



Kilburn
Grange School
LEARN ENJOY SUCCEED

Developing Your Knowledge of Phonics

October 2017

So what is phonics?

What is phonics?

There has been a huge shift in the past few years in how we teach reading in schools. Schools are now teaching children how to read and spell using phonics. This is having a huge impact on children's ability to read.

Phonics is recommended as the first strategy that children should be taught, in helping them learn to read. It runs alongside other teaching methods such as Guided Reading and Shared Reading to help children develop all the other vital reading skills and hopefully give them a real love of reading.



So why bother learning phonics?

In the past people argued that because the English language is so tricky, there was no point teaching children phonics. Now, most people agree that these tricky bits mean that it is even more important that we teach phonics and children learn it clearly and systematically. A written language is basically a kind of a code.

Teaching phonics is just teaching children to crack a code. Children learn the simple bits first and then easily progress to get the hang of the trickier bits.

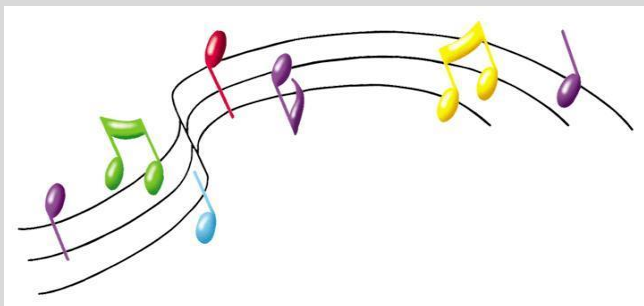


How is phonics taught?

Some people worry that phonics is taught to children when they are too young. However, those people might be surprised if they stepped into a phonics lesson.

Phonics sessions are made up from games, songs flashcards, actions and whiteboard learning and our phonics sessions last for 20-25 minutes per day. In my experience, (when phonics is taught well) children generally enjoy phonics so much that they don't even realise that they are learning.

The children at Kilburn Grange School enjoy a blended approach of two teaching schemes RWI and Jolly Phonics. They love their phonics sessions and as soon as their phonics song comes on they instantly sing and become very animated!!!!



A phonics flashcard for the letter 'S'. At the top left, the letters 'S' and 's' are written in a large, orange, sans-serif font. To the right of the letters is a small icon of a hand weaving a snake, with the text 'Action: Weave your hand in an 's' shape, like a snake, and say ssssss.' Below the letters, the text reads: 'S Tune: The Farmer in the Dell. The snake is in the grass. The snake is in the grass. /sss/! /sss/! The snake is in the grass.' To the right of the text is a cartoon illustration of a red snake with black spots, coiled in a shape that resembles the letter 'S'. The snake is smiling and has its tongue out. It is surrounded by green grass and small yellow and purple flowers.

So how do we teach phonics at Kilburn Grange School?

- We recognise that learning to read and write is a cornerstone of Early Years Education and indeed provides children with skills that they need for life.
- Being able to read and write impinges on everything that we do.




Date	Description	Ref.	Withdrawals	Deposits	Balance
2003-10-08	Previous balance				0.55
2003-10-14	Payment Deposit - HOTEL			894.81	895.36
2003-10-14	Web Bill Payment - MASTERCARD	9685	200.00		695.36
2003-10-16	ATM Withdrawal - INTERAC	3990	21.25		674.11
2003-10-16	Fees - Interac		1.50		672.61
2003-10-20	Interac Purchase - ELECTRONICS	1875	2.98		669.63
2003-10-21	Web Bill Payment - AMCY	3314	300.00		369.63
2003-10-22	ATM Withdrawal - FIRST BANK	2094	100.00		269.63
2003-10-23	Interac Purchase - SUPERMARKET	1559	29.08		240.55
2003-10-24	Interac Refund - ELECTRONICS	1975		2.98	243.53
2003-10-27	Telephone Bill Payment - VISA	2475	8.77		234.76
2003-10-28	Payment Deposit - HOTEL			894.81	1129.57
2003-10-30	Web Funds Transfer - FIVE SAVINGS	2620		95.00	1224.57
2003-11-03	Pre-Auth. Payment - INSURANCE		33.55		1191.02
2003-11-03	Cheque No - 450		100.00		1091.02
2003-11-06	Mortgage Payment		715.49		375.53
2003-11-07	Fees - Overdraft		5.00		370.53
2003-11-08	Fees - Monthly		5.00		365.53
*** Totals ***			1,515.63	1,442.61	



Alphabetic Code

The phonemic system is a system of sounds represented by letters or combination of letters from our alphabet.

