
Phonics at Al-Islamia

Phonics and Decoding

What is Phonics?

According to the National Literacy Trust:

'Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. ... Phonics involves matching the sounds of spoken English with individual letters or groups of letters.'

Why the Big Deal?

A scrutiny (deep dive) into Reading is a mandatory aspect of every Ofsted inspection, because 'it's so important that children learn to read fluently as quickly as possible. Inevitably, fluent readers will learn more, because they can read and gain knowledge for themselves.' (Gill Davies, Deputy Director, Ofsted, Nov 2019).

According to the DfE, phonics should be 'the prime approach to decoding print' (DfE, April 2021).

Thus, when Reading is reviewed, the delivery and effectiveness of Phonics teaching will also be assessed and observed.

SSP – Systematic, Synthetic Phonics

We use the highly-acclaimed and well-known Letters and Sounds Phonics scheme of work

Synthetic Phonics – the process of matching isolated graphemes with phonemes, before introducing 'blending' of multiple phonemes to create whole words

Systematic Phonics – delivering phonics content in a coherent, defined sequence

Phases



Letters and Sounds is divided into 5 phases, to teach 42 phonemes (sounds)



Each phase has a clear outline of the content that is taught within it



The following slides will guide you through the basic outline of each phase

Phase 1

Introduces early speakers (ages 3-4) to sound discernment, e.g., challenging children to isolate a specific sound/phoneme from within a selection of words

Encourages oral segmenting to encourage mental blending of environment-related words, e.g., r-oa-d, c-a-r, etc

Phase 2:

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

Begins in F2

Initial demonstration of sounds as graphemes

Taught over 5 weeks, with one set per week

Children will apply their oral 'blending skills' to begin reading simple words using the taught sounds, e.g., 'a-t' is 'at' (Week 1) to 'h-u-ff' is 'huff' (Week 5)

Technical vocabulary will be taught as well: *grapheme, phoneme, digraph, segment, blend*

Children will also be introduced to some 'tricky' words – high frequency words that they will not yet be able to decode: *go, no, to, into, the, I*

Short sentences will begin to be introduced by the end of Phase 2, e.g. *I huff and I puff. I got a pack.*

Phase 3:

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant

digraphs: ch, sh, th,
ng

Vowel digraphs: ai,
ee, igh, oa, oo, ar, or,
ur, ow, oi, ear, air, ure,
er

Continues in F2

25 new graphemes over a 12-week period

Children will also learn the alphabet

Consonant digraphs are 'two consonant letters that make one sound'

Vowel digraphs are 'two vowel letters that make one sound'

Phase 3 tricky words: *he, she, we, me, be, was, you, they, all, are, my, her*

Children will now be segmenting and blending words to read sentences such as: *The wax is hot. The cow rang the bell.*

Phase 4



No new sounds will be taught as children will have been taught at least one grapheme for each of the 42 phonemes



Children will be focusing on a mixture of CVC (consonant-vowel-consonant) words, e.g., *milk, string, etc.*



They will also be reading two-syllable words, e.g. *woodland, beaker*



Tricky words: *said, have, like, so, do, some, come, were, there, little, one, when, out, what*



Phase 4 will be taught for the remainder of the F2 year (15 to 20 weeks)

Phase 5



Phase 5 is expected to be delivered over the entire Year 1 period



By this point, segmenting and blending with the taught graphemes for the 42 phonemes is expected to be secure



During Phase 5, children will be taught alternative graphemes for phonemes, e.g., the options available to spell the /ay/ sound: 'a', 'ai', 'ae', 'a-e' and 'ay'

Using Phonics to Decode (Read)

black



Using Phonics to Decode (Read)

hinder



Using Phonics to Decode (Read)

I slept in a cushy treehouse.

Using Phonics to Decode (Read)

I slept in a cushy treehouse.



Year 1 2021- 2021

Missed 7 months of face-to-face teaching over the last 12 months

Segmenting and blending is still a skill that some children struggle with

Children who are still struggling with grapheme recognition, blending and segmenting, will struggle with accessing the rest of the curriculum

Next Steps in School



In-class differentiation and support



Reading intervention focusing on phoneme recognition and blending



Phase 3 and 4 review and support

Next Steps at Home

Segmenting

- Segmenting words

Dictating

- Dictating shopping lists

Encouraging

- Encouraging children to read shopping list

Using

- Using decoding to help children read stage book

Challenging

- Challenging your child to read/spell the words on their flashcards
-

What If...

I don't speak English very well?

If you can read the Latin alphabet, become familiar with how the graphemes sound in English.

Use accredited YouTube videos to learn how to pronounce each phoneme.

The DfE have a dedicated Letters and Sounds YouTube channel: https://www.youtube.com/channel/UCP_FbjYUP_UtIdV2K_-niWw

What If...

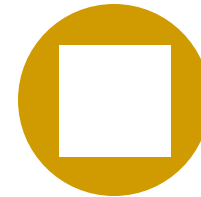
I don't speak know how to decode?



We will provide a phoneme/grapheme chart.



First read the sentence/word yourself.



Use Google to find out pronunciations



Identify the phonemes that make up each word.



Match the phonemes to the grapheme using the Letters and Sounds chart

What If...

I'm not sure how to blend?



