

The Winchcombe School  
October 2021

# Introduction to Phonics and Spelling

Mrs Stock, Mrs Leader and Mrs Alston



# Your questions answered...



- ▶ What is phonics and how do we teach it?
- ▶ How will your child learn to spell?
- ▶ How can you support your child at home?



# What is Synthetic Phonics?



**Synthetic Phonics is a way of teaching children to read fluently and skilfully. Children are taught to:**

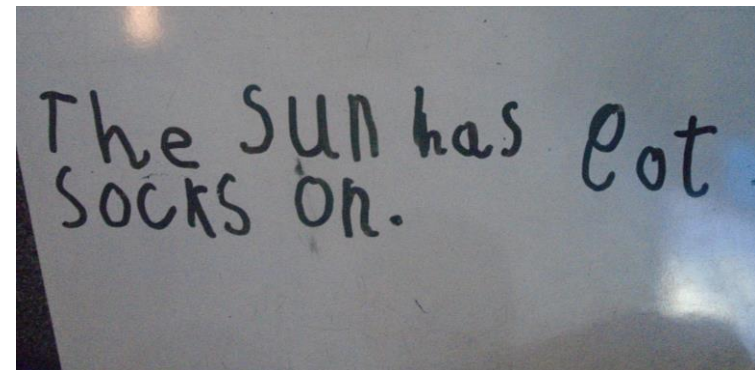
- ▶ recognise the sounds (phonemes) that each individual letter of the alphabet makes as well as letter names
- ▶ identify the sounds that different combinations of letters make
- ▶ blend these sounds together to read and segment for spelling
- ▶ children use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read



# Why Synthetic Phonics?



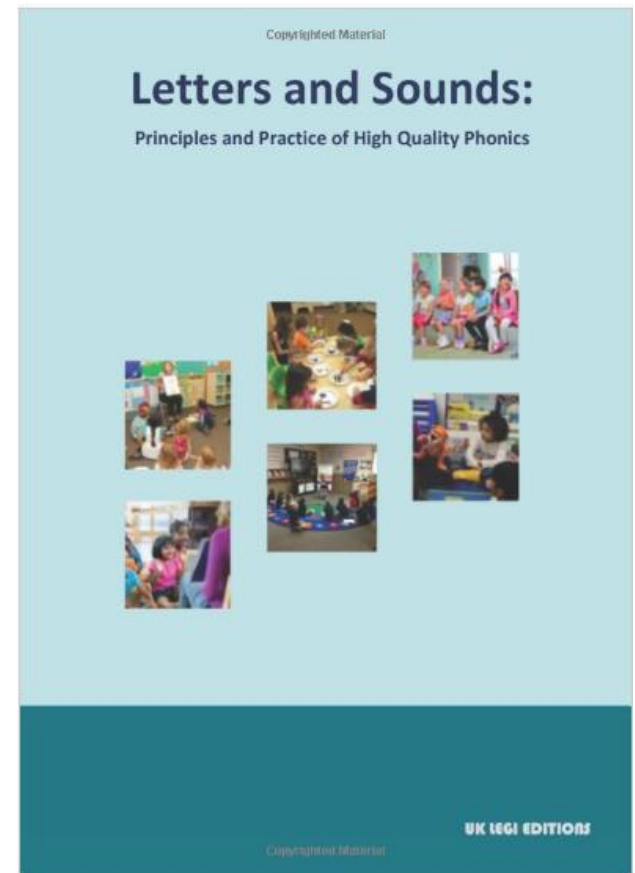
- ▶ When phonics is taught in a structured way – starting with the easiest sounds and progressing to the most complex – it is an effective way of beginning to teach young children to read. It is particularly helpful for children aged 5-7.



