

PHONICS INFORMATION MEETING

Wednesday 15th November

TO BECOME A GOOD READER

- Hear the sounds of speech and know that the sounds of speech make words
- Print awareness
- Phonics
- Fluency
- Vocabulary meaning
- Text comprehension

WHAT IS PHONICS?

PHONICS IS...

Knowledge of
the alphabetic
code.



Skills of decoding
and encoding

SOME DEFINITIONS

Synthetic phonics: A method of teaching phonics that first teaches the letter sounds and then builds up to blending these sounds together to achieve full pronunciation of whole words.

Decoding: The ability to sound out (segment) and blend (synthesise) all through the printed word, from left to right, to hear the whole word.

Encoding: The ability to orally divide a spoken word into individual phonemes, then select a grapheme to represent each sound.

Phoneme: This is the smallest unit of sound in a word.

c/a/t

f/i/sh

sh/ar/k

Grapheme: These are the letters that represent the phoneme.

The grapheme could be 1 letter, 2 letters (digraph), 3 letters (trigraph) or more!

t

ai

igh

ough

GPC: The relationship between the letter(s) and the sound is called a grapheme-phoneme correspondence.

THE ALPHABETIC CODE

- The 26 letters of the alphabet have to represent the 44 sounds in the English language.
- There are 20 vowel phonemes and 24 consonant phonemes.
- The alphabetic code is complex because English has absorbed many different languages.

THE ALPHABETIC CODE

- one grapheme usually represents a single phoneme
 - x is an exception representing two phonemes /k/ and /s/
- different graphemes can be used to represent the same phoneme
- a grapheme can represent different phonemes in different words

Grapheme	Example word
b	<u>big</u>
sh	<u>fish</u>
air	<u>hair</u>
augh	<u>caught</u>

Grapheme	Example word
o	<u>old</u>
oa	<u>boat</u>
ow	<u>crow</u>
oe	<u>toe</u>
o-e	<u>stone</u>
ough	<u>dough</u>

Grapheme	Phoneme
<u>neat</u>	/ee/
<u>head</u>	/e/
<u>great</u>	/a_e/

HOW TO SAY THE SOUNDS

Oxford  OWL



How to pronounce
pure sounds

<https://phonicsresources.net/Online/Resources/SoundBoard2/>

DECODING

- Blending the phonemes to read the word.
- Recognise the phonemes in the word.

cup **rain** **smile**

- Say each phoneme and blend them in the order in which they are written to pronounce the word.

c/u/p **r/ai/n** **s/m/i-e/l**

SOUND BUTTONS

- sound buttons can be drawn onto words to identify the phonemes

t
•

oi
—

air
—

a-e
∪

BLENDING ACTIVITY

Can you blend these words?

Point to each grapheme.

As you say each phoneme, run your finger under the word, from left to right, blending the sound together to form the word.

acetaminophen

ENCODING

- Segmenting the word to spell it out
- Chopping up to identify the individual phonemes in a spoken word.

h/i/m

s/t/or/k

- Writing down graphemes for each phoneme to form the words.

him

stork

SEGMENTING ACTIVITY

Chop up the word.

Count the phonemes on your fingers.

Then write each grapheme using your GPC knowledge.

Using 'sound buttons' can you work out how many phonemes are in each word.

- shelf
- dress
- sprint
- mountain
- surprise

• shelf = sh e l f = 4 phonemes
 • • •

• dress = d r e ss = 4 phonemes
 • • •

• sprint = s p r i n t = 6 phonemes
 • • • • • •

• mountain = m ou n t ai n = 6 phonemes
 • — • • — •

• surprise = s ur p r i s e = 6 phonemes
 • — • • 

ANIMA PHONICS

ANIMA PHONICS

Anima Phonics covers learning in phonics from Nursery through to Year 2.

It follows a sound to print approach.

