

# AIMS FOR THE SESSION



- To provide information about the teaching of phonics within the Northern Ireland Curriculum.
- To share ideas of how children can be helped and supported at home.

# **WHAT IS PHONICS?**

Phonics is the link between letters and the sounds they make.

# WHY PHONICS?

It is recommended by Education Authority as the 1<sup>st</sup> strategy that children should be taught in helping them learn to read

## The Rose Review

The independent review of early reading, conducted by Jim Rose, confirmed that 'high quality phonic work' should be the prime means for teaching beginner readers to learn to read and spell.

The review also highlighted the importance of developing, from the earliest stages, children's speaking and listening skills

# What goes along with phonics in R.P.S?

- Guided reading
- Learning high frequency words  
(building a sight vocabulary)

# Activity 1

-What do these words say?

πιρατε

κουλδ

κροσς



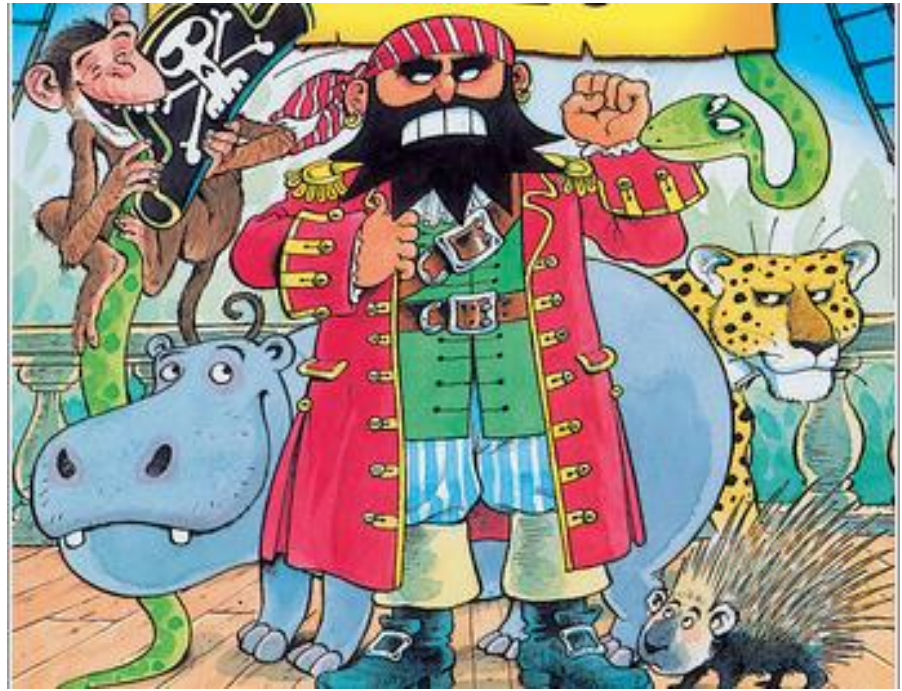
Have another go

The λεοπαρδ watched the μονκεψ.

The μονκεψ took the **πιρατες** ηατ.

He **couλδ** σεε τηατ the **πιρατε** ωασ **croσs**.

Does this  
help?

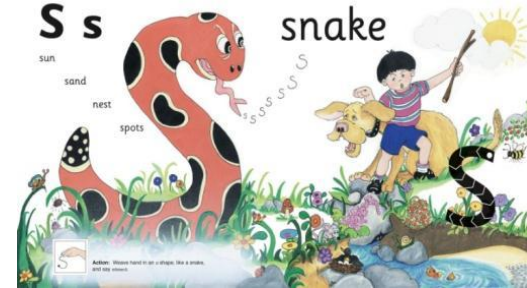


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# Learning Phonics



- Speedy and systematic
- Learning the **sounds** of the letters and not the **names**.
- By the end of P2 most children will be able to state letter **sound** and **name**. (reciting the alphabet helps)
- Giving children a code so that they can read and write with confidence



# 5 Basic Skills from Jolly Phonics

1. Learning the letter sounds
2. Blending/decoding
3. Identifying sounds in words
4. Tricky words
5. Letter formation



# 1. Learning the Letter Sounds

1. s a t i p n

2. c/k e h r m d

3. g o u l f b

4. ai j oa ie ee or

5. z w ng v oo oo

6. y x ch sh th th

7. qu ou oi ue er ar



**Digraphs** (two letters making **one** sound)

ai	oa	ie	ee	or
ng	oo	oo	ch	sh
th	th	qu	ou	oi
	ue	er	ar	

.....More are added in P3

....**S**piderman and a  
**s**Cary **s**pider are  
**s**itting at my desk!



