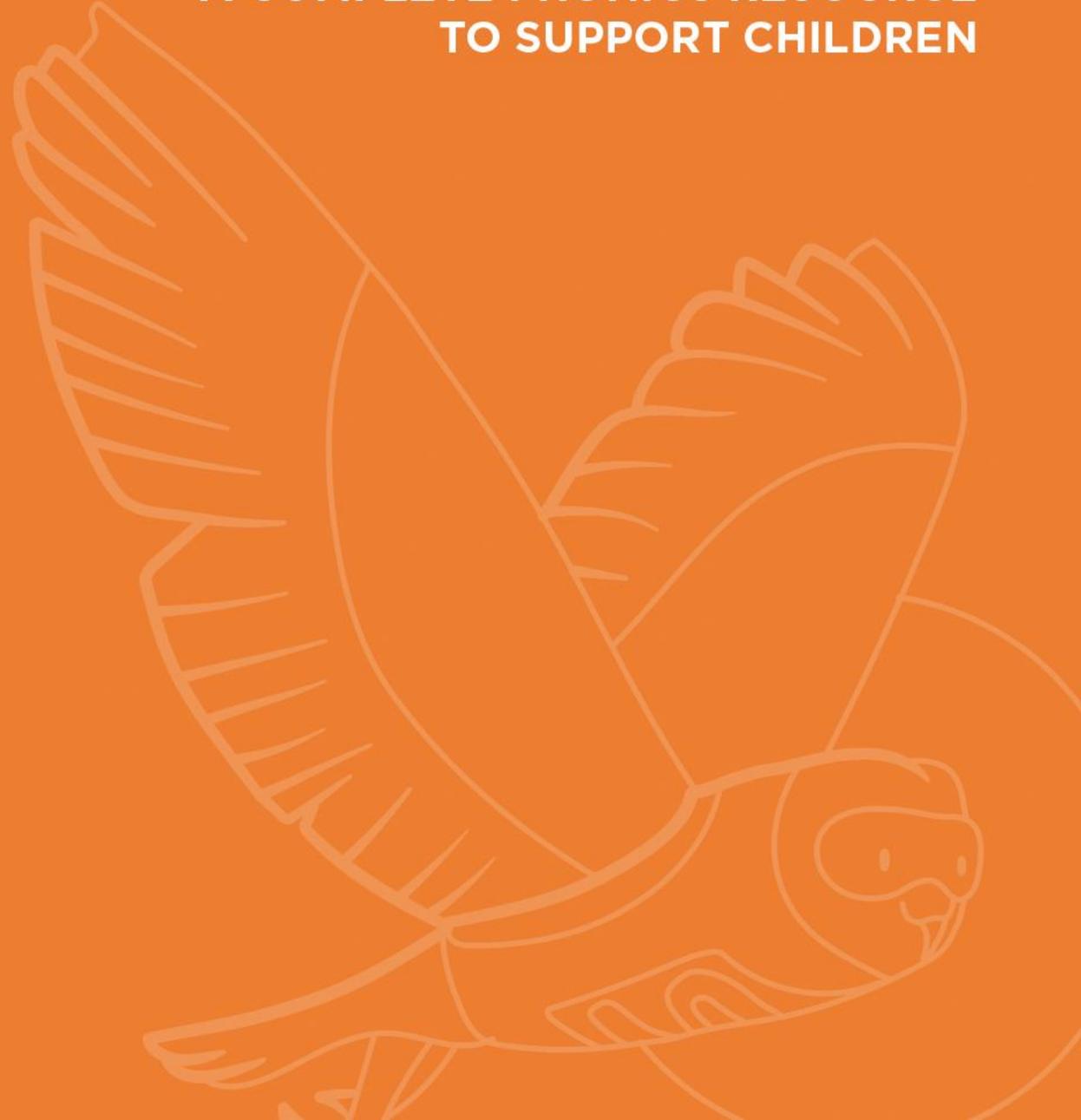




A COMPLETE PHONICS RESOURCE  
TO SUPPORT CHILDREN

# Blending to Read

Tuesday 7<sup>th</sup> November 2023



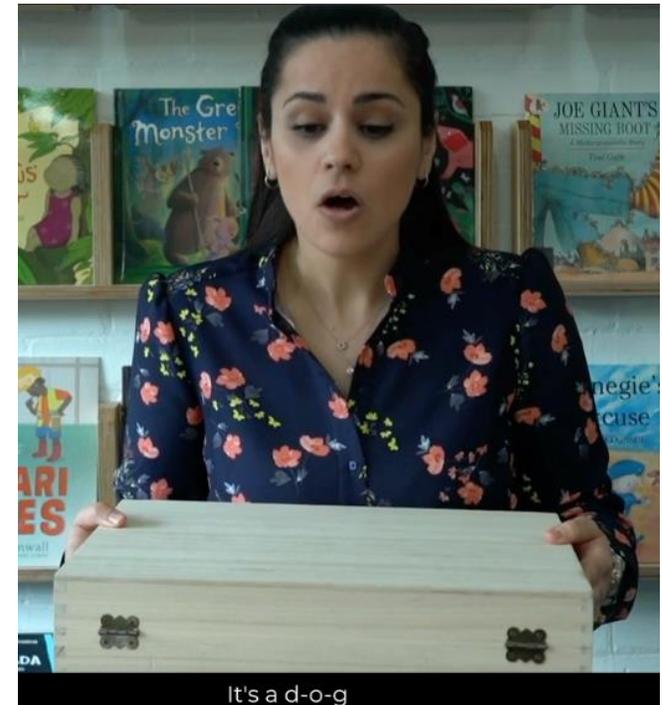
# Foundations for Phonics (Phase 1)



One of the most important aspects of Foundations for phonics is **developing an awareness of sound**, through activities that develop **focused listening and attention**, including **oral blending**.

## Oral blending

Oral segmenting is the process of breaking down words into phonemes (the smallest units of sound). Oral blending is the process of saying these sounds then blending them together into a word. It helps children identify and hear phonemes in words and blend them together to read a word. It is important that children have plenty of experience of listening to adults modelling oral blending and joining in with oral blending activities before they are introduced to grapheme–phoneme correspondence.



**Oral blending** is part of our daily phonics lessons in YR – Y2

**(Blend from the box game)**

# Terminology



**Phoneme**

The smallest unit of sound that can be identified in words

