



Phonics at St Andrew's

# What comes before phonics?

## ❖ Phonological awareness :

- develops as part of children's overall speech and language development from birth.

## ❖ Phonemic awareness :

- is the ability to notice and play with individual blocks of sounds (phonemes) in spoken words.

Without strong phonological awareness children may struggle to fully access phonics

## What is Phonological Awareness?

- Phonological awareness relates only to :
  - speech sounds: the sounds we **hear** when language is spoken. ( It does not involve the letters of the alphabet, spelling or whole words. It does not involve reading or writing: it is a **listening** skill, not a reading skill)
  - Phonological awareness is the most important prerequisite for learning to read.
  - Phonological awareness is **not** the same as phonics.

# Nurseries provide a rich "diet" of activities for supporting phonological awareness.

- Phonological Awareness

- ❖ Environmental Sounds e.g. sound walk
- ❖ Instrumental sounds : using instruments
- ❖ Body Percussion : clapping hands, etc
- ❖ Rhythm and rhyme – songs, games, nursery rhymes
- ❖ Alliteration eg The sizzling summer sun
- ❖ Voice sounds : eg “whee” on the slide

- Phonemic Awareness :

- ❖ Oral blending
- ❖ Oral segmenting
- ❖ Syllables
- ❖ Manipulation of sounds eg top, mop, pop

It's really important to keep up with these things once children start to become readers – try these ideas at home!

# Useful Links

[Nursery rhymes to try at home - BBC Bitesize](#)

[Nursery Rhymes and Songs - BBC Teach](#)

[Phonological Awareness and Rhyming games: How rhymes help children learn about phonics - BBC Tiny Happy People](#)

[What is phonological awareness? Tips to help kids learn to read - BBC Tiny Happy People](#)

# What is phonics?

- Systematic Synthetic Phonics endeavours to quickly teach all children to read.
- It takes the English language and breaks it into the smallest possible units of sound. These sounds are the building blocks for words.
- Phonics teaches the 44 different sounds made by the 26 letters of the alphabet. These 44 sounds can be represented in over 120 different ways.
- Sounds are called phonemes and the written representations of those sounds are called graphemes.





[https://youtu.be/p\\_6Jb0-3qz8](https://youtu.be/p_6Jb0-3qz8)

# Read Write Inc



- Every school must use an approved scheme to teach phonics.
- At St Andrew's we use the scheme 'Read Write Inc' (RWI).
- This was created by Ruth Miskin and is produced by Oxford University Press.
- Key principles of the scheme –  
Pace, purpose, praise, passion

# Letter names and sounds

- Letter names

A B C D E F G H I J.....

These are useful for spelling when children are a little older, but not very useful for learning to read.

- Sounds

a b c d e f g h i j

Some are voiced, (a, b, e) some are not (f, h, p).

This is important for blending – I will come back to this.

# Starting in Reception...

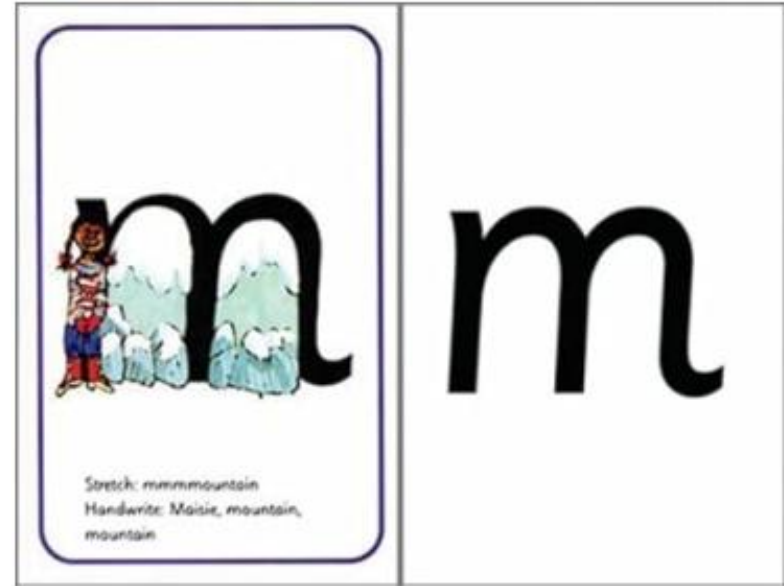
Set 1 sounds

- Single letter sounds
- Each sound has a picture and accompanying phrase to help children link the sound to the shape of its written representation.

m → Maisie mountain mountain

a → around the apple, down the leaf

h → From the horse's head to the hooves, up and over the back



Read Write Inc. Phonics Handwriting phrases

Use these handwriting phrases to help your child to remember how to form each letter correctly.

Always practise writing sitting at a table and write on paper using a sharp pencil.