# Letter Sounds for Children



Sounds should be articulated clearly  
and precisely.

## 2. Blending/decoding



sat      it      pat  
tap      pan      nip

# Blending using digraphs

thin



shop



summer



Children need to be reminded about the digraphs when they meet them in reading and spelling

*“Practise makes perfect”*

# 3. Hearing the Sounds in Words

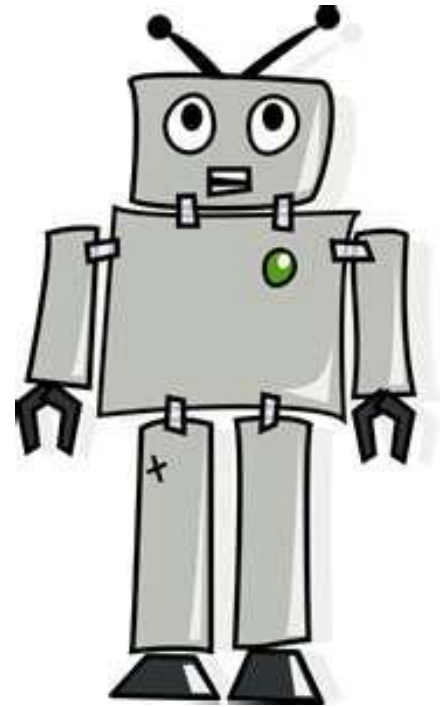
(also known as segmenting)

A spelling strategy

Sound Talk Games

- I spy a d-o-g.
- Dress the toy with a c-oa-t.
- Give the robot a p-e-g.
- Simon says, "Put you hands on your h-ea-d."

*An easy home activity to help your child*



# 4. Tricky Words

Words that do not follow the rules-

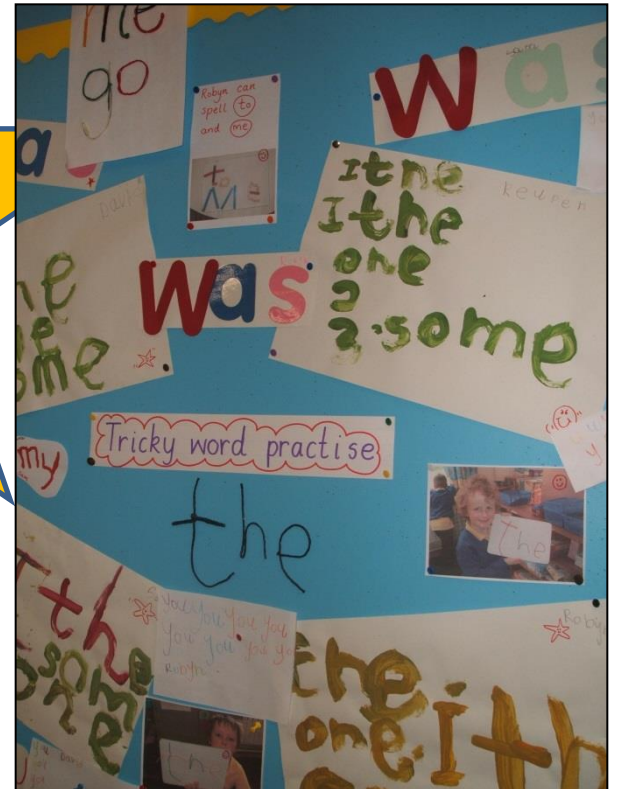
Look out for these words at home to point out to your child.

the

here

was

In P3 and P4 children will learn more complex spelling rules and alternative sounds....until then many words remain 'tricky words'.





# Beginning to 'Write'



Children should be encouraged to 'have a go'.

