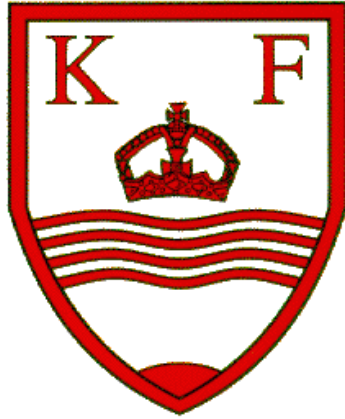


KINGSFLEET PRIMARY SCHOOL



Teaching Phonics

In 2006 Sir Jim Rose completed his independent review of the teaching of early reading. The review report provided clear recommendations on what constitutes 'high quality phonics work'.

The 'simple view of reading'

The Rose Report makes a number of recommendations for the teaching of early reading.

It makes clear that there are two dimensions to reading – 'word recognition' and 'language comprehension'.

High-quality phonic teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text.

The 'simple view of reading' shows that both dimensions are necessary to achieve fluent reading. However, the balance between word recognition and language comprehension shifts as children acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension.

Phonics: Key concepts and skills

Concept 1

Sounds (phonemes) are represented by letters (graphemes)

English is an alphabetic language – unlike Chinese, for example, where whole words are represented by characters.

Concept 2

A phoneme can be represented by one letter (grapheme) or by a group of 2 or more letters. (e.g. 'sh', 'igh', 'eigh')

Concept 3

The same sound (phoneme) can be represented (spelt) more than one way.

Cat
kennel
choir

Concept 4

The same grapheme (spelling) may represent more than one phoneme

m**ea**n – d**ea**f
cr**ow**n – fl**ow**n
f**ie**ld – tr**ie**d

Key skill 1 – blending

Merging phonemes together to pronounce a word

In order to read an unfamiliar word, a child must attribute a phoneme to each letter or letter combination in the word, and then merge them together to pronounce the word.

Key skill 2 – segmentation

Hearing individual phonemes with a word.

e.g. “crash” has 4 phonemes – c-r-a-sh

In order to spell, a child must segment a word into its component phonemes and choose a letter or letter combination to represent the phonemes.

Blending and Segmenting are reversible skills

The sounds of English

British spoken English is generally reckoned to use 44 sounds, or ‘phonemes’.

sounds	words with spelling alternatives	sounds	words with spelling alternatives
/s/	snake glass palace house cents scissors	/igh/	night tie behind sky bike eider
/a/	apple	/ee/	eel eat emu sunny key chief sardines
/t/	teddy letter skipped	/or/	fork dawn sauce chalk oars snore four
/i/	insect cymbals	/z/	zebra jazz fries cheese breeze
/p/	pan puppet	/ng/	gong jungle
/n/	net bonnet knot gnome engine	/ngk/	ink uncle
/k/	kit cat duck chameleon bouquet	/v/	violin dove
/e/	egg head said	/oo/	book should
/h/	hat	/oo/	moon blue flute crew fruit soup move
/r/	rat arrow write rhinoceros	/ks/	fox books ducks cakes /gs/ exam
/m/	map hammer thumb welcome	/ch/	chairs patch /chu/ picture
/d/	dig puddle rained	/sh/	sheep chef station magician admission
/g/	girl juggle guitar ghost catalogue	/th/	thistle
/o/	orange watch qualify salt	/th/	there
/u/	umbrella son touch thoroughfare	/kw/	queen
/l/	ladder shell	/ou/	ouch owl plough
/ul/	kettle pencil hospital camel	/oi/	ointment toy
/f/	feathers cliff photograph laugh	/yoo/	unicorn statue tube new pneumatic
/b/	bat rabbit building	/er/	mermaid birthday nurse earth world
/j/	jug cabbage gerbil giraffe fridge	/uh/	(schwa) mixer humour theatre
/y/	yawn	/ar/	artist father palm half calves
/ai/	aid tray table sundae cake prey	/air/	hair hare bear where
/w/	web wheel	/eer/	deer ears adhere cashier
/oa/	oak bow yo-yo oboe rope dough	/zh/	television treasure courgettes collage

Glossary Of Terms

Phoneme

The smallest unit of sound in a word and can be represented by one or more letters e.g. d-o-g, c-r-a-b, sh-o-p, sh-ee-p.

Blending

A blend of letters is where there is more than one letter but individual sounds can still be heard e.g. sp, cl, tr.

Blending is the process of sliding the individual sounds to make words. For example sounding out d-o-g and sliding the sounds together to make 'dog'.

Digraphs

A digraph is a sound made up of 2 letters such as ch, ee, sh, oo etc where the individual sounds cannot be heard separately. Children should see the digraph as one sound and not individual letter sounds.

Segmenting

The opposite of blending-where the children have the whole word and have to break it down into individual sounds.

Tricky words

Each phase has its own set of tricky words. These are words that cannot necessarily be sounded out but have to be learnt by sight. It's similar to children learning to recognise their name-most children know how to read their name just by looking at the shape of it-they rarely need to sound it out, even from a young age. Tricky words are similar; they need to recognise the shape of them to read them quickly.