

# Willows Phonics and Numicon Evening.



At the Willows children have daily phonics sessions.

Children are split into different groups where we focus on specific areas of phonics learning.

The groups are all taught by teachers and teaching assistants.

## Letters and Sounds' Progression (the Phases explained)



At the Willows we use the Letters and Sounds programme along side Jolly Phonics. Whilst the children work within the phase that is appropriate to their level of learning, they may also be given experience of other phases to support future learning or secure previous learning.

The children are assessed regularly to ensure that their needs are being met as it is important that each child is secure within a phase before moving too quickly onto the next phase.

## Here is a brief summary of each phase:

### Phase 1 (pre-school) Children should learn to:

- show an awareness of rhyme and alliteration;
- distinguish between sounds in the environment/phonemes;
- explore and experiment with sounds and words;
- discriminate speech in words



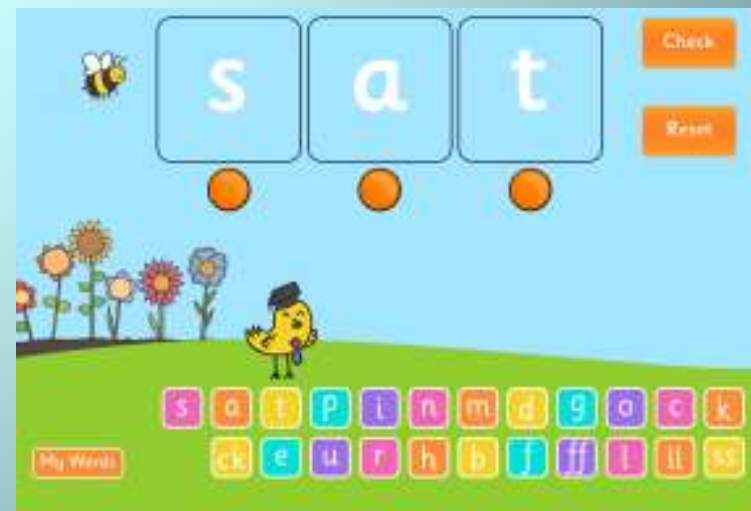


## Phase 2 (Reception) Children should learn to:

- Use common consonants and vowels;
- be able to blend and segment to read/ spell simple c-v-c words;
- begin to learn 'tricky words' that cannot be segmented;
- understand that words are constructed from phonemes and that phonemes are represented by graphemes.

## Phase 3 (Reception) Children should learn to:

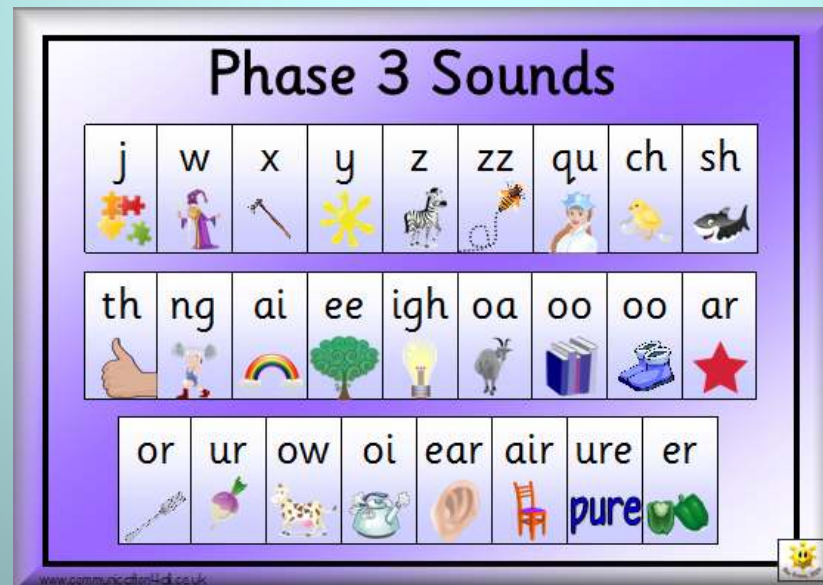
- know at least one grapheme for each of the 44 phonemes (there are approximately 44 phonemes in the English language!);
- read and spell a wide range of c-v-c words;
- use all leers and less frequent consonant digraphs and some long vowel phonemes;
- continue to learn 'tricky words'.



