

F2 Phonics and Reading

Aims

- To understand our approach to teaching children how to read and write in school,
- To understand the phonics journey which children go on in their time in F2at Abbey Gates,
- To understand how you can support your child with their phonics skills at home.

What is phonics?

Through phonics 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'; and
- blend these sounds together from left to right to make a word. Children can then use this knowledge to 'decode' new words that they hear or see. This is the first important step in learning to read.

Recapping and embedding Phase 1

- Listening and Memory
- Communication
- Articulation and Pronunciation
- Broadening Vocabulary
- Rhythm and Rhymes
- Alliteration
- Developing a love of Books
- Celebration of Mark- Making
- Oral Blending
- Oral Segmenting

Aspect 1: Environmental Sounds.

- Raising awareness of the sounds around us,
- Developing listening skills.
- Children need to develop into careful listeners, identifying the differences between similar sounds.
- A child who can close their eyes and listen so carefully that they can identify the difference between somebody blowing a raspberry and a balloon deflating, will be the child who hears the difference between 'f' as in fish and 'th' as in think when they are in F2.
- Children need to be able to listen so astutely that they can hear the smallest units of sounds within every single word. THIS is difficult, so their listening skills need to be fine-tuned, challenged and extended. Not only do they have to listen carefully, children need to develop the skill of listening and retaining/remembering the sound in their head so that they can apply it to a task... e.g. reading and writing.
- Naming sounds in the environment
- Describing sounds they can hear
- Relating sound to own experiences
- Tuning in to different sounds they can hear – can they hear the low humming as well as the loud banging?
- Can children distinguish between a rock in a plastic bucket and a rock in a metal bucket?

Aspect 2: Instrumental Sounds

- Developing awareness of the sounds which different instruments make.
- Developing listening skills.
- Selecting an instrument that has been played from a small selection – all with very differing sounds e.g a drum, a bell, a maraca
- Selecting an instrument from a larger group
- Selecting an instrument from a small group with very similar sounds – e.g. three different bells

Aspect 3: Body Percussion

- Developing awareness of sounds and rhythms.
- Singing songs, adding actions to songs, listening to and describing music.
- Simple repeating body percussion
- Adding in steps – 3 or 4 part patterns
- Controlling the volume of sounds – loud and quiet clapping, stamping
- Making sounds by changing mouth shape – popping, mmmmm, shhhh, clicking with tongue
- Making own patterns with body sounds

Aspect 4: Rhythm and Rhyme

- Focusing on rhythm and rhyme within speech,
- Rhyming stories and rhyming chains and clapping out syllables.
- Reciting nursery rhymes and stories with a pattern, repeated refrain, rhyming words or steady beat will help children develop their language, articulation, and pronunciation. Reciting rhymes and stories by heart helps children to develop phonemic awareness (hearing the small units of sounds within words), listening skills, memory skills and broadening their vocabulary. Eventually hearing many rhymes and exploring rhythms within stories, will aid children in being able to put sentences and stories together both verbally and in written form.
- A focus on articulation and pronunciation which will help children with their segmenting skills as they begin to write in F2.
- Say the rhyming word in a well-known story or rhyme
- Clap or dance in time to music
- Suggest own rhymes when adult leaves a blank in stories or rhymes
- Use instruments to tap a steady, repeated beat
- Move on to use two instruments, controlling sound level
- Find the odd one out from a selection of rhyming objects – begin with 3 and add further objects for more challenge
- Continue a rhyming string with pictures or own words

Aspect 5: Alliteration

- Focusing on the initial sounds within words,
- Playing games such as I spy and how to listen for sounds in words – a skill which is vital as children progress onto Phase 2 Phonics.
- Experiencing stories, rhymes and songs with alliterative patterns help children to tune-in and listen to phonemes. This doesn't mean children need to know what the phoneme looks like; they just need to rehearse 'hearing' them and identifying them within the context of a word/sentence.
- Alliteration helps with identifying initial sounds further down the line and helps children to focus their attention on listening carefully.
- I went to the supermarket – developing memory and awareness of alliteration
- Going on a sound hunt –finding items in the environment with the initial sound s
- Exposure to alliteration – creating alliterative phrases with children – lovely Louise likes lemons
- Selecting the initial sounds from a small selection – sorting two different initial sounds then moving on to laying out objects with different initial phonemes and selecting
- Suggesting own words for alliterative sentences – own ideas in silly soup

Aspect 6: Voice Sounds

- Experimenting with the different sounds which can be made with our mouths and how we can move our mouths in different ways to make different sounds.