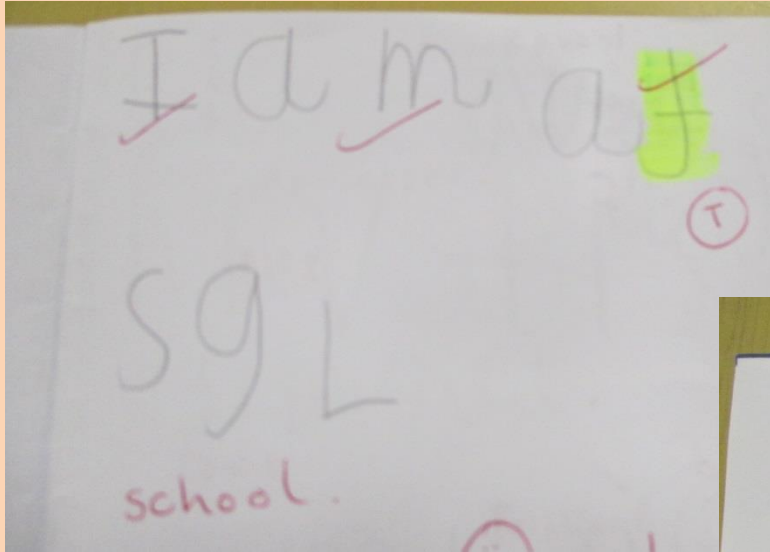
Children will have a limited code to use when creating words.

Writing should be an enjoyable experience.

Early P2

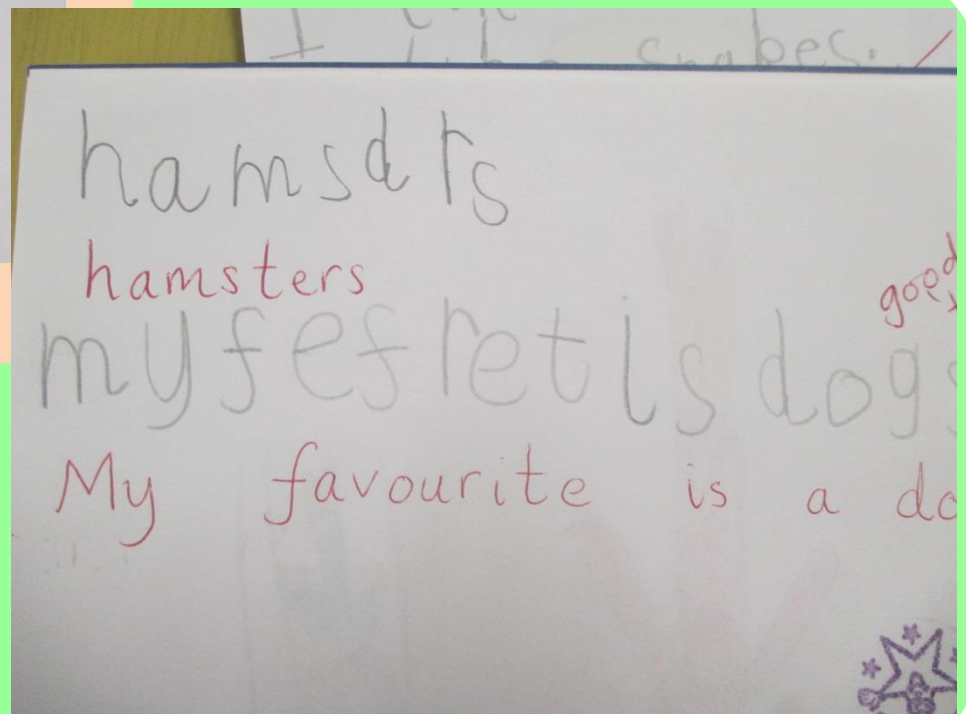
Independent writing – no  
help given

Child is using their phonic  
skills AND their sight  
vocabulary



I am at  
SGL  
school.

