



Literacy

Phonics, Reading, Writing and Handwriting

St Joan of Arc School



Aims of this Session...



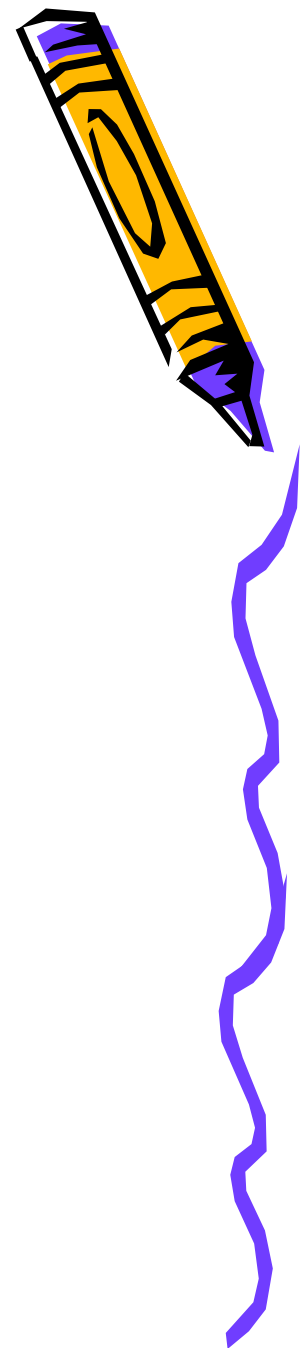
- To outline the progression of phonics
- To demonstrate the pronunciation of each of the letter sounds
- To demonstrate the formation of each letter sound (Handwriting)
- To explain how phonics is used in the teaching of reading and writing
- To give you an understanding of how children learn to read and write



The Progression of Phonics

1. Phonetical awareness
2. Speed Sounds Set 1
3. Speed Sounds Set 2
4. Speed Sounds Set 3
5. Same sounds/different spellings
6. Syllables, word endings

Plus reading and writing high frequency words

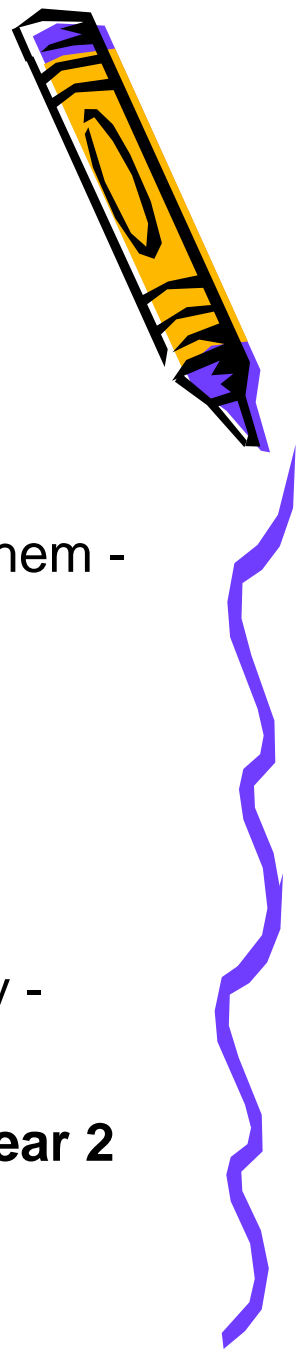


Phonetical Awareness

Nursery and Early Reception

- Major focus on speaking and listening
- Listening to and discriminating between sounds around them - environmental, musical sounds, voices
- Games based - odd one out, bingo, matching games
- Rhythm and rhyme - nursery rhymes, rhyming games
- Alliteration - focus on the initial sounds of words - I-Spy, matching objects with the same sound
- Oral blending and segmenting - words sounded out orally - c-u-p, m-a-t