- Explore different mouth movements with children – blowing, sucking, tongue stretching and wiggling.
- Use mirrors with children – ask them to look at their mouth as they make different sounds – does it look the same as yours?
- Use your voice to make different sounds – buzz, wheee, eeek, ssshhh, oooo!
- Children close their eyes whilst another child says sausages– can they tell who made a sound with their voice when they open their eyes?
- Make recordings of children and familiar adults saying words/sounds – can they name the person?
- Listening and responding to a target word in a story – e.g. making the sound ch ch ch when the word train is said.
- Understand and use the vocabulary high pitch, low pitch, volume to make and describe sounds that they hear

Aspect 7: Oral blending and Segmenting.

Blending:

- A HUGE and CRUCIAL skill. If children cannot orally blend, they will not be able to apply the known GPC's to reading. The whole purpose of learning GPC's is to be able to read. Oral Blending needs and deserves exploration, investigation, and lots of fun/playful experiences.
- Starting with syllables, saying the sounds in words in a context for children to blend and then moving on to saying the sounds in words with no context to really practise the skill of blending.

Aspect 7: Oral blending and Segmenting.

Segmenting:

To be able to write words, children will need to develop the oral skill of segmenting. If children can't break words down into the smallest units of sounds, they will struggle to write. This is a very difficult skill as they need to hear every single phoneme. E.g., Some children may hear, h-t in the word 'hat' and miss out the medial sound. Some children may hear i-n in 'bin' and miss off the b. Other children may break words up without thinking about each individual phoneme, sh-ark instead of sh-ar- k, or par- king instead of p-ar-k-i-ng. This skill is often practised and rehearsed with a character of some kind who needs help to break words down.

- Practise oral blending through daily routines – turn off the t-a-p, get your p-e-n
- Play simon says – touch your t-oe-s
- Orally blending words in rhyming books or songs/poems – baa, baa, woolly sh-ee-p
- Select an object after listening to the segmented phonemes – the teddy at a picnic, metal mike
- Children repeat the phonemes and blend
- Segment the phonemes in words orally – children taking on the adult role to feed the alien etc.
- I spy – a z-i-p, a c-u-p, taking turns with the child
- The final step is to orally blend and segment without picture clues.

Foundation 2

- Phase 2, 3 and 4 Phonics.
- During their time in F2, the children will have mastered the skill of reading and blending the phonemes in words to read them and the skill of listening to, segmenting and writing words.

Key Vocabulary:

Phoneme: the smallest unit of sound,

Grapheme: written letters, or a group of letters, which represent a phoneme,

Blend: merging phonemes together to say a word. This is used when reading.

Segment: the opposite of blending – splitting a word up into individual phonemes. Used when writing.

GPC: grapheme, phoneme correspondence – the relationship between the spoken phoneme and the written grapheme.
























Digraph: two letters which make one phoneme.

Trigraph: three letters which make one phoneme.

Tricky word: words which we cannot sound out as we have not yet learnt the GPC for some of the letters in the word.

Phase 2

Phase 2 Sound Mat

 s	 a	 t	 p	 i	 n	 m	 d
 g	 o	 c	 k	 ck	 e	 u	 r
 h	 b	 f	 ff	 l	 ll	 ss	

Tricky words...

I no the to go into

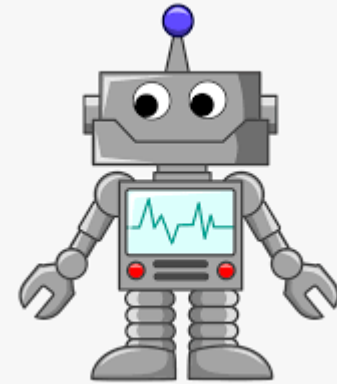
What a lesson looks like

- Revisit and Review prior learning
- Teach a new grapheme
- Practise reading a new grapheme or writing a new grapheme in a word.
- Apply new knowledge by reading or writing the new grapheme in a sentence.
- Challenge: play a game to embed the learning which has taken place.

