



Professional Studies

Phonics Subject Knowledge

The Rose review

- What are the key messages of the Rose review?



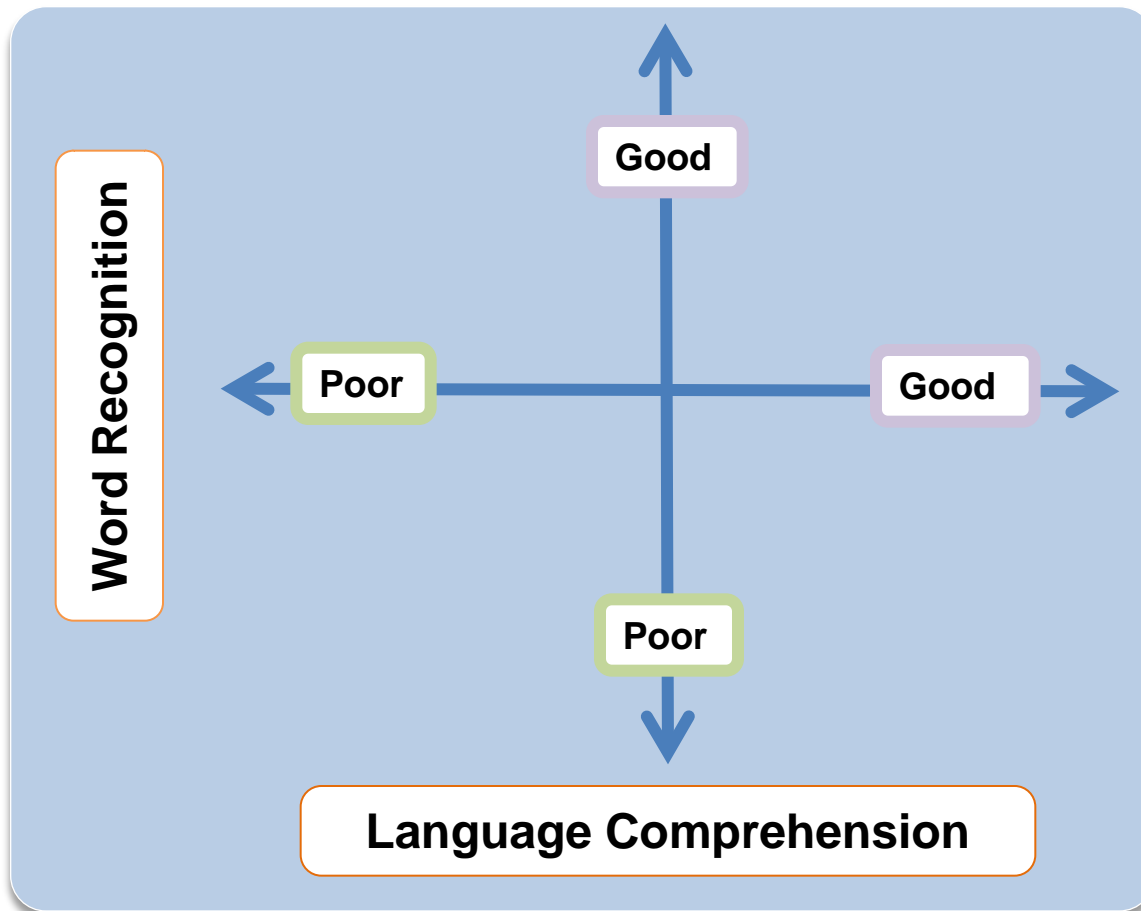
It is widely agreed that reading involves far more than decoding words on the page. Nevertheless, words must be decoded if readers are to make sense of the text. Phonic work is therefore a necessary but not sufficient part of the wider knowledge, skills and understanding which children need to become skilled readers and writers, capable of comprehending and composing text.

DfES (2006)



Take time to consider this slide.

The simple view of reading



Key messages

- To become fluent readers, children need to be competent in both strands of reading.
 - Phonics is the primary and early strategy for word recognition processes.
 - The word recognition strand of the framework ends at Year 2 because children by that time should be well on the way to becoming fluent readers.
 - Language comprehension skills are lifelong.
 - Children progress from ‘learning to read’ to ‘reading to learn’.



