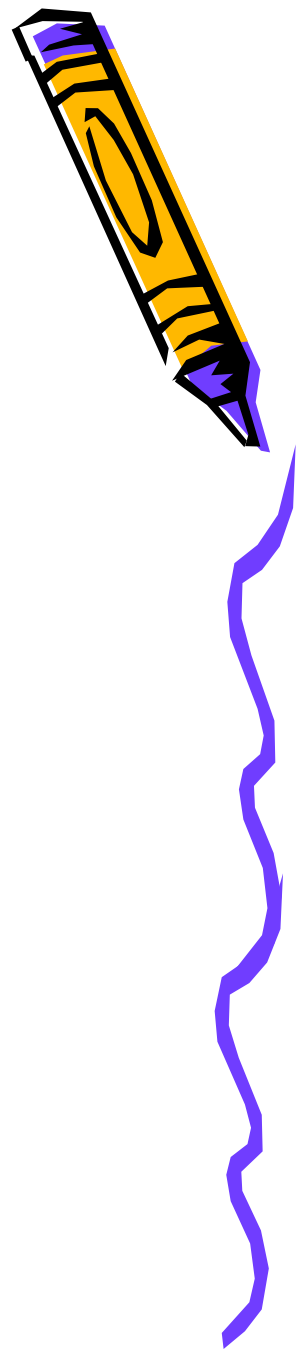


So why still Phonics?

- Phoneme, grapheme, digraph, trigraph, split vowel digraph, blending, segmenting...

...I thought we'd done with that!



- For example, it doesn't matter in what order the letters in a word appear, the only important thing is that the first and last letter are in the right place. The rest can be a total mess and you can still read it without problem.

- SIMILARLY, YOUR MIND IS
READING THIS AUTOMATICALLY
WITHOUT EVEN THINKING ABOUT

17.



Phase 5

- Teach new graphemes for reading
 - ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,
 - a-e, e-e, i-e, o-e, u-e

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant,
but/put, cow/blow, tie/field, eat/bread,
farmer/her, hat/what, yes/by/very,
chin/school/chef, out/shoulder/could/you.



Learning all the variations!

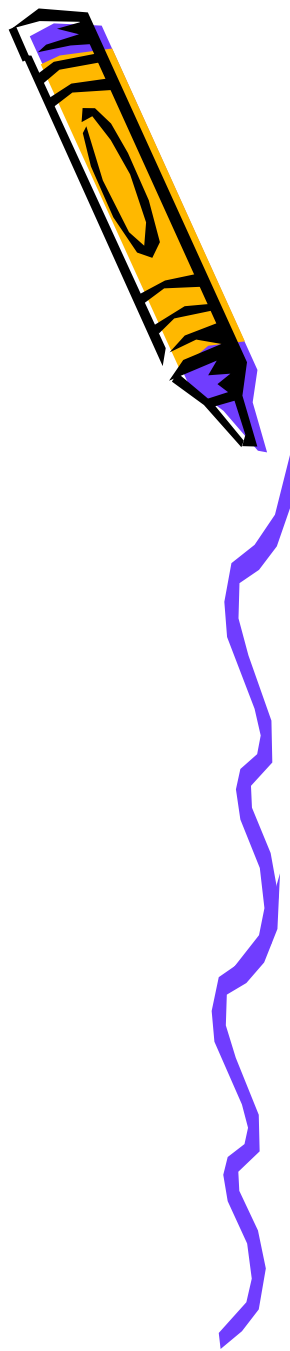
Learning that the same phoneme
can be represented in more
than one way: *burn*

first

term

heard

work



Learning all the variations!

Learning that the same grapheme can represent more than one phoneme:

meat

bread

he

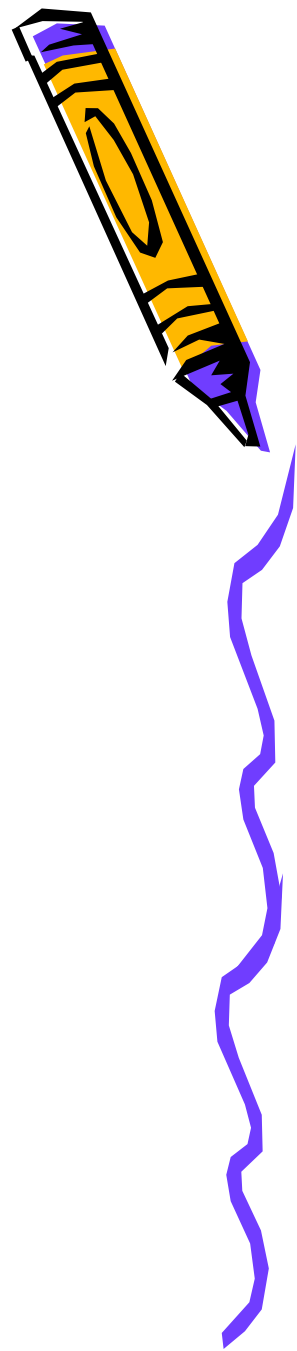
bed

bear

hear

cow

low



Teaching the split digraph

tie

time

toe

tone

cue

cube

pie

pine



Phase 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.
- Children might learn about past tense, plurals, rules for adding 'ing' and irregular verbs (eg run/ ran)
- 'tion' and 'sion' words



And yet...



