Information Meeting for Parents 7th June 2016

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Phonics - a definition

- **What is phonics?**
- Phonics refers to a method for teaching speakers of English to read and write their language. It involves connecting the sounds of spoken English with letters or groups of letters (e.g that the sound /k/ can be represented by *c*, *k*, *ck* or *ch* spellings) and teaching them to blend the sounds of letters together to produce approximate pronunciations of unknown words. In this way, phonics enables people to use individual sounds to construct words. For example, when taught the sounds for the letters *t, p, a* and *s*, what words can you make?
- "tap", "pat", "pats", "taps" “spat” and "sat"

Why are we teaching phonics?

- “Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for life-long confidence and well-being”
- Jim Rose confirmed that “high quality phonic work” should be the prime means for teaching children how to read and spell words.
- The Rose Review also highlighted the importance of developing from the earliest stages children’s speaking and listening, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of five.
- Such work should be set within a broad and rich language curriculum.

How we teach Phonics at Walter Infant School

- All our teaching and learning is from Letters and Sounds – the government's recommended synthetic system.
- We support Letters and Sounds using Phonics Play, which is designed to support teachers with planning and resources. www.phonicsplay.co.uk
- We also use a large number of additional resources, such as games and IT programmes to support the children in their learning.

Daily Phonics Lessons

- The children have phonics lessons everyday. They last for twenty minutes and are designed to be fun, fast and memorable. The children revisit what they already know, learn a new skill and apply their new knowledge.
- The children work in groups designed to meet their needs; most children work in large class-sized groups, but other children work in smaller groups and may have additional one to one support.
- All staff have excellent subject knowledge and receive regular on the job training.

Phonics Phases from Letters and Sounds

Phase	Phonic Knowledge and Skills
Phase One (Foundation)	Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.

Phase Two (Foundation)	**Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.**

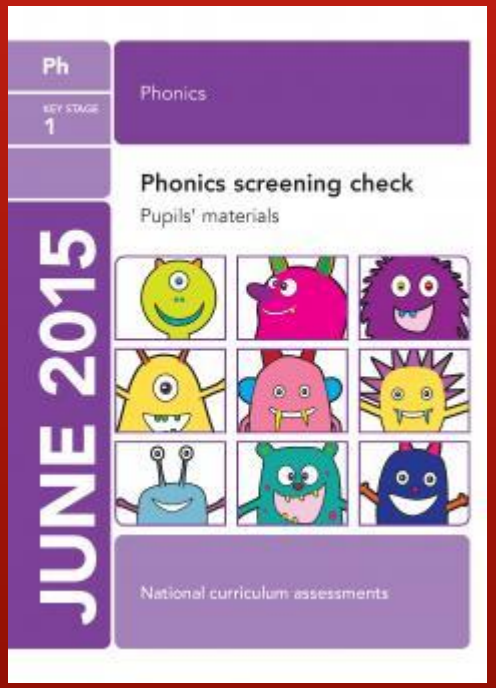
Phase Three (Reception)	**The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.**

Phase Four (Foundation and Year 1)	**No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.**

Phase Five (Throughout Year 1)	**Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.**

At the end of year one…..

What does it look like?



What is the Phonics Screening Check?

- The Phonics Screening Check is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help. The Department for Education defines the checks as "short, light-touch assessments" that take about four to nine minutes to complete.

- The checks consist of **40 words and non-words** that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don’t mean anything – your child will need to read these with the correct sounds to show that they understand the phonics rules behind them.

- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters. The teacher administering the check with your child will give them a few practice words to read first – including some non-words – so they understand more about what they have to do. Each of the non-words is presented with a picture of a monster / alien, as if the word were that type of creature e.g. dog, cat, horse etc. The children know that it there Is a picture the word is not real.

Phonemes and Graphemes

- **phoneme**
- the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
- **grapheme**
- a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
- **grapheme-phoneme correspondence (GPC)**
- the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences

Real words…

Practice sheet: Real words

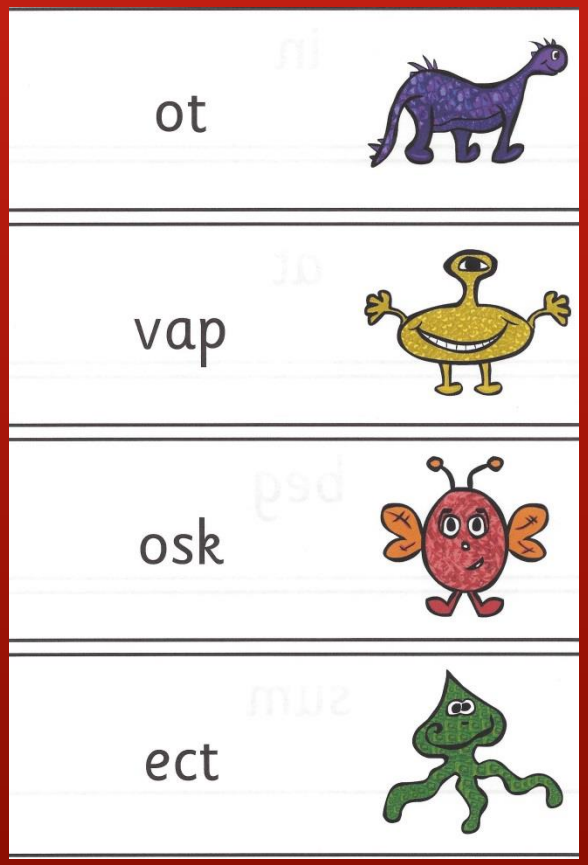
in

at

beg

sum

Non-real (pseudo) words



Phase 5 expectations

- To reach the benchmark for the Phonics Screening children must be very secure within Phase five!
- They must be able to pronounce all phonemes correctly
- They must be able to segment and blend real and pseudo words
- New graphemes for Phase Five: Mr Bowis is going to share with you how to pronounce each of the phonemes that are taught in Year 1.

ay

ou

ie

ea

oy

ir

ue

aw

wh

ph

ew

oe

au

a-e

e-e

i-e

o-e

u-e

Split digraphs!

- Children confident in Phase Five KNOW what a split digraph is!

When, where and who?

- The screening check has to start in the week beginning Monday 13th June 2016.
- The checks will be administered by Mrs Wheeler, Mr Bowis and Mrs Prickett. We have all been working with the children in phonics and the children are all aware of our arrangements.
- The children will need a quiet place to work and these spaces have been identified and all children will be familiar with the rooms.
- We are hopeful that all the screening checks will take place in the first week, but any children who are absent in the first week, will have the chance to be screened in the second week. Any child who does not take the test in the allotted two week time period will not take the test. Please ensure your child comes to school everyday.

Scores

- Your child will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard.
- In 2013, 2014 and 2015 the "pass threshold" was 32, which means children had to read at least 32 words out of 40 correctly. The threshold mark is communicated to schools at the end of June, after the test has been taken, so that teachers can mark the Check.
- You will be told how your child did, but schools' results will not be published. If your child's score falls below the standard, they will be given extra phonics help and can re-take the Phonics screening check in Year 2.

How can I support my child?

- Visit Phonics Play – you can register as a parent user.
- Read with your child each day and practise decoding unfamiliar words by segmenting and blending e.g. sh – oo – t 'shoot'
- Visit http://www.theschoolrun.com/english/phonics for further information
- Make sure your child has a good night's sleep and a filling healthy breakfast every morning.

Any questions?