Three stylized human figures in blue, yellow, and red are positioned behind the text. The blue figure is at the top, the yellow figure is on the left, and the red figure is on the right. They are all in a similar pose, with arms raised and legs spread, suggesting a sense of movement or dance.

# **Phonics at Trinity Road**

# Why do we teach phonics?

- Phonics helps children to develop good reading and spelling skills  
e.g. **dog** can be sounded out for reading and spelling
- We use a scheme called '**Letters and Sounds**' as our teaching plan and '**Jolly Phonics**' as our teaching resource, you will hear the children singing the songs!
- Synthetic phonics is the ability to convert a letter or letter group into sounds that are then blended together into a word.

Three stylized human figures in blue, yellow, and red are positioned in the background, overlapping each other. They are simple shapes with arms and legs outstretched, suggesting a sense of movement or growth.

# Why synthetic phonics?

*“Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers”*

*Sir Jim Rose, Rose Review of Reading 2006*

- ❖ Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word.

# Phonics is...

**Skills of  
segmentation  
and blending**



**Knowledge of  
the alphabetic  
code.**

# Phonics Consists of:

- ❖ Identifying sounds in spoken words
- ❖ Recognising the common spellings of each phoneme.
- ❖ **Blending** phonemes (sounds) into words for reading.
- ❖ **Segmenting** words into phonemes (sounds) for spelling.

Three stylized human figures are positioned in the background. The top figure is blue, the bottom-left figure is yellow, and the bottom-right figure is red. They are all in a similar pose, with arms raised and legs spread, suggesting a celebratory or active state.

# **Phoneme**

is the smallest unit of sound in a word.

How many phonemes can you hear in

**sit?**

# Graphemes

are the letters that represent the phoneme.

*Children need to practise recognising the grapheme and saying the phoneme that it represents.*

The grapheme could be 1 letter, 2 letters or more!

We often refer to these as sound buttons:

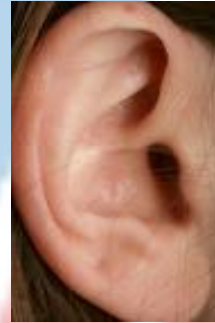
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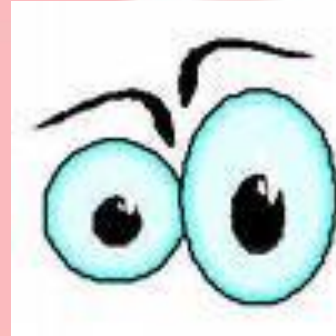
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# Things to remember:

❖ A phoneme you hear



❖ A grapheme you see















































**A word always has the same number of phonemes and graphemes!**



# How to say the sounds

- ❖ Saying the sounds correctly with your child is extremely important
- ❖ The way we say sound may well be different from when you were at school
- ❖ We say the shortest form of the sounds

# The 44 phonemes

/b/	/d/	/f/	/g/	/h/	/j/	/k/	/l/	/m/	/n/	/ŋg/
										
/p/	/r/	/s/	/t/	/v/	/w/	/y/	/z/	/θh/	/θh/	/ch/
										
/sh/	/zh/	/a/	/e/	/i/	/o/	/u/	/æ/	/ee/	/ie/	/oe/
										
/ue/	/oo/	/ar/	/ur/	/au/	/er/	/ow/	/oi/	/air/	/ear/	/ure/
										

# This is where it gets tricky!

- ❖ Phonemes are represented by graphemes.
- ❖ A grapheme can consist of 1, 2 or more letters.
- ❖ A phoneme can be represented/spelled in more than one way ( **c**at, **k**ennel, **ch**oir)
- ❖ The same grapheme may represent more than one phoneme ( me**e**, me**t**)

Three stylized human figures in blue, yellow, and red are arranged in a triangular formation, with their arms raised and hands touching at the top, forming a larger triangular shape. The blue figure is at the top, the yellow figure is at the bottom left, and the red figure is at the bottom right.

# Blending

Blending is hearing and recognising the letter sounds in a written word, such as

**c-a-t**

and then putting them together or ‘blending’ them in the order in which they are written to pronounce the word ‘cat’

Three stylized human figures are positioned in the background. A blue figure is at the top center, with arms spread wide. Below it, a yellow figure is on the left and a red figure is on the right, both also with arms spread wide. They are all simple shapes with circular heads and triangular bodies.

# Segmenting

Segmenting is '**Chopping Up**' the word to spell it out and is the opposite of blending.