1. Write the letter in the air as you say the phrase. Ask your child to practise in the air with you.
2. Help your child to say the phrase as they write the letter on paper.

**m** Maisie, mountain, mountain



**a** round the apple, down the leaf



**s** slither down the snake



**d** round the dinosaur's bottom, up its tall neck and down to the feet



**t** down the tower, across the tower



**i** down the body, dot for the head



**n** down Nobby, over his net



**p** down the plait and over the pirate's face



**g** round her face, down her hair and give her a curl



**o** all around the orange



**c** curl around the caterpillar



**k** down the kangaroo's body, tail and leg



**u** down and under, up to the top and draw the puddle



3. Always praise your child for their efforts. Focus on correct formation rather than size.
4. Aim to practise with your child for a short time each day.

**b** down the laces to the heel, round the toe



**f** down the stem and draw the leaves



**e** lift off the top and scoop out the egg



**l** down the long leg



**h** down the head to the hooves and over its back



**r** down its back and then curl over its arm



**j** down its body, curl and dot



**v** down a wing, up a wing



**y** down a horn, up a horn and under its head



**w** down, up, down, up



**z** zig-zag-zig



**q** round her head, up past her earrings and down her hair



**x** down the arm and leg and repeat the other side



[Handwriting Phrases\\_Sheet-1.pdf](#)

# Blending

Sounds are put together to create words.

Fred talk

Sound buttons

'Pure' sounds –

c a t

c uh a t uh

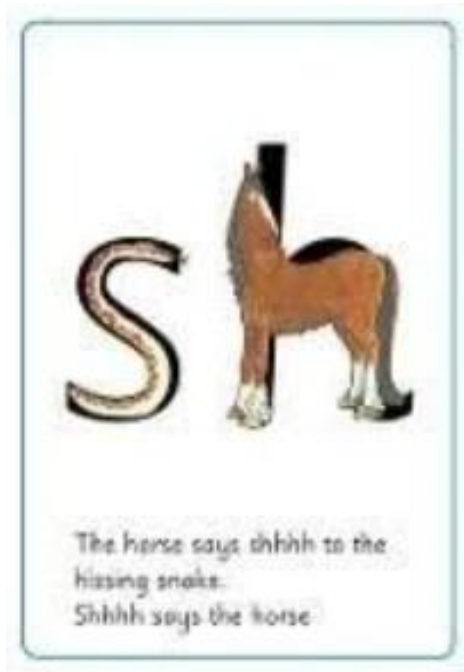
Stretchy sounds – m, f, l

Bouncy sounds – a, b, h

at • •	mad • • •
sad • • •	dad • • •
sat • • •	mat • • •

# Special friends

- 2 letters making one sound (digraphs)
- 3 letters making one sound (trigraphs)



<u>ch</u> in	th <u>ic</u> k
<u>ch</u> at	qu <u>it</u>
s <u>in</u> g	th <u>in</u> g

- Sounds buttons - dashes

**Read Write Inc.**  
Phonics

# How to say the sounds



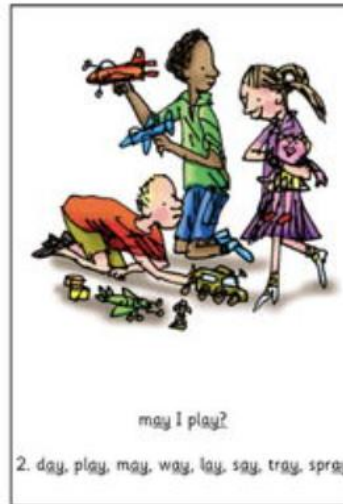
<https://youtu.be/KUbrJPAt65g>

# Set 2 sounds

## Speed Sounds Set 2



- Set 2 teaches the remaining phonemes (sounds).
- Each sound is accompanied by a phrase to help children remember it.




















ay

# Set 3 sounds

Set 3 sounds are the alternative graphemes that represent the sounds.

## Speed Sounds Set 3

ea  cup of tea	oi  spoil the boy			
a-e  make a cake	i-e  nice smile	o-e  phone home	u-e  huge brute	aw  yawn at dawn
are  care and share	ur  nurse with a purse	er  a better letter	ow  brown cow	ai  snail in the rain
oa  goat in a boat	ew  chew the stew	ire  fire, fire!	ear  hear with your ear	ure  sure it's pure

ay

ai

a-e



may I play?



snail in the rain



make a cake

RWI teaches the main graphemes – in the English language there are many, many others!

