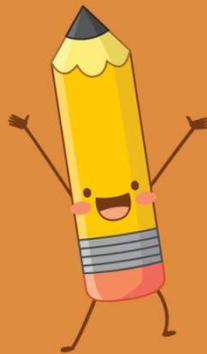




Farnsfield St Michael's C of E Primary
School

Phonics and Maths Information Evening

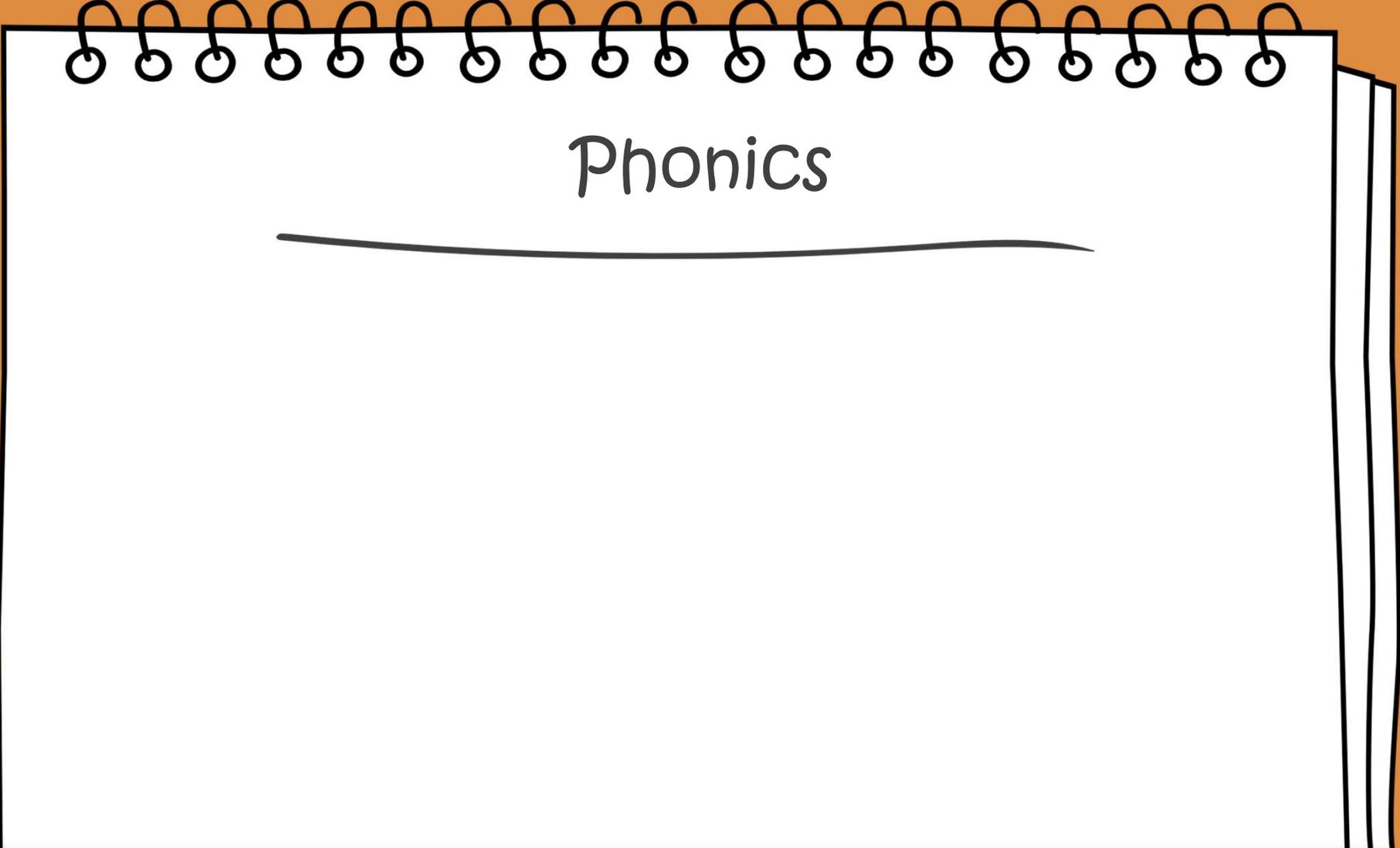
Tuesday 11th October 2022



Aims of the evening...

