

# Phonics

Wednesday 17<sup>th</sup> May

# Introduction

- The First Steps to Phonics programme is designed to gradually introduce children to phonics by first embedding phonological awareness before moving on to teaching Grapheme Phoneme Correspondences (GPCs).
- This is all about listening to the environmental sounds around them. Distinguishing between the sounds they can hear.
- Animal sounds, vehicle sounds, building sounds etc.

# Vocabulary

- Phoneme – the sound a letter makes
- Grapheme – the way the phonemes are written
- GPC - Grapheme Phoneme Correspondences
- Blending – combining the sounds in a word to read it
- Segmenting – breaking down each sound in a word

## What is a phoneme?

A **phoneme** is the  
smallest unit of sound  
in a word.

Example:  
/k/



## What is a grapheme?

A **grapheme** is the  
way we write a  
phoneme.

Example:  
/k/ can be written 5 ways  
c k ck qu ch



# Alphabet chant using both letter sounds and names.







- Introduce phonics chant -
- The phonics chant can be delivered or both the letter sounds and the letter names.
- <https://sfa.fft.org.uk/portal/portal-page/phonics-training-events/#1653057890849-ff576fd2-5f7e>
- This clip shows the chant using the letter names. You can follow it with the print out that you can take home to practice with the children.

# Phonics lessons

- The autumn term focussed on the Phase 1 phonological awareness – listening to the sounds around them.
- Spring term beginning to look at the first few letters and the sounds they make. Listening to the alphabet chant and joining in with it as they become more confident.
- Summer term is about recapping those sounds learnt previously but beginning to blend and segment to start the early stages of reading.
- Each letter has a phrase and a writing cue.