Blending is to recognise and the 'squeeze' the sounds in a word 'together'



You can demonstrate/practice blending by:



- identifying the sounds/phonemes within a word and saying them progressively faster, e.g. m (pause) a (pause) t -> m/a/t -> mat



- exaggerate the sounds/phonemes within a word so they roll together: mmmmmmmm-aaaaaaaaa-tttttttttt -> mat



- blend the first two sounds/phonemes, and then 'add' additional ones, e.g., m-a -> ma; ma-t-> mat

/s/	s snake 	-ss glass 	-ce palace 	-se house 	c (s i y) city 	sc scissors 	-st- castle 	ps pseudonym 
/a/	a apple 							
/t/	t tent 	-tt letter 	-ed skipped 					
/i/	i insect 	-y cymbals 						
/p/	p pan 	pp puppet 						
/n/	n net 	nn bonnet 	kn knot 	gn gnome 	-ne engine 			
/k/	k kit 	c cat 	-ck duck 	ch chameleon 	qu bouquet 	que plaque 		
/e/	e egg 	-ea head 	-ai said 					
/h/	h hat 	wh who? 						
/r/	r rat 	-rr arrow 	wr write 	rh rhinoceros 				
/m/	m map 	mm hammer 	-me welcome 	-mb thumb 	-mn columns 			
/d/	d dig 	dd puddle 	-ed rained 					
/g/	g girl 	gg juggle 	gu guitar 	gh ghost 	-gue catalogue 			
/o/	o octopus 	wa watch 	qua qualify 	alt salt 				
/u/	u umbrella 	o son 	-ou touch 	-ough thoroughfare 				
/l/	l ladder 	-ll shell 						
/u/	-le kettle 	-il pencil 	-al hospital 	-el camel 				
/f/	f feathers 	ff cliff 	ph photograph 	-gh laugh 				
/b/	b bat 	bb rabbit 	bu building 					
/j/	j jug 	ge cabbage 	g (s i y) giraffe 	-dge fridge 				
/y/	y yawn 							
/ai/	ai rain 	-ay may 	a table 	-ae sake 	a-e cake 			

Grapheme/Phoneme Chart

Ease of Access

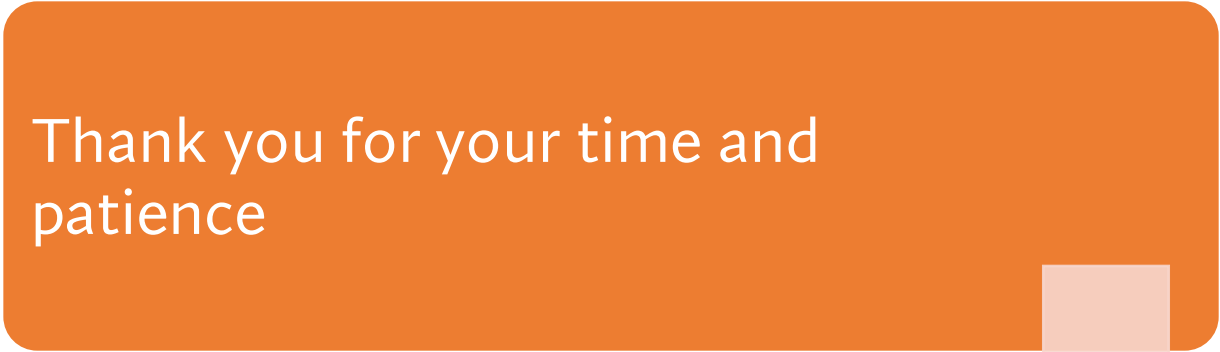
The following material will be uploaded to the Resources area of the Primary Curriculum Page:

The YouTube link to the DfE's Letters and Sounds playlist

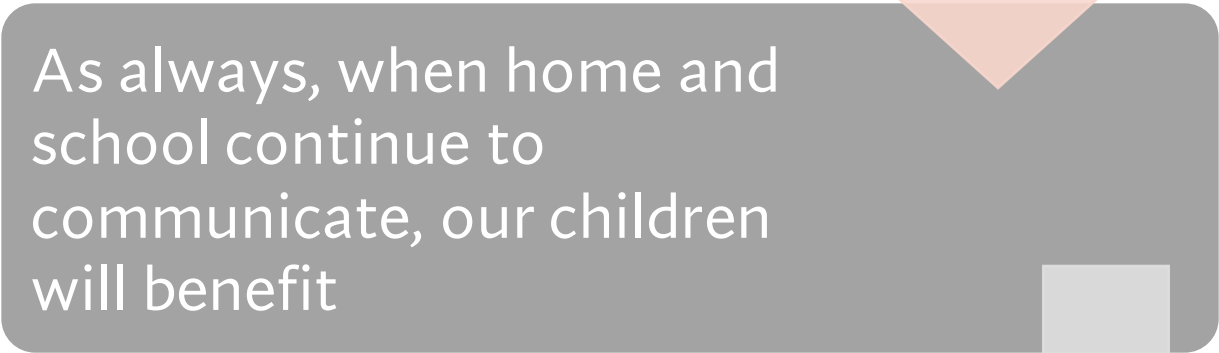
A 2-page PDF of the grapheme/phoneme correspondence chart to download

Jazakum
Allah
Khair

Thank you for your time and
patience



As always, when home and
school continue to
communicate, our children
will benefit



Questions will be answered
at this point – please insert
them into the chat