**Grapheme**

A letter or group of letters used to represent a particular phoneme when writing.

**Blend**

To combine individual phonemes into a whole word, working from left to right

**It's important we use the correct terminology with children.**

# Pronunciation...

- Practise saying each phoneme correctly
- Remember this is the smallest unit of sound!

TIP: Begin saying the name of the picture e.g. 'snake' and stop yourself after the first sound!

## How to say the Phase 2 sounds

Grapheme card	Picture card	Pronunciation phrase
		Show your teeth and let the <b>s</b> hiss out <b>ssssss ssssss</b>
		Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>
		Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>



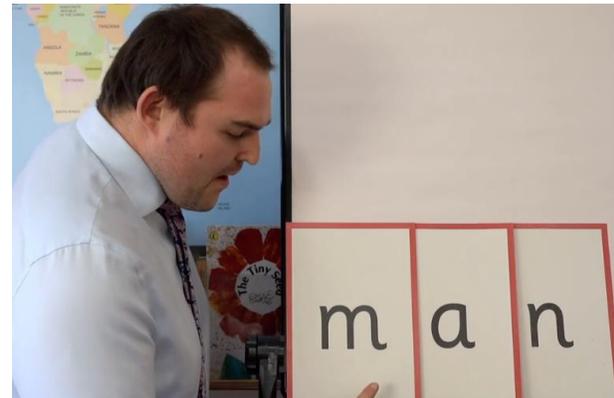
# Progression...



Oral  
Blending

Teacher-Led  
Blending

Independent  
Reading



# Step 1: Oral Blending



- ‘Today I am going to say some phonemes. I need you to blend them and say the word.’
- ‘Copy me... d-i-g’  
(Children copy)
- ‘Now sound-talk and blend.’
- Children say ‘d-i-g.... dig’
- ‘That’s right, dig.’

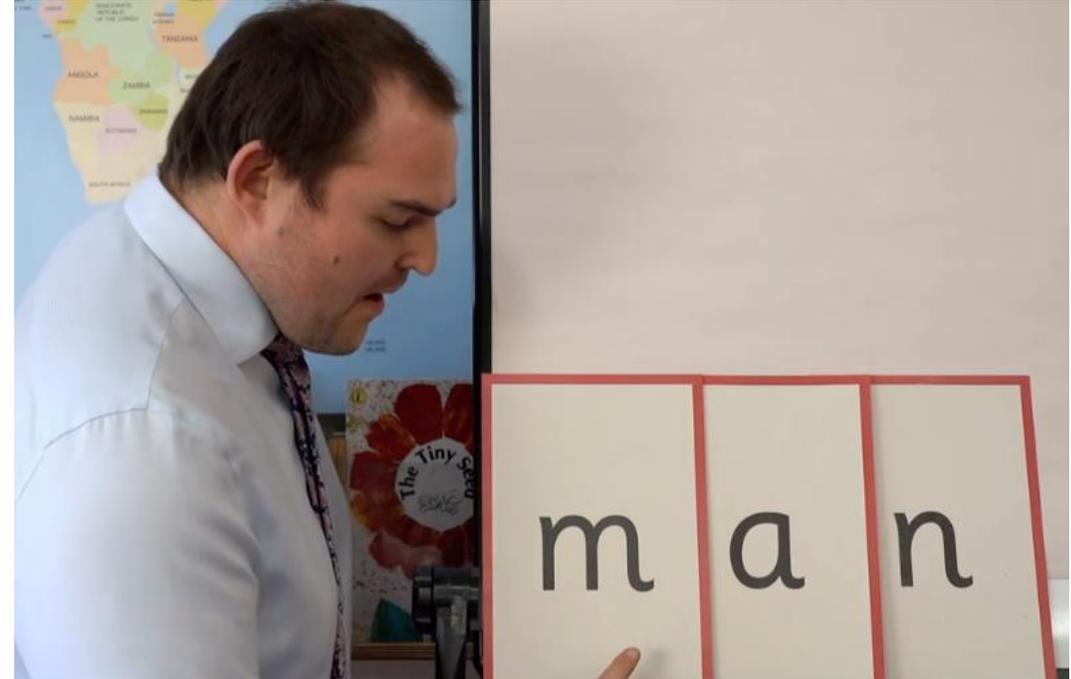
- ◆ **Hand to ear when it’s the child’s turn**
- ◆ **Part of YR - Y2 daily phonics**



