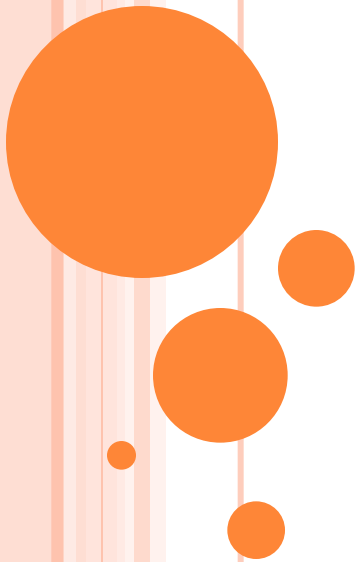


LITERACY



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 introduce the changes to spelling in KS1



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

Sound pronunciation
handwriting demonstration



PHONICS PHRASES

- m: Go up to Maisie's head, down to Maisie's toe, up and over two mountains and that's the way to go!
- a: Go up round the apple and down the leaf.
- s: Go up to the snake's head and slither down the snake.
- d: Up and over the dinosaur's back, round his bottom, up his tall neck and down to his feet.
- t: Up the tower, down the tower and across the tower
- i: Up the insect's body,, stroke him down the back and poke him in the eye
- n: Go up to Nobby's head, down to Nobby's toe, up and over the net, that's the way to score a goal!
- p: Go up to the parrot, down the plait, around the pirate's face and walk the plank.
- g: Go up to the top of her head, round her face, down her plait and give her a curl.
- o: Go up to the top of the orange, around the orange and squirt!
- c: Go up to the top of the caterpillar, curl around the caterpillar.
- k: Go up to the kangaroo's head, down the body, around the tail, down the leg and kick!



PHONICS PHRASES

- u: Go up, down and under the umbrella, up to the top and down into the puddle.
- b: Go up to the top of the boot, down to the heel, round the toe and kick!
- f: Go up to the flower, down the stem and across the leaves.
- e: lift off the top and scoop out the egg.
- l: Go up the leg, down the leg
- h: Go up to the head, down the head to the hooves and over the horse's back.
- r: Up to the robot's head, down his back, then curl over his arm
- j: Up to Jack's head, down his body, curl and dot
- v: Go up, down a wing, up a wing
- y: Go up to the horn, down a horn, up a horn and under his head
- w: Go up, down, up, down, up
- z: Go up to the top, zig, zag, zig
- q: Go up to the top of the queen's head, round her head, up past her earrings and down her hair.
- x: Go up, down the arm and leg, go up the other leg and arm.



SPEED SOUNDS SET 2

ay, ee, igh, ow, 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,



SO HOW CAN YOU HELP YOUR CHILD?

- Being familiar with the 44 sounds and the corresponding graphemes.

Complex Speed Sounds												
Consonant sounds												
f	l	m	n	r	s	v	z	sh	th	ng		
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk		
ph	le	mb	kn	wr	se		se	ci				
					c							
					ce							
b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							
Vowel sounds												
a	e	i	o	u	ay	ee	igh	ow				
	ea				a-e	y	i-e	o-e				
					ai	ea	ie	oa				
						e	i	o				
							y					
oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure		
ū-e			oor	are	ur	ow	oi					
ue			ore		er							
ew			aw									
			au									

- Understanding how to blend using Fred Talk for reading and writing



m_a_t



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

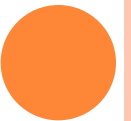
Chew the stew
new, few, knew

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,

Scrumptious,

delicious!

tious

precious, suspicious

e

He, she, we, me, be, he



FRED TALK / SOUND BUTTONS

mat ship bright



precious



take



witch



cat



rain



SPELLING YEAR 1

- Adding *s* and *es* to words

e.g. cats, rocks, dogs

- Adding *ing*, *er*, *ed*, *er*, *est* and rules for doing so.

- Adding the prefix 'un' to words.

e.g. undo, unhappy

- Spelling common compound words

e.g. football, bedroom

This work continues into Year 2



SPELLING YEAR 2

- 'y' changed to 'i' before adding *ed*, *er*, *est*
e.g. *copier*, *happiest*, *cried*
- If the root word ends in 'e', the 'e' is dropped when adding 'ed', 'ing', 'er', 'est' or 'y'.
e.g. *hiking*, *hiked*, *hiker*, *nicest*, *shiny*
- If the root word ends in a single vowel then a consonant, the final consonant is doubled.
e.g. *pat* = *patting*, *drop* = *dropping*, *sad* = *sadder*

This work continues into KS2



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



RECEPTION 45 HIGH FREQUENCY WORDS

a	can	go	look	said	was
all	cat	going	me	see	we
am	come	he	mum	she	went
and	dad	I	my	the	yes
are	day	in	no	they	you
at	dog	is	of	this	came
away	for	it	on	to	gone
big	get	like	play	up	run



100 HIGH FREQUENCY WORDS

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an



200 HIGH FREQUENCY WORDS

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed



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,
- *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. This is important across both EYFS and KS1. Parents are also encouraged to engage in shared writing at home
- *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.