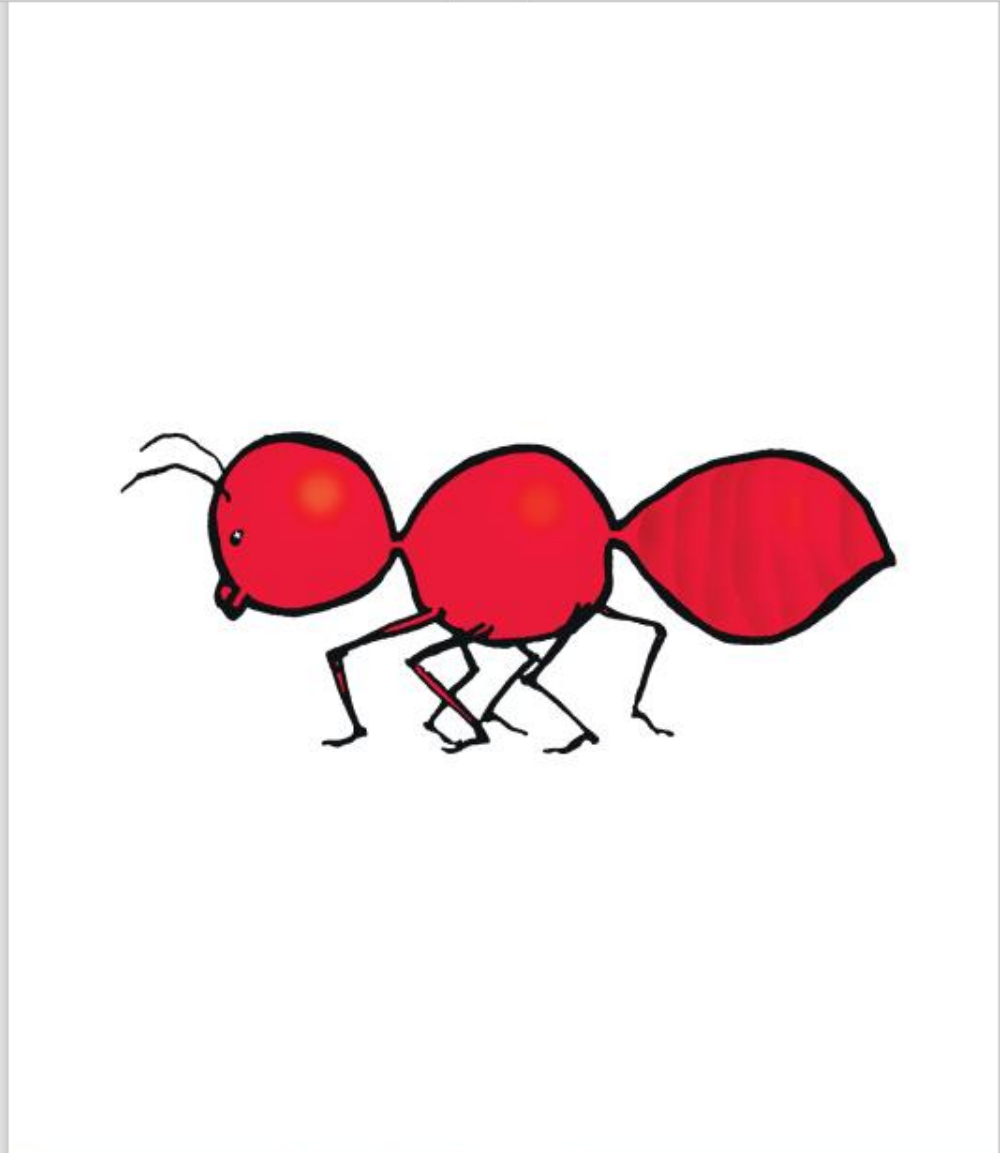
GPC	Phonics Phrase	Letter Formation Cue
/s/	'The snake slides and slithers.'	'Left around, right around, from head to tail.'
/a/	'Alphie asks for apples.'	'Around the apple and down the leaf.'
/t/	'Tap the tall tower.'	'Down the tower, lift and cross.'
/p/	'Peek at the proud parrot.'	'From head to tail then right around the parrot.'
/i/	'Imagine itchy insects.'	'Down the insect, lift and dot.'
/n/	'Ned is near the net.'	'From head to toe and over the net.'
/m/	'The man marches on mountains.'	'From the man go down, climb one mountain then the other.'
/d/	'Don't disturb the dinosaur.'	'Around his back then head to toe.'
/g/	'The girl is glad.'	'Left around the girl, down her plait and curl.'
/o/	'The octopus observes olives.'	'From the top of the head and all the way round the octopus.'
/c/	'The curly caterpillar crawls.'	'Curl around the caterpillar.'
/k/	'The kangaroo keeps kicking.'	'From head to toe, arm up, kick out.'
/ck/	'The chick pecks.'	'Curl around the caterpillar.' 'From head to toe, arm up, kick out.'
/e/	'Every elephant enters.'	'Under his ear and around his trunk.'
/u/	'The upside-down umbrella is unusual.'	'Under the umbrella, up and down.'
/r/	'The rapid rabbit races.'	'From head to tail then up and over along his ears.'
/h/	'The happy horse hops.'	'From head to toe and over his back.'

