

# Year 1 Phonics Meeting

Tuesday 16<sup>th</sup> January 2018

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## Why we teach Phonics?

- Research shows that when phonics is taught in a structured way, **it is the most effective way of teaching young children to read.** Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words and can then go on to **read any kind of text for enjoyment fluently and confidently.** Children who have been taught phonics also tend to **read more accurately than those taught using other methods**, such as 'look and say'.

(DfE, 2007)

## What is Phonics?

- Phonics is a way of teaching children to read **quickly** and **skilfully**.
- Children are taught how to:
  - **recognise** the sounds that each individual letter makes
  - **identify** the sounds that different combinations of letters make - such as 'sh' or 'oo';
  - **blend** sounds together from left to right to make a word.
- They can then use this knowledge to '**de-code**' new words that they hear or see. This is the first important step in learning to read.


## Key terminology to use with your child

- **Grapheme** – a written sound e.g. a, l, sh, air, ck.
- **Phoneme** – a single sound - the smallest unit of sound that you can hear within a word (can be made using more than one letter) e.g. s, k, z, oo, ph.
- **Digraph** – 2 letters that make a single sound e.g. ee, oa, ea, ch, ay.
- **Trigraph** – 3 letters that make a single sound e.g. ear, air, igh
- **Split Digraph** – 2 letters that join together to make a single sound, but have other letters between them e.g. cake, even, mice, bone, cube.

## Key terminology to use with your child

- **Blending** – the merging together of the separate sounds in a word.
- **Segmenting** – breaking words down into phonemes to spell (the opposite process to blending).
- **VC, CVC, CCVC** — the abbreviations for:
  - **Vowel-Consonant**
  - **Consonant-Vowel-Consonant**
  - **Consonant-Consonant-Vowel-Consonant**which are used to describe the order of letters in words, e.g. am, ham, slam.

## How do we teach Phonics? - Groupings

- At Highfield we follow the **Letters and Sounds teaching programme**. 
- Phonics lessons are taught **4 times a week**. The sessions are **practical and interactive**, incorporating games, internet resources, whiteboard work and reading books.
- During the sessions the children **learn sounds and tricky words**, whilst also **recapping on previous learning**.
- We have **4 phonics groups** each having a different focus.

## How do we teach Phonics?

- In addition to Phonics lessons we have a **spelling test** on a Wednesday afternoon which may focus on tricky words or words including a particular sound.
- We have been carrying out **practise phonics screening checks** as an assessment tool, giving us a better understanding of which children need extra help with phonic decoding.



## How do we teach Phonics? - Phases



**Letters and Sounds** is a teaching programme split into **phases** designed to help teach children how the alphabet works for reading and spelling.

**Phase 1**

**Phase 4**

**Phase 2**

**Phase 5**

**Phase 3**

# What is the Phonics Screening Check?

The **phonics screening check** is a **quick** and **easy** check of your child's phonics knowledge. It helps confirm whether your child has made the **expected progress**. The check will take place during **June**.

## How does the check work?

- Your child will be asked to read **40 words** aloud. The check normally takes just a few minutes to complete, there is **no time limit** and is carefully **designed not to be stressful** for your child.

## What are 'non-words'?

- The check will contain a **mix of real words and 'non-words' (or 'nonsense words')**. Your child will be **told before the check that there will be non-words** that he or she will not have seen before. The children at Highfield will be familiar with this because **we already use 'non-words' when we teach phonics**.

## After the check

- **You will receive a letter at the end of the Summer term** informing you whether or not your child has passed the phonics screening.
- Children who have **not met the required standard** in year 1 will **retake** the check in year 2.
- It is important to remember that **all children are individuals and develop at different rates.**



## Previous data and National average

	National Average	Enfield Borough	Highfield	Threshold mark
2015	77%	76%	79%	32
2016	81%	79%	82%	32
2017	81%	80%	81%	32
<b>2018</b>	<b>?</b>	<b>?</b>	<b>?</b>	<b>?</b>

**“Together we can achieve more”**

## How can I help my child at home?



- Phonics works 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** the sounds together from **left to right** rather than looking at the pictures to guess. Once your child has read an unfamiliar word you can **talk** about what it means and help him or her to follow the story.
- Try to make time to **read with your child every day**. Grandparents and older brothers or sisters can help, too.

## How can I help my child at home?



- **Bug Club** – Online reading resource that is accessible on variety of devices. Your child should have their own individual login.
- **Word Lottos** – These are sent out each week. They consist of the high frequency words that the children should know by the end of year 1.
- **Word games** like ‘I-spy’ can also be an enjoyable way of teaching children about sounds and letters.
- Encourage your child to **read words from everyday items** to practise phonics e.g your shopping list or road signs.
- **Write** with your child – shopping lists, messages, cards etc.

## Useful websites

### Jolly Phonics songs

- <https://www.youtube.com/watch?v=COJdn6sbbsk&t=289s>

### Phonics Play

- <https://www.phonicsplay.co.uk/>

### BBC Literacy

- <http://www.bbc.co.uk/bitesize/ks1/literacy/>

Any questions?



Thank you for listening.  
Please ensure you have  
taken a handout.

