



Supporting your child with phonics

November 2014



Phonic terminology: some definitions

Some definitions

A *phoneme* is the smallest unit of sound in a word

The 44 phonemes



Some definitions

Grapheme

Letter(s) representing a phoneme

t

ai

igh

Some definitions

Digraph

Two letters, which make one sound

A consonant digraph contains two consonants

sh ck th ll (sp is not!)

A vowel digraph contains at least one vowel

ai ee ar oy

Some definitions

Blending

Recognising the letter sounds in a written word, for example **c-u-p**, and merging them in the order in which they are written to pronounce the word 'cup'

Some definitions

Segmenting

Identifying the individual sounds in a spoken word (e.g. h-i-m) and writing down or manipulating letters for each sound to form the word 'him'

A segmenting activity
(sound boxes)

clap

church

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A segmenting activity
(sound boxes)

clap

church

c

l

a

p

A segmenting activity
(sound boxes)

clap

church

ch	ur	ch	
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A segmenting activity

Segment these words into their constituent phonemes:

shelf

dress

think

string

sprint

flick

Segmenting

WORD	PHONEMES					
shelf	sh	e	l	f		
dress	d	r	e	ss		
think	th	i	n	k		
string	s	t	r	i	ng	
sprint	s	p	r	i	n	t
flick	f	l	i	ck		

Phase One - nursery



In developing their phonological awareness children will improve their ability to distinguish between sounds and to speak clearly and audibly with confidence and control.

Through speaking and listening activities, children will develop their language structures and increase their vocabulary.

Enjoy listening to noises

- Environmental



- Instrumental

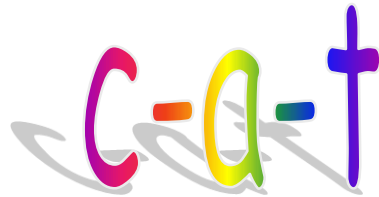


- Speech sound discrimination

- Making sounds with their own voices

Phase Two - Reception

To introduce grapheme-phoneme
(letter-sound) correspondences



Phase Three - Reception

To teach children one grapheme for each of the 44 phonemes in order to read and spell simple regular words.



Phase Four – Year 1

To teach children to read and spell words containing adjacent consonants.

A lowercase letter 'l' written in a simple, black, sans-serif font. The letter is centered on a small, square, brown background that has a slightly textured, paper-like appearance.A lowercase letter 'b' written in a simple, black, sans-serif font. The letter is centered on a small, square, brown background that has a slightly textured, paper-like appearance.

Phase Five – Year 1

Teaching children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.



Phase Six – Year 2

Teaching children to develop their skill and automaticity in reading and spelling, creating ever-increasing capacity to attend to reading for meaning.



A basic principle

The same phoneme can be represented in more than one way:

e.g. /ur/

burn

first

term

heard

work

The same phoneme can be represented in more than one way

a	a-e	ai	ay	ey	eigh
e	e-e	ea	ee	y	
i	i-e	ie	igh	y	
o	o-e	oa	oe	ow	
u	u-e	ue	oo	ew	
oo		u	oul		
ow		ou	ough		
oi	oy				
ar		a			
or		aw	ore	a	ough
air		are	ear		
eer	ear				