



# Phonics Meeting – October 2022

# Phonics



3 Stages – Each with its own song!  
Each sound has its own rhyme, colourful  
picture and action



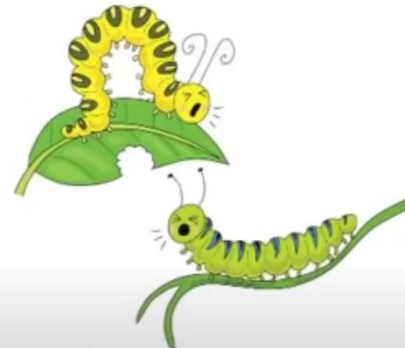
**a**

Ants on an apple a a a

**b**



Butterflies are beautiful b b b



**c**

Caterpillars coughing c c c

# Phonics

## PHONEME

The smallest unit of sound within a word.

## GRAPHEME

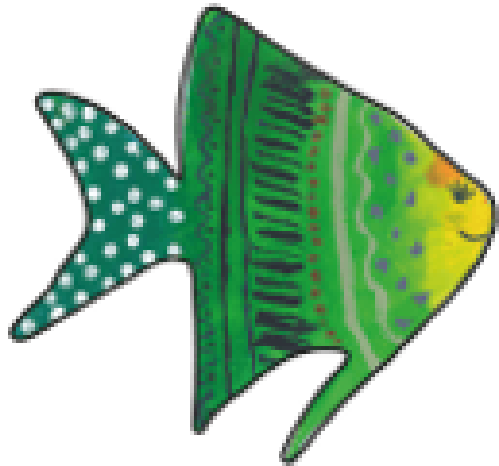
A letter, or group of letters, that represent a phoneme.



# Phonics



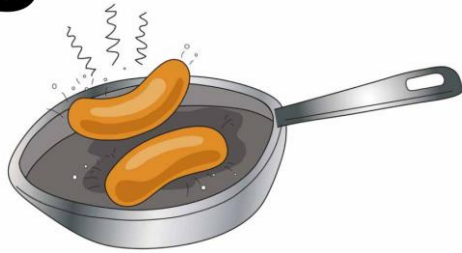
There are 44 phonemes in the English Language and 26 letters which can be used to represent them.



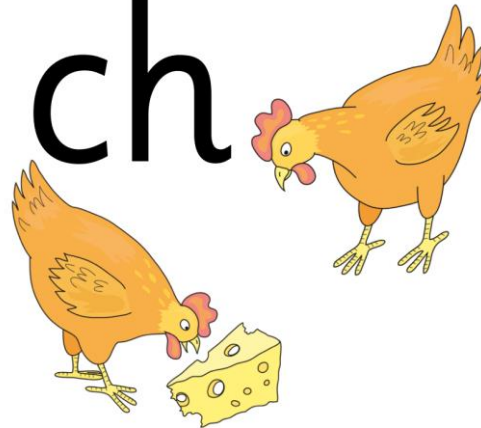
There 175 + GPCs.

The phonemes (sounds) can be represented by individual letters or groups of letters (graphemes)

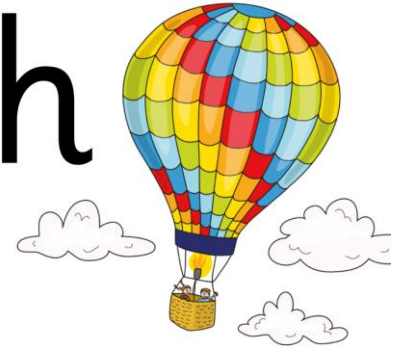
s



ch



igh



The word dip can be split into 3 phonemes e.g d-i-p.

Each sound is represented by 1 letter.

d	i	p
---	---	---

The word chip can also be split into 3 phonemes e.g ch-i-p.

This is because the first sound is represented by 2 letters.

ch	i	p
----	---	---

The same phoneme (sound) can be represented by different graphemes (letters).  
e.g. c, k and ck all represent the same sound.



c k ck

Different phonemes (sounds) can be represented by the same grapheme (letters).

e.g. snow and clown both contain ow but it makes a different sound in each word

ow



ow





Blending – Sounding out  
phonemes to build words for  
reading.

chop

Segmenting – Saying the whole word and breaking it into sounds for spelling.



f-ar-m

farm

# Pure Sounds

**PURE SOUNDS**

Try not to add 'uh' to the end of the sound.



ssss not suh



**WHY?**

It makes it easier for your child to blend the sounds.




muh-u-muh  
muhamuh  
mmm-u-mmm  
mum

miniWRITERSclub

Some sounds are tricky to say without adding an 'uh'.  
e.g. d, g, b, p

• If we use a loud voice, we tend to add an uh sound to the end. Try whispering and using a soft voice.

miniWRITERSclub



Use a mirror to check your mouth and tongue placement.