- Approx. 44 phonemes in English represented by 26 letters in about 140 different combinations!
- A phoneme is the smallest unit of sound (example: c-a-t)

Are the children taught phonics in alphabetical order?



No, children are taught from the phonics grid.

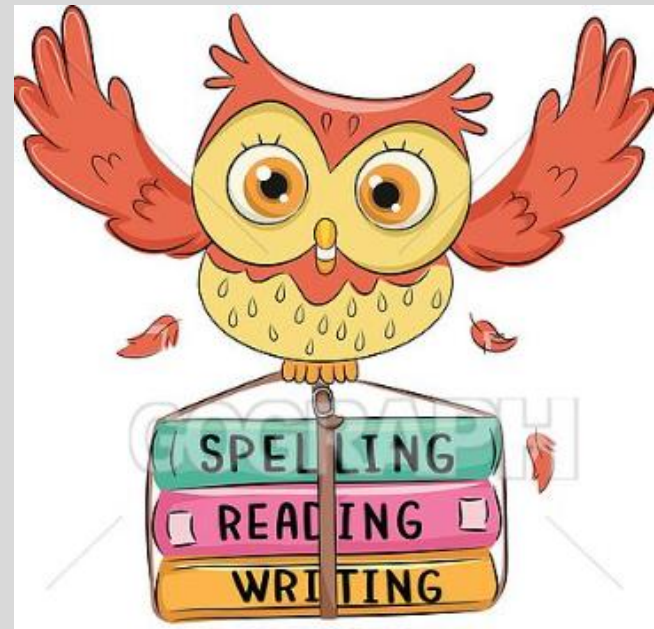
Sound	RWI Mnemonic	Jolly Phonics Action
	Down Maisie over one mountain, over another and flick out	Rub your tummy
	Round the apple, down the leaf and flick out	Tap, tap your arm (ants crawling up your arm)
	Slither down the snake and flick out	Wiggle your hands together in a snake movement
	Slither down the snake and flick out (twice)	Wiggle your hands together in a snake movement
	Round the dinosaur's bottom, up his tall neck, down to his feet and flick out	Beat your hands up and down, as if you are playing the drum
	Down the tower, flick out, and across the tower	Turn your head from side to side, as if you are watching a tennis game
	Down the body, flick out and dot for the head	Pretend to be a mouse, wiggle your finger next to your mouth showing your whiskers
	Down North , over his net and flick out	Pretend you are an ac plane, with your arms out stretched make the wings of the plane
	Down the plate , round the pirate's face and flick out	Hold your finger to your mouth and blow like you're blowing a candle out
	Round the girl's face, down her hair and give her a curl	Use your index finger in a twisting motion to show the water gurgling down the drain
	All around the orange and flick out	Use your index finger, make a circular shape around your 'o' shaped mouth
	Curl around the caterpillar	Use your hands to make a motion as though you are clicking castanets
	Down the kangaroo's body, round the tail, down the leg and flick out	Hold your arm high in the sky, moving it around as though it is a kite
	Curl around the caterpillar Down the kangaroo's body, round the tail, down the leg and flick out	Use your hands to make a motion as though you are clicking castanets Hold your arm high in the sky, moving it around as though it is a kite
	Down and under the umbrella, up to the top, down to the puddle and flick out	Keep one hand steady and raise the other hand pretending you are opening an umbrella
	Down the laces, over the toe and touch the heel and flick out	Pretend to hit a ball with a bat
	Down the stem, flick back and draw the leaves	Hold both hands up and move them quickly down pretending that an inflatable fish has just been popped
	Down the stem, flick back and draw the leaves (twice)	Hold both hands up and move them quickly down pretending that an inflatable fish has just been popped
	Slice into the egg, go over the top, then under the egg	Hold your hand behind your ear, as though you can't hear e.e.e.
	Down the long leg and flick out	Use your index finger and pretend to lick a lollipop
	Down the long leg and flick out (twice)	Use your index finger and pretend to lick a lollipop
	Down the head to the hooves, over his back and flick out	Hop up and down. When the song sings h,h,h (at the end) children hold their hand to their mouth and pretend to pant.
	Down the robot's back and curl over his arm	Pretend to rip a rag like a dog with your mouth, shaking your head from side to side