Children need to identify the individual sounds in a spoken word and then write down letters for each sound (phoneme) to form the word.

For example they chop up **sat** to **s-a-t** by saying the phonemes they can hear, this then enables them to write **sat**.

# Segmenting words

Three stylized human figures are positioned in the background. A blue figure is at the top, a yellow figure is at the bottom left, and a red figure is at the bottom right. They are all in a similar pose, with arms raised and legs spread, suggesting a group exercise or dance.

❖ chip = ch – i – p = 3 phonemes

❖ dress = d - r - e – ss = 4 phonemes

❖ street = s – t – r – ee - t = 5 phonemes

Three stylized human figures in blue, yellow, and red are positioned in the background. They are arranged with the blue figure at the top, the yellow figure at the bottom left, and the red figure at the bottom right. Each figure has a circular head and two arms raised in a 'V' shape.

Segment and Blend these words...

❖ drep

❖ blom

❖ gris

Nonsense games like this help to build  
up skills – and are fun!

Three stylized human figures in blue, yellow, and red are positioned in the background, overlapping each other. They are simple shapes with circular heads and triangular bodies.

# Once children are good with single phonemes they learn...

- DIGRAPHS – 2 letters that make 1 sound

ll ss zz oa ai

- TRIGRAPHS – 3 letters that make 1 sound

igh air



# Segmenting Activity

Three stylized human figures are positioned in the background. A blue figure is at the top, a yellow figure is on the left, and a red figure is on the right. They are all in a similar pose, with arms raised and legs spread, suggesting a jumping or dancing motion.

❖ Using 'sound buttons' can you say how many phonemes are in each word.

❖ **shelf**

❖ **dress**

❖ **sprint**

❖ **string**

# Did you get it right?

❖ shelf = sh – e – l – f = 4 phonemes

❖ dress = d – r – e – ss = 4 phonemes

❖ sprint = s – p – r – i – n – t = 6 phonemes

❖ string = s – t – r – i – ng = 5 phonemes

# Tricky Words

Three stylized human figures are positioned behind the text. A blue figure is at the top, a yellow figure is on the left, and a red figure is on the right. They are all in a similar pose, with arms raised and legs spread, suggesting a celebratory or active theme.

You will hear children talk about **Tricky Words**, these are words that are not phonically decodeable

e.g. was, the, I

Some are 'tricky' to start with but will become decodeable once we have learned the harder phonemes

e.g. out, there,

# Letters and Sounds

- ❖ *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.



# Jolly Phonics

- ❖ To make our phonics learning more interactive we use a scheme alongside Letters and Sounds called **Jolly Phonics.**
- ❖ **Songs, actions and stories for each of the phonemes.**
- ❖ **Online resources to support learning.**
- ❖ **You will be hearing these a lot over the coming weeks!!!**

# Lesson format

- ❖ In each year group, phonic lessons follow the same format:
- ❖ **Revise:** The children will revise previous learning.
- ❖ **Teach:** New phonemes or high frequency or tricky words will be taught.
- ❖ **Practice:** The children will practise the new learning by reading and/or writing the words.
- ❖ **Apply:** The children will apply their new learning by reading or writing sentences.

Three stylized human figures in blue, yellow, and red are positioned in the background. The blue figure is at the top, the yellow figure is on the left, and the red figure is on the right. They are all facing upwards with arms raised.

# We teach Phonics in different phases and teach Phases 2 – 4 in EYFS.

## **Phase 2**

Sounds are introduced in sets

- ❖ Set 1: s a t p
- ❖ Set 2: i n m d
- ❖ Set 3: g o c k
- ❖ Set 4: ck e u r
- ❖ Set 5: h b f ff l ll ss

# Phase 3

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
- practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.