Loock befor yoo cros a road or yul get cild.

Lok yor dors so burgerls doant get in or thay will steel yur best stuf.

Do not let eneone talk to strangers.

Doant wurry, there are no danderus wiuld anaimuls.

Wen you are bord perhaps you cud red a boock.



Phonics at the Juniors



- Fall back option for new words even for most able readers
eg archaeologist
- First step spelling - phoneme fingers
- Understanding rules and patterns to enable children to make better spelling choices

Game activity



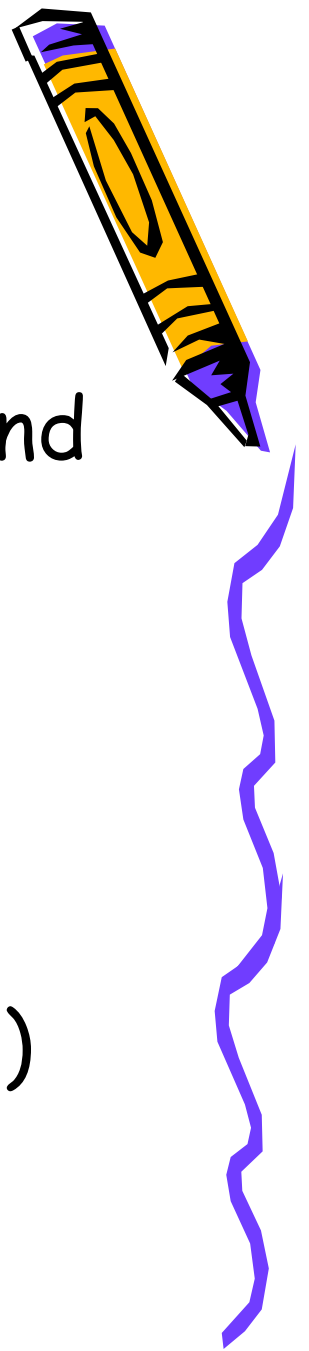
Is there anything I can
do at home?



y	e	s
---	---	---



Use correct terminology



- Children are supposed to understand and **use these words** when talking about language
- Use the **CGP books** as your bible
- **Play games** or talk about parts of language

eg I spy (nouns, adjectives)
Conjunction of the day etc
Spot the preposition



Read, read and read!!!



Share and model enjoyment of a range of genres (not always fiction).
Spot grammar.

Discuss authorial intent:

"Why did he choose that verb?"

"Which words make her sound like an expert?"

"How does she make you feel sorry for Stig?"

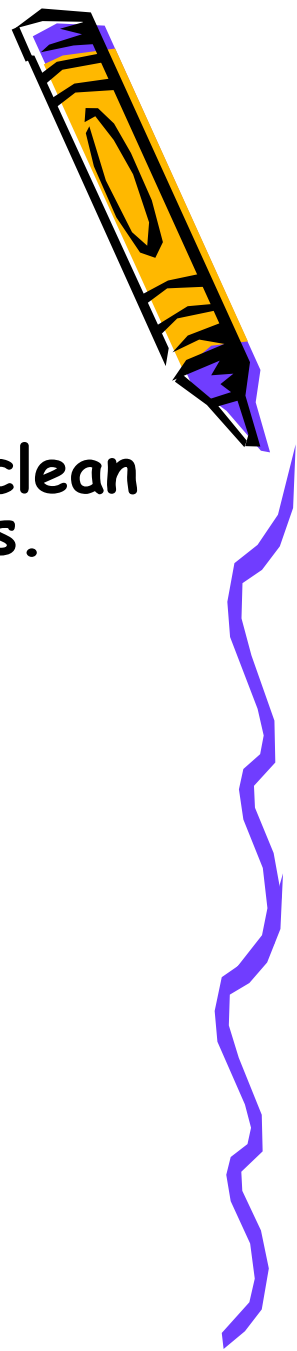


Spelling help?

- When spelling, encourage your child to think about what “looks right”.
- “Do you know a rule about this?”
- Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.

- **tray**
- **rain**
- **boil**
- **boy**
- **throat**
- **snow**

- **trai**
- **rayn**
- **boyl**
- **boi**
- **throwt**
- **snoa**



Don't forget...

Learning should be
fun for both children
and parents.

