



Developmental phonics

November 2019

“In a multimedia world adults have less time to talk and listen to children, but children need to talk to learn and grow.”

“Reading and writing float on a sea of talk...”

Sue Palmer



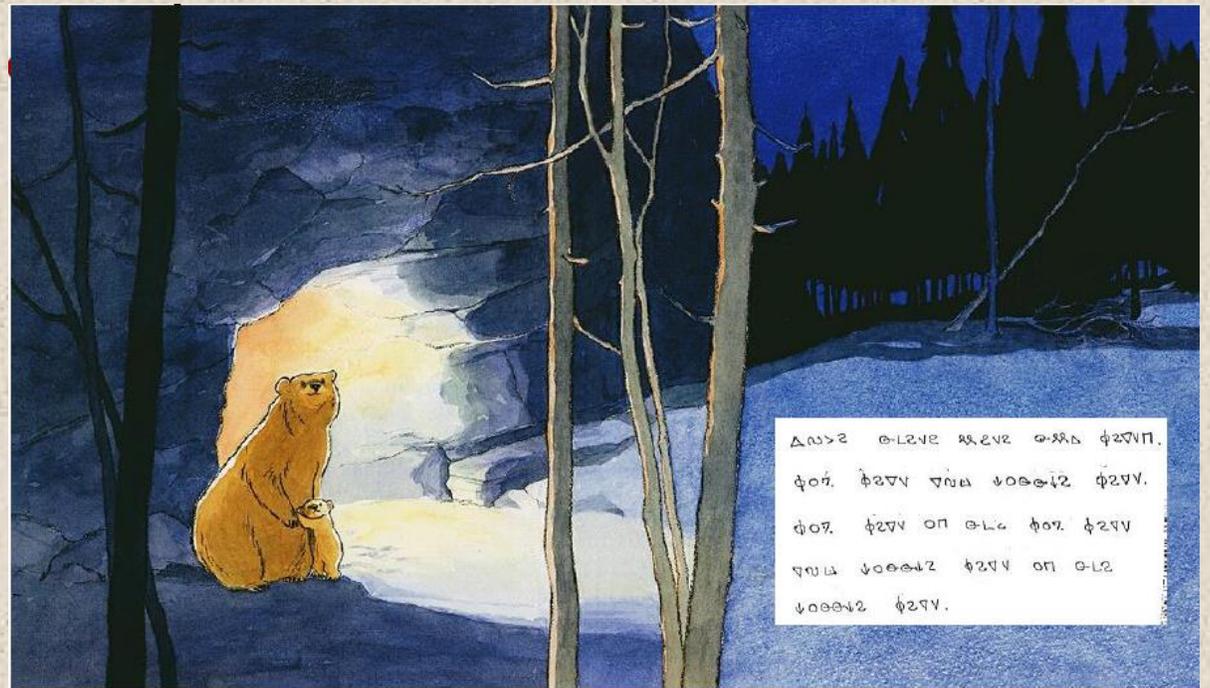
Our aim today is to:

- Explain how we teach phonics (Sounds-write) and reading in EYFS
- Give you ideas on how to support your child at home
- Have time for questions at the end of the session

‘Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’ EYFS Statutory Framework, 2014



• Phonics is:



დასვს ც-ღვსე მკვსე ფ-მსა ფვსმ.
ფოვ. ფვსვ მსა მსმვს ფვსვ.
ფოვ. ფვსვ მს ც-ღვ ფოვ. ფვსვ
მსა მსმვს ფვსვ მს ც-ღვ
მსმვს ფვსვ.

**Knowledge of the
alphabetic code**



**Skills of segmentation
and blending**



Sounds write programme – why?



- Consistent approach
- Focus on skills needed to read and write and the conceptual knowledge
- Slowing learning down to really embed knowledge and skills
- Very clear and precise vocabulary used to teach the sounds and symbols.
- Teaches children the code needed to become a confident reader/writer/speller.
- It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills.
- It sets out a detailed and systematic programme for teaching phonic skills for children starting at the age of four, with the aim of them becoming fluent readers by age seven.

