



# Phonics at St Paul's

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# Terminology

Vocabulary	Meaning
Phoneme	a sound
Grapheme	The written representation of a phoneme
Digraph	Two written letters that make one sound e.g. sh
Trigraph	Three written letters that make one sound e.g. igh
Grapheme-Phoneme Correspondence (GPC)	The ability to say the sound which is represented by a letter or groups of letters.
Decode	The art of reading a word or sentence by segmenting the word into phonemes and then blending the phonemes together.
CVC words	Consonant-vowel-consonant words e.g. sat, pin, top etc.

# What is Phonics?

Phonics is a way of teaching children to read quickly and skillfully.

They are taught how to:

- recognise the sounds (phonemes) that each individual letter (graphemes) makes;
- identify the sounds that different combinations of letters make – such as 'sh' or 'oo';
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.



# Why Phonics?

Research shows that when phonics is taught in a structured way, it is the most effective way of teaching young children to read.

It is particularly helpful for children aged 5 to 7.

Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words.

They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.



# Our Phonics Scheme

At St Paul's, we follow a complete systematic, synthetic phonics programme called First Class Phonics from BC Education Ltd.

The scheme is fully planned and resourced and allows children to receive consistent phonics teaching from Reception onwards.

Phonics is taught daily from Reception to Year Two, and also as part of interventions for other children who may need some extra support.

If you would like further information about the scheme, follow this link: <https://bced.co.uk/first-class-phonics/>



# The structure of Phonics

Most phonics schemes are designed to deliver the graphemes in a systematic way, beginning with the easiest GPCs and moving onto more difficult graphemes. These are grouped into Phases. Phase 1 primarily focuses on speaking and listening, which is taught explicitly in Nursery but runs through the entire phonics programme.

Phase	Year Group Taught	Graphemes Taught
2	Reception	c, a, t, s, n, i, p, m, d, o, g, k, e, ck, u, r, h, b, f, ff, l, ll, s, ss
3	Reception	j, v, w, x, y, z, zz, qu, ng, sh, ar, ch, ee, oo, th, or, oi, igh, ai, ow, oa, ur, ear
4	Year 1	Revisit all previous graphemes. New structures of words taught.
5	Year 1/Year 2	ay, ea, ie, i-e, oe, o-e, a-e, e-e, ue (oo and yew), u-e (oo and yew), aw, au, ir, er, oy, ou, wh, ph, ew (oo and yew), g (soft), c (soft), ow and ou (oo), ie (ee), ch (k/sh), i (igh), ea (e), o (oe), e (ee)

Each Phase is split into sets e.g. 3.1 means Phase 3 Set 1 which is a week's worth of learning.



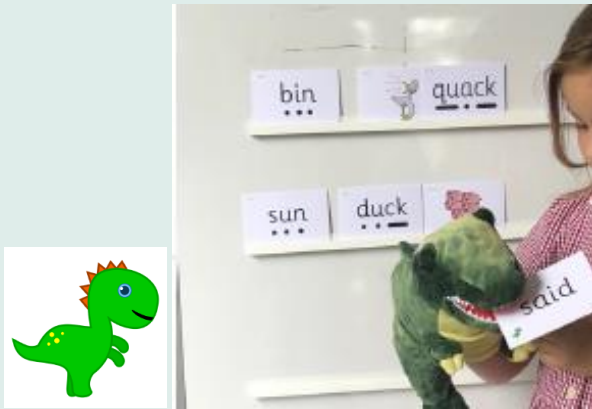
# Tricky Words/High Frequency Words

There are some words which do not follow any phonetic pattern. We call these tricky words as they can't be decoded using phonics.

Other words appear frequently in everyday language. These are called high frequency words.

These words are best taught as "sight words". They cannot be decoded and must be learnt by the children to read on sight.

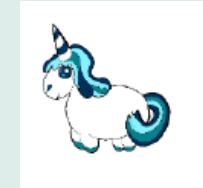
Children in Year 1 (preparing for the phonics screening check) will also encounter "unicorn" words. These are real words which are fairly uncommon, often found in the phonics screening check.



Trevor helps with tricky words.



Izzy the busy bee helps with High Frequency Words.



Luna helps with unicorn words.