- Explain how we teach your child early reading skills (phonics) and early mathematic skills.
- A chance to ask any questions about how we teach phonics and maths to your child.
- A chance to explore materials and resources we use during teaching.



A spiral-bound notebook is shown against a solid orange background. The notebook is white with a black spiral binding along the top edge. The word "Phonics" is written in a simple, black, sans-serif font in the center of the page. Below the word, a single horizontal line is drawn across the page. The notebook is slightly open on the right side, showing the edges of several other pages.

Phonics

Did You Know...?

The English language has:

26 letters



44 sounds

over 100 ways to spell those sounds



It is one of the most complex languages to learn to read and spell.

The Jargon – A Quick Guide

phonics (also known as ‘synthetic phonics’) – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds

phoneme - Any one of the 44 sounds which make up words in the English language

grapheme – How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme ‘ay’ is spelt differently in each of the words ‘way’, ‘make’, ‘fail’, ‘great’, ‘sleigh’ and ‘lady’.

blending – Putting together the sounds in a word in order to read it, e.g. ‘f – r – o – g,
frog’

segmenting – Breaking a word into its constituent sounds in order to spell them, e.g.
‘frog, f – r – o – g’

What Is Phonics?

Phonics is a method for teaching reading and writing.

It develops phonemic awareness – the ability to hear, recognise and use the sounds within words.

Learners are also taught the correspondence between sounds and the graphemes (spelling patterns) that represent them.

Phonics is currently the main way in which children in British primary schools are taught to read in their earliest years.

Children will also be taught other skills, such as whole-word recognition (see 'tricky words'), book skills and a love and enjoyment of reading.

The Importance of Listening Skills

Phonics learning relies on children being able to hear and distinguish the sounds within words.

Children with poor listening and/or attention skills can struggle with phonics learning.

Listening skills begin at birth and there are lots of things that parents and carers can do to support these skills.

Children are also taught listening and attention skills during their early years education (age 0-5).

The first phase of formal phonics education (Phase 1) also focuses on key listening skills. Without these skills, children may struggle to master the next stage of their phonics learning.

Phase/Level One

Phase/Level 1 has seven aspects, with a focus on listening skills.

- 1: Environmental sounds
- 2: Instrumental sounds
- 3: Body percussion
- 4: Rhythm and rhyme
- 5: Alliteration
- 6: Voice sounds
- 7: Oral blending and segmenting

What Are the 7 Aspects of Phase/Level 1?

Aspect 1: Environmental Sounds

- ✓ Develop listening skills and awareness of sounds in the environment
- ✓ Identify and remember the differences between sounds
- ✓ Talk about sounds in greater detail

Aspect 2: Instrumental Sounds

- ✓ Develop awareness of sounds made with instruments
- ✓ Listen to and appreciate the differences between sounds made with instruments
- ✓ Use a wide vocabulary to talk about instrument sounds

Aspect 3: Body Percussion

- ✓ Develop awareness of sounds and rhythms
- ✓ Distinguish between sounds and remember patterns of sound
- ✓ Talk about sounds we make with our bodies and what the sounds mean

Aspect 4: Rhythm and Rhyme

- ✓ Experience and appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech
- ✓ Increase awareness of words that rhyme and develop knowledge about rhyme
- ✓ Talk about words that rhyme and produce rhyming words greater detail

Aspect 5: Alliteration

- ✓ Develop understanding of alliteration
- ✓ Listen to sounds at the beginning of words and hear the differences between them
- ✓ Explore how different sounds are articulated

Aspect 6: Voice Sounds

- ✓ Distinguish between the differences in vocal sounds
- ✓ Explore speech sounds
- ✓ Talk about the different sounds that we can make with our voices

Aspect 7: Oral Blending & Segmenting

- ✓ Develop oral blending and segmenting of sounds in words
- ✓ Listen to sounds within words and remember them in the order in which they occur
- ✓ Talk about the different sounds that make up words



Phase Two

In Phase 2, children begin to learn some letter sounds and to match them to graphemes.