Exaggerate your tongue and mouth movements if necessary.

miniWRITERSclub

Put your hand on your throat and notice the difference – c, p, s



# Pure Sounds



# Common Exception Words

the

to

I

no

go

into

you

they

all

are

my

her

he

she

we

me

be

was

said

like

do

come

there

little

out

have

so

some

were

one

when

what

oh

could

their

people

Mr

Mrs

looked

called

asked

# Reading at Home

- Scheme books are linked to children's phonetic knowledge.
- Children need to re-read books to develop fluency.
- Talk about the pictures
- Check their understanding
- Encourage your child to reread at the end of the sentence.
- As soon as your child can, get them to read whole words.

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# Fluency

Automatic word recognition to free up headspace for comprehension. Using expression effectively to 'tell' the story, showing understanding.

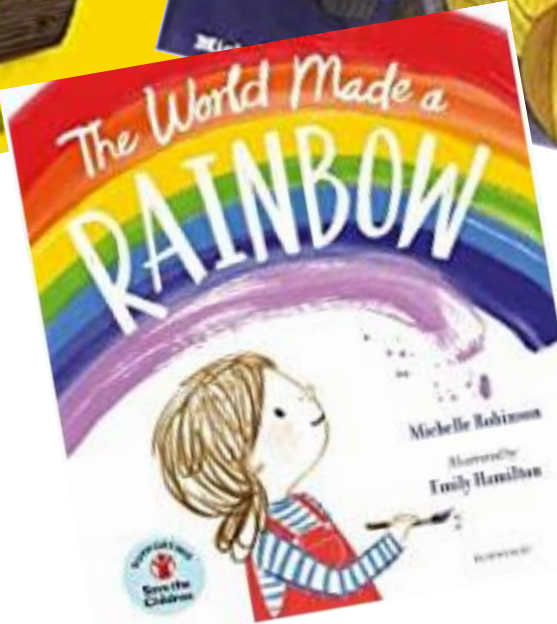
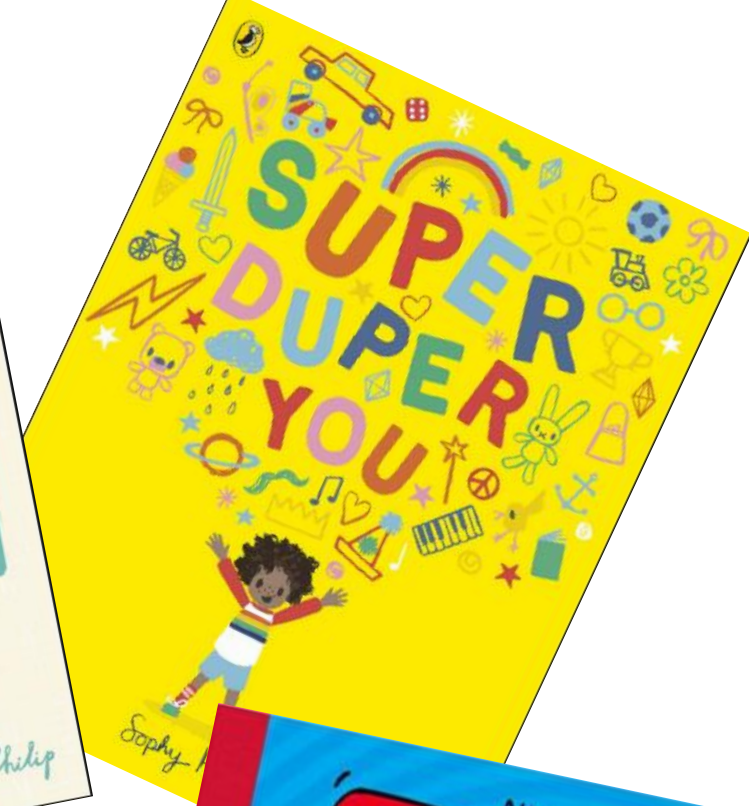
# Vocabulary

Learning new words and having a bank of word knowledge.

# Comprehension

To take meaning from text. By teaching phonics, we are giving the key to the physical ability to read, but we then need to lift the words off the page and take meaning from the sentence/passage.

Don't forget a  
bedtime story!



We are ALWAYS  
happy to  
recommend a  
book!



# Partnership

Please write in your child's reading diary each time you hear them read and let us know how they are getting on at home!

If you have any questions do talk to us!