# Phonics Screening Check

Towards the end of Year One, children will take part in the Phonics Screening Check, which is a simple check of your child's phonics knowledge. It helps school confirm whether your child has made the expected progress. If children do not pass the check, they will re-sit the check at the end of Year Two.

## How does the check work?

Your child will sit with a teacher they know and be asked to read 40 words aloud. The check normally takes just a few minutes to complete and there is no time limit. If your child is struggling, the teacher will stop the check.

The check contains a mixture of real words and pseudo words (alien words). This is to check your child can segment and blend accurately.





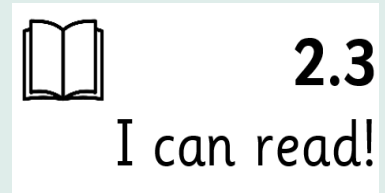
# Reading Books

Children in Reception, Year 1 and some Year 2 pupils will soon be bringing home two reading books.

One book is their usual reading book. This book is designed to be a 'Read with me' book. You can read this book together, and your child is not expected to be able to read every word independently. This is clearly labelled on the book.



The other book is a phonetically decodable book which is perfectly aligned to the phonics knowledge your child has been taught. Please bear in mind, old colour bands are no longer applicable, and may not match with the colour band your child is reading in their 'Read with me' book.



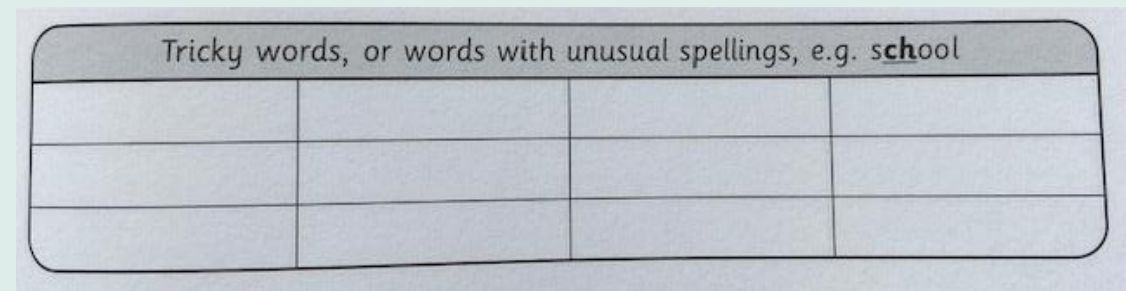
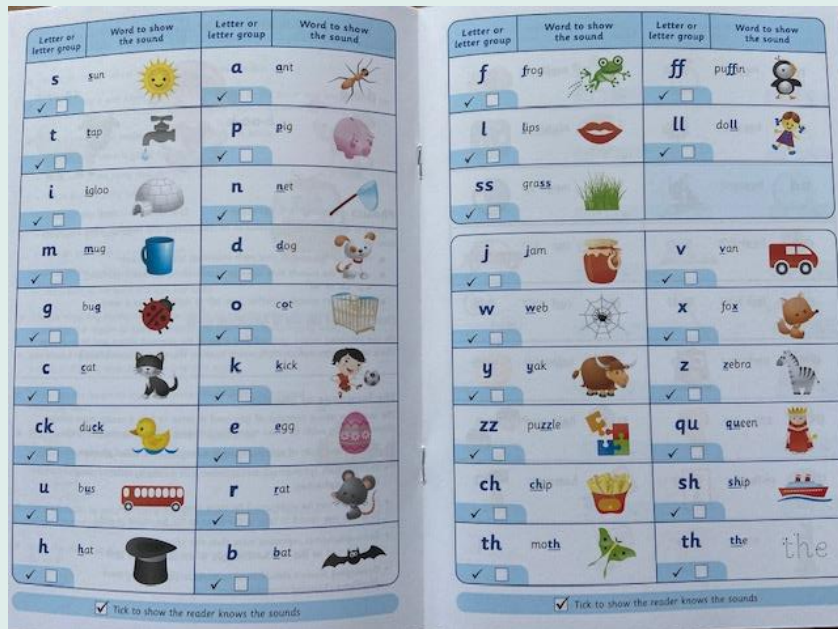
Read with me books will be changed as normal in your child's class. Your child's phonics book will be changed weekly, to consolidate learning and allow children to succeed and feel confident with their reading.

