

While you are waiting...

- * What is a phoneme?
- * Can you recall all 44 of the phonemes in the English language?

Phonics at Hambledon

Information for Parents

Aims

- To discuss current requirements in KS1 phonics.
- To look at and understand some terminology associated with phonics.
- To practice using phonics correctly to support children's reading and spelling.

- Phonics teaching in Early Years and Year 1 covers phases 1-5 of the Phonics curriculum.
- During the Summer term of Year 1, children are required to undergo a Phonic Screening Check.
- Children are asked to read 40 words, without support, containing a selection of the phonemes they have been taught.
- Some of the words are real words and some of the words are “Alien words”.
- The pass mark is not revealed until later on, but children generally have to score at least 32 to pass.
- Children who do not pass need to resit the check in Year 2.

Phoneme

- * **A phoneme is the smallest unit of sound.**
- * English has 44 phonemes and only 26 letters of the alphabet to represent them all.
- * English has 24 consonant sounds and 20 vowel sounds. Some dialect varieties may have less vowel sounds. Other international varieties have far less vowel sounds. Pronunciation will also vary for some of these vowel phonemes.
- * Phonics teaching (from teachers and parents) must be very precise in focusing on the pure sound, omitting the ‘uh’ from the end.
- * Phonemes need to be blended for reading (decoding) and segmented for spelling (encoding).

Grapheme

- * A grapheme is the written representation of the phoneme.
- * It may be represented by one letter, or two or more letters.
- * A word will always have the same number of phonemes as graphemes.
- * In English, the difficulty is that there are so many different ways of spelling most of the graphemes.

ay

ai

a-e

aigh

eigh

Split digraphs

- A split digraph is what we used to call “Magic e”.
- Its job is to change the short vowel sound in “bit” to the long vowel sound in “bite”.



- The final ‘e’ is not a phoneme on its own – it is joined to the middle vowel. Its job is to change the sound.

Identifying phonemes

- Being able to recognise and blend phonemes quickly and efficiently is the key skill when reading and spelling.
- When reading, children need to smoothly blend the phonemes with minimal gaps between them.
- When spelling, children need to hear each individual phoneme so a more segmented approach is useful.
- Most children learn to quickly blend familiar phonemes. Don't be fooled though, the separate phonemes are still there!

stay

trap

slip

thread

- * Watch out when segmenting as speech difficulties, or other features of articulation can interfere.

e.g. the difference between spelling “go” and “going”.



Spell it Out!

Sound Associations Spelling Detectives
(Found in reading)

1. even (v) verdict
convert
vehicle
interview

festival **carving**

2. example (le) kettle
noticeable
credible
possible

bottle **wrinkled**

3. fall (ll) small
smell will
tall

call **called**

4. fast (s) satisfy
same
structure
silent

secret

5. father (er) daughter
weather
computer
another

better **scatter**

6. fatter (tt) flutter
scatter
butter
attractive

lettuce **bottle**

7. fattest (e) hen
engage
estrangle
entice

Year 2 | = syllables = phonemes

Sound Associations Spelling Detectives
(Found in Reading)

8. final (a) floral
dismal
fungal loyal

parental

9. fulfil (u) sugar
pushover
put pull

bullet **cushions**

10. giant (g) gem
imagine
magic gel

tragic

11. giraffe (ffe) gaffe

Very unique phoneme

12. gnat (gn) gnome
gnash
gnarl gnaw

Less frequent

13. grass (ss) miss
kiss
pass floss

classify **across**

14. great (ea) break
steak

'ea' sounds like /ay - less frequent

15. happily (pp) happen
disappoint
application
opposition

application

Tips for reading and writing at home

- Practice “smooth articulation” when sounding out a word in reading. It feels silly at first but is so helpful!
- Allow children to make a mistake and read on a little way to see if they can self correct. If not, a “Try that again” prompt should be used. Try not to point to a specific place or indicate which part was wrong.
- Use verbal cues to correct mistakes in reading. Keep your hands/fingers off the book as much as possible. “Look at the end of the word,” tunes children in to the specific point of the error.
- “Where’s the tricky bit?” is one of the most powerful prompts you can use. Children **almost always** pick the correct word when reading and fairly often when writing.
- Notice the different phonemes/ graphemes around you.
- <https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

Phonics and beyond

- * Phonemic knowledge
- * Morphological knowledge- awareness that different parts of a word carry meaning so root words/ prefixes and suffixes.
- * Semantic knowledge- understanding of as many words as possible to be able to construct sentences.
 - * Visual knowledge- the way words look when spelling

Phonics is only one strategy. It is a very important strategy, one that we currently have to grade children on. It is important to remember that primarily we read for meaning. Children need to develop a love of reading so modelling of reading is just as important as hearing your child read.