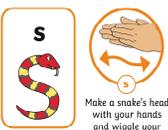
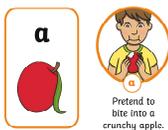
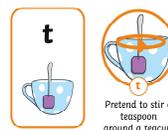
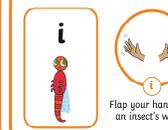
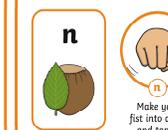
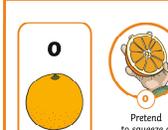
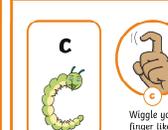
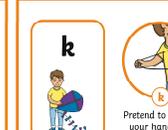
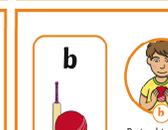
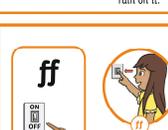
Most of the first sounds are single-letter sounds but there are also several digraphs, where one sound is represented by two letters, e.g. 'ck', 'll', 'ss'.

Children also begin to blend the sounds to make words. By the end of Phase 2, children will be able to read some 'vowel-consonant' (vc) and 'consonant-vowel-consonant' (cvc) words, e.g. up, in, cat, pin.

Five sets of letters are introduced – one set per week.

Children will also learn to read the 'tricky' words **the**, **to**, **go**, **l**, **no**, which cannot be read phonetically.

Phase/Level 2 Actions and Mnemonics

<p>s</p>  <p>Make a snake's head with your hands and wiggle your body like a snake!</p>	<p>a</p>  <p>Pretend to bite into a crunchy apple.</p>	<p>t</p>  <p>Pretend to stir a teaspoon around a teacup.</p>	<p>p</p>  <p>Make one hand into a puppy's head and pat it with your other hand.</p>	<p>i</p>  <p>Flap your hands like an insect's wings.</p>	<p>n</p>  <p>Make your fist into a nut and tap it.</p>
<p>m</p>  <p>Yummy! Rub your tummy.</p>	<p>d</p>  <p>Pretend to play your drum kit.</p>	<p>g</p>  <p>Pretend to wrap your scarf like Gubi.</p>	<p>o</p>  <p>Pretend to squeeze a juicy orange.</p>	<p>c</p>  <p>Wiggle your finger like a caterpillar.</p>	<p>k</p>  <p>Pretend to spread your hand like a kite and fly it in the air.</p>
<p>ck</p>  <p>Make a duck's beak with your hands and pretend to pick up sticks.</p>	<p>e</p>  <p>Make an egg with one hand and tap it with the other.</p>	<p>u</p>  <p>Make one hand into an umbrella and sprinkle rain on it.</p>	<p>r</p>  <p>Move your arms like a robot.</p>	<p>h</p>  <p>Pretend to open the door of the house.</p>	<p>b</p>  <p>Pretend to throw a ball and catch it.</p>
<p>f</p>  <p>Pretend to wave a magic wand.</p>	<p>l</p>  <p>Pretend to lick an ice lolly.</p>	<p>ff</p>  <p>Pretend to switch off the light.</p>	<p>ll</p>  <p>Pretend to ring a bell.</p>	<p>ss</p>  <p>Blow a kiss.</p>	

Phase Three

Phase 3 usually lasts around 12 weeks. Children are taught another 25 graphemes.

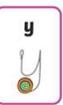
The final single-letter sounds are taught, together with more consonant digraphs (e.g. zz, qu) and several vowel digraphs (e.g. ai, ee, igh).

Children also continue to learn how to blend and segment CVC words using the new sounds, e.g. tail, sheet, night – note that these words still only have three sounds.