Phonic knowledge

- A phoneme is the smallest unit of sound in a language.
- There are 44 phonemes in the English language:
 - 24 consonant phonemes
 - 20 vowel phonemes
- A grapheme is a letter representing a phoneme (a spelling choice).
- Phonemes are used to decode (read) and graphemes are used to encode (write).



Do we need to relearn?

- Continuous sounds:
 - f, l, m, n, r, s, z
- All of the other sounds can be voiced or unvoiced:
 - a, b, c, d, e, g, h, i, j, k, o, p, q, t, u, v, w, x, y
- Hold your fingers around the vocal chord area of the throat.
 - Make the 's' sound.
 - Now, make the 'z' sound.
 - Is there a difference?

Sounds (1)

- Some sounds are simple to hear:

- 'a' as in ant
- 'e' as in elephant
- 'i' as in ink
- 'o' as in octopus
- 'u' as in umbrella

- 'b' as in ball
- 'k' as in king
- 'd' as in doll
- 'f' as in feathers
- 'g' as in gate
- 'h' as in hat
- 'j' as in jug
- 'l' as in leg
- 'm' as in mop

Sounds (2)

- Many sounds have more complex codes.
 - ‘e’ – head, said/again
 - ‘i’ – cymbal
 - ‘o’ – watch, qualify
 - ‘u’ – son, touch, thorough
- Long vowel sounds have more options.
 - Long ‘ay’ sound – aim, play, table, sundae, mane, fete, prey, break, eight, straight, ballet, champagne, rein, reign
 - Long ‘ee’ sound – eel, eat, emu, mete, key, chief, sardines
 - Long ‘igh’ sound – high, pie, behind, fly, bike, eider
 - Long ‘oa’ sound – oak, sow, yo-yo, oboe, cope, dough, plateau
 - Long ‘you’ sound – barbecue, unicorn, tube, new, pneumatic



Take time to consider this slide.

Sounds (3)

- Short 'oo' sound – book, should, push
- Long 'oo' sound – moon, blue, flute, crew, fruit, soup, move, through
- 'oi' sound – toil, boy
- 'ou' sound – ouch, owl, plough
- 'ar' sound – artist, father, palm
- 'or/aw' sound – fork, oars, door, snore, four, dawn, sauce, chalk, wardrobe, quarter, caught, thought
- 'ur/er' sound – mermaid, birthday, nurse, earth, world
- Schwa 'u'/'er' – mixer, humour, theatre, collar, sailor, fossil, memory, alone, separate, sofa, thicken, eloquent, sibyl
- 'air' sound – fair, hare, bear, where
- 'eer' sound – deer, ears, adhere, cashier
- 'oor' sound – poor, sure
- 'y' + 'oor' sound – pure



Take time to consider this slide.

Consonants (1)

- 'b' – bat, rabbit, build
- 'k' – kit, cat, duck, school, bouquet, plaque, tic, succeed
- 'd' – dig, puddle, rained
- 'f' – fall, puff, photograph, cough
- 'g' – guy, juggle, guitar, ghost, catalogue
- 'h' – hill, who
- 'j' – jam, cabbage, gerbil, giraffe, gymnast, fridge
- 'l' – ladder, shell
- 'u+l' – kettle, pencil, hospital, camel
- 'm' – man, grammar, welcome, lamb, autumn



Take time to consider this slide.

Consonants (2)

- 'n' – name, sonnet, knit, gnome, engine, pneumonia
- 'ng' – gong, jungle
- 'ng+k' – ink, uncle
- 'k+w' – queen, awkward
- 'r' – rat, arrow, wring, rhinoceros
- 's' – snake, glass, scissors, castle, pseudonym, palace, cents
- 't' – tent, letter, jumped, pterodactyl, debt
- 'v' – violin, dove
- 'w' – web, wheel, penguin
- 'k+s' – fox, books, ducks, cakes, picnics
- 'g+z' – exam, pegs, eggs



Take time to consider this slide.

