

Phonics Routines

Teach the **knowledge** of the alphabetic code
(the letter/s-sound correspondences)
and the **three core skills** and their **sub-skills**

I. Decoding (blending or synthesising)

Sub-skill without print:



/f/ /r/ /o/ /g/

Adult says the separate sounds “/f/ /r/ /o/ /g/”.

frog

Learners ‘discern’ or ‘hear’ the whole word ‘frog’
and then say the whole word “frog”.

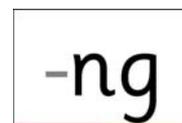


Sub-skill with print:



Point to pre-printed graphemes
that have been taught to date:

“See the graphemes [*letters or letter groups*]
and say the sounds.”



Core skill for decoding:

- Glance at (scan) the printed word
from left to right to ‘recognise’ any letter groups.
- Use the index finger to point directly under **each**
grapheme whilst saying the sounds
as close to real speech as possible
from left to right of the printed word.
- Say the whole word whilst running the index finger
left to right beneath the whole printed word.
- Modify the pronunciation of the blended sounds into the
real word’s pronunciation if necessary.



2.Encoding (oral segmenting, spelling-with-editing)

Sub-skill without print:

Say the whole word “soap” very slowly and naturally so that the separate sounds become evident *[oral segmenting]*.

Repeat the separate sounds as close to real speech sounds as possible “/s/ /oa/ /p/”.

Do not repeat the whole spoken word after that !

Sub-skill with print:

Listen to sounds as close as possible to real speech sounds.

1. “Hear the sounds, point to the graphemes.”
2. “Hear the sounds, select the graphemes.”
3. “Hear the sounds, write the graphemes.”



Core skill for encoding:

- Use the left hand, palm facing, to tally the sounds identified all-through-the-spoken-word onto thumb and fingers.
- Write a ‘sound dash’ for every sound identified which also act as ‘writing lines’.
- Select grapheme tiles, magnetic letters or write graphemes, to spell the word.
- Sound out and blend the selected graphemes to check the spelling.

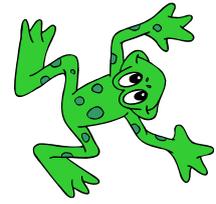


s oa p ✓

3. Handwriting (linking graphemes to sounds)

Sub-skill:

Hold the pencil correctly with the tripod grip.

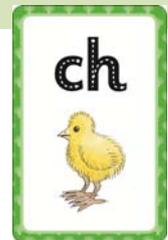


“Froggy legs [*thumb and index finger*] grip the pencil at the end of the painted part [*not on the sloping cone part*] with the log under [*the middle finger*]”.

Sub-skill:

Establishing ‘directionality’ of writing letter shapes whilst saying the sounds.

“ch”
as in chick



Finger-tracing: Use the index finger of the writing hand to trace pre-printed letter shapes.

Pencil-tracing: Trace pre-printed grey or dotted letter shapes with a pencil.

Copying: Copy letter shapes with finger or pencil.



Core skill for handwriting:

- Correct tripod pencil grip
- Correct posture sitting at a desk
- Slightly slanted paper, use free hand to hold steady
- Write under the letters and words – avoid hooking hand and wrist around
- Say the sounds whilst writing graphemes as part of the spelling process
- Write on writing lines frequently as appropriate