Children will then move on to blending and segmenting two-syllable words such as cooker, eating, broken.

Tricky words also continue to be taught.

Level 3 Actions and Mnemonics

<p>j</p>  <p>Sweep your hand up like a jumbo jet taking off.</p>	<p>v</p>  <p>Draw a v shape on your chest to show the v-neck of the vest.</p>	<p>w</p>  <p>Make waves with your hand.</p>	<p>x</p>  <p>Hold one hand like a map and draw an x on it.</p>	<p>y</p>  <p>Pretend to raise and lower a yo-yo.</p>	<p>z</p>  <p>Draw the zigzag path in the air.</p>
<p>qu</p>  <p>Give a regal wave.</p>	<p>ch</p>  <p>Use your thumb and forefinger to make a chick's beak.</p>	<p>sh</p>  <p>Put a finger to your lips.</p>	<p>th</p>  <p>Put your forefingers on your head and wiggle your mouth's feelers.</p>	<p>th</p>  <p>Stroke your hand on your cheek like a soft feather.</p>	<p>ng</p>  <p>Tap your ring finger.</p>
<p>ai</p>  <p>Draw a spiral snail's shell.</p>	<p>ee</p>  <p>Make mouse whiskers.</p>	<p>igh</p>  <p>Hold one arm across your body as if holding a shield and pat it with your other hand.</p>	<p>oa</p>  <p>Pretend to row your boat.</p>	<p>oo</p>  <p>Point at the moon.</p>	<p>oo</p>  <p>Pretend to open a book.</p>
<p>ar</p>  <p>Make twinkly star fingers.</p>	<p>or</p>  <p>Pretend to press a car horn.</p>	<p>ur</p>  <p>Pretend to open a purse.</p>	<p>ow</p>  <p>Pretend to squeeze the squirty flower on your coat.</p>	<p>oi</p>  <p>Flick your thumb as if tossing a coin.</p>	<p>ear</p>  <p>Cap your hand around your ear.</p>
<p>air</p>  <p>Hold a chair: move it in and out from a desk.</p>	<p>ure</p>  <p>Swing your arm like a pirate.</p>	<p>er</p>  <p>Pretend to sneeze!</p>			

Phase Four

By Phase 4, children are able to represent each of 42 phonemes with a grapheme. Children will be able to read CVC words and begin to segment them to spell them.

Phase 4 is consolidation of children's knowledge. Children also move on to blending and segmenting using adjacent consonants, e.g. st, sp, tr, br, spr, str in words such as string, blow, train.

Phonics teaching continues to be regular and structured and children play games to consolidate their learning.

Tricky Words



Phase 2 Tricky Words

the

to

I

no

go

into

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Phase 3 Tricky Words

you

they

all

are

my

her

he

she

we

me

be

was

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Phase 4 Tricky Words

said

like

do

come

there

little

out

have

so

some

were

one

when

what

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Teaching Phonics in School

Children are taught reading and spelling daily throughout the week, and each session will follow a structured format.

