

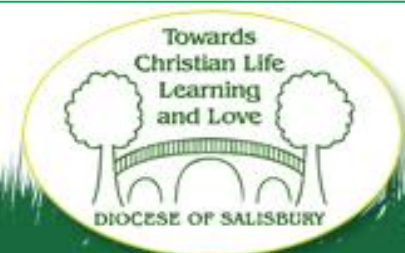
# Letters & Sounds Phonics presentation for Parents

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November 2022



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[www.woodfordvalley.wilts.sch.uk](http://www.woodfordvalley.wilts.sch.uk)

# What is Phonics?

## Why do we teach Phonics discretely?

In English there are about 44 different sounds (phonemes). Children are taught the letters (graphemes) that represent these sounds (phonemes).

They learn to put the phonemes together (blend them) to read words. They also learn to break words into phonemes (segment them) for spelling

Lesley Clarke



# Phonemes and Graphemes

The simplest graphemes are single letters of the alphabet eg 's', 't'. These are usually taught first.

A digraph is a grapheme in which 2 letters represent 1 sound eg ea in 'sea', ch in 'chin'.

A trigraph is a grapheme in which 3 letters represent 1 sound eg igh in 'night'.



# 'Blending' and 'Segmenting'

- **'Blending'** - combining phonemes to produce words.  
Skill for reading e.g. c-a-t = 'cat' by blending the 3 phonemes
- **'Segmenting'** - breaking words down into their constituent sounds  
Skill for writing unfamiliar words  
e.g. 'man' = m-a-n

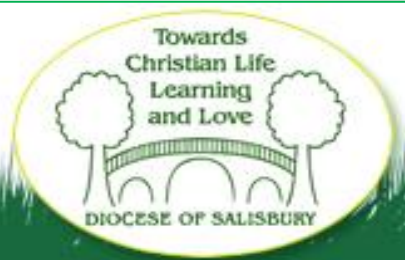
Articulation of Phonemes Lesley Clarke



# Tricky Words

- We teach high frequency 'common' words that are decodable e.g am, an, up
- But some high frequency 'common' words are not decodable and they need to be taught by sight. We call these 'Tricky Words'