Conceptual knowledge

Conceptual Knowledge

1. Letters are symbols (spellings) that represent sounds.
2. A sound may be spelled by 1, 2, 3 or 4 letters.

dog street night dough

3. The same sound can be spelled in more than one way.

One sound – different spellings
rain break gate stay

4. Many spellings can represent more than one sound.

One spelling – different sounds
head seat break

Key skills

Skills

1. Blending – the ability to push sounds together to build words.

Example: /k/ /a/ /t/ → cat

2. Segmenting – the ability to pull apart the individual sounds in words.

Example: pig → /p/ /i/ /g/

3. Phoneme manipulation – the ability to insert sounds into and delete sounds out of words.

This skill is necessary to test out alternatives for spellings that represent more than one sound.

Ex: spelling < o >.

Is it /o/ as in hot, /oe/ as in no, or /u/ as in son?

Precise language we need to use when teaching our phonics lessons

- Pure sound (e.g. no 'uh' on the end of sounds)
- Different spellings for the sound.....
- What sound does this spell in E.g /ea/ in great
- Spelling voice e.g huff
- 2 letters one sound
- Stopping to explain language
- Curly c and kicking k – same sound different spelling
- Gesturing left to right

Pronunciation

* When helping your child it is really important to have the correct pronunciation of the sounds, for example:

C – a – t could become cerater if pronounced incorrectly c(er) a t(er)

Sounds-write app

- <https://www.youtube.com/watch?v=lwJx1NSineE>



Multi sensory approach to teaching:

- * Physically
- * Movement with whole body
- * Whiteboards
- * Flashcards
- * Visual
- * Typical phonics lesson

Reading – definition and how we teach reading

- Children learn to read best when they feel confident and secure and when they are given a meaningful context and the material is relevant.
- Active involvement – handling it, hearing it, saying it and seeing it.
- Sensory motor approach – eg. left to write, visual discrimination of letter shapes
- Auditory discrimination of sounds in speech
- We want children to overlearn

How do we teach reading at HISN?

EYFS	Year 1	Year 2
<ul style="list-style-type: none">• Phonics• Daily story• Daily singing/rhyme• Class teddy – reading focus• Helicopter stories• Role play area/small world• Mystery reader• Reading scheme books• Story books sent home – open library• Audio books• Focus text• Focus author• Talk scaffolds• Workshops and curriculum evenings	<ul style="list-style-type: none">• Phonics• Daily story• Singing• Focus text for literacy• Reading scheme books• Talk scaffolds• Workshops and curriculum evenings• Oxford reading buddy• Teaching through topic• Drama	<ul style="list-style-type: none">• Phonics• Daily story• Singing• Focus text for literacy• Reading scheme books• Talk scaffolds• Workshops and curriculum evenings• Oxford reading buddy• Helicopter stories• Guided reading• Reading comprehension• Book club

Pace of Sounds Write and what this means for Hampton Infants

Nursery

Lots of interesting language work one can do which will also provide a solid base from which to begin teaching reading and writing later.

read and tell lots and lots of stories, as well as informational texts.

Spend huge amounts of time talking and listening and learning simple poems and songs by heart. Then there is the drawing, sticking, painting and other such activities which are terrific fun and help to promote good fine-motor control skills.

Until children reach the age of about four – and clearly some children show willingness earlier and some children later – they often find it difficult to connect sounds to spellings. Remembering the differences between the abstract squiggles on the page and linking them to the sounds of the language can be quite challenging for children at this age.

Year	Term	Content
Reception	autumn	Initial Code Units 1-7
	spring	Initial Code Units 8-11
	summer	Consolidation of Initial Code 8-11 Introduction of Extended code – 2 or 3 sounds
1	autumn	Consolidation of Initial Code 9-11 Extended code – start at Unit 1 again
	spring & summer	Continue Extended code At /oe/ introduce Polysyllabic level lessons <i>alongside</i>
2	All terms	Continue Extended code from Y1 end point, which is usually at around Unit 25 (units will consolidate known spellings and include <i>more spellings</i>) Continue Polysyllabic level lessons