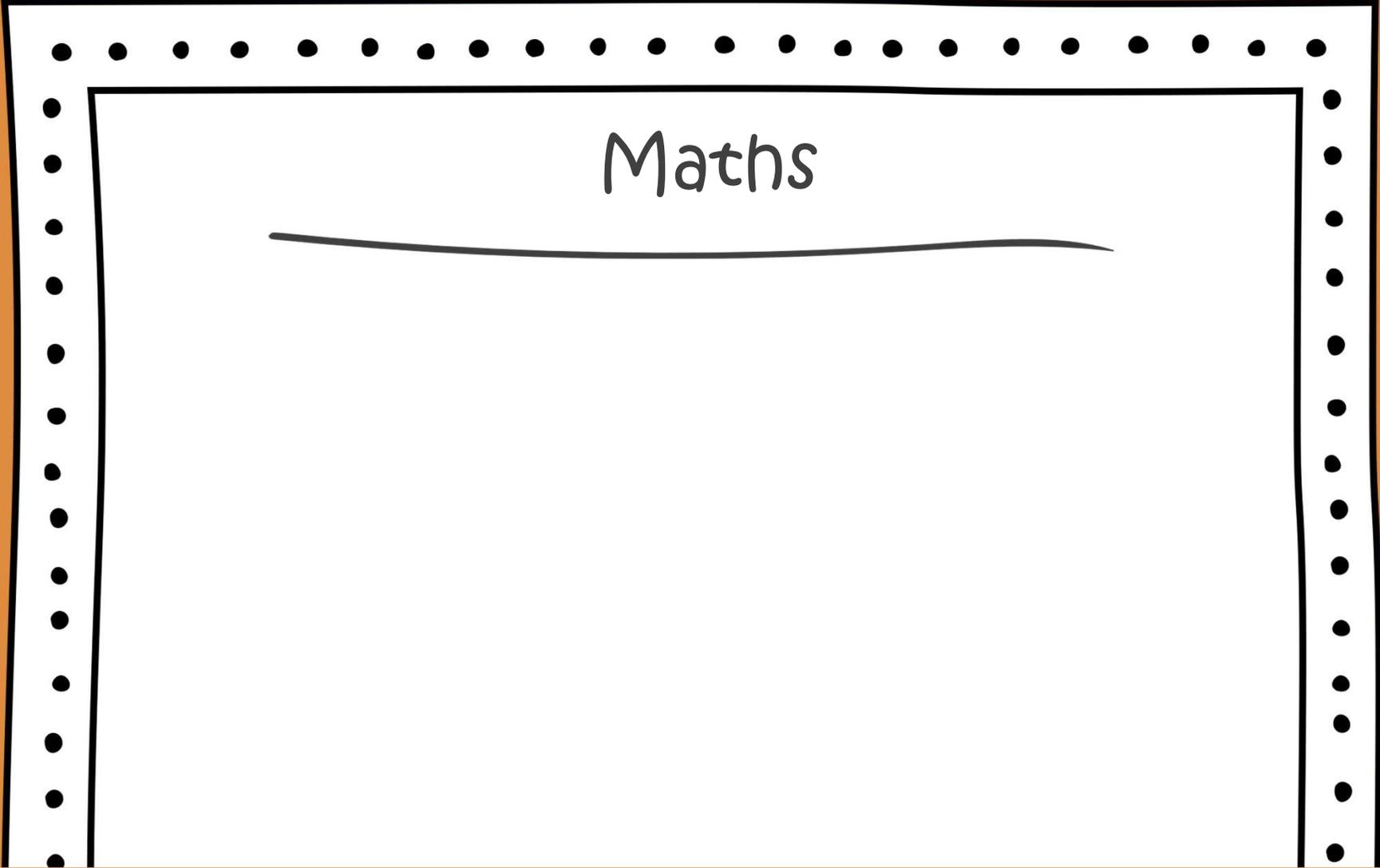
The activities used to teach will vary and can be adapted. They are multisensory and appeal to different learning styles. They involve games and individual and group activities as well as teacher-led sessions.

Teachers will assess children's understanding throughout each session and will also assess knowledge of sounds to see whether a child is ready to move on to the next phase.



Reading Books

- We change your child's book once a week on their designated reading day. Your child will be heard read on this day. However, adults may read with your child on other days so please can reading books and diaries be in school every day.
- Your child's book band colour will match their phonic ability. Teaching staff are continually assessing children's progress in phonics.
- We may send home additional flashcards/games for your child to try at home alongside reading books.
- Please do continue to read a wide variety of books at home. We love to hear about other stories you have shared at home together!