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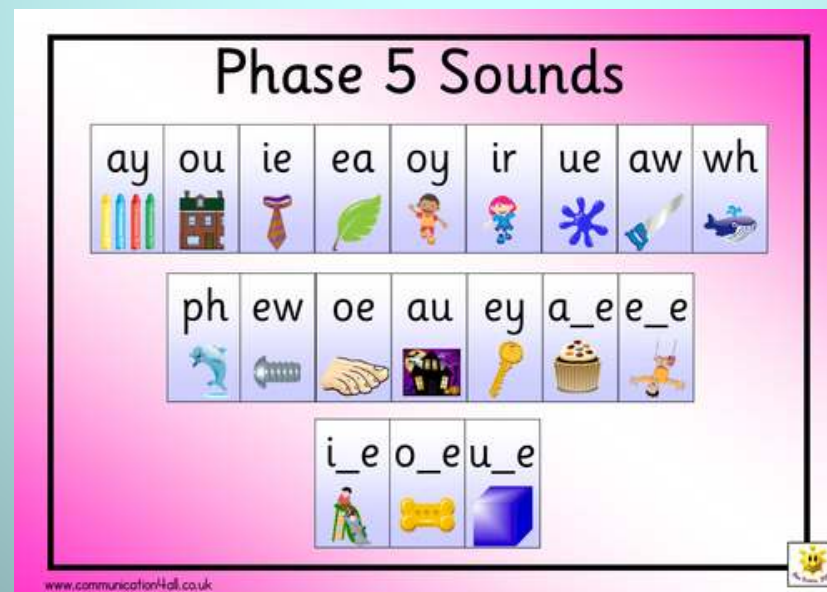


## Phase 4 (Reception/Year 1)

This is a consolidation unit. There are no new graphemes to learn. Instead, children learn to:

- read and spell more 'tricky words';
- segment adjacent consonants in words and apply this to spelling;
- blend adjacent consonants in words and apply this skill when reading unfamiliar text.

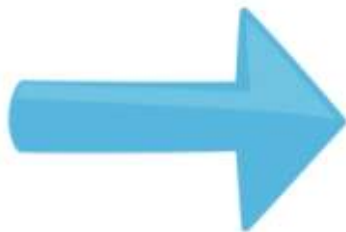
Phases 5 and 6 are taught in Year 1 and 2.



## What is phonics?

Each one of the 26 letters in the alphabet has its own 'sound'. This is very different to how a letter is 'said' in the alphabet. For example:

'a' in 'arrow'



arrow

'b' in 'bat'.



bat



Of course phonics is not that simple! There are more than 26 sounds in English language, in fact there are 44 sounds in total. Some of these sounds are made up of 2 or 3 letters. 2 letter sounds are called digraphs and three letter sounds are called trigraphs.

digraph



scout

trigraph



earth

## The phonics codebreaker



*Phoneme* - a sound as it is said

*Grapheme* - a sound that is written

*Digraph* - two letters that work together to make the same sound

*Trigraph* - Three letters that work together to make the same sound

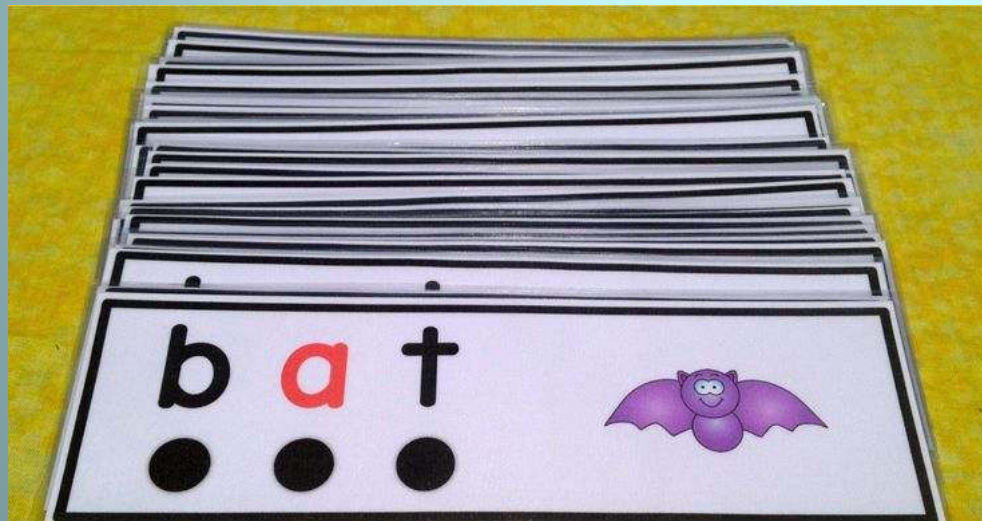
*Split digraph* - Two letters that work together to make the same sound, separated by another letter

*Blending* - putting words together to read.

*Segmenting* - breaking words down to spell.

Approaches used in school:

Phoneme Count  
Sound buttons



## Why is phonics the best method for teaching my child to read?

Phonics makes learning to read easier, simpler and crucially gets children reading quicker. This helps to increase a child's confidence and instil a love of reading from an early age. Rather than memorising 1,000's of words individually, children are instead taught a phonics 'code'.

