



Welcome to: **Phonics Information SPLAT September 2023**

Please sign in on the
sheets provided.
Thank you!

The Aim:

- The aim of this presentation for you to gain an understanding of the Phonics from the Early Years to Year 2



Why Phonics?



Did you know?

English has

26 Letters

44 Phonemes

250 Graphemes

26 letters used to create 44 sounds that can be written in 250 ways.



@icanreaders



Why Phonics?



- A grapheme is a kind of symbol that represents a sound (phoneme) in writing.
- A grapheme can consist of just one letter or a group of letters, and these have specific names.
- A grapheme that consists of two letters is called a digraph, while one with three is called a trigraph.

'w-a-sh'

'ch-a-se'

'p-a-th'

'l-igh-t'

'n-igh-t'

'r-igh-t'

'th-ough-t'

'd-ough'

'c-ough'

What is Phonics?



Phonics is a systematic method of teaching reading and writing for children from nursery to age 7 (or until no longer required).

The teaching of phonics helps to create fluent readers and willing writers from a early stage.



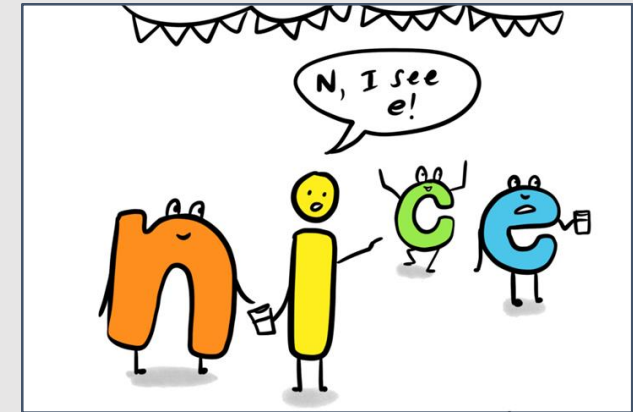
What is Phonics?



Although knowing the letter names are important we focus on the sound that the letter makes.

It is SO important to say the purest sound that each letter makes – try to make it a short sound

- For example: m – a – t



The Monster Phonics Program



- [Monster Phonics Pure Sounds](#)

The Monster Phonics Program



- Monster Phonics is our school's chosen program
- It is colour-coded to support children's understanding a linking of the different phonemes (sounds) and graphemes (written sounds)



What does a Phonics lesson look like?



Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k ck	e u r	h b	f ff l ll ss	j v w x	y z zz qu	ch sh th ^(v) th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of ASSESSMENT 1	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	ASSESSMENT 2
TERM 2	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	oi	ear ure
	look now down	look now down	see going just have	see going just have	it's do so	it's do so ASSESSMENT 3	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	day, away play children ASSESSMENT 4
TERM 3	CVCC	CCVC	CVC+ with previously taught graphemes	CVC+ with previously taught graphemes	CCVCC	CCVCC	CVC+ polysyllabic	CVC+ compound words	CCC onset words CCVCC+ with previously taught graphemes	CCVCC+ with previously taught graphemes	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't	Blending Segmenting people could ASSESSMENT 5



Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es ASSESSMENT 1 a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea ea	er ir ur	oo oo oa	ASSESSMENT 3 oe suffixes er/est	ou ow ow
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too don't	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFW REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
	YEAR 1 CEWs				100 HFWs					200 HFWs		
TERM 2	ue ue ew	ew k before y i e ASSESSMENT 4	ie ie igh	or ore aw	au air Prefix un	ASSESSMENT 5 ear (Long E) ear (short)	are y ph	wh e o	ASSESSMENT 6 Review ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e e-e le	Review o-e u-e u-e ar
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took, book looks, looking car, dark, park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	hes, were even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION
	200 HFWs											
TERM 3	PHONICS SCREEN	Review ee ea ea er	Review ir ur oo oo (u)	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ue ew	Review ew le ie igh	Review or ore aw au	Review air ear ear are	Review y ph wh e ASSESSMENT 8	Review o Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours
	Nonsense words	be, he, me, we she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, here there, friend your	the, of said house our one once	where were they says are, ask, put push, pull full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make came, like time, by, my I, I'm into, too don't	see, day very, have when, about out, people	down, now look, looked asked could saw, all	Mr, Mrs their little what called	HFW REVISION	HFW REVISION
	YEAR 1 CEWs					100 HFWs						