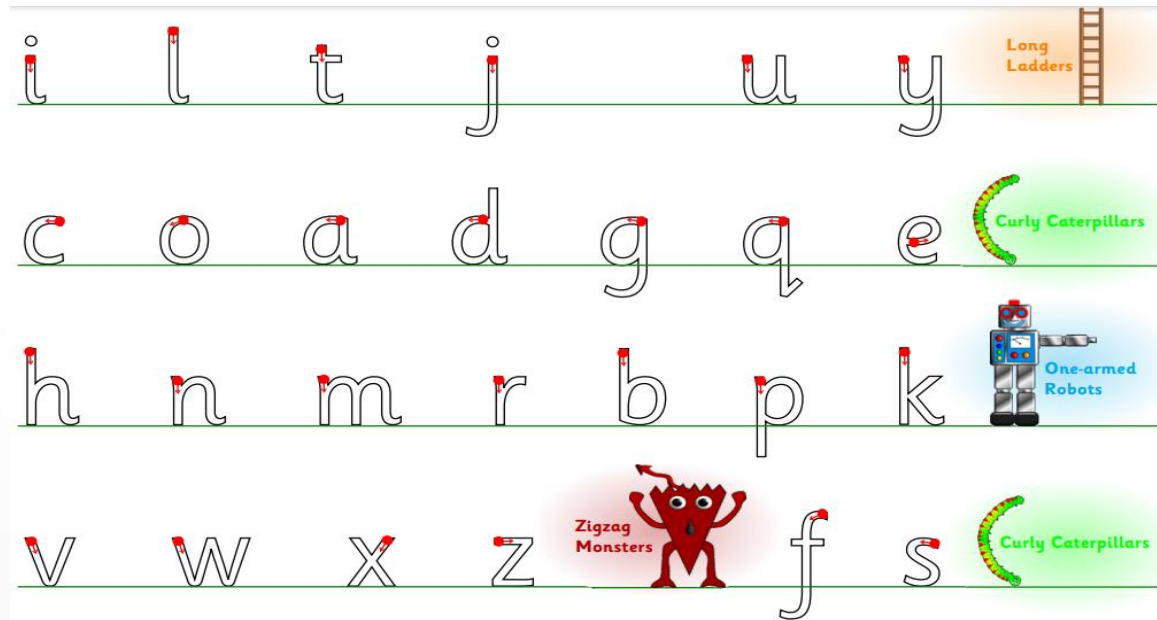
the	no
to	go
I	into





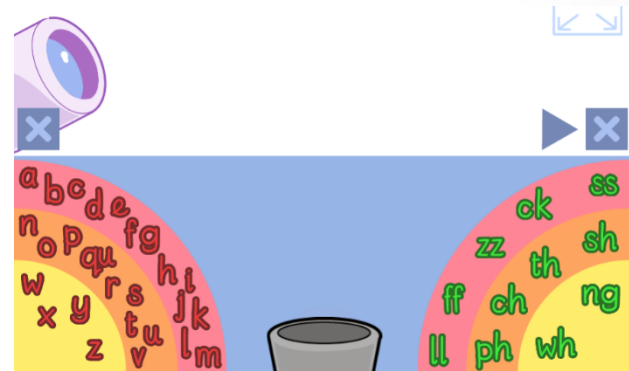
# Letter Formation

- We teach forming the letter shape 'grapheme' as we teach the sound
- Needs continued practice/reinforcement
- Encourage the use **print style** of writing taught in letter families
- Support children in practising at home - use a range of media/tools



# How do we teach and support children in class

- We teach four phonemes a week, introduce decodable high frequency words e.g is, it, in and one/two tricky words
- In Provision we support reading and writing by:  
phonic games like bingo, magnetic letters, white boards, cut and stick activities, hidden phonemes on bottle tops, books in most areas reflecting children's interest or topic, ICT games on the IWB and computer.
- We model reading and writing **daily**.



# Letters & Sounds

- Autumn Term - Phase 2  
blending & segmenting with initial letter sounds,  
focus on letter formation
- Spring Term – teach Phase 3- **digraphs/trigraphs**.



ay ai ey ue ee ear air ure

Reading & writing Additional tricky words.

Expect children to be blending and segmenting simple words or labels

- Summer Term – consolidation of Phase 3 & begin Phase 4  
Blending & segmenting to read and write simple sentences and labels.  
Begin reading/spelling words with initial/final consonant blends e.g clock, click.  
Once the children have secured the letter sounds, we teach letter name i.e letters of the alphabet.





# End of EYFS

**READING ELG:** children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



# End of EYFS

**Comprehension ELG** Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



*Talking* about the stories and what you see is so important.

# End of EYFS

**WRITING ELG:** Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.



pleze doant  
BRAK the  
cask



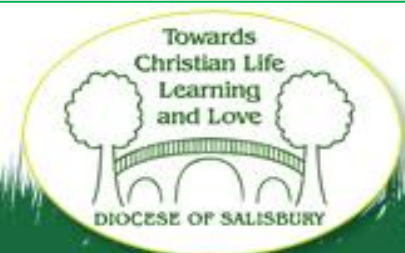
# How Can you Support Children's Phonic Development at Home?

SEE CLASS WEB PAGE FOR WEBSITES/APPS, e.g. Jolly Phonics app Twinkl app (free)



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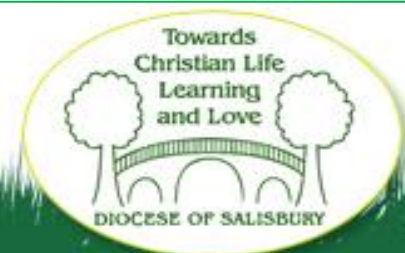
# Lesley Clarke

## Synthetic Phonics

Online workshops for parents this term (and the first half of next term), focusing on the aspects of phonics that you will be teaching that term. Focusing on:

### *Listening skills:*

- hearing the first sound of a word (short section on this)
- correct enunciation of sounds
- oral blending and segmenting - moving from putting together 2 and 3 sounds this term to 4 or 5 sounds as/when their children are ready for it (simple practical activities they can do at home with some lists of objects and their constituent phonemes provided)
- The cost of each session is £10 per household (including handouts) and the workshops will take place from 7.30 - 8.30pm on Zoom. Parents can book a place [here](#)



# What Materials/Activities have been Sent Home?

- Reading diary
- Reading book - picture books to establish sequencing, storytelling, imagination, followed by text
- 'Tricky words' - have to be learned by sight
- Letter formation sheets



# Reading Packs

- We encourage you to visit each text more than once, use the book mark given to you for ideas on how to extend your child's reading.
- It is really important to continue to develop their storytelling skills, by encouraging children to retell stories, adding information from pictures, for example.
- Developing their comprehension by talking about the characters, events, and making predictions/alternative endings is also important.
- **WE WILL CHECK READING DIARIES DAILY FOR NOTES/CORRESPONDENCE BUT WILL ONLY CHANGE BOOKS ONCE A WEEK- you will be given a day when it is your child's turn to be heard to read and change their book.**

# Any Questions?

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