# Reading Books and Records

Your child will soon have a plastic wallet to keep their reading book(s) in which needs to come into school daily, regardless of whether they have read their book or not.

The wallet will contain a cover sheet explaining the difference between the books and tips on how to support your child's reading.

It may also include some extra resources such as grapheme cards, tricky words or sound mats.



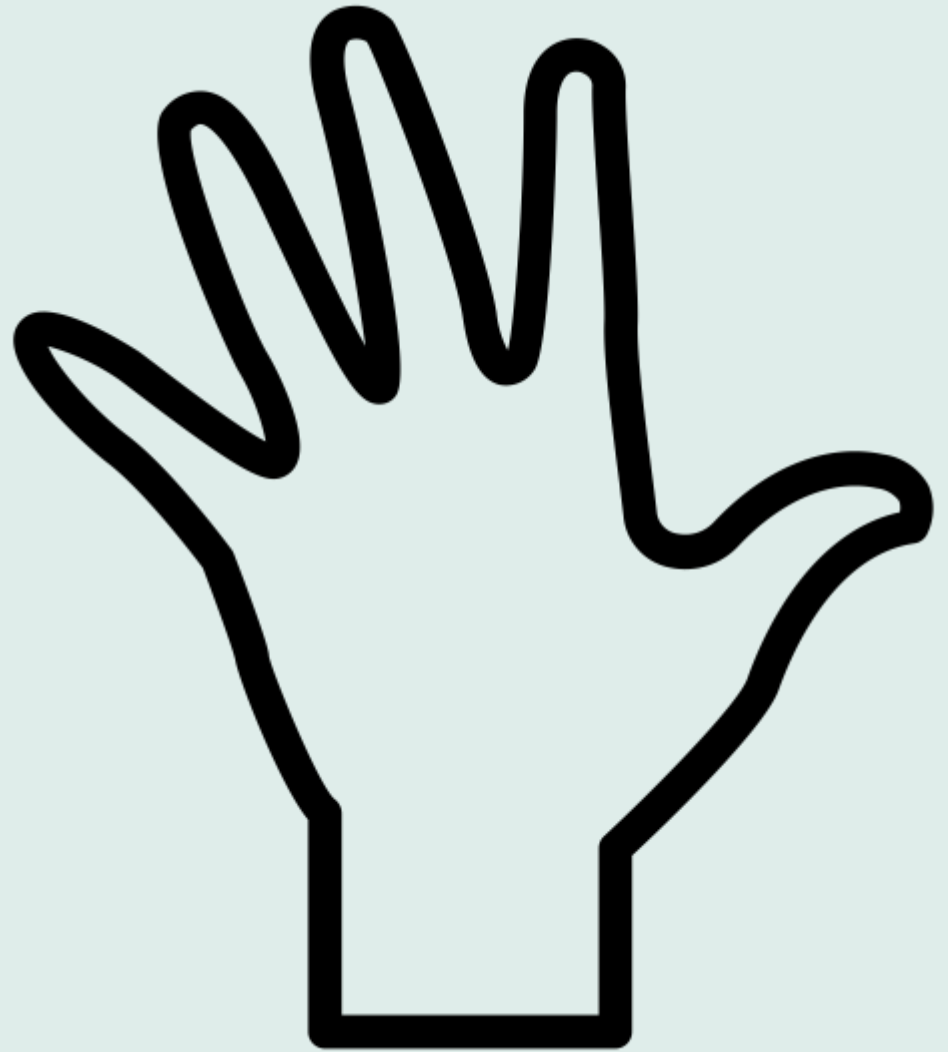
# Supporting your child's reading

In the pack you will receive there is an overview of the GPCs covered each week. You will be able to look at the label on your child's phonics book and refer to this document to see which sounds your child should already know.