The image shows a piece of paper with handwritten text. The first line is 'I am at', where 'I' and 'a' have red checkmarks underneath them, and 'at' is written in a green box. Below this is 'SGL' and 'school.' in red ink. A red circle with the letter 'T' is visible to the right of the first line.



hamsters  
hamsters  
my fefret is dogs  
My favourite is a dog

The image shows a piece of paper with handwritten text. The first line is 'hamsters' in black ink. The second line is 'hamsters' in red ink. The third line is 'my fefret is dogs' in black ink, with 'good' written in red above 'dogs'. The fourth line is 'My favourite is a dog' in red ink. A small drawing of a star with a face is in the bottom right corner.

iskrim  
ice cream  
choclit  
chocolate  
Chicken fajitas  
chicken fajitas  
Snexs  
snakes  
cakes  
makes  
bakes

P2

Example of using phonic skills  
and sight vocabulary (I, like)

I like chocolate  
ice cream. ✓  
I like chicken fajitas. ✓  
I like snakes. ✓  
super writing

One day Goldilocks  
saw a <sup>cottage</sup> ~~codsh~~ - she <sup>went</sup> ~~wend~~  
in <sup>inside</sup> ~~sid~~. she <sup>looks</sup> ~~at~~ the  
the porish she <sup>ate</sup> ~~at~~ the  
Porish <sup>porridge.</sup> ~~ate~~ She went in  
the <sup>porridge.</sup> ~~lefetrom~~ she  
sat on the ~~cher~~ <sup>chair</sup>  
she <sup>went</sup> ~~wend~~ up the  
<sup>stairs</sup> ~~sders.~~ she ~~wend~~  
in the bed. she  
ran a ~~wer~~



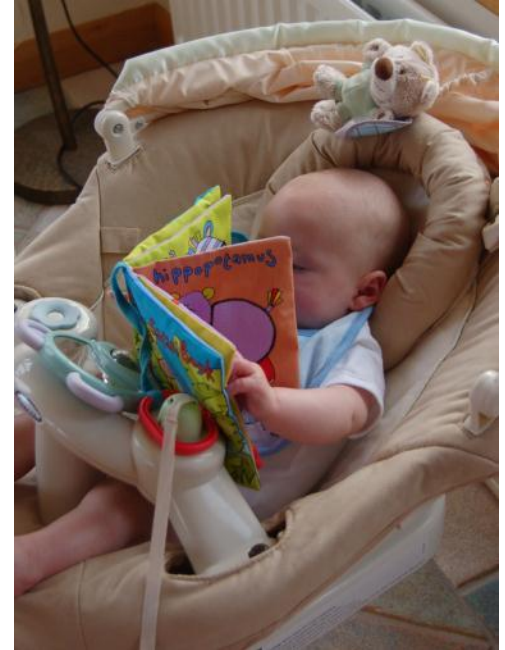
# Supporting Writing at Home

- ▶ **Write** with your child.
- ▶ **Encourage** the development of skills that support writing ( large/small movements).
- ▶ **Praise** your child for 'having a go'.
- ▶ **Talk** about your child's writing or mark making.



# Supporting Reading at Home

- ▶ **Read** with your child.
- ▶ **Encourage** your child to talk about the pictures and make sense of the story
- ▶ **Praise** your child for 'having a go'
  - ▶ at sounding out new words
- ▶ **Make** the whole experience enjoyable



# Homework

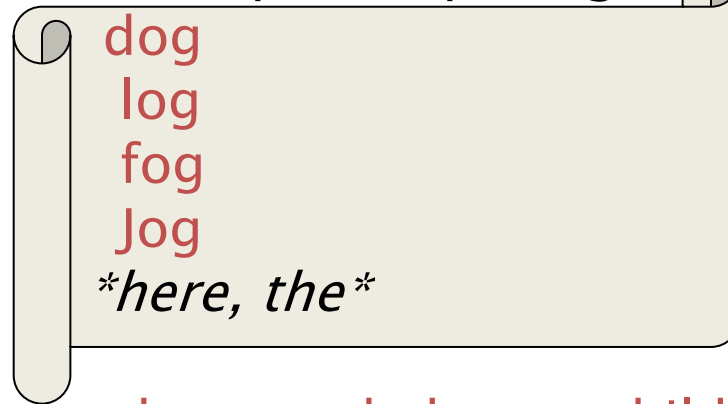
- 2 letter sounds per week
- Child should say the sound clearly and precisely and do the action as suggested in the Jolly Phonics book
- Letter pairs game – also helps develop memory skills



# Homework

In P2, the phonics scheme and spelling scheme go hand in hand.

Term 1, example of spelling homework:



- Regular words can be sounded out – children learn spelling patterns in class
- *\*Tricky words* don't follow the rules – children practise the words in different ways in class. At home it may be helpful to use the '*Look, cover, write and check*' method.