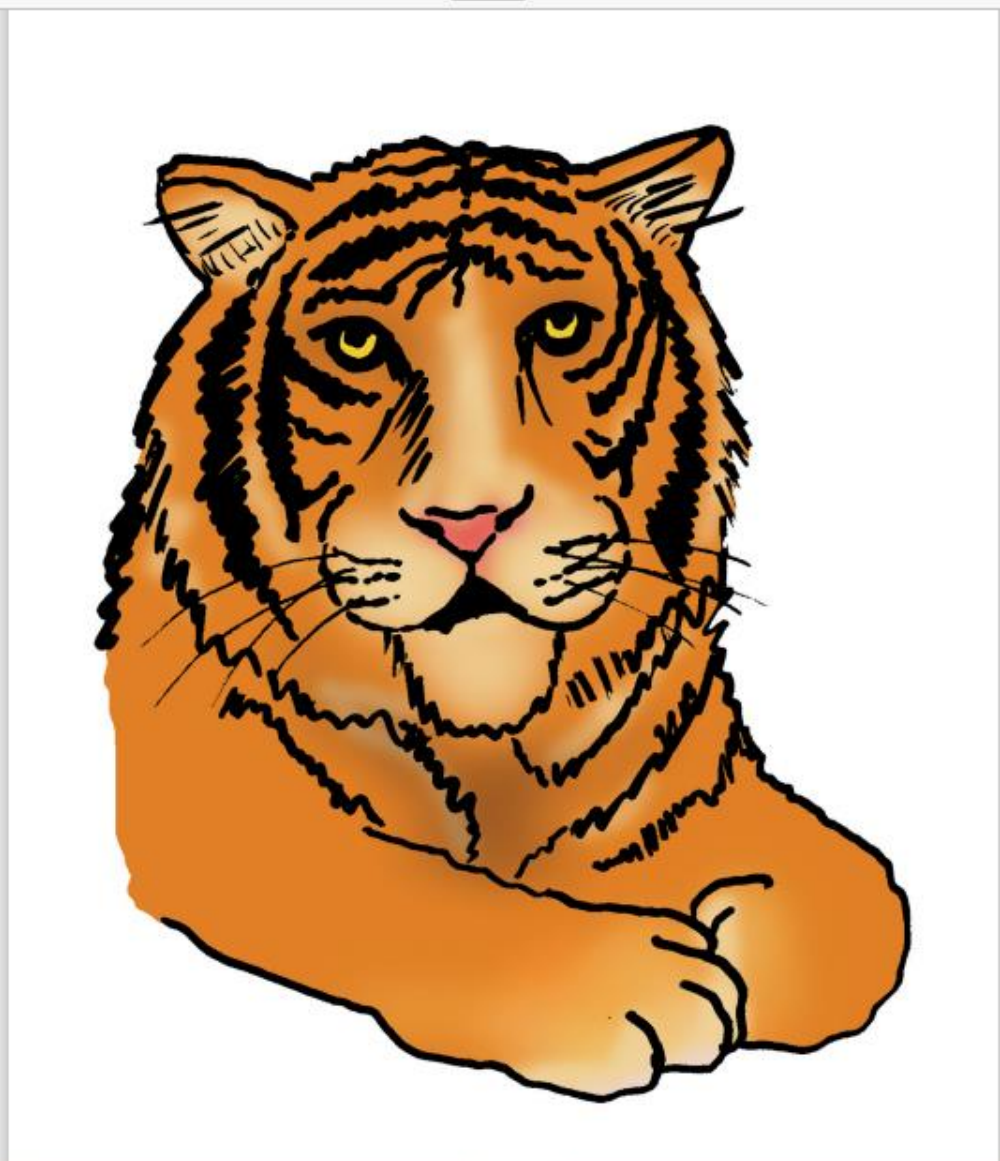
/b/	'Bat before the ball.'	'Down the bat and around the ball.'
/f/	'The floppy flower falls.'	'Down the flower and across the leaves.'
/ff/	'Huff and puff.'	'Down the flower and across the leaves.'
/l/	'The long leg leaps.'	'Down the long, long leg.'
/ll/	'Bill is ill.'	'Down the long, long leg.'
/ss/	'Less mess, Jess.'	'Left around, right around, from head to tail.'
/j/	'Jane jumps for joy.'	'Down Jane's back, up to her toes. Jump to the ball.'
/v/	'The vulture veers over valleys.'	'Down one wing and up the other.'
/w/	'Watch the worm wiggle.'	'Wiggle down, wiggle up, down and up.'
/x/	'The excited fox exercises.'	'Hand to toe this way, hand to toe that way.'
/y/	'Yank the yellow yo-yo.'	'Down one string and way down the other.'
/z/	'Zip the zig-zag zip.'	'Zig, zag, zig.'
/zz/	'The fuzzy bee buzzes'	'Zig, zag, zig.'
/qu/	'The queen is quite quiet.'	'Right around the queen and way down her staff.' 'Under the umbrella, up and down.'