Initial code

LEARNING OBJECTIVES: THE INITIAL CODE					
UNIT	SKILLS	KNOWLEDGE		DATE	NOTES
	<i>To segment, blend and manipulate sounds in words with the structure:</i>	CODE	CONCEPTUAL	<i>Enter date when each unit is started.</i>	<i>Enter any individual or group observations as necessary.</i>
1	CVC	a i m s t	<i>Sounds can be represented by spellings with one letter.</i>		
2	CVC	n p o			
3	CVC	b c g h			
4	CVC	d e f v			
5	CVC	k l r u			
6	CVC	j w z			
7	CVC	x y ff ll ss zz	<i>Some spellings are written as double consonants.</i>		
8	VCC and CVCC <i>2 consonants in final position 3- & 4-sound words</i>	<i>No new code.</i>	<i>The focus here is on teaching the skills to mastery level</i>		
9	CCVC <i>2 consonants in initial position 4-sound words</i>				
10	CCCVC, CCVCC and CVCCC <i>3 adjacent consonants 5-sound words</i>				
11	CCVC, CVCC, CCVC & CCCVCC	sh ch th ck wh ng q & u	<i>Some spellings are written with two different letters.</i>		

NB: Do not move on to the Extended Code units until children are proficient within Units 9 & 10 of the IC, i.e. blending, segmenting and manipulating 4- and 5-sound words. They won't be able to cope with the demand of learning new conceptual and code knowledge due to processing skills being overloaded.

Extended code

EXTENDED CODE

1	First spellings of sound /ae/ - ai ay ea a-e
2	First spellings of sound /ee/ - ee ea y e
3	Spelling <ea> representing /ae/ & /ee/
4	First spellings of sound /oe/ - o oa ow oe o-e
5	Spelling <o> representing /o/ & /oe/
6	First spellings of sound /er/ - er lr or ur
7	First spellings of sound /e/ - e ea ai
8	First spellings of sound /ow/ - ou ow
9	Spelling <ow> representing /oe/ & /ow/
10	First spellings of sound _m /oo/ _n - oo ew ue u-e o
11	Sound /ie/ by spellings i igh ie i-e y
12	Sound _b /oo/ _k by spellings oo u oul
13	Spelling <oo> representing _m /oo/ _n & _b /oo/ _k
14	Sound /u/ by spellings u o ou
15	Spelling <ou> representing /ow/ /u/ _m /oo/ _n
16	Sound /s/ by spellings s sc se ss c ce
17	Spelling <s> representing /s/ & /z/
18	Sound /l/ by spellings l le ll el al il
19	First spellings of sound /or/ - or aw a au ar
20	Sound /air/ by spellings air are ear eir ere (<ayer > as in 'prayer' and <ayor > as in 'mayor')
21	Sound /ue/ by spellings ue u-e u ew eu
22	Spelling <ew> representing _m /oo/ _n & /ue/
23	Sound /oy/ by spellings oi oy
24	Sound /ar/ by spellings ar a al au

EXTENDED CODE continued

25	Sound /o/ by spellings o a
26	Spelling <a> representing /a/ /o/ /ae/ & /ar/
27	More spellings of sound /ae/ - a ei ey eigh
28	Sound /d/ by spellings d dd ed
29	More spellings of sound /ee/ - ey ie i
30	Sound /l/ by spellings l ul e y
31	Spelling <y> representing /y/ /i/ /ie/ & /ee/
32	More spellings of sound /oe/ - ou ough
33	Sound /n/ by spellings n nn gn kn
34	More spellings of sound /er/ - ar ear our
35	Sound /v/ by spellings v ve vv
36	Sound _m /oo/ _n by spellings ui ou ough u u-e
37	Sound /j/ by spellings j g ge gg dge
38	Sound /g/ by spellings g gg gh gu
39	Spellings <g> and <gg> representing /j/ & /g/
40	Sound /f/ by spellings f ff gh ph
41	Spelling <gh> representing /f/ & /g/
42	Sound /m/ by spellings m mm mb mn
43	More spellings of sound /or/ - ore oar our augh ough
44	Sound /h/ by spellings h wh
45	Sound /k/ by spellings c k ck ch cc
46	Sound /r/ by spellings r rr wr rh
47	Sound /t/ by spellings t tt te bt
48	Sound /z/ by spellings z zz ze s ss se
49	Sound /eer/ by spellings eer ere ear

