



LINGUISTIC PHONICS



WHY PHONICS?

- Effects of lockdown and multiple rounds of home learning
- No phonics screening check
- The Hamlet's own assessment of children's spelling and phonic knowledge
- Not going back to KS1/EYFS style learning or content

HOW IS LINGUISTIC PHONICS DIFFERENT?



Comparison to synthetic phonics

Linguistic Phonics

Sounds in speech are represented by print (the code)

Letters spell sounds

Systematic, organised knowledge

Synthetic Phonics

Letters spell sounds

Letter + sound combinations first then combine to complete words

Plateau effect in Y3 and Y6/7

Example:

*Sky has the y spelling the /ie/
sound but in myth, it spells the /i/
sound. What other words do we
know that are like this? Can we
generalise? Do all 3 letter words
have the /ie/ sound spelled y?*

LINGUISTIC PHONICS

- 4 main principles
 1. Sounds are represented by symbols we call letters
 2. A sound may be spelled by 1, 2, 3 or 4 letters
 3. The same sound can be spelled in more than one way
 4. Many spellings can represent more than one sound

LINGUISTIC PHONICS

- 3 main skills
 1. Blending - the ability to push sounds together to build words
 2. Segmenting - the ability to pull apart the individual sounds in words
 3. Phoneme manipulation - the ability to insert sounds into and delete sounds out of words

2 KEY DIFFERENCES

Magic 'e'

Split vowel spelling

Silent letters

Letters aren't silent. Two letters are spelling one sound (e.g. /kn/ spells /n/)

False sense of security that they don't need to be there

TYPES OF LESSON - PHONICS

Word Building

All sounds are given

Moving finger under sounds as they are spoken

It's problem solving, not guessing!

Sound Swap

Skill of phoneme manipulation

Identify the sound and replace with another

Dictation

Focusing on saying the sounds as they write the word with the focus sound

EXAMPLE OF HOW WE ANALYSE WORDS USING LINGUISTIC PHONICS

- Spelling the word manoeuvrability
- 1. Split the word into its syllables:
- Man oeu vra bi li ty
- 2. Identify the syllable with the sound that is tricky to spell.
- 3. Look at the spelling of the sound and make a list of like spellings in other words.
- 4. In this case, oeu is not a common spelling of /oo/ but we draw on the French spelling (e.g. oeuf) and that we take bits from other languages.

STRUCTURE OF LEARNING IN CLASS

3 x phonics lessons - gaps from teacher's knowledge of the pupils (Short, sharp intervention for a limited time)

1 x word analysis lesson

WHY DO WE NEED TO DO THIS?

Important for spelling!

Ability to read words of increasing complexity further up the school

Knowledge of segmenting and blending has been missing

NEW BOOKS

Sounds-Write books

Library book