



Teaching phonics for  
spelling, reading and  
writing  
West Pennard C of E  
Primary School

# Overarching aim

- To teach high quality phonic sessions which enable children to learn at a level appropriate to their needs and development
- To engage children in sessions that will enhance their spelling and reading ability thus ensuring success in the foundations of these areas.

# What do we do at our school?

- . Phonic and spelling teaching comes hand in hand.
- . Each class from YR –Y2 has a daily phonic session, meeting the needs of every individual.
- . There are 6 progressive stages of phonics teaching/learning.
- . We develop a multi sensory approach to phonics throughout the Foundation stage and Key stage 1. As a school, we use the Bug Club scheme.



# Phase 1

- Vocabulary hand out
- Phase 1
- Environmental sounds – listening ears
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

*Phase 1 activities are designed to underpin and run alongside activities in other phases*

# Phases 2 - 6

- Knowledge of grapheme /phoneme correspondence
- Skills of blending and segmenting with letters
- High frequency words
- Tricky words

# Phase 2

Sets of phonemes are taught

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

Learning a letter means

- Distinguishing the shape (grapheme)
- Recognising and articulating a sound (phoneme)
- Recalling the shape of the letter
- Writing the shape of the letter with the correct orientation and relationship to other letters.
- Naming the letter
- Being able to recall and recognise the shape of the letter from it's name.

# Phase 3

- 7 more letters of the alphabet.
- j v w x, y, z, zz qu (q), ch sh th ng, ai ee igh oa, oo ar or, ur ow oi ear, air ure er
- Graphemes to cover most of the phonemes not covered by single letters eg ee
- Blend to read captions
- Blend and segment sounds represented by more than one letter, including longer words eg chip
- Tricky words

# Correct pronunciation

Pronunciation hand out

Sounds of the English  
Phonic Code



**PhonicBooks**

# Phase 4

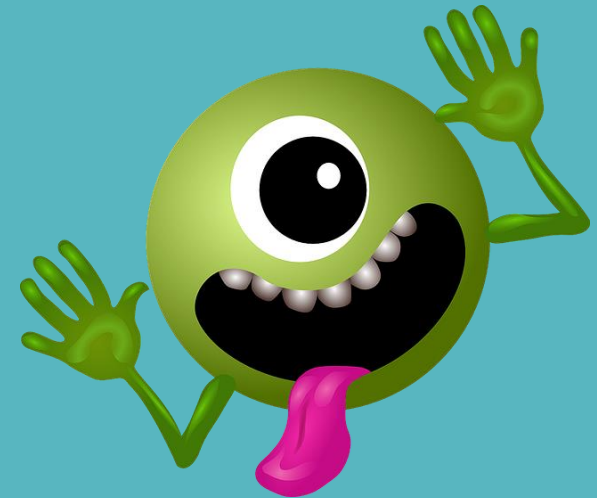
- No new grapheme-phoneme correspondences
- Blend and segment with adjacent consonants eg  
went frog, jumps shrinks
- Tricky words
- CVC CVCC CCVC

# Phase 5

- Alternative spellings for phonemes e.g. /ie/ /y/ /i-e/ /igh/
- Spelling and reading two-syllable and three-syllable words e.g. *funny, afternoon*
- Spelling and reading high-frequency words e.g. *laughed, because, friends*
- Alternative graphemes for reading e.g. the letter **y** sounds -yellow, my, baby,

# Alien words

- Alien words are made up words that have no meaning. They teach the children to use their known phonics skills and to apply them when tackling more complex words in reading and writing
- Let's have a go at some Alien words!