# Red words

I

the

you

your

said

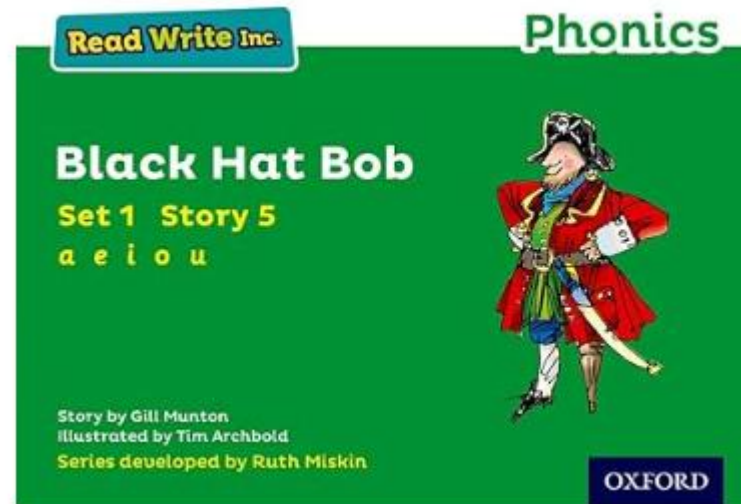
was

# Get Writing

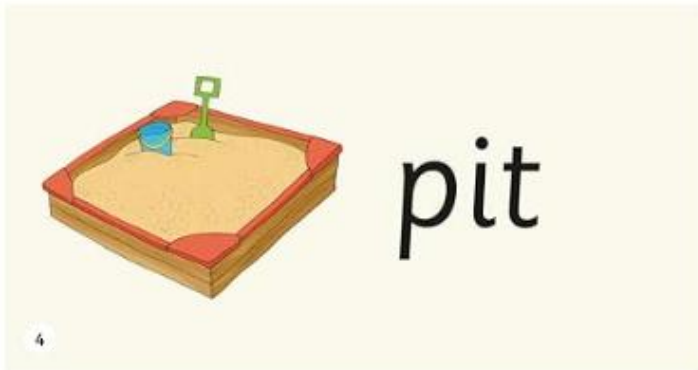
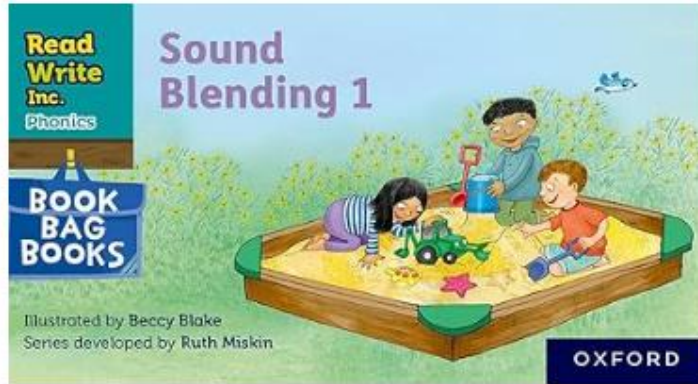
- Speed sounds lessons

Then when children are ready →

- Get writing – reading and writing activities relating to current stage of phonics learning being covered in speed sounds lessons



# Phonics reading materials that will come home when your child is ready



**Ditty 16: jam**

**Speed Sounds** - read the sounds and the letter names

sh ck e t g a o i j m d n u  
s p

**Order Words** - read these words by blending the sounds together

dish tuck sick get pot jam in pan am

**Red Words** - read these words but don't give a hand for the word 'I' they get stuck

I of

I get a pot of jam

I get a dish of jam

I get a pan of jam

I tuck in

I am sick

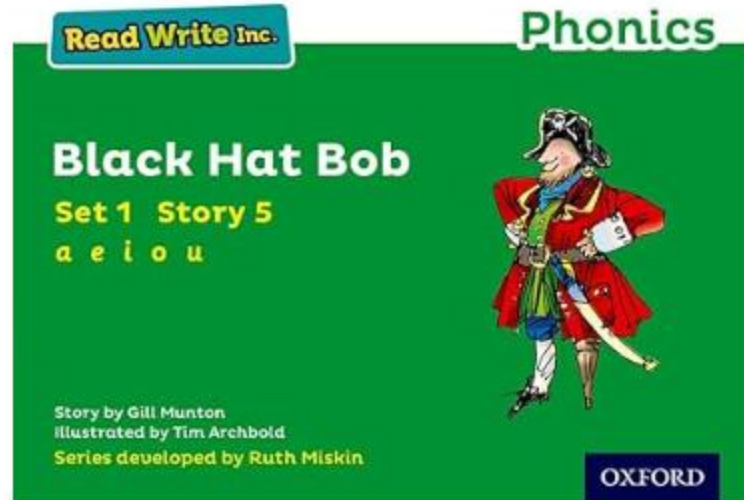


Remember not to read the Ditty to your child first.  
As your child reads the Ditty to parents and give your child plenty of praise.