Lots of these activities continue right through until Year 2



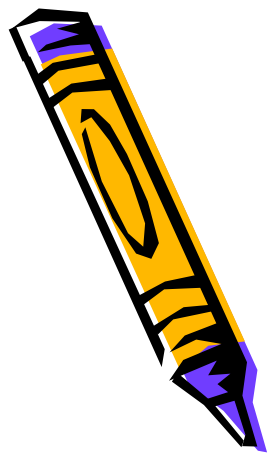
Speed Sounds Set 1

m, a, s, d, t, i, n, p, q, o, c,

k, u, b, f, e, l, sh, r, j, v,

y, w, th, z, ch, qu, x, ng,

nk



Speed Sounds Set 2

ay, ee, igh, ou, oo, oo, ar, or, air,
ir, ou, oy



ay

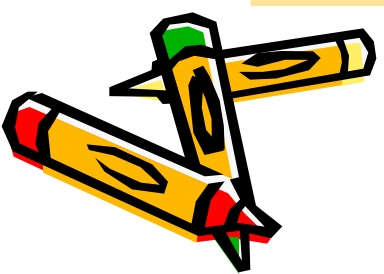
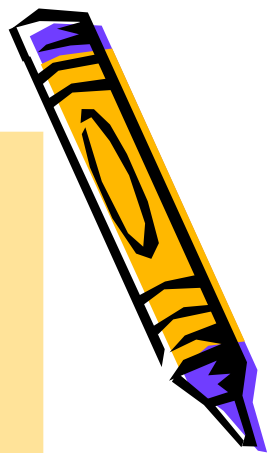
May I play?
day, way, lay, say,
tray, spray

ee

What can you see?
see, three, green,
keep,

igh

Fly high
high, night, fright,
might



ow

Blow the snow
slow, know, show,
glow

oo

Poo at the zoo
too, moon, spoon,
stool

oo

Look at a book
took, cook, foot,
shook



ar

Start the car
bar,star,sharp,park

or

Shut the door
sort,short,fork,
sport,horse

air

That's not fair
hair,stair,lair,chair



ir

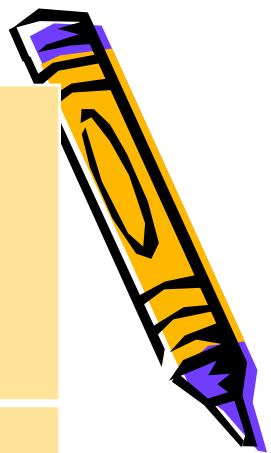
Whirl and twirl
girl,bird,dirt,third,

ou

Shout it out
loud,round,found,
mouth

oy

Toy for a boy
enjoy,



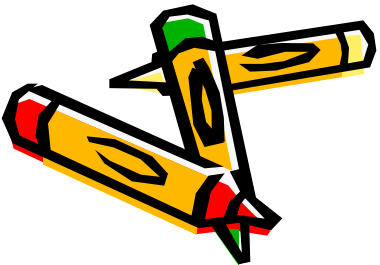
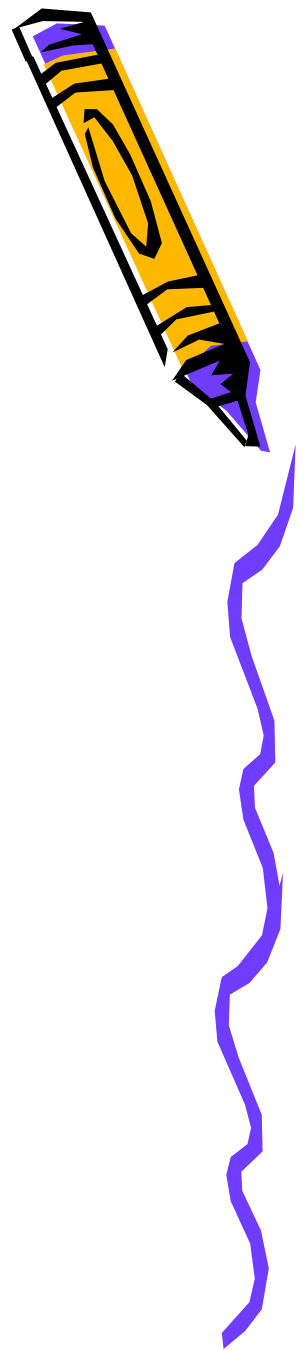
Speed Sounds Set 3