Consonants (3)

- 'y' – yawn
- 'z' – zebra, jazz, fries, cheese, breeze, xylophone
- 'ch' – chairs, patch
- 'ch+u' – picture
- 'sh' – sheep, chef, station, magician, mission
- 'th' (unvoiced) – thistle
- 'th' (voiced) – there
- 'zh' – television, treasure, azure, courgette, collage



Take time to consider this slide.

Phonics: reading and writing

Phonics and reading



- To be an efficient reader, a student needs to be able to:
 - Recognise the graphemes in words and the phonemes related to them
 - Blend the phonemes smoothly through the word i.e. grapheme to phoneme

Phonics and writing



- To develop independence as writers, students need to apply their phonics knowledge themselves rather than relying on others to write (or provide spellings).



Principles of phonics teaching

- Beginner readers and writers need to be taught:
 - Grapheme-phoneme correspondence in an incremental sequence
 - To apply the skill of blending phonemes all through a word to read it
 - To apply the skills of segmenting words into phonemes to spell them
 - That blending and segmenting are reversible processes



Phonological development

- There are three types of phonological knowledge:

Perceptual knowledge

- Acoustic and perceptual characteristics of speech

Articulatory knowledge

- How to produce different speech sounds

Sounds in words

- How words can be divided into sounds
- Which sounds can follow each other in words

How many phonemes?

- jam

- ***

- hedge

- ** *

- scratch

- ***** *

- came

- tooth

- wanted

- sprint

- thought

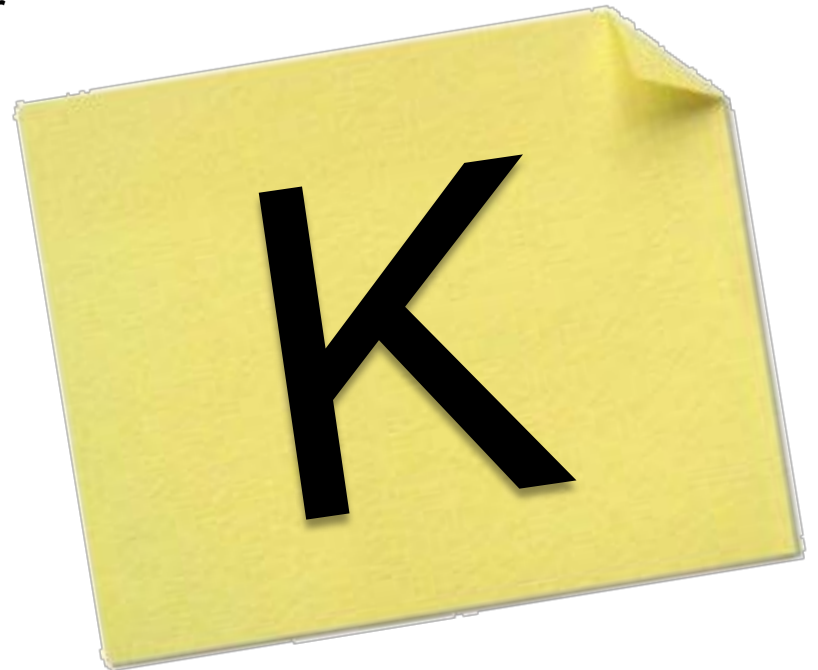
- sausage



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Phonemes

- A phoneme can be represented by one or more letters ('a' or 'igh').
- The same phoneme can be spelled in more than one way.
- Find some ways to spell the 'k' sound.
- The same spelling may represent more than one phoneme (bead, bread).



Take time to consider this slide.

Definitions

- A digraph has two letters, which make one sound.
 - A consonant digraph contains two consonants.
 - sh, ck, th, ll, ss
 - A vowel digraph must contain at least one vowel.
 - ai, ee, ar, oy
- A split digraph is a digraph in which two letters are not adjacent, for example, 'make'.
- A trigraph is three letters which make one sound.
 - igh, dge



Reading and writing: points to consider



Reading

- The importance of decoding
- As we read, what is happening, often unconsciously, in the mind? What links are we making?
- How do we use the different strands to ensure our students are reading fluently?
- How do we develop fluency?
- What issues might there be for you and for the classroom?



