

# Phonics

# What is synthetic phonics?

- Synthetic phonics is a method of teaching where words are broken up into the smallest units of sound (phonemes). Children learn to make connections between the letters of written texts (graphemes, or letter symbols) and the sounds of spoken language. Synthetic phonics also teaches children how to identify all the phonemes in a word and match them to a letter in order to be able to spell correctly.
- Children are taught how to break up words, or decode them, into individual sounds, and then blend all the way through the word

# What is a phoneme?

**The smallest unit of sound in a word.**

New sounds are not introduced in alphabetical order, and they are introduced quickly. Synthetic phonics means that children are able to read a range of easily decodable words sooner.

Systematic means they are taught in a specific order.

s a t p i n

# How to say each sound...

## Phonemes should be articulated clearly and precisely.

[https://www.youtube.com/watch?v=TTe5\\_Em0BHQ](https://www.youtube.com/watch?v=TTe5_Em0BHQ)

Never use the 'shwah'

We have to speak in standard English for the children to learn: were, was, are, what, that...

### Phase 2 Sounds



### Phase 5 Sounds



### Phase 3 Sounds



# Technical phrases – ALL to teach and use

Phoneme

Grapheme

Digraph (split)

Trigraph

Segmenting

Oral blending

Blending

Dots and dashes

CVC

CCVC

CVCC

Captions

questions

# Oral blending

Hearing a series of spoken sounds and merging them together to make a spoken word – no text is used.

For example, when a teacher calls out 'b-u-s', the children say 'bus'.

This skill is usually taught before blending and reading printed words.



# Segmenting

Identifying the individual sounds in a spoken word

(e.g. **h-i-m**) and writing down or manipulating letters for each sound to form the word 'him'.

# Blending

Recognising the letter sounds in a written word:

**c-u-p**, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'.

# Digraph

Two letters, which make one sound

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy

# Trigraph

Three letters, which make one sound

igh

dge

# Split digraph

A digraph in which the two letters are not adjacent (e.g. make).

a\_e    e\_e    i\_e    o\_e    u\_e

# Reducing uncertainty

Certain representations of a phoneme are more likely in *initial, medial and final* position in monosyllabic words.

1. The best bets for representing /ae/ at the beginning and in the middle of a word are **a-e** and **ai**.
2. The best bet for representing /ae/ at the end of a word is **ay**.

Children need to explore these patterns through word investigations and develop knowledge of **what looks right**.

# High Frequency words (tricky words)

- The majority of high frequency words are phonetically regular.
- Some exceptions – for example ***the*** and ***was*** – should be approached using phonemes and exceptions discussed and taught.