This code helps children work out how to read 95% of the English language.

If you didn't learn to read using phonics it can seem very complicated, but once the concept of words being made up of just 44 sounds is understood, children are able to make remarkably quick progress in their reading.



Phonics is often used in listening and writing lessons as well as reading lessons. Often for example, children in schools are taught and encouraged to spell phonetically before they spell correctly, as this shows an understanding of how words are made up of sounds, and that different letters make certain sounds.

To make learning fun, schools and teachers will often teach sounds through multi sensory activities such as singing or dancing or by playing games, both physical and online. All children learn differently so it is vital that teachers make learning as varied as possible.

Practising sounds as they are taught in school when at home is one of the biggest ways children improve their reading. Children who are read to at home, or read at home themselves, even for just a few minutes a week, make really noticeable improvements compared to those who do not.

After October half term your child will be sent home with an individual reading pack.

Examples of Phonics games:

# Numicon





*Numicon* is a multi-sensory approach to teaching maths. It is designed to help children understand connections between numbers.

Numicon uses a series of structured patterns - numicon shapes - to represent numbers.

It is designed to give children the understanding of number ideas and number relationships that are essential for success in maths.



## What does it mean for children?



- Children enjoy the visual, practical open-ended activities.
- Recognise the maths found in everyday situations
- Confidence in themselves as mathematicians and persist in finding solutions.



## There are many challenges in learning maths:

Words and their use are confusing- especially in English!

Numbers are not objects- they cannot be picked up and explored. Instead they are a concept.

Some children find sequencing of numbers and the place-value system difficult to grasp.

That's why being able to pick up the shapes of the numbers and do things with them allows children to see numbers as 'wholes' made up of parts.

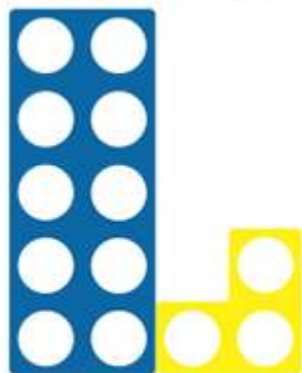




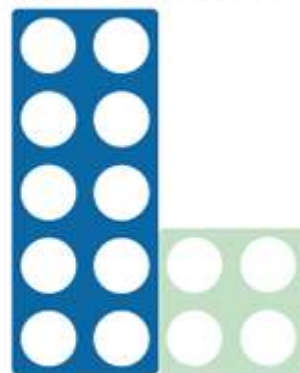
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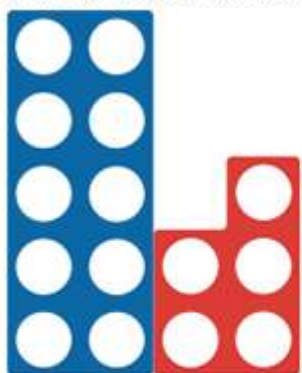




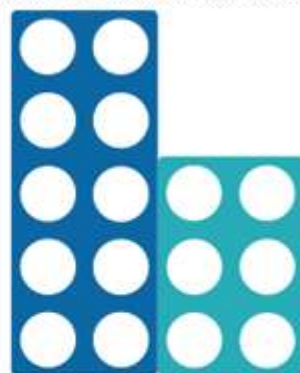
**13**  
thirteen



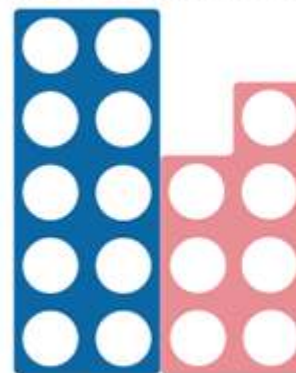
**14**  
fourteen



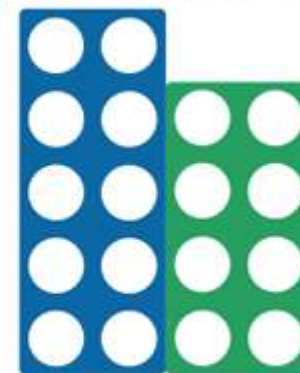
**15**  
fifteen



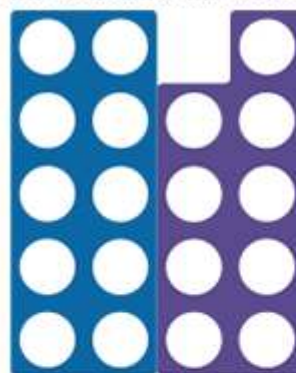
**16**  
sixteen



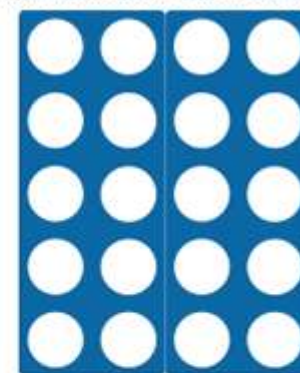
**17**  
seventeen



**18**  
eighteen



**19**  
nineteen



**20**  
twenty

### Playdough



Can you match your shape and impressions? Can you make a number line to help with adding and subtracting?



