unvoiced)

p - (make distinctive p with lips – unvoiced)

k – (make sharp click at back of throat)

c - as above

h – (say h as you breathe sharply out – unvoiced)

ch- (make a short sneezing sound)

x – (say a sharp c and add s – unvoiced)

You will find it harder to avoid saying uh at the end of these sounds.

d – (tap tongue behind the teeth).

g – (make soft sound in throat).

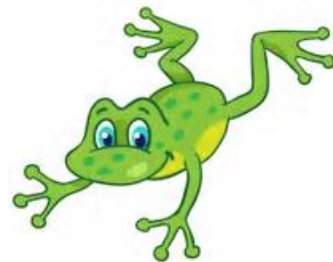
b –(make a short, strong b with lips).

j – (push lips forward).

y – (keep edges of tongue against teeth).

w – (keep lips tightly pursed).

qu – (keep lips pursed as you say cw – unvoiced).

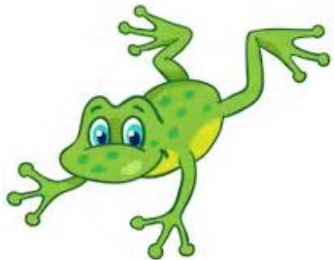
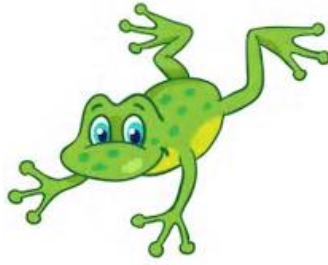


Storybooks

Once children can read the first set of Speed Sounds and can read the Ditties, they will start to bring home the Storybooks. The Storybooks have been written by Gill Muntun, a talented and experienced author. The language is natural and fluent and each story has a clear shape. The Storybooks will be brought home once children have completed all the work associated with this book.

There are instructions in every book for you to follow.

Always praise your child!



Help your child to read the Ditties. Children use sound-blending (Fred Talk) to read short ditties. They will bring these home.

Ask children to read the sounds at the top of the page, the word list and then the short text. If they hesitate ask them to use 'Fred Talk' to read the word.

H-i I-'m F-r-e-d!
I c-a-n o-n-l-y
t-a-l-k i-n s-o-u-n-d-s





Vowel sounds

The short vowels should be kept short and sharp:

a: a-a-a (open mouth wide as if to take a bite of an apple).

e: e-e-e (release mouth slightly from a position).

i: i-i-i (make a sharp sound at the back of the throat – smile).

o: o-o-o (push out lips; make the mouth into o shape).

u: u-u-u (make a sound in the throat).

The Long vowel sounds are all stretchy sounds:

ay: ay may I play

ee: ee what do you see?

igh: fly high

ow: blow the snow

oo: poo at the zoo

OO: look at a book

ar: start the car

or: shut the door

air: that's not fair





Use these activities to teach your child



You will need a pack of Set 1 Speed Sound cards

Before children read the Storybooks, they are taught to read Set 1 Speed Sound Cards.

Letter-sound pictures are used to help children learn these sounds quickly.

e.g. ssssake is morphed into s d-d-d-dinosaur is morphed into d

The children are taught the Set 1 Speed Sound cards in the following order:

m a s d t, i n p g o, c k u b, f e l h sh, r j v y w, th z ch qu x ng nk

Please remember that children learn more rapidly if they are constantly praised.





Help your child learn to read words by sound-blending

Children learn to read words by blending the letter sounds that are in the Speed Sound pack.

Help children to say the pure sounds, as quickly as they can, and then to blend the sounds together to say the whole word.

We call this Fred Talk

e.g. l-e-g, b-a-ck, h-ea-d, p-e-n, cu-p, g-r-ee-n

Make sure that children can read the Speed sound cards before you attempt to sound-blend a word.



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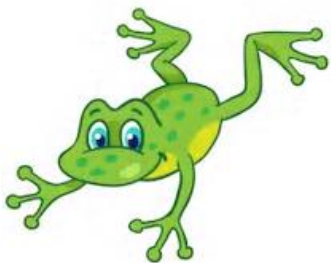


Activity 1

Choose 3 cards from the Speed Sound pack that will make up a 3-sound word.