Phase 2	Reception Autumn 1	2.1	c a t s
		2.2	n i p
		2.3	m d o
		2.4	g k e
	Reception Autumn 2	2.5	Revisit
		2.6	ck u
		2.7	r h
		2.8	b f ff
		2.9	l ll s ss
		2.10	Revisit
		2.11	Revisit

# Supporting your child's reading

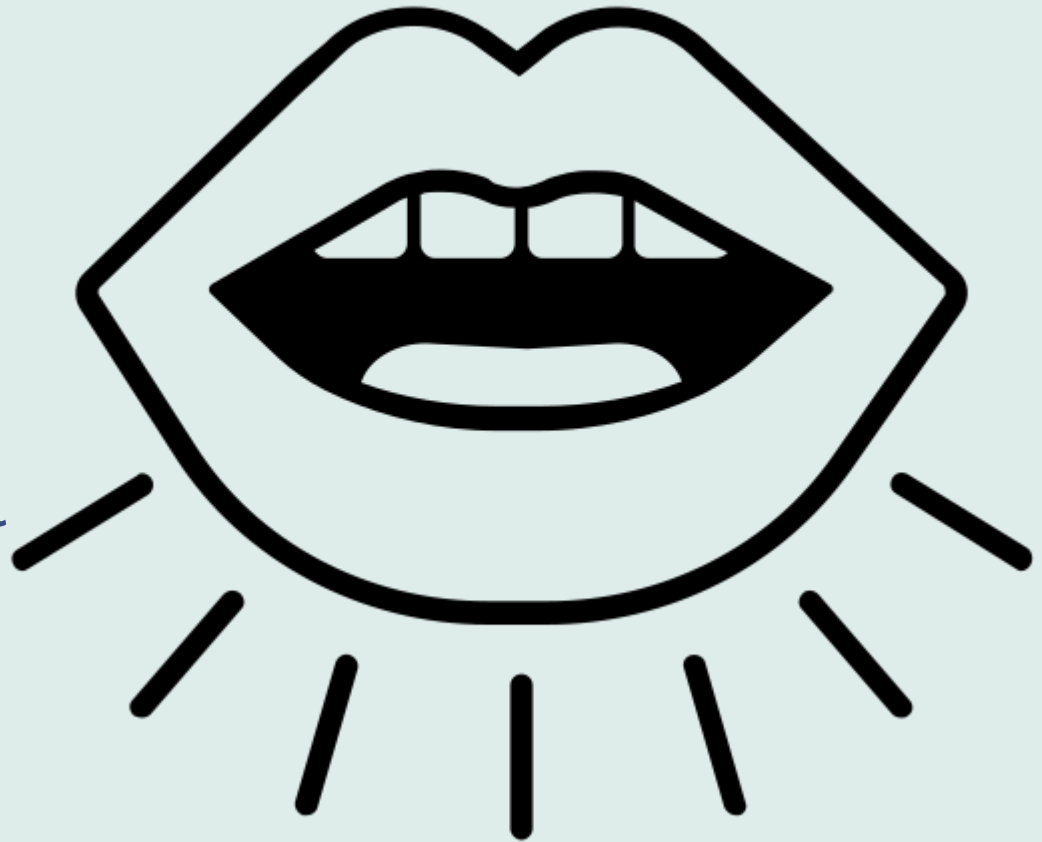
Encourage your child to 'sound out' unfamiliar words and then blend the sounds together from left to right rather than looking at the pictures to guess. We use phoneme fingers when sounding out words which your child can do at home too.



# Supporting your child's reading

Be careful of the pronunciation of different phonemes.







































Try not to add 'uh' on the end of phonemes.



# Supporting your child's reading

Use the grapheme posters to help you and your child identify the correct sounds in a word.

Phase 2

a  A	b  B	c  C	d  D	e  E	
f  F	g  G	h  H	i  I	j  J	
k  K	l  L	m  M	n  N	o  O	
p  P	q  Q	r  R	s  S	t  T	
u  U	v  V	w  W	x  X	y  Y	z  Z
c  c	k  k	ck  ck	qu  qu	f  f	ff  ff
l  l	ll  ll	s  s	ss  ss	z  z	zz  zz



# Supporting your child's reading

Help your child identify tricky words and high frequency words rather than trying to sound out these words. Most are usually identified by a sticker on the phonics book or in the cover of the book.

When Can I Get On?



whacks

wham

# Supporting your child's reading

Try to make time to read with your child every day. Book talk is just as important as decoding a text e.g. discussing favourite characters, plots, authors etc.



# Thank You

We really appreciate your attendance and support this evening.

Thank you for taking the time to learn about your child's phonics journey at St Paul's.

Any questions?