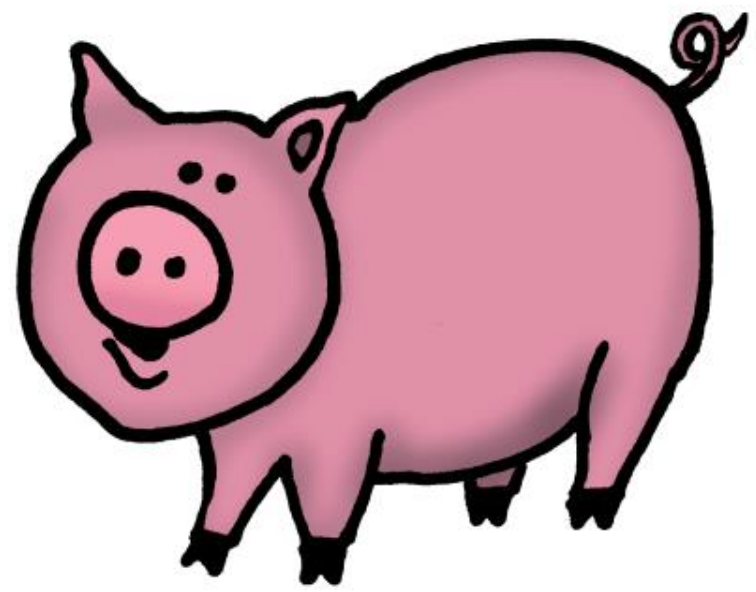
	Review Previously Learnt GPCs (5 minutes)			Teach > Practise > Apply New GPCs (15 minutes)						
	Hear Phonemes	Read GPCs	Stretch and Read	Present New GPC	Model Phoneme	Say it Fast	Break it Down	Stretch and Read	Write New Grapheme	
Day 1	s a t	s a t	at sat	Peek at the proud parrot.  /p/	Look what my mouth is doing when I say /p/. My lips are touching very quickly and lightly and I'm blowing air out of my mouth. My voice stays switched off.	p-a-t t-a-p s-a-p	s-a-p t-a-p p-a-t	tap pat sap	From head to tail then right around the parrot. 	
Day 2	s a t p	s a t p	pat sat tap	Imagine itchy insects.  /i/	Look what my mouth is doing when I say /i/. My mouth is only a tiny bit open and I'm pulling back the corners of my mouth to stretch it wide. It sounds a bit like a mouse squeaking.	i-t s-i-t p-i-p t-i-p	s-i-p t-i-p s-i-t p-i-p	it pit tip	Down the insect, lift and dot. 	
Day 3	a t p i	s a t p i	sit tap tip	Ned is near the net.  /n/	Look what my mouth is doing when I say /n/. My tongue is behind my top teeth as though I was going to make a /d/ sound except that this time, my tongue doesn't move. It's like I'm sending out the sound through my nose.	i-n n-i-p p-a-n n-a-p	a-n n-a-p p-i-n t-a-n	in nap pin	From head to toe and over the net. 	
Day 4 (Review)	t p i n	s a t p i n	pin nap pan	Review any GPCs presented this week that the children need more practice with.			p-i-p n-a-p s-i-t t-a-n	s-i-p t-a-p i-n p-a-n	Review any words that the children need more practice with this week.	Practise writing all graphemes presented this week.
Day 5 (Review)	t p i n	s a t p i n	nip pat tin	Review any GPCs presented this week that the children need more practice with.			t-a-p i-t p-i-n s-a-p	t-i-n n-a-p n-i-p p-a-t	Review any words that the children need more practice with this week.	Practise writing all graphemes presented this week.