Groups of spellings, for example: ai sound and different ways to spell this sound

1	2	3	4	5	6	7	8	9
Sound /ae/	Sound /ee/	Spelling < ea >	Sound /oe/	Spelling < o >	Sound /er/	Sound /e/	Sound /ow/	Spelling < ow >
First Spellings < ai ay ea a-e >	First Spellings < e ea ee y >	Sounds /ae/ /ee/	First Spellings < o oa ow oe o-e >	Sounds /o/ /oe/	First Spellings < er ir or ur >	Spellings < e ea ai >	Spellings < ou ow >	Sounds /oe/ /ow/
bake break came cave day game gate great make pail pain play quaint rain say Spain spray steak tail take tray way whale	be bee been dolly eat feet funny he Jean keep meal meet messy need please read seen she tea three tree tummy we	bleak break clean gleam great sneak speak steak steam team ----- <i>After Unit 7 introduce and discuss</i> bread head thread	boat bone bowl coat cold crow float go goat grow Joe know most no old only open pole slow snow so toe	blotch Bob both dog fro frog from go host hot lost most nod old on post so yo-yo ----- <i>After Unit 11 discuss</i> do to	bird church curl dirt fern fir first germ girl her herd hurt jerk kerb shirt skirt turn twirl verb word work world worm worst	again Ben bread chest deaf dread dwell egg head jelly knelt meant mend quest ready red said shed spread sweat ten then thread wealth Welsh	bound brown cloud clown count cow foul frown ground growl house loud mouse mouth now out owl pouch proud round shout spout town wound	allow arrow brow crowd crown elbow flow frown glow how mow shower snow throw window wow

Differentiation

Easier	More challenge
Continuants (man)	Obstruent's (tap)
Shorter words e.g. cvc, vcc	Longer words cvcc, ccvc
Using lines	No lines
More emphasis with your spelling voice	Less emphasis
Lots of gestures	Fewer gestures
Lots of supportive script	Straight to building words – less supportive script
Lesson 4: Leave the word on display	Lesson 4: Take the word away

How we teach phonics in Nursery

- Whole body listening
- Environmental sounds
- Instrumental sounds
- Rhythm and rhyme
- Alliteration
- Syllables
- Body percussion
- Voice sounds
- Singing songs

How we teach phonics in Reception

- Word building
- Reading and spelling words
- Sound swap
- Symbol search
- Dictation

Everyday words

High frequency words:

- Decodable words:

Most frequently used words in English language.

Mostly phonetically plausible.

Reading scheme



Ideas for 'everyday words'

Ideas for 'everyday words'

- Whilst out and about go 'word spotting'
- Play guess the word –write a tricky word on child's back with your finger
- Play dominoes or pairs or snap with words
- Count how many times you can find a particular word in a reading book
- Ask children to write the word with different objects e.g. toy cars, beads, stickers
- Use magnetic letters, e.g. give children letters 't', 'h', 'e', 'i' and 'n' –ask them to spell 'the'



Please.....

- Read to your children as often as you can.
- Talk to your children about the books you share.
- Sing songs and nursery rhymes with your children.
- Allow time for your child to read to you.
- Be interested in language and words –have an interesting word place at home.
- Play ‘I spy’ to practise initial sounds.
- Make it an enjoyable experience, keep it fun!



How to help your child read a word

- Which letter sounds do you recognise? Can you blend them together?
- Does the word make sense? Read the sentence again to check.
- Is it a word you know? What is the first sound?
- Have you read the word before? Is it on another page?
- Are there any bits of the word you recognise?
- Miss out the word, say 'mmmm', finish the sentence. Then go back and work out what the word was.
- Always go back and read the sentence again!
- Resist the urge to tell your child the word instantly. Helping them to work it out for themselves enables them to develop the skills to work it out for themselves independently next time and become a fluent and confident reader.

Don't try doing too much at once.
We don't want to overload
the child's working memory.

<https://www.udemy.com/course/help-your-child-to-read-and-write/learn/lecture/7409274#overview>

This is a useful website where there are videos that show you how we teach activities from Sounds-Write.

Thank you and any questions?