The letter sounds are taught in a particular order. For example the first 8 sounds are:

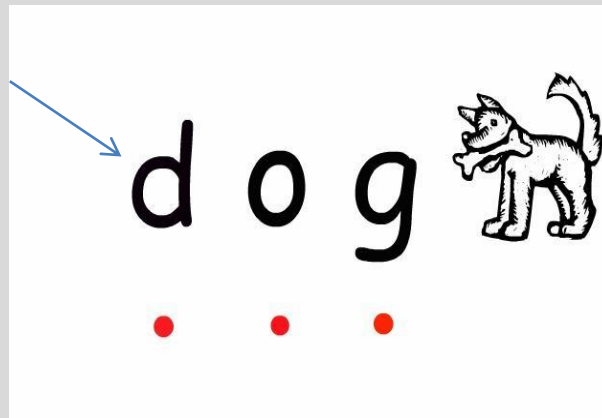
m, a, s, ss, d, t, i, n.

Once your child knows the letters and their sounds they begin to read/ write/ spell simple words for example:

sat
mat
tin
sit
at

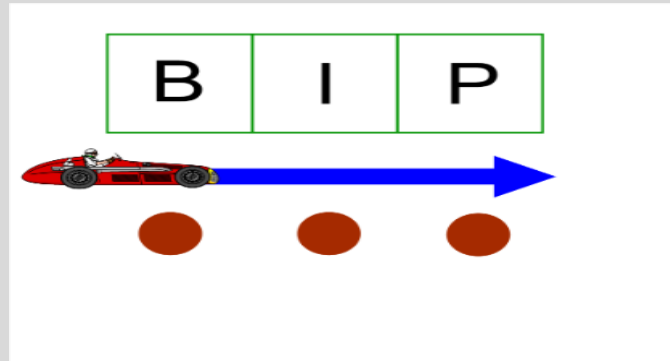


Phonemes are
a single sound



Segmenting

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



Blending

- Children are taught to blend the sounds together. 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.

How does segmenting and blending help the children to read?

The dog is mad.



A cat in socks.



Complex Sounds Chart

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng	nk
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b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch
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Vowel sounds

a	e ea	i	o	u	ai ay a-e	ee ea y e-e e ie ey	igh y i-e ie i	oa ow o-e o
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oo ew ue ou	u-e ew ue	oo look	ar	or aw au oor ore	are air	er ur ir	ou ow	oi oy	ear	ure
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Phonics Screening Check

- At the end of Year 1, all children take a phonics screening check. The 'check' comprises of a list of 40 words and combines both real and pseudo-words (nonsense words such a fip, plav).

tox



quemp



lick

week



How to support your child at home

Pronouncing Phonemes

- Encourage your child to use their phonics knowledge to read unfamiliar words.
- Ensure that phonemes (sounds) are articulated clearly and precisely. Care must be taken to pronounce the pure sound of some of the consonant phonemes e.g. c, b, d, t
- Share in reading and writing activities with your child.

➤ Check out:

<https://www.youtube.com/watch?v=-ksblMiliA8>



Reading Record



Objective: 25

Please comment on whether your child can:

Make predictions about what they think will happen next as they read the story.

Objective: 51

Please comment on whether your child can:

Explain what a glossary is used for.

Objective: 11

Please comment on whether your child can:

Locate a full stop, question mark or exclamation mark in the text. (. ? !)



RWI Books

- Once children start to blend, they start reading using the Read Write Inc. decodable books (fiction and non-fiction). This is to ensure that children only come across words and sounds they learnt. This is the order of the colour of the books.





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Any questions
Thank you for coming.