Can you make a number sentence with shapes and impressions?

### Dice



How many altogether? Who has more/less?

### Marbles



Can you count out the marbles using the spaces in the shapes?

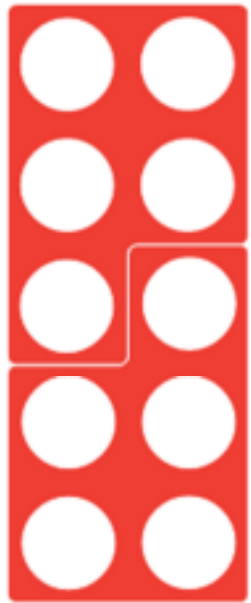
Count them and impress them into the playdough to confirm your counting.

# Finding doubles

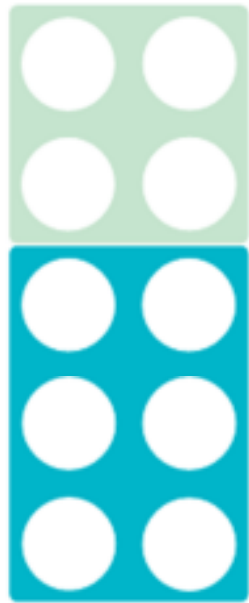
$$\begin{array}{|c|} \hline \bigcirc \\ \hline \end{array} + \begin{array}{|c|} \hline \bigcirc \\ \hline \end{array} = \begin{array}{|c|c|} \hline \bigcirc & \bigcirc \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline \bigcirc & \bigcirc \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bigcirc & \bigcirc \\ \hline \end{array} = \begin{array}{|c|c|} \hline \bigcirc & \bigcirc \\ \hline \bigcirc & \bigcirc \\ \hline \end{array}$$

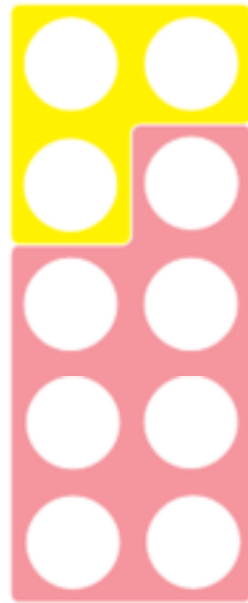
$$\begin{array}{|c|c|} \hline & \bigcirc \\ \hline \bigcirc & \bigcirc \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \bigcirc \\ \hline \bigcirc & \bigcirc \\ \hline \end{array} = \begin{array}{|c|c|} \hline \bigcirc & \bigcirc \\ \hline \bigcirc & \bigcirc \\ \hline \bigcirc & \bigcirc \\ \hline \bigcirc & \bigcirc \\ \hline \end{array}$$



$$5+5$$



$$6+4$$



$$7+3$$



$$8+2$$



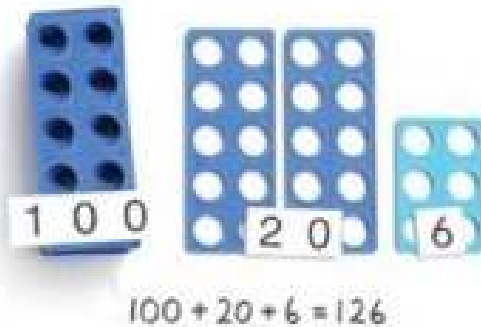
$$9+1$$



# Numicon throughout school:

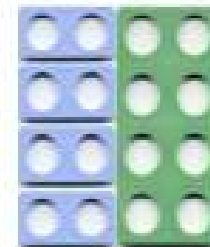


*Equivalence*

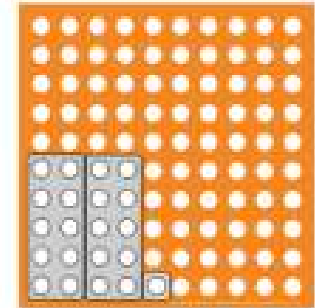


$$100 + 20 + 6 = 126$$

*Place Value*



*Fractions*



*Decimals/Percentages*

We are selling Numicon packs that you can use at home for £20, this is include:



If you would like to come back to the classroom, we have set up some examples of Phonics and Numicon activities.