- Lets try todays lesson together.

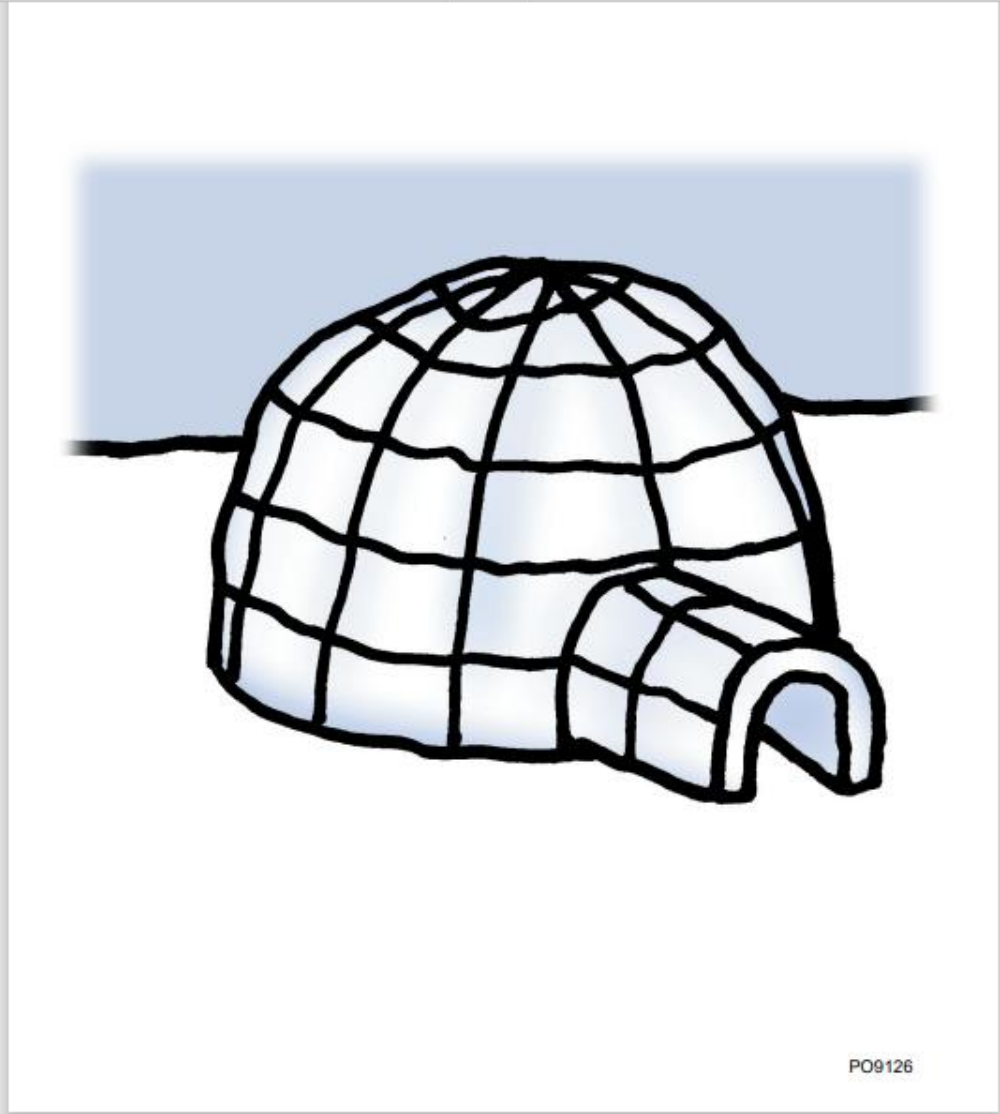








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Stretch and read -

sit

tap

tip

Say it fast -

i-n

n-i-p

p-a-n

n-a-p

Break it down -

a-n

n-a-p

p-i-n

t-a-n

Stretch and read -

i-n

n-a-p

p-i-n