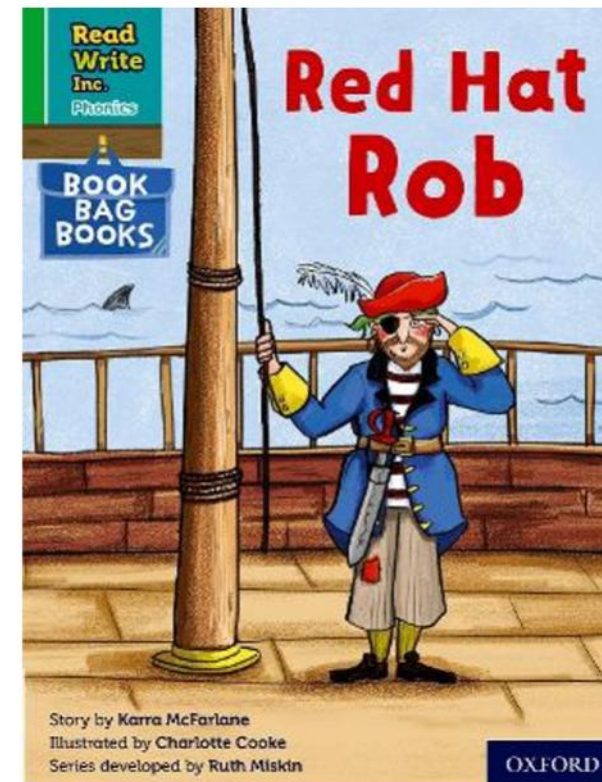
[RWI\\_Online\\_Ditties\\_combined.indd](#)

# Book BAG books

Book read in school



Corresponding book BAG book to take home



# Assessment

Regular assessments using RWI materials to ensure children are making progress (each big term).

## Phonics screening check

- Statutory for Year 1 children – June of Year 1
- Assesses how well children use phonics taught in Reception and Year 1 to read.
- Identifies children who may need further support in Year 2 – some children will need to re-take the check in June of Year 2
- 40 words – 20 are real words, 20 are pseudo-words (alien words)

# Phonics screening check

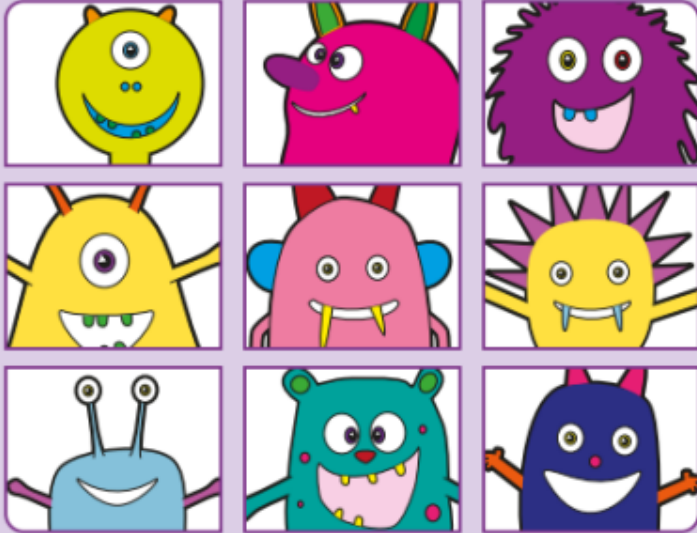
- 1:1 with class teacher in a quiet area of the school

2023 national curriculum assessments

## Key stage 1

### Phonics screening check

Pupils' materials



The grid contains nine cartoon monsters: a yellow one with a blue collar, a pink one with a purple horn, a purple one with a blue collar, a yellow one with a green collar, a pink one with a yellow horn, a yellow one with a purple horn, a blue one with a white collar, a teal one with a yellow collar, and a dark blue one with a red collar.

Section 1

chip

hill

jars

shack

Section 2


elbow


taylor


sequins


whirling

Section 1


heng 


shob 


farn 


chesh 

Section 2

slimp 

craint 

splet 

strave 

<https://youtu.be/4XtDTwfjXM4>

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Phonics

## The Phonics Screening Check



# What can you do to help?

- Daily reading with your child
- Read aloud to your child (even once they are a confident reader)
- Shared reading – take it in turns
- Re-reading books – first to decode, then further times to build fluency and understanding
- Ensure reading books are in school every day so they can be changed according to class schedules and your child can be heard read
- Join your local library
- Use ‘pure’ sounds when supporting
- Consider times of day when your child engages better with reading
- Encourage stories at every opportunity – audiobooks in the car, books before bed, stories instead of tablets

**Read Write Inc.**  
Phonics

**Why read to your child?**



<https://youtu.be/2UmwXQwx5gk>

Remember, reading unlocks the rest of the curriculum for your child.

Thank you for coming.