Year 2 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	dge g	c kn	gn wr	le el il	al homophone	Vowel suffix drop e Vowel suffix drop letter	Vowel suffix Y to i ASSESSMENT 1	y al (or)	o (u) ey	after w-ā after w-or	after w-ar s (zsh)	ti i
	great break steak find mind, kind behind	wild, child climb old, gold hold cold told	would could should door floor poor	any many pretty move prove improve	most both only every everybody	even people whole clothes thought	busy money hour Christmas	grass class pass past fast last	bath path father plant half	after again sure sugar	water parents beautiful	eye who Mr Mrs
	YEAR 2 CEWs											
TERM 2	Constants suffixes Contractions	Possessive Apostrophe ASSESSMENT 2	REVIEW dge Adding suffix	REVIEW g Adding suffix	REVIEW c Adding suffix	REVIEW kn Adding suffix	REVIEW gn Adding suffix	REVIEW wr Adding suffix	REVIEW le Adding suffix	REVIEW el il al Adding suffix	REVIEW y Adding suffix	REVIEW al (or) Adding suffix ASSESSMENT 3
	Year 2 CEW REVIEW	Year 1&2 CEW REVIEW	find, great kind, steak, mind break, behind	wild, child, climb, old, gold, hold told, cold	would, door floor, could poor, should	any, move prove, many improve, pretty	most, both only, every everybody	even, people, clothes whole	busy, hour Christmas money	grass, class pass, past fast, last	bath, path father, plant half	after, sure again, sugar
	YEAR 2 CEWs 200 HFWs											
TERM 3	REVIEW o (u) Adding suffix	REVIEW ey Adding suffix	REVIEW w-ā Adding suffix	REVIEW w-or Adding suffix	REVIEW w-ar Adding suffix	REVIEW z (zsh) Adding suffix	REVIEW ti Adding suffix ASSESSMENT 4	Homophone Vowel suffix Drop e	Vowel suffix drop e Vowel suffix Y to i	Constants suffixes Contractions	Possessive Apostrophe CEWs ASSESSMENT 5	
	water parents beautiful	Mr, Mrs who eye	thought laughed magic, animals I've, I'll who two	where once couldn't only, baby floppy, every suddenly great	any many these small, bear boat home clothes	because we're everyone town how through eyes, boy again	gone horse which pulled fly, why cried, find giant narrator	different pulled lived grandad morning, rabbit that's, things king, across along	great, break steak, every even, busy many everybody pretty, people any, money	find, mind kind, behind wild, child climb, both most, old, gold told, cold, hold whole, clothes only	beautiful move prove improve Who half	would, could, shoul door, poor, floor Christmas, sure water, Mr, Mrs sugar, eye, parent pass, class, grass bath, last, fast plant, after, again
	YEAR 2 CEWs 200 HFWs											



How Can I Help My Child at Home?



- Read books as often as possible

Cool Blue was a zookeeper.
He was a DJ too! Each morning, he put on his
zookeeper boots and left his moon house to go to the
zoo.



How Can I Help My Child at Home?



3600 MINUTES
IN A SCHOOL YEAR

Pupil A

reads 20 minutes
each day



900 MINUTES
IN A SCHOOL YEAR

Pupil B

reads 5 minutes
each day



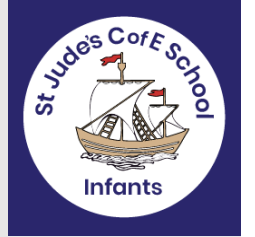
180 MINUTES
IN A SCHOOL YEAR

Pupil C

reads 1 minute
each day



How Can I Help My Child at Home?



Talk to them!