Taught in Year One and Year Two

ea, oi, a-e, i-e, o-e, u-e, au, are,

ur, er, ai, oa, ew, ire, ear, ure

tion, cious/tious, e



ea

Cup of tea
eat, clean, seat,
scream

oi

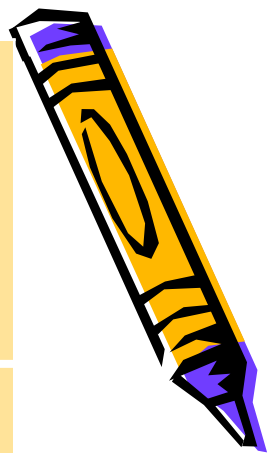
Spoil the boy
join, coin, voice, noise

a-e

Make the cake
shake, take, late, game

i-e

Nice smile
shine, fine, like, mine,
time



o-e

Phone home
hope, rose, spoke,
those,

u-e

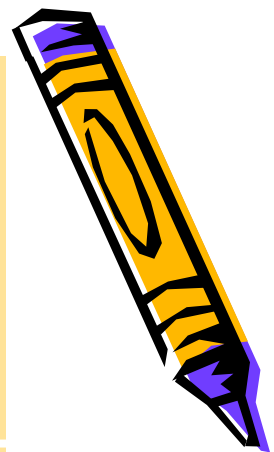
Huge brute
use, tune, excuse

aw

Yawn at dawn
saw, paw, claw, straw,

are

Care and share
dare, square, flare



ur

Nurse with a purse
burn,turn,hurt,slurp

er

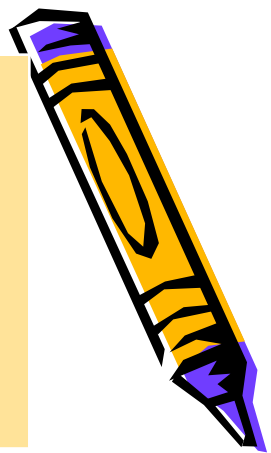
A better letter
never,supper,after,

ow

Brown cow
now,down,crowd

ai

Snail in the rain
tail,train,paint



oa

Goat in a boat
loaf, coach, toast,
road

ew

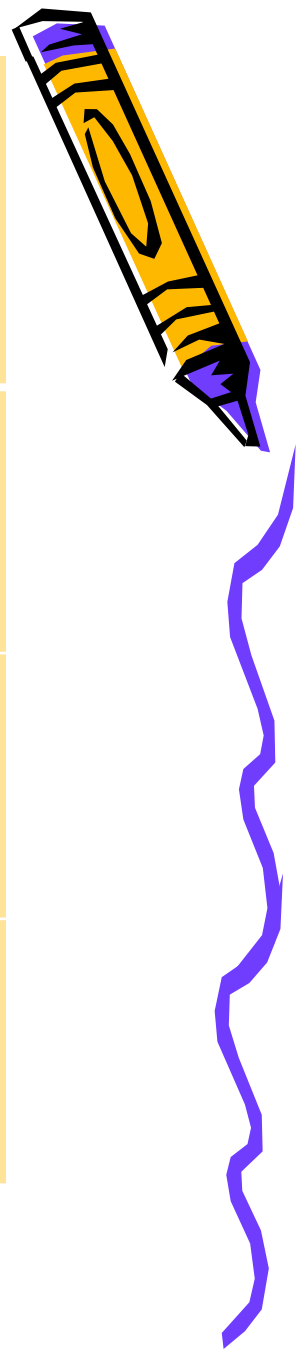
Chew the stew
new, few, knew

ire

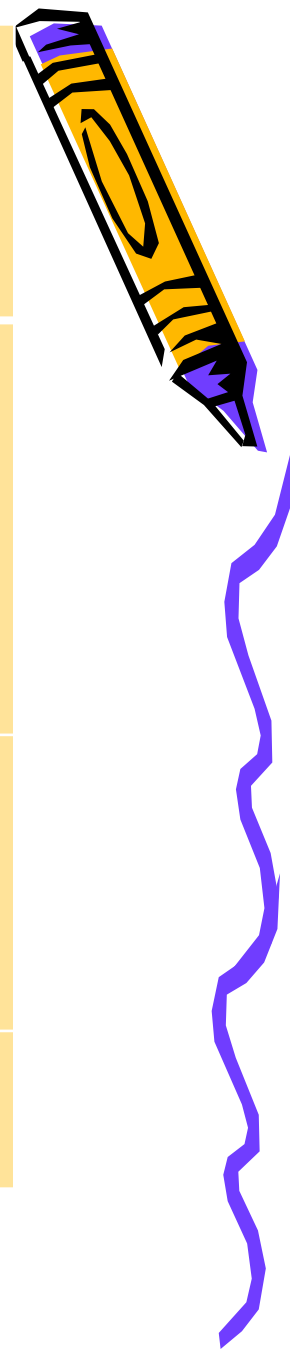
Fire! Fire!
wire, spire, bonfire

ear

Hear with you ear
dear, near, year



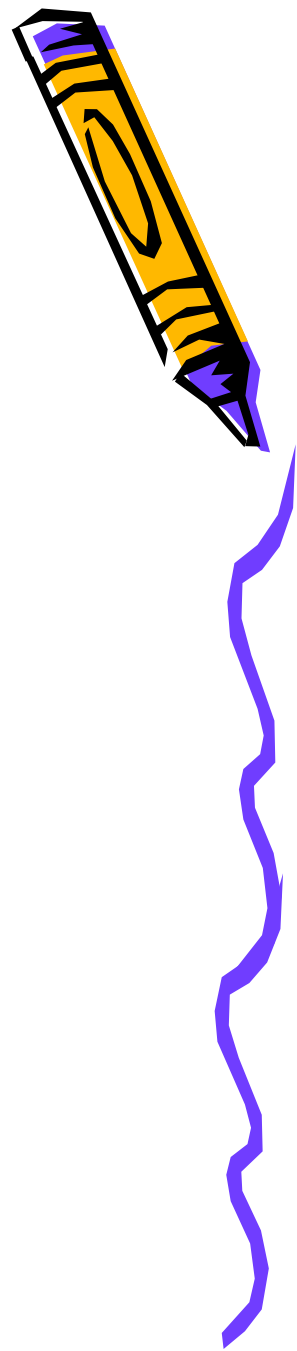
ure	Sure it's pure cure, picture, mixture
tion	Pay attention! It's a celebration! conversation, attention
cious, tious	Scrumptious, delicious! precious, suspicious
e	He, she, we, me, be, he



Spelling

- Tenses
- Word endings - ing, ed, er, est, ful, ly, y, s
- Syllables
- Spelling 'rules'

This work continues into Key Stage 2



High Frequency Words

- There are 300 high frequency words
- 100 are 'most common' high frequency words and make up the majority of the words we read and write
- High Frequency word learning begins in Reception with the children's word tubs
- Some of these words need to be learnt by rote - can't be sounded out
- High Frequency words need to be learnt alongside sounds



Reading