# Phase 6

- Read 300 frequency words e.g. *everyone*
- Spelling past tense words
- Spelling words with suffixes = -ing –est –ful –ly –er –es –s –ment (rules)
- Spelling long words – **syllables** (*Sep-tem-ber*), **base words** (*women*), **mnemonics** (*people – people eat orange peel like elephants*)

# Phonics Quiz!!!!

- *Complete the phonics quiz*
- *You may confer!*
- *Answers!*

# Reading with your child

- Pick a time that suits all!
- Share the front cover, make predictions and get excited!
- **For early readers:**
- Ensure they know to start on the left hand page and read left to right;
- Can they use one to one correspondence to follow words as you read?
- Using phonics to blend sounds to read individual words.
- Repeat the word/sentence once they have read it to ensure comprehension of what they have read.
- Questions about how characters might be feeling or what they are thinking
- Using pictures
- Variety of texts

- **Confident readers**

- Reading around an unknown word – what would make sense?
- Inference – reading between the lines
- Deduction – facts from the evidence
- Reception and Year 1 reading videos.

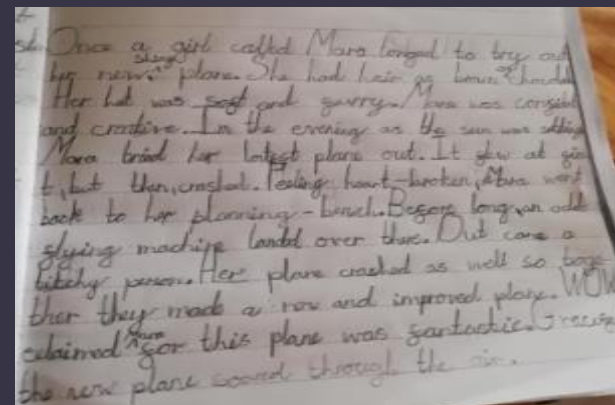
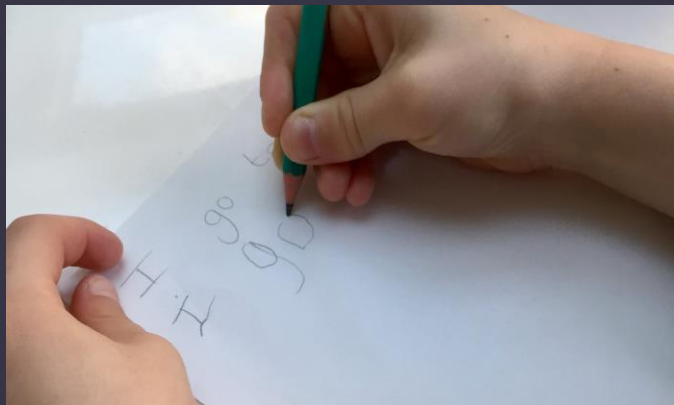