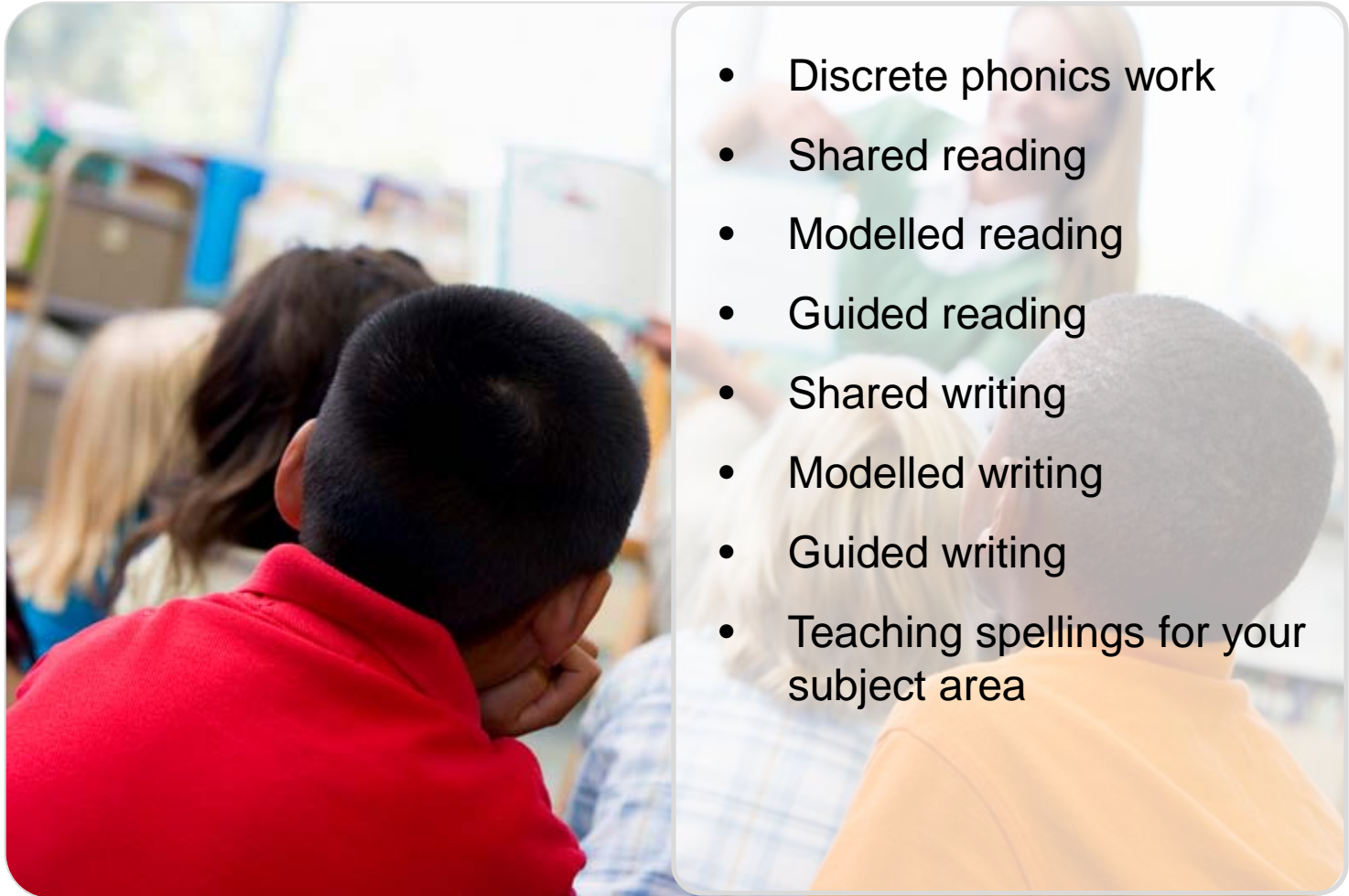
Writing

- The importance of encoding
- Making an informed choice when choosing which grapheme
- Developing independence and fluency



Take time to consider this slide.

Phonics in the classroom



- Discrete phonics work
- Shared reading
- Modelled reading
- Guided reading
- Shared writing
- Modelled writing
- Guided writing
- Teaching spellings for your subject area

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