Strategies which the children will use:

cat

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duck



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Phase 3 – a focus on digraphs and trigraphs.

Phase 3 Sound Mat

 j	 v	 w	 x	 y	 z	 zz	 qu
 ch	 sh	 th	 th	 ng	 ai	 ee	 igh
 oa	 oo	 oo	 ar	 or	 ur	 ow	 oi
 ear	 air	 ure	 er	Tricky words... he she we be me you are her was all they			

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Phase 4 – no new graphemes.

Phase 4			
st nest, best, vest	nd hand, land, sand	mp lamp, jump, bump	nt tent, bent, hint
nk ink, bank, tank	ft left, gift, shift	sk tusk, mask, desk	
lt belt, melt, tilt	lp help, gulp, pulp	lf shelf, elf, golf	lk bulk, silk, milk
pt kept, lept, wept	xt next, text		
tr tree, train, trust	dr drip, drink, drop	gr grip, gran, grain	cr crab, crash, crack
br brush, brain, brag	fr frog, free, frost	pr print, press, prowl	
bl black, bloat, blush	fl flag, flower, flip	gl glass, glee, glum	pl plum, plan, plump
cl clam, clown, clap	sl slip, sleep, slot		
sp spoon, spin, spot	st star, stamp, start	tw twin, twist, twill	sm smell, smart, smash
sc scarf, scab, scalp	sk skill, skunk, skull	sn snap, snug, snip	
nch munch, crunch, bench	scr scrunch, scrap, scrub	shr shrub, shrug, shred	thr thrust, three, throat
str strap, strong, strum			

Tricky Words:

Said, have, like, so, do, some, come, little, one, were, out, what, when, there.

Reading Books.

- Children are given books based on their phonic knowledge.
- If children are confident, the focus will be on fluency and pace.
- They will not be moved onto a reading level which includes books which do not match our phonics coverage.
- Children will also take home a library book each week to read for pleasure.
- Children who are exceeding expectations may be able to read some of, or all of, these books. However, this is not an expectation.

Pronunciation of phonemes

<https://www.abbeygatesprimaryschool.co.uk/phonics/>

How can you support at home?

- Use the Phase 2 and 3 soundmats which your child has at home, ask them to point to a grapheme and spell out words – they can pretend to ‘type’ the words onto their Soundmat, to ensure that you are saying the phonemes correctly, use the documents on the school website under ‘Phonics’ and press the sound buttons,
- Download the Teach your Monster to read app from the app store,
- Play games on the Phonics Bloom and Phonics Play websites,
- Read the books which have been sent from school as often as you can with your child – they are linked to the graphemes which the children have learnt in school recently so seeing them and reading them often will help to embed new learning. When the children are reading their books, it can be helpful to have their soundmats to hand so that if they are stuck on a grapheme, you can point it out on the soundmat – seeing the image can help!

- Ask children to write for a purpose – this could be a letter, card, shopping list, or something else!
- When writing, encourage children to segment the sounds they can hear using their ‘robot arms’. When writing independently, we encourage children to write words in a phonetically plausible way. This means that they do not have to be spelt correctly at this point, but they can be read using the phonics knowledge they have. Letting them spell words using their phonics knowledge will be more beneficial to children in these early stages of writing than asking them to copy as they will not understand the relationship between the letters and sounds in lots of words at this stage, however, as they move through school, correct spelling will become a priority.
- Practise letter formation using the same rhymes which we use at school, these can be found in the Phonics Handbook under the Phonics section of the school website,
- Continue to spread the joy of books and help to instill a love of reading by sharing story books daily and visiting book shops and libraries regularly. Helping children to recognise that by learning phonics they will have access to the wonderful world of books and reading is key!

Thank you

Any Questions?