	Autumn Term	Spring Term	Summer Term
Nursery	Phase 1: Early Worms		

	Autumn Term	Spring Term	Summer Term
Reception	Phases 2 & 3	Phase 4	Phase 5a

	Autumn Term	Spring Term	Summer Term
Year 1	Phase 5b	Phase 5c	Phase 6a

	Autumn Term	Spring Term	Summer Term
Year 2	Phase 6b	Phase 6c	Phase 6d

ANIMA PHONICS - NURSERY

Phase I

Discriminating sounds - environmental sounds, instrumental sounds, body percussion

- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

Each letter is introduced with a poem, song and corresponding action. Focus is on hearing and saying the sound.

ANIMA PHONICS - RECEPTION

Phase 2 & 3

Recognising, saying and writing graphemes for each phoneme.

Phase 4

Revising GPCs taught. Reading words with consonant clusters e.g. train, point, branch

Phase 5a

Introduces the first alternative spellings of known phonemes e.g. ai/ay, ee/ea

ANIMA PHONICS – YEAR 1

Phase 5b and 5C

Continue to learn alternative spellings for known graphemes.

Phase 6a

Spelling rules for adding prefixes and suffixes e.g. un, ed, ing, er, est.

ANIMA PHONICS – YEAR 2

Phase 6b, 6c, 6d

Less common graphemes and spelling rules from the
Year 2 National Curriculum

LESSON FORMAT

In each year group, phonic lessons follow the same format:

- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes or spelling pattern
- **Practice:** The children will practise the new learning by reading and/or writing the words e.g. dictation sentence.
- **Apply:** The children will apply their new learning through reading or writing activities.

ACTIONS



s for snake

ACTION



Wiggle your hand like a slithering snake.



a for ant

ACTION



Pretend to take a bite from an apple.



t for tiger

ACTION



Tap on your wristwatch.



p for pig

ACTION



Pop bubbles in the air.



g for gorilla

ACTION



Beat your chest like a gorilla.



o for octopus

ACTION



Draw a circle in the air with your finger.



c for crab

ACTION



Make crab claws with your hands.



k for kangaroo

ACTION



Make crab claws with your hands.



i for insect

ACTION



Use your fingers to show how insect lands on the stick



n for newt

ACTION



Make a pillow with your hands and take a nap.



m for meerkat

ACTION



Hold up your meerkat paws, and smell the mangoes.



d for dog

ACTION



Dig like a dog.

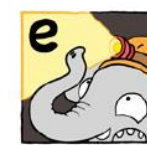
ck

ck as in back

ACTION



Make crab claws with your hands.



e for elephant

ACTION



Raise your hands to your mouth and call out an echo.



u for umbrella

ACTION



Use your arms to make an umbrella above your head.



r for rat

ACTION



Raise your rocket hands up into space.



b for bear

ACTION:



Bounce a ball.



h for hen

ACTION:



Fan your mouth as if you have eaten a hot chilli.



f for frog

ACTION:



Use your fireman's hose to put out the fire.



l for lion

ACTION:



Rub your wrist on your chin, as if licking your paw.



y for yak

ACTION:



Hold your nose to block out the yucky smell.



z for zebra

ACTION:



Fasten your zip.



qu for quail

ACTION:



Place a queen's crown on your head.



ch for cheetah

ACTION:



Give yourself a cuddle as you chatter in the chill.



j for jellyfish

ACTION:



Juggle balls in the air.



v for vulture

ACTION:



Play a violin.



w for worm

ACTION:



Roll your hands over each other like a washing machine.



x as in fox

ACTION:



Make a cross with your arms like Agent Fox.



sh for sheep

ACTION:



Put your finger to your lips and say 'sh'.



th as in moth

ACTION:



Gently flap your hands like the wings of a moth in the day.



th as in the

ACTION:



Quickly flap your hands like a moth's wings at night.



ng as in lemming

ACTION:



Pull the rope to ring the bell.



ee as in eel

ACTION



Press your car horn to make the sound 'ee'.



ar as in alarm

ACTION



Shake your hands above your head like an alarm clock.



oa as in goat

ACTION



Row a boat.



or as in tortoise

ACTION



Pull the cord to sound the horn.



ear for earwig

ACTION



Tug one of your ears.