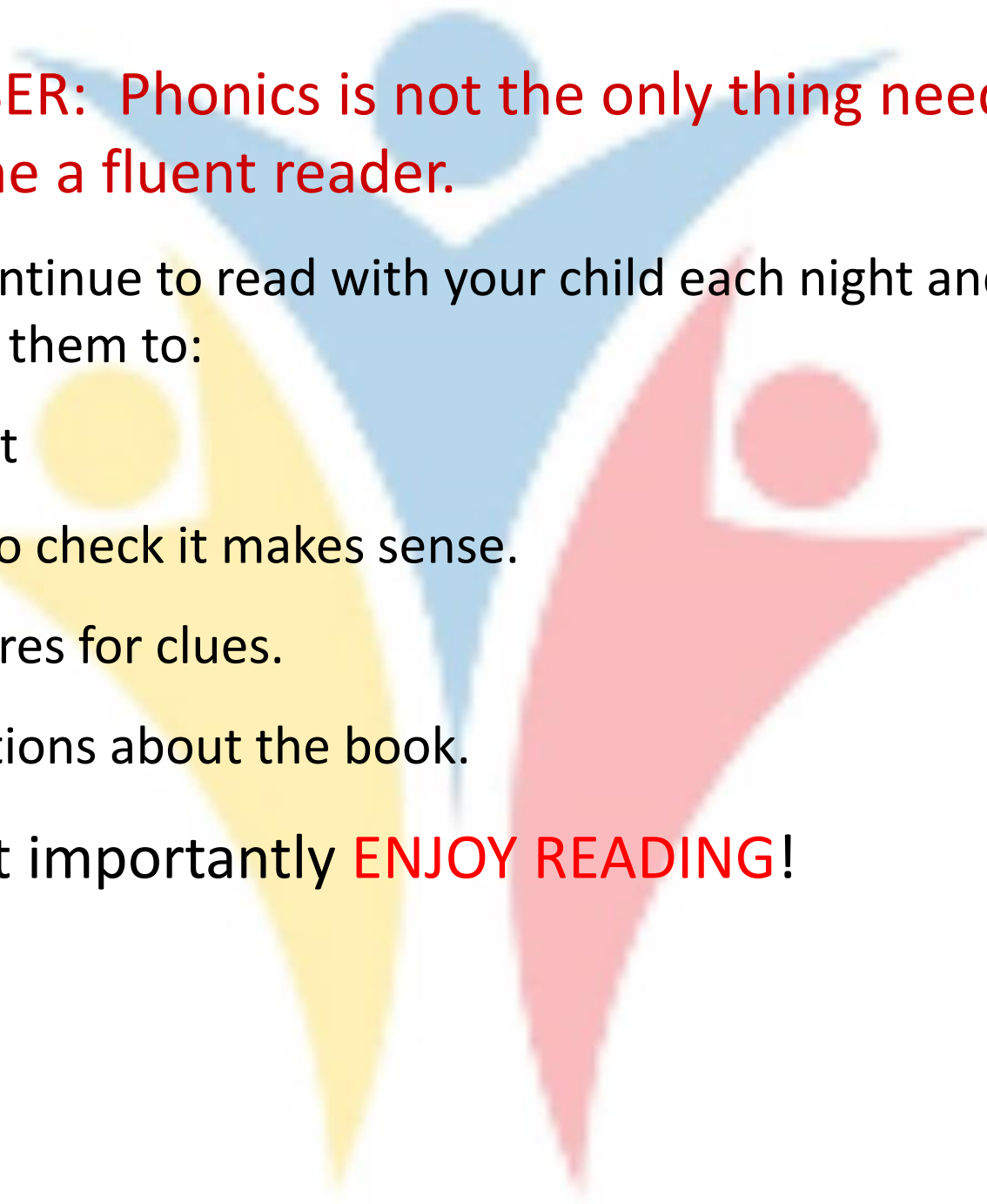


# Phase 4

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:
- **CVCC** words: **tent, damp, toast, chimp**
- For example, in the word 'toast', **t = consonant, oa = vowel, s = consonant, t = consonant.**  
and **CCVC** words: **swim, plum, sport, cream, spoon**
- For example, in the word 'cream', **c = consonant, r = consonant, ea = vowel, m = consonant.**
- They will be learning more tricky words and continuing to read and write sentences together.
- **Tricky words**  
**said, so, do, have, like, some, come, were, there, little, one, when, out, what**

# How you can help.

- ❖ Sing an alphabet song together
- ❖ Play 'I spy'
- ❖ Continue to play with magnetic letters, using some two-grapheme (letter) combinations, eg: ***r-ai-n = rain*** blending for reading
- ❖ ***rain = r-ai-n*** segmenting for spelling
- ❖ Praise your child for trying out words
- ❖ Look at tricky words
- ❖ Look for phonic games
- ❖ Play pairs with words and pictures

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**REMEMBER:** Phonics is not the only thing needed to become a fluent reader.

- Please continue to read with your child each night and encourage them to:
- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.

And most importantly **ENJOY READING!**

# Reading Planner

- ❖ Make informal notes
- ❖ Record a brief summary of how your child has read.
- ❖ Useful information about our curriculum.
- ❖ 50 nights read.