



Phonics Information Meeting

September 2022



Aims of today:

To give an overview of phonics teaching and the rationale behind it.

To provide information about how the program is taught in school.

To support you as parents and carers in re-enforcing the program at home.

The official guidance in England:

Teachers should use **Systematic Synthetic Phonics** programmes and 'cumulative' **decodable** reading books for beginners

Why is it '**synthetic**' phonics?

Synthesising = sounding out
and blending the sounds
to read the *unknown* words



(aloud or silently!)

**On the count of three, read
these words aloud...**

Calceolaria integrifolia

Our school uses the Oxford Reading Tree Floppy's Phonics programme

By Oxford University Press
and Debbie Hepplewhite



The synthetic phonics teaching principles work for all!

- ✓ The 'alphabetic code' is taught **systematically** - and **incidentally** when required
- ✓ **Same** alphabetic code and phonics skills need to be taught **no matter how different the children may be** – some may need **extra** practice!
- ✓ Children **all** succeed – to talk, to read, to spell, to write

Decoding

- 1. Study the printed word from left to right to recognise any 'letter groups'**
- 2. Finger-track under each grapheme (letter or letter group) from left to right whilst saying each sound**
- 3. Run your finger right under the whole printed word, from left to right, when you say the whole word**



Decoding

Study the printed word first – looking for letter groups!

stick



/s/ /t/ /i/ /k/ “ stick ”





Spelling routine

- **Face the same way as your child**
- **Left hand, palm facing – make sure your child sees your hand ‘on the left’**
- **Say the word to be spelt, very slowly – the individual sounds will ‘pop out’**
- **Tally the sounds onto thumb and fingers**
- **Repeat each sound separately and clearly**
- **Then count how many sounds**

Sound dashes / writing lines

s oa p



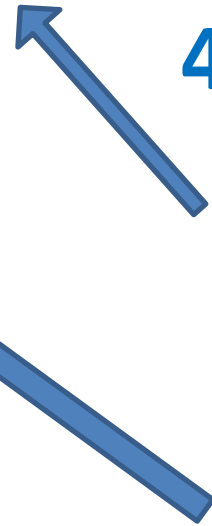
soap



Blend to check
the spelling

Check letter formation too!

BOOK BAND	OXFORD LEVEL	L&S PHASE	PUPIL BOOKS
LILAC	1	1	
PINK	1+	2	
RED	2	3	
YELLOW	3	3	
BLUE	4	4	
GREEN	5	5	



48 Sounds Books

**6 level 1 'cloud books'
not interactive**

**When letters and sounds
are introduced, the books
are numbered Book 1,
Book 2, Book 3
(36 numbered books)**

Reading books

Reception and Year 1 Children will bring home a phonics-based reading book each week which will be closely aligned with the sounds they have been taught. They should read this book many times over the week until they are fluent. Reception children may not bring a book with text until later in the term – don't worry!

Children who are becoming increasingly more confident readers will be given books that are still aligned with their phonic ability but may also provide additional challenge and scope for comprehension and vocabulary enrichment

We will use a bookmark system in school to signpost parents and carers to the level of support we anticipate your child may need with the book they have brought home.

Your child will also be able to choose a library book each week.

How the adult **supports** the learner to read is very important...

1. Tell the learner the code:

straight

In *this* word, *these* letters

are code for /ai/.




2. Alternatively, **model** the sounding out and blending of the word to the learner.

3. Or simply **tell the learner** the words which are proving too difficult.

Photocopiable Posters








All children will have a copy of this in their book bags .

Say the sounds
Oxford Reading Tree Sounds and Letters Stage 1+













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

Book 25: /ai/ ai -ay eigh -ey a-e a -ae -ea

ai  aim	ay  tray	eigh 8 eight	-ey  grey
a-e  cake	a  table	-ae  sundae	-ea  break

Book 28: /j/ j -dge -ge ge gi gy Book 28: /l/ l -le -el -al -il

j  jug	-dge  bridge	-ge  orange	ge  gentleman
-le  bottle	-el  parcel	-al  hospital	gi  giraffe
			gy  gym
			-il  pencil

Level 5
21 Frieze Posters
Handbook 2

Levels **1+** to **4**

8 Say the Sounds Posters (from print-to-sound and sound-to-print)
Handbooks 1 & 2


Essential **MULTI-SKILLS** Activity Sheets

Individual practice of the **sub**-skills and **core** skills for reading, spelling and handwriting at word level

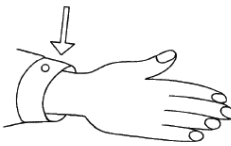
Children are fully trained in the routines – then they can work at their own speed independently.

Stage 1 - Activity sheet: ff 20

Name Date



Say the sound. Trace the letters.




Say the word. Listen for the /f/ sound.

off huff puff cuff tiff
stuff scuff fluff puffin

Blend to read the words.


ff ff ff

Say the sound. Trace the letters. Write the letters.



Say the words. Can you hear the /f/ sound?

Draw something ending in ff.

 c k -ck e u r h b f **ff**

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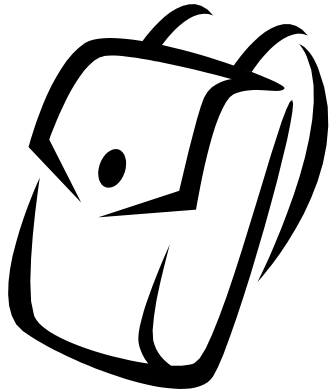
The school's bookbag routine

Parents can support the phonics work that takes place in school.

Each week staff will share on Seesaw the sounds of the week and an activity to complete.

Please 'take an interest' and repeat activities at home.

At the end of each half term your child will bring home their phonics workbook to consolidate what they have learned.



‘Tricky Words’

Useful words which are sometimes ‘tricky’ are introduced **steadily** throughout systematic synthetic phonics programmes.

It is better to tell the learner a really challenging word, **than to tell the learner to ‘guess’ the word.**

And **always** the adult should discuss the content of the book with the child!



PLEASE:



1. Listen to your child read to you and support as needed (**AND talk a lot about the story**)
2. Read books aloud **to** your child. They will all bring home a library book each week.
3. **Share** the reading of books with your child
4. **Continue to hear your child read aloud** even when he or she can read independently
5. **Chatter** about everything!
6. **Repeat** the phonics routines with the Floppy's Phonics resources.
7. Practise spelling and writing words containing sounds too.



Any questions?

Please do approach us if you have any worries about your child's progress.