A child behind in language at age 5 is:

- 11 times more likely to be behind in maths at KS2
- 4 times more likely to have reading difficulties as adults
- 3 times as likely to have mental health problems
- Twice as likely to be unemployed

How Can I Help My Child at Home?



Expand their vocabulary.

Talk about words.

Get them curious!

Context	Child	Typical adult response	Much better if.....
2-year-old at snack table	Juice	Ok, here you are.	You want some orange juice.
3-year-old looking at book about sea creatures	That's a big fish.	Yes and look, there's a shell.	That is a very big fish. He's enormous.
5-year-old looking at a worm	He's wiggling and wiggling.	Be careful. Hold him gently.	I wonder if he's trying to get somewhere by wiggling.

How Can I Help My Child at Home?



Here is a links to some fun phonics game to play at home.

<https://fiveminutemum.com/games-and-activities/play/phonics>

<https://www.phonicsplay.co.uk/>

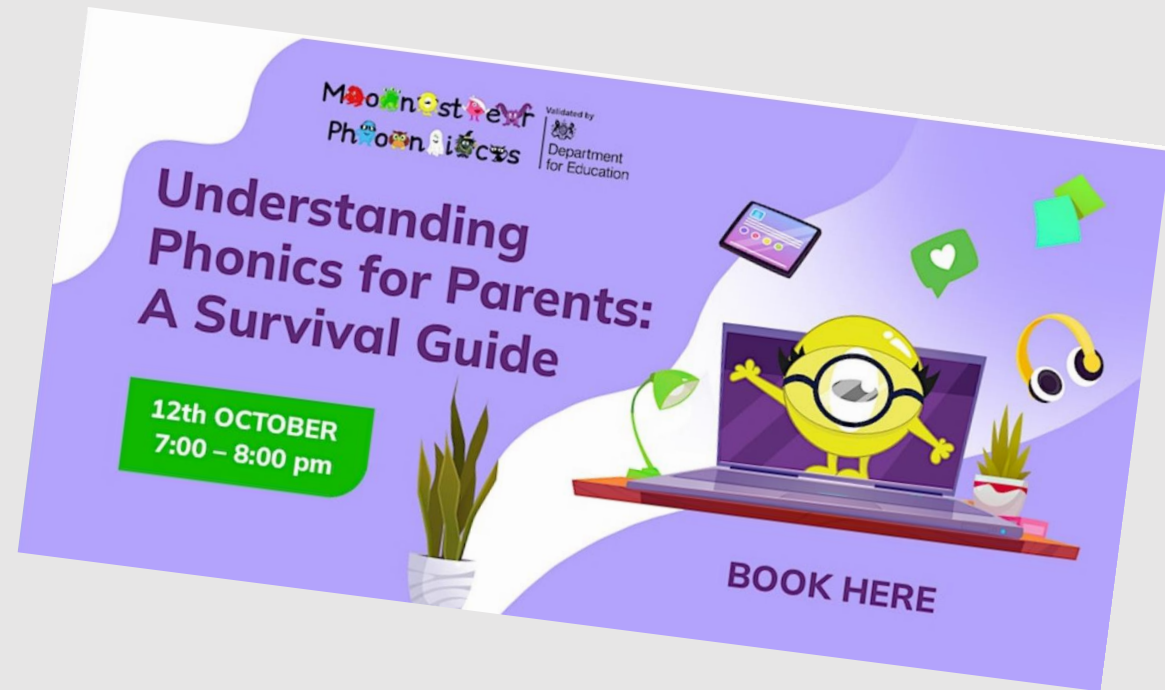
This is a great article from Penguin Books about supporting early reading, from 0-5 Years old.

<https://www.penguin.co.uk/articles/childrens-article/ladybird-early-years-reading-timeline>

Monster Phonics Workshops



- <https://www.eventbrite.co.uk/e/understanding-phonics-for-parents-a-survival-guide-tickets-668737490837?scribrkr=6424e406>



Questions?

- If you have any questions, please feel free to ask here on Tapestry or email through the office.
- Thank you!