ow as in owl

ACTION



Rub your head as if you've had a bump.



ur for urchin

ACTION



Twist the cap to free Urchin from the bottle.



oi as in oyster

ACTION



Hide behind your arms, like an oyster's shell, then pop out!



oo as in look

ACTION



Look through your binoculars and shrug.



oo as in goose

ACTION



Look through your binoculars and lean forward.



ai as in alien

ACTION



Take your aim, and throw an acorn.



igh as in eye-eye

ACTION



Rest your finger on your cheek and point to your eye.



air as in aeroplane

ACTION



Fly your hand through the air like an aeroplane.



ure as in cure

ACTION



Give a thumb's up for finding the cure!



er as in beaver

ACTION



Tap your chin like you're trying to remember something.



ew as in unicorn

ACTION



Put your finger on your head to make a unicorn horn.

ANIMA PHONICS TERMINOLOGY

- **Single letter grapheme** – a grapheme consisting of one letter
- **Digraph** – a grapheme consisting of two letters
- **Naughty Digraph** – an alternative spelling of a known phoneme
- **Split Digraph** – a two letter digraph that is split by a consonant
- **Twin letters** – when two identical consonant letters represent the same sound
- **Silly sound** – a known grapheme with an alternative pronunciation
- **Ghostly Grapheme** – a letter in a digraph that doesn't make a sound



Single letter graphemes are coloured black.

a e i o u b c d f g h j k l m n p r s t v w x y z



Two- or three-letter graphemes that represents a phoneme.

ai air ar ch ee ear er ue igh ng oa oo or qu sh th ur ure



Alternative spellings of known phonemes.

ay ea ie ow ew ir oy ph aw au are oe ey



Split digraphs and single letters that represent a vowel sound (e.g. a and a_e for /ai/).

a_e e_e i_e o_e u_e a e i o u



Twin letter graphemes are coloured black.

ck bb dd ff gg ll mm nn pp rr ss tt zz



When a known grapheme represents an alternative phoneme.

oo th ow ea ie ear er c g ai



Ghostly grapheme

wh, wr, mb, ve, tch, ore, kn, gn

COMMON EXCEPTION WORDS

There are some common words that contain grapheme-phoneme correspondences that are an exception to those children have been taught, such as 'said' or 'you'.

As children's knowledge of the alphabetic code increases, many of these common words will become fully decodable.

However, in the early stages of the programme, children must be taught to decode and spell these common exception words.

In Anima Phonics: Letters and Sounds Updated, these common exception words are known as Rainbow Words.

RAINBOW WORDS

Rainbow Words are introduced systematically throughout the programme, beginning towards the end of Phase 2.

Children's attention is drawn to the 'tricky' part of the word that does not fit in with what has been taught so far. This enables children to easily identify the grapheme(s) that make the word an exception word.



Once the 'tricky' part of the word has been identified, it is important to emphasise that a child can apply their blending skills to Rainbow Words, as with any other word.

PHONICS SCREENING CHECK

- Y1 children take this test in June.
- Introduced to assess pupils ability to **read** words by blending the phonemes.
- Consists of real and non real words.
- 40 words in total.
- Covers a selection of phonemes from Ph2, 3 & 5
- Children that don't meet the pass threshold (32) will have further support in Y2 and will retake the check in the Summer term.

SUPPORTING AT HOME

SUPPORTING AT HOME

- **Read, read, read!**
- **Talk, talk, talk!**
- **Make reading visible at home**
- **Sing songs and nursery rhymes**

READING

- Books are matched to children's phonics knowledge so should be fully decodable. This means children will have the phonic knowledge to work out the words.
- Books sent home are to practise the skills and knowledge the children have. Repeated readings helps build confidence and fluency.

1st reading – to decode words correctly

2nd reading – to develop fluency

3rd reading – to show understanding

GETTING STUCK

- Use phonics first. Say the sounds, read the word.
- Help them to segment and blend
- Use pure sounds (don't use the 'uh')
- Does it sound right? (ow/ow)
- Read to the end of the sentence. What would make sense?
- What is the text about – what might fit here?