



# Phonics Information Session

Wednesday 29<sup>th</sup> and Thursday 30<sup>h</sup> September 2021

Led by Mrs Mayes

# How do we teach phonics?

## Letters and Sounds

**Phase One** (Evergreen Nursery) This phase concentrates on developing children's speaking and listening skills as preparation for learning to read with phonics. Parents can play a vital role in helping their children develop these skills, by encouraging their children to listen carefully and talk extensively about what they hear, see and do.

**Phase Two – Four** (Reception) Phase Two is when systematic, high quality phonic work begins. During Phase Two to Four, children learn:

- ▶ How to represent each of the 44 phonemes (sounds) by a letter or sequence of letters.
- ▶ How to blend phonemes together for reading and how to segment (split) words for spelling.
- ▶ Letter names e.g. through an alphabet song.

## Jolly Phonics

Jolly Phonics is a fun and child centered approach to teaching literacy through synthetic phonics. With actions for each of the 42 phonemes, digraphs and trigraphs the multi-sensory method is very motivating for children and teachers.


**s** - Weave hand in an s shape, like a snake, and say ssssss.

**a** - Wiggle fingers above elbow as if ants crawling on you and say a, a, a.

**t** Turn head from side to side as if watching tennis and say t, t, t.

**i** Pretend to be a mouse by wiggling fingers at end of nose and squeak i, i, i.

**p** Pretend to puff out candles and say p, p, p.

**S** (Tune: The Farmer in the Dell Trio)  
The **snake** is in the grass  
The snake is in the grass,  
/sss/ /sss/  
The snake is in the grass.  
 **Action:** Weave your hand in an 's' shape. Pick a snake, and say ssssss.



# Teaching the phonemes

- Phonics everyday for 25 minutes. Children are grouped in their classes and supported by LSA to support or extend groups of children at their level.
- Each session we begin by introducing each phoneme and revisit those previously taught. Children will be extended in these sessions if needed.
- Sets 1 – 4 are phase 2 phonemes.
- Sets 6 and 7 are phase 3. After we have taught all the phonemes we move on to digraphs (2 sounds together qu, sh) and trigraphs (3 sounds together air, ear)

Set 1	s	a	t	p	i
	sun	ant	tap	pen	in
Set 2	n	m	d	g	o
	net	map	dog	go	on
Set 3	c	k	ck	e	u
	cat	kit	duck	egg	up
Set 4	r	h	b	f, ff	l, ll
	rat	hen	bat	fan, puff	leg, bell
Set 5	ss	j	v	w	x
	miss	jet	van	wig	box
Set 6	y	z,zz			
	yes	zip, buzz			

# Letter Formation

It is very important that a child holds their pencil in the correct way.

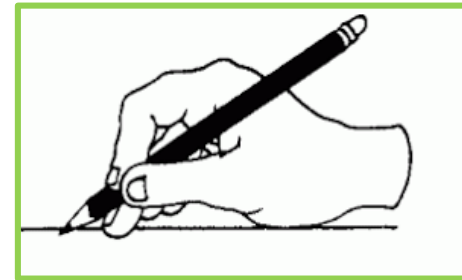
The pencil should be held in the “tripod” grip between the thumb and the first two fingers. The grip is the same for both left and right handed children. If a child’s hold starts incorrectly, it is very difficult to correct later on. (See picture below.)

A child needs to form each letter the correct way. The letter ‘c’ is introduced in the early stages as this forms the basic shape of some other letters, such as ‘d’.

Particular problems to look for are:

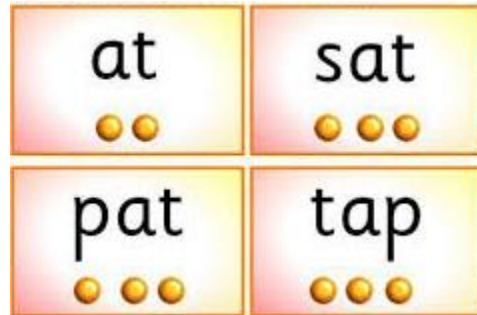
- the o (the pencil stroke must be anti-clockwise, not clockwise)
- d (the pencil starts in the middle, not the top)

m and n (there must be an initial down stroke, or the letter m looks like the McDonald’s arches)



# How do we teach a phonics session?

- Introduce **phoneme** and **letter name, action and Jolly Phonics Song**.
- Think of **words** with that phoneme – initial and within.
- **Letter formation. Thrass Card. No capitals.**
- Phonic activities in literacy as part of our continuous provision– letter formation in sand flour, sorting pots, phonics games such as snap, silly soup, sound buttons and also website games.
- Progress onto **segmenting** and **blending** words initially reading 2-3 letter words – using sound buttons / robot arms.



- Lots of work on **listening for sounds in words** – can they hear initial sound, initial and final, or all of them?
- Jolly Phonics Songs are available on YouTube to listen to.

# Support at Home

Support at home is much appreciated. It is a long day but 10 minutes a day is all that's needed.

- **Home Learning** - Work is set on a Friday on Showbie. Different activities every week, reinforcing phonemes that we have learnt that week and the application text we have used. Please submit work by the following Wednesday. We focus on Phonics for home learning in the Autumn Term then we will alternate Maths and Literacy tasks during the Spring and Summer Terms.
- **Name writing** – practise writing name. Small case with only a capital at the front. By the end of the term all children should be able to write their name independently.
- **Rainbow word cards** – Every child will be given the first rainbow card next week. 45 words to learn by end of reception in colours of the rainbow. Children go at own pace but we will be focusing on certain words each week. Tricky (irregular) words too – words that cannot be sounded out.
- **Reading books** – next week we will send a reading book home with a reading log. Your child may start with a book with no words, it is important to look at the pictures to help tell a story. Please record when you have supported your child with their book in the reading log. Books will be changed once a week this half term.

# Top 5 tips to support your child

Games like 'I spy' are great for playing with initial sounds.

**Repeating the initial phoneme in a word** in order to draw their attention to it: Please can you pass the j j j jam. Please can you get in the c c c car. You can play games with this, too, where they have to guess what you are going to say just by the initial sound, for example: 'Put your finger on your n n n... (pause to let them guess!) nose' or 'Would you like to eat a b b b... (banana)?'

**Find lots of alliteration opportunities** (alliteration is when words start with the same sound), for example: **D**aisy and **D**anny are **d**ancing in the **d**ark. It's also fun to think of alliteration names for all your friends and family (how about Marvellous Mummy and Delicious Daddy?).

When shopping, encourage your child to look at the labels on food or to help you **write the initial phoneme of a word on a shopping list** **When we write a phoneme we refer to this as a grapheme.** ('I need 3 things that start with a b (banana, bread and broccoli), so please can you write me 3 b's on the list?').

**Investing in a box of plastic letters** (magnetic fridge letters are perfect) When you are out and about, especially on car journeys, have your box of letters with you and choose a different letter for each journey. Give your child the letter to hold and, as you are driving/walking around, try to find words for things that begin with that phoneme. You can also use them at home for making 2 and 3 letter words.

# Questions

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. The rest of the slide is a plain white background.