Different types of reading at school

- ***Reading to children*** - sharing a book, discussing pictures, modelling how to read
- ***Guided Reading*** - children are guided through a text at their own level - practising skills such as blending sounds together to read words, reading for meaning, retelling, comprehension, link to reading record
- ***Shared Reading*** - usually a big book, the teacher models 'how' to read - sounding out words, re-reading etc

Reading with children - sharing a book in the reading corner



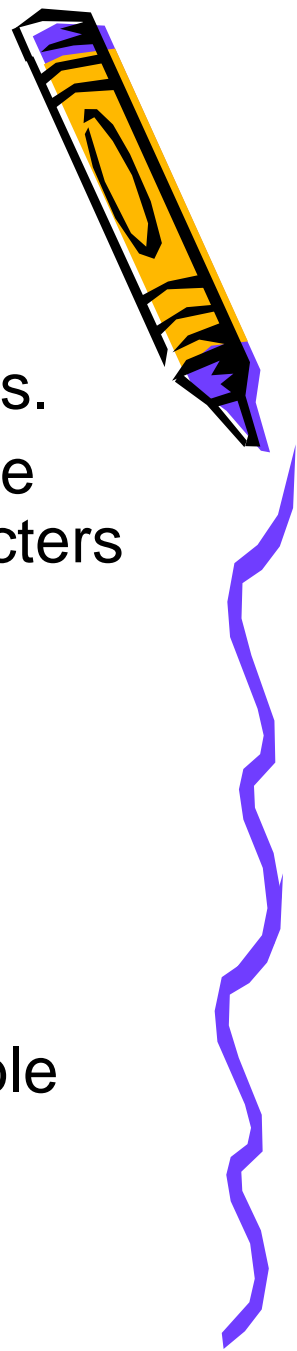
Writing

Different types of writing at school

- ***Guided Writing*** - children are guided in a group at their own level - working on targets specific to their own needs with the teacher supporting the writing
- ***Shared Writing*** - whole class activity, the teacher models 'how' to write - recording sounds in words, modelling when and how to use punctuation and discussing vocabulary choices, discussing the features of a particular text type, using ideas from the children etc...
- ***Independent Writing*** - weekly Big Writing sessions - an opportunity for the children to practise the skills they have learnt independently.



Remember



- Talking about stories, characters, events, asking questions about books, comparing books are all equally important as phonics and decoding words.
- Encouraging children to talk about books they are reading, retelling stories, pretending to be characters – using ‘voices’ to help develop their expression when reading
- Having ‘a go’ at writing - praising all attempts
- No copying - children don’t learn how to write by copying
- Children are not expected to spell every word correctly – but to make phonetically plausible attempts at spelling words.