# How do we teach phonics?



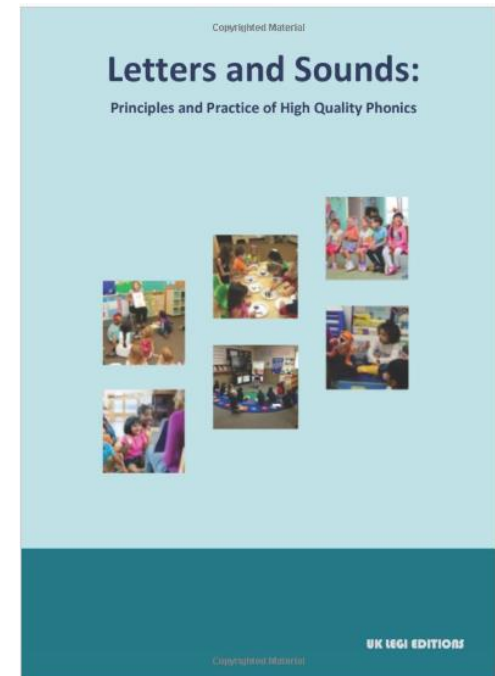
- ▶ ‘Letters and Sounds’ combined with the letter formation used in Read, Write, Inc
- ▶ **Consistent** approach to phonics across the school
- ▶ Daily sessions – at least 20 minutes, 5 times a week
- ▶ Teaching Sequence - Revisit/Review, Teach, Practise, Apply
- ▶ Emphasis on interactive games and oral work with some word/sentence writing



# Progression in phonics



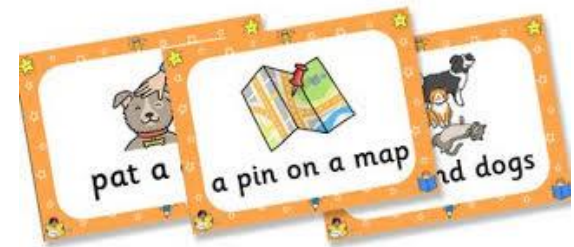
- ▶ **Phase 1** – Speaking and listening skills. Sound discrimination, rhythm and rhyme, alliteration, voice sounds and oral segmenting and blending
- ▶ **Phase 2** - Teaching of specific phonemes and graphemes, along with **letter names**. These are not taught in alphabetical order. We start with s, a, t, p, i, n
- ▶ **Phase 3** – Introduction of digraphs (2 letters) and trigraphs (3 letters). Still 1 phoneme!
- ▶ **Phase 4** – Consolidation of graphemes, blending and segmenting of CCVC (swim), CVCC (hand) and CCVCC (grand) words. Also polysyllabic words – melting, handstand, helper
- ▶ **Phase 5** – The purpose of this phase is to broaden the children’s knowledge of graphemes and phonemes e.g. ay, ai, ea, and a\_e all make the same sound!
- ▶ **Phase 6** – Spelling rules



# Strategies to support at home



- ▶ Sound / syllable clapping
- ▶ Sound talk – oral blending
- ▶ Sound buttons s – a – t
- ▶ Flashcards
- ▶ Bingo
- ▶ Snap
- ▶ Magnetic letters/CVC word building
- ▶ Bath pens
- ▶ Searching for words in environmental text
- ▶ Daily reading – spot letters in books and move forward words
- ▶ ‘Word Hunt’
- ▶ Your ideas!



# How will phonics help your child to read?



- ▶ **Developing phonemic awareness** – alliteration, rhyming, clapping syllables
- ▶ **Decoding** – segmenting and blending unfamiliar words
- ▶ **Gradual introduction of ‘High Frequency words’** – commonly occurring words. Ones which are not phonetically decodable are called ‘tricky words’
- ▶ **Reading books** – linked to the phonic learning of each child
- ▶ **BUT....**
- ▶ **Talk** – language and vocabulary acquisition is the backbone of literacy
- ▶ **Whole class story reading** – stimulating discussion about vocabulary, plot, spelling
- ▶ **Nursery rhymes and songs**
- ▶ **Reading books to your child helps to develop your child’s language**



# How will phonics help your child learn to spell?



- ▶ Phonemic awareness underpins spelling
- ▶ Children are encouraged to use their understanding and apply it to their writing
- ▶ The same segmenting and blending skills we use in phonic decoding can be applied to spelling
- ▶ Some spelling rules just have to be learnt!
- ▶ Practise is key and so are mistakes. Mistakes help us learn!

Any questions?



Thank you for listening!

If you have any questions or would like to find out more, please contact the school office.