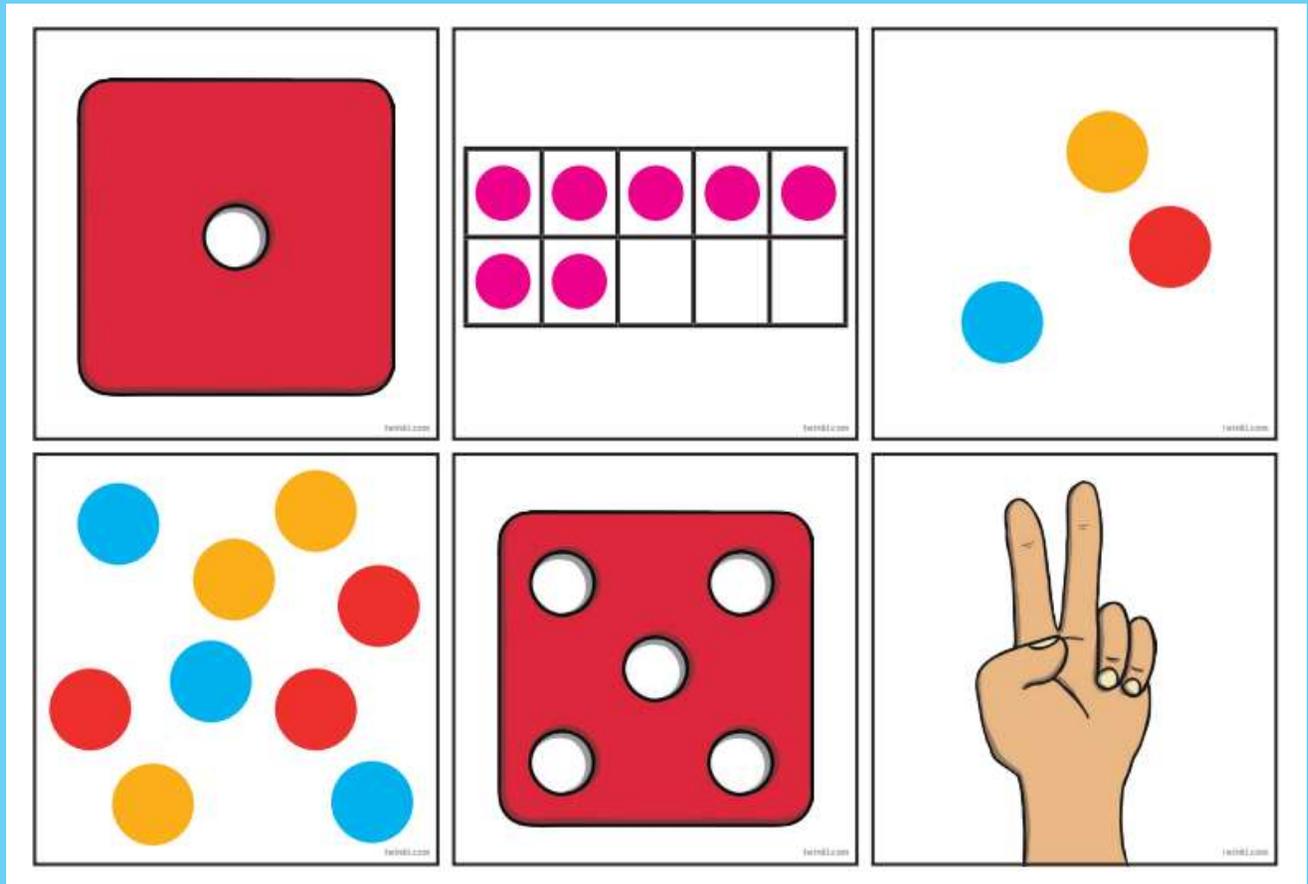
Maths

How we teach maths.



- We are trialling a new scheme this year called 'Mastering Number'. This is from the NCETM (The National Centre for Excellence in the Teaching of Mathematics.)
- This programme concentrates on four key mathematical concepts:
 - Subitising
 - Counting
 - Composition of numbers
 - Comparison

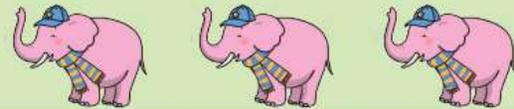
Subitising is the ability to instantly recall the number of objects or images without needing to count them individually and it is an important skill for young children to practice and develop.