# READING VIDEO

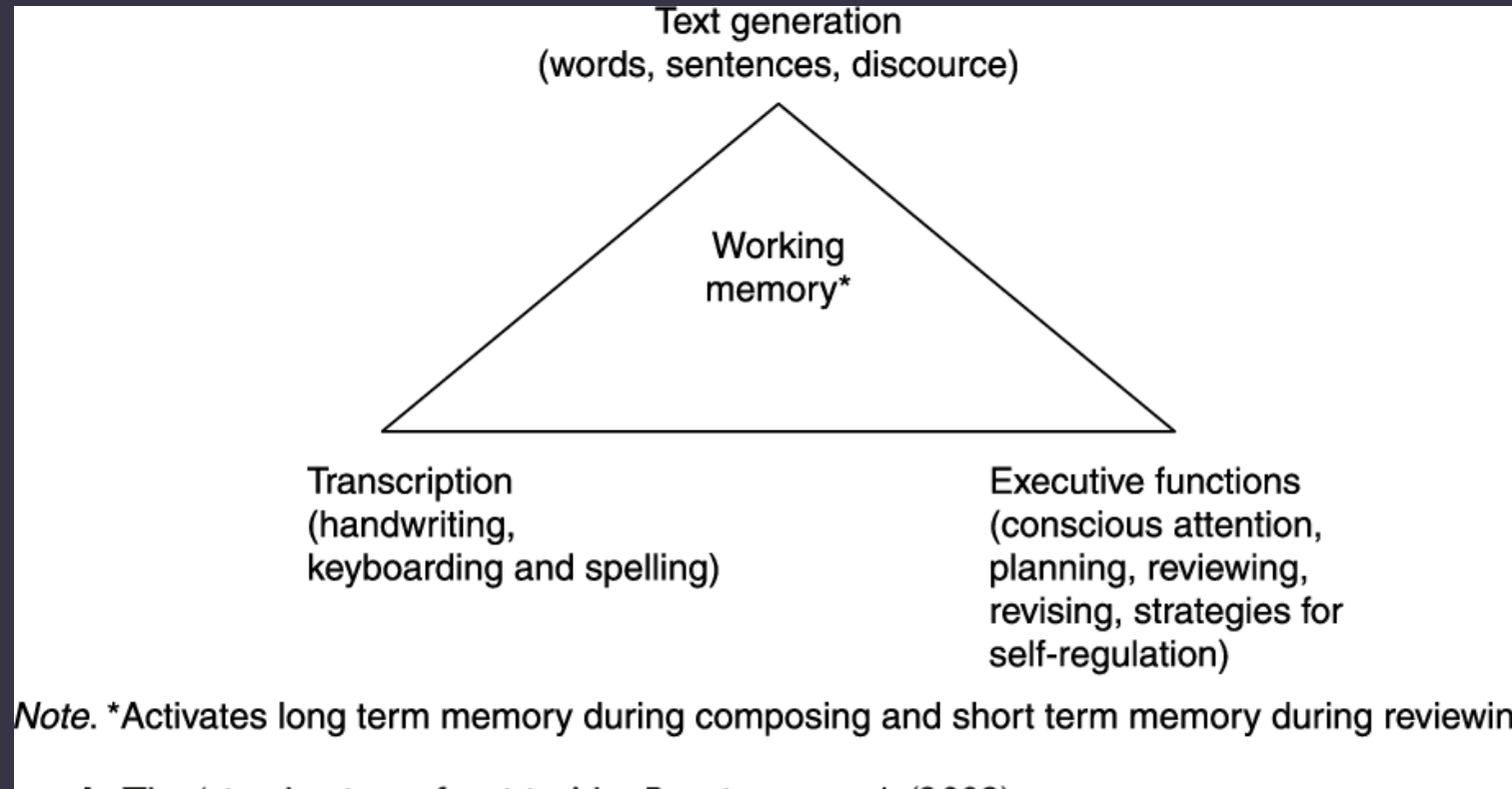
# Points to remember

- It is hugely important that saying phonemes correctly is essential. Be lead by your child as it may be very different from your learning.
- Daily reading, whether hearing your child read or reading to them, is an essential part of learning phonics. It reinforces the phonemes they have been learning and gives them an opportunity to practice blending (which they often find harder than segmenting!)