Muddle the cards and point to these sounds in and out of order to check these can be read at speed.

Put the cards in order and practise reading the sounds quickly until your child can work out the word.





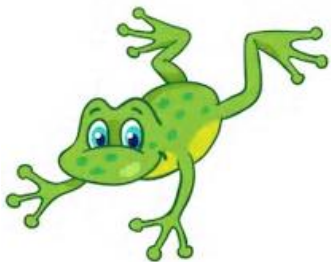
Activity 2

Word clue

Spread out the same 5 - 10 cards, letterside up
Say, for example, 'monster, mirror, and mouth'.

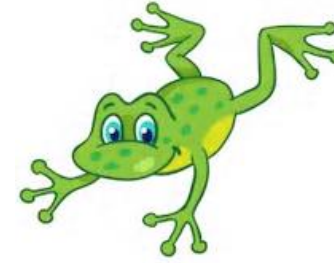
(Emphasise the first sound.)

See how quickly your child can say the first sound and then find
the card.





More Activities !



Speed Sound cards – picture side

Spread the same 5 –10 cards out, picture side up.

Say the name of each picture together, but this time bounce or stretch the beginning sound.

(Look on the card to check which to do.)

Ask your child to touch each card repeating the above.

Increase the speed.

Speed Sound cards – letter side

Spread out the same 5 - 10 cards, letter side up.

Say a sound – no bouncing or stretching.

See how quickly your child can point to the card.

Now point to the card and ask your child to say the sound.

Speed Sound cards – letter side

Spread out the same 5 - 10 cards, letter side up.

Say a sound, either stretching or bouncing it.

See how quickly your child can point to the corresponding card.

Speed Sound pack

Ask your child to decide the cards he wants to put in a ‘Speed Sound’ pack (the sounds that are known really well).

Encourage your child to read these at speed, getting quicker and quicker.

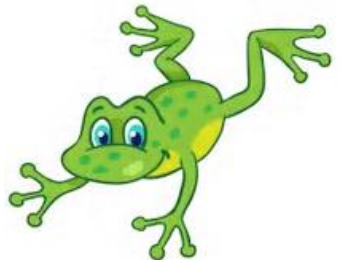
Try to increase the number of cards in the ‘Speed Sound’ pack until your child can read all 31 sounds quickly.

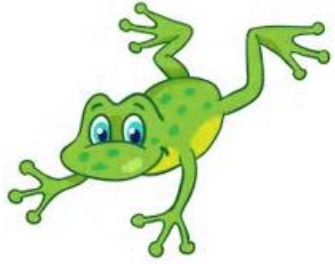


Phonics Screening Check

The Phonics Screening Check takes place during the summer term. The aim of the check is to see how well the children have embedded phonics skills and to see who needs further help before the end of Key Stage One. Any child who doesn't meet the expected criteria in Year 1 will be re-checked in Year 2.

The check itself only takes about 5 minutes and is a short, light-touch exercise completed with the children by their class teacher. The children will read 40 words in total during the check, from which some of them are real words and some of them are nonsense words. Each of the non-words is presented with a picture of a monster / alien, as if the word were their name (and so your child doesn't think the word is a mistake because it doesn't make sense!)



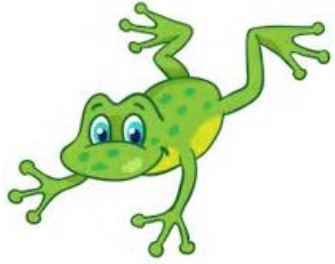


St Ann's Phonics Screening Check Results

Year	National	Local Authority	School
2016	80%	77%	80%
2017	81%	77%	83%
2018	82%	79%	92%

**As you can see from the results of the Phonics Screening
St Ann's are working above the national average**





Useful Links

<http://www.letters-and-sounds.com/>

<http://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>

<http://www.phonicsplay.co.uk/>