There are two meanings of counting in early childhood maths. **Saying the number names in order** is one way, like counting to ten when you are playing hide and seek. The other way is counting how many objects there are.

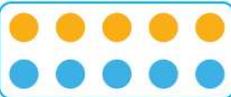
Counting to 5 Worksheet

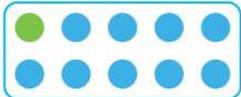
Write your answers in the circles.

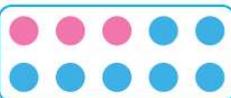


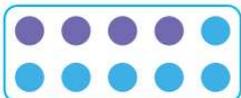
Understanding that one number can be made up from (composed from) two or more smaller numbers.

Number Bonds to 10 Ten Frame

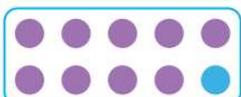
1.  $5 + \square = 10$

2.  $1 + \square = 10$

3.  $3 + \square = \square$

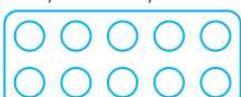
4.  $\square + \square = 10$

5.  $\square + 2 = \square$

6.  $\square + \square = 10$

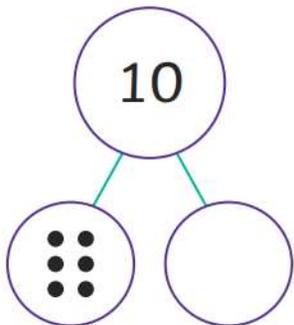
7.  $\square + \square = \square$

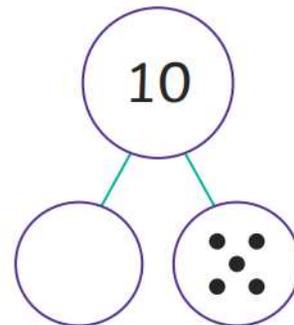
Can you create your own?

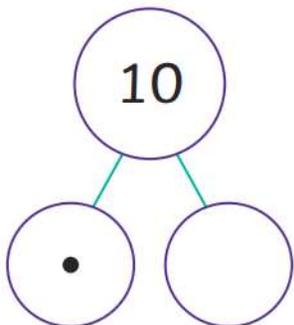
 $\square + \square = \square$

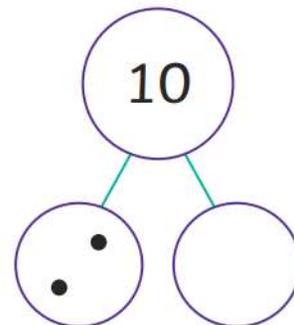
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Part-Whole Number Bonds of 10



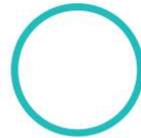






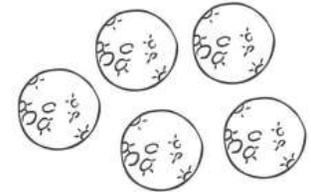
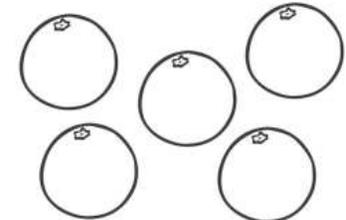
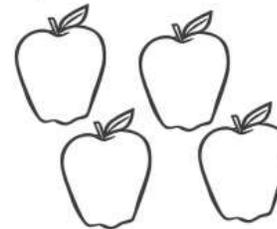
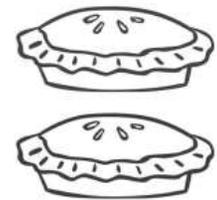
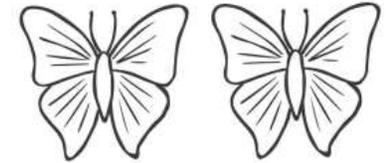
Comparison of number

Which group of bears has **more**?



More or Less?

In each section, colour in the group that has more.



Any Questions?