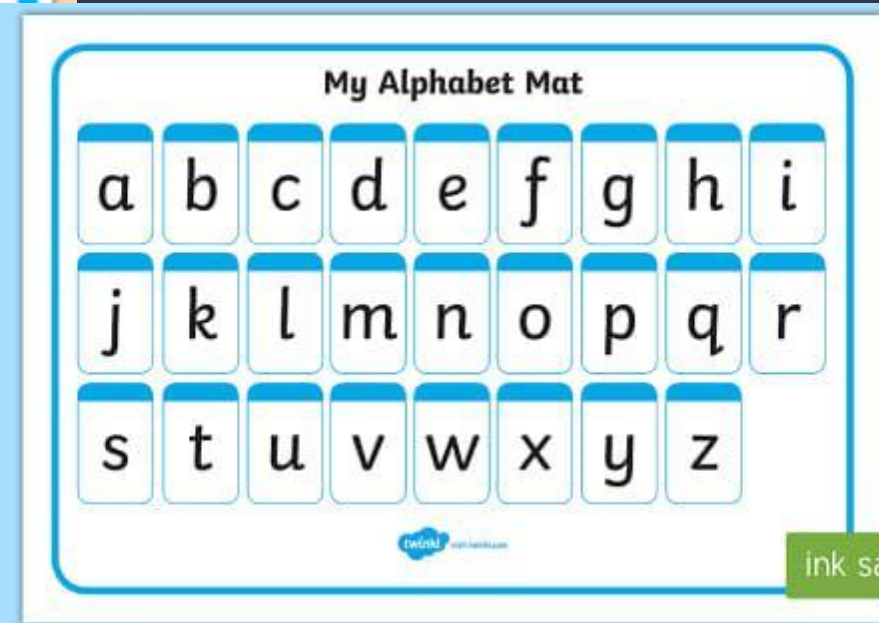
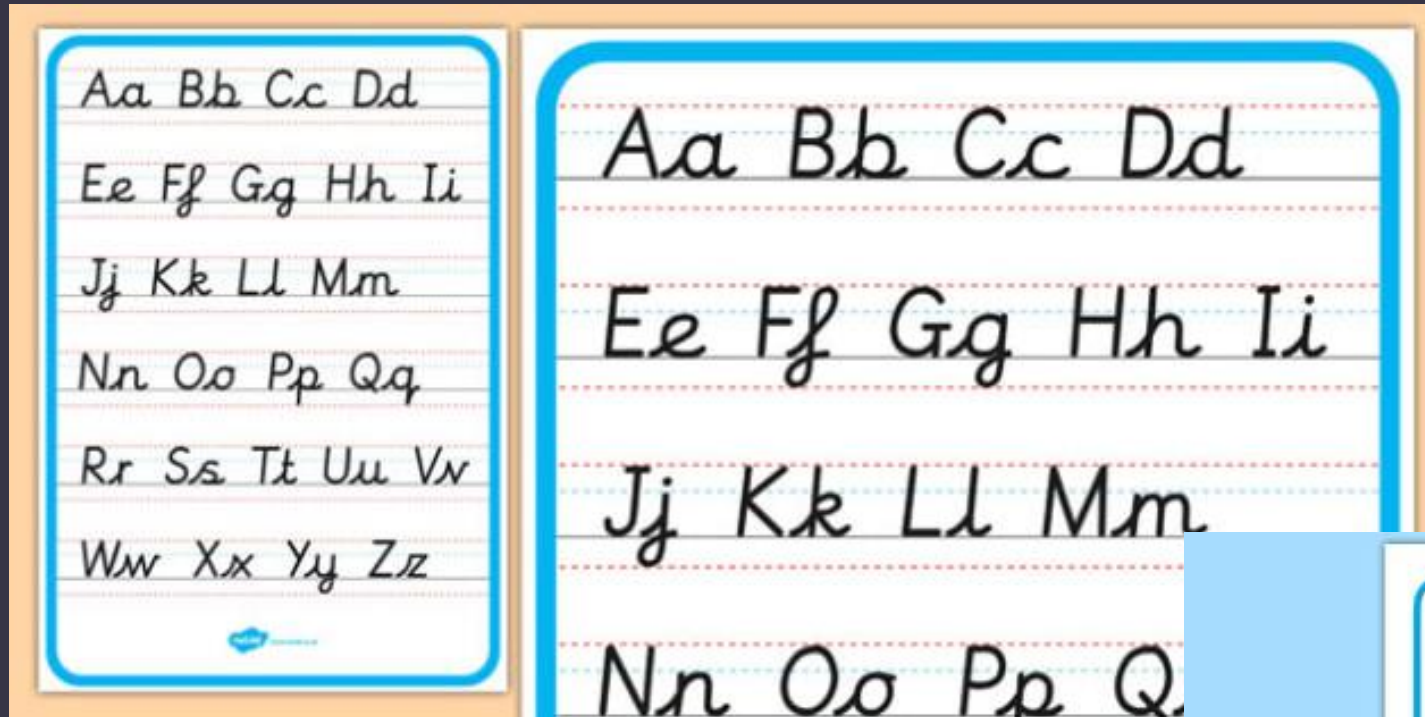
# Early Writing and Recording



# Composition vs Transcription



# Handwriting



# How can I help?

- Encourage the child to draw/mark make and to discuss their drawings
- Ask your child to tell you simple stories
- Encourage your child to write their name or important information like addresses
- Make sure your child sees you writing
- Keep the balance between transcription and composition
- Encourage copying/editing/making mistakes
- Encourage keeping a journal or writing for a purpose
- Respond/praise to your child's writing
- Provide your child with spelling help when they are ready for it