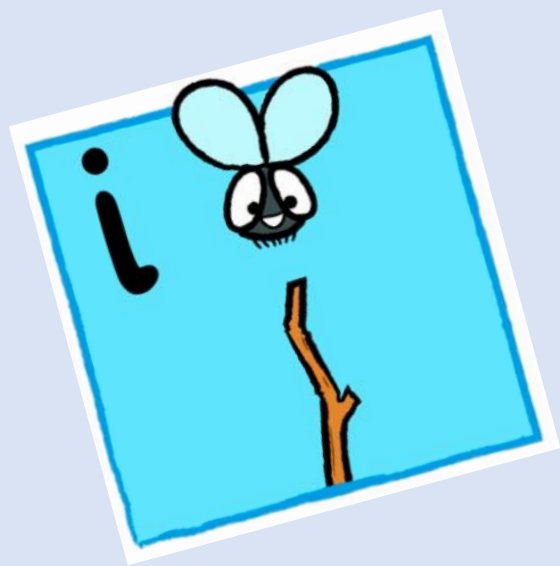


# AnimaPhonics

Letters and Sounds Updated

Validated by  
Department  
for Education



# Why we teach phonics?

- Starting in early years children are taught phonics as the journey of learning to read.
- Children need a clear and consistent method to use when reading and writing.
- Learning to read with phonics is easier for the children than having to remember lots of words.

# What is synthetic phonics?

- Each of the 26 letters all have their own letter sound.
- There are 46 different combinations of letters to make the sounds that the children learn.
- A digraph is two letters together to make a sound.
- A trigraph is three letters together to make a sound.

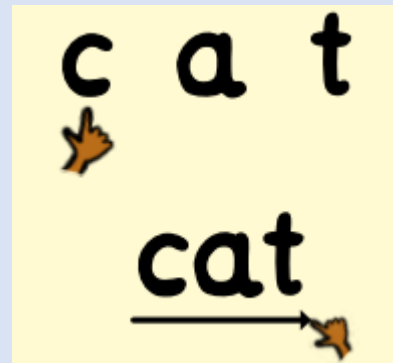
# Teaching Systematically

- A systematic approach is a clearly planned sequence which gradually builds in all of the letter sounds.
- Children are taught the letter name and the letter sound.
- We do this because it is easier to make 2 and 3 letter words early on.
- The groups of sounds are split into phases for each year group.



# Oral blending

- In the beginning stages children will need to sound out each phoneme.
- Often modelled by adults first.
- They will blend the phonemes together to read the word.



# Oral segmenting

- To start writing words children must be able to orally segment the words into its individual sounds.
- We say the word slowly so the children can hear the individual sounds.
- Use your fingers to count out the sounds.



# How is phonics taught in school?

Children are taught the relationship between the letter name and letter sound through animal characters, poems and actions.



Wiggle your hand like a slithering snake.

## Slithering Snake

Some snakes are spotty, some are stripy,  
some are sensible, some are silly,  
some are skinny, some are stocky,  
some are silky, some are spiny  
and some are soft and slinky.

**SSSSSSSS**

But all snakes,  
no matter how slinky, how soft,  
how spiny, how silky,  
how stocky, how skinny,  
how stripy or even how spotty,  
all snakes love to slither in the sand.

**SSSSSSSS**

# Phases

- Reception - Phases 2 - 5a
- Year 1 - Phases 3 - 5d
- Year 2 - Phase 6

# Phase 2




# Phase 3

 j	 v	 w	 x	 y	 z	 qu	 ch	 sh	
 th	 th	 ng	 ee	 ar	 oa	 or	 oo	 oo	 ai
 igh	 ear	 ow	 ur	 oi	 air	 ure	 er	 ue	

# Phase 4






- Phase 4 is to consolidate sounds that are already taught.
- Children are exposed to consonant blends and consonant clusters.
- At the start of the word - fl, bl, sp, spr, st
- At the end of a word - nt, nd, st

# Phase 5

					
ay	ea	ie	ow	ew	aw
a_e	e_e	i_e	o_e	u_e	au
a	e	i	o	u	ore
	ie		oe		
	y			Can sometimes represent 'oo' depending on word or accent.	

				
ir	oy	ou	nk	ph
				
wh	ve	tch	are	ea

# Phase 6

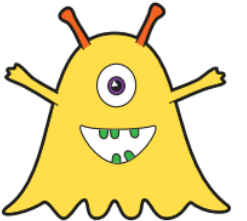
				
er	g	kn	ti	al
wor	ge	gn	ssi	all
	dge		ci	war

				
ear	y	c	wr	
				
mb	ey	s	o	wa

# Alien words

- Made up words that the children read to show a true understanding of the sounds taught.
- These are read in the Year 1 phonics screening assessment at the end of Year 1.

quab



barp



# Rainbow Words

- Common exception words that children are unable to sound out and will have to learn by sight.
- We use the animal pictures to help read the words.

was



# Phonics Screening Check

- Year 1 children will read 40 words with the sounds taught.
- 20 real words and 20 alien words.
- Pass mark is usually 32.
- It is done with the teacher in June.

Thank you

Any questions?