# Step 2: Teacher-Led Blending



- Recap graphemes first
  - ‘Now we’re going to blend some phonemes to make a word.’
  - ‘Watch me... m-a-n... man’
- (Repeat this three times, getting faster each time)
- ‘Let’s read it.’ Point and sweep as children read. ‘Let’s read it again’.
- Repeat. Praise children, ‘Great blending!’



◆ Repeated practice (3 times) ◆ Point and sweep ◆ Specific praise

# Step 3: Independent Reading



- ‘Now you are going to read some words all by yourself.’
- ‘Have a look at this word. As I point I want you to say each sound and when I sweep underneath I want you to blend the sounds to say the word.’
- Point to each sound as the children say these. Sweep underneath, prompting children to blend.

Note: For words with digraphs/trigraphs – say ‘spot the digraph/trigraph’ before reading the word



◆ Repeated practice (3 times) ◆ Point and sweep ◆ Specific praise

# Blending in your head (for fluency)



When your child can confidently recognise the graphemes and is confidently blending...

Encourage your child to do the sound-talking and blending in their head

They can still point to each sound as they say it in their head, but when they sweep, they say the word out loud



# Blending in books... Books with words



## Wordless books



Can you find the...  
p-a-n

## Books with words



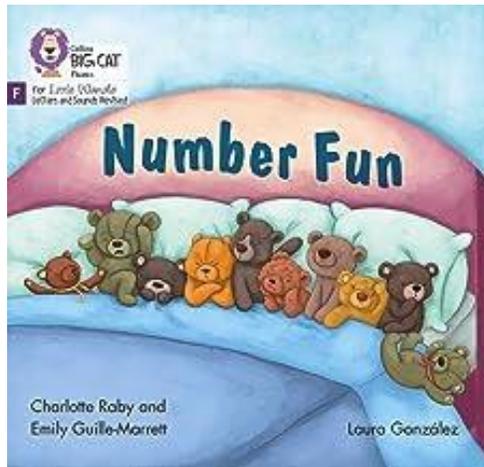
Go through individual words either with grapheme cards or word cards as a pre-teach

## Grapheme cards for additional practice

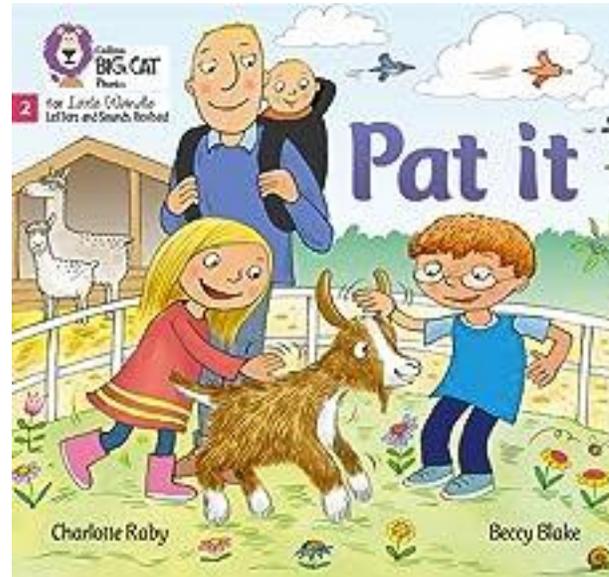


# Progression...

All children start off on wordless books ...



... to establish book behaviours, book talk and grow vocabulary!



When children can successfully recognise certain GPCs (s a t p i n m d) AND can read 'sat' and 'man', they will begin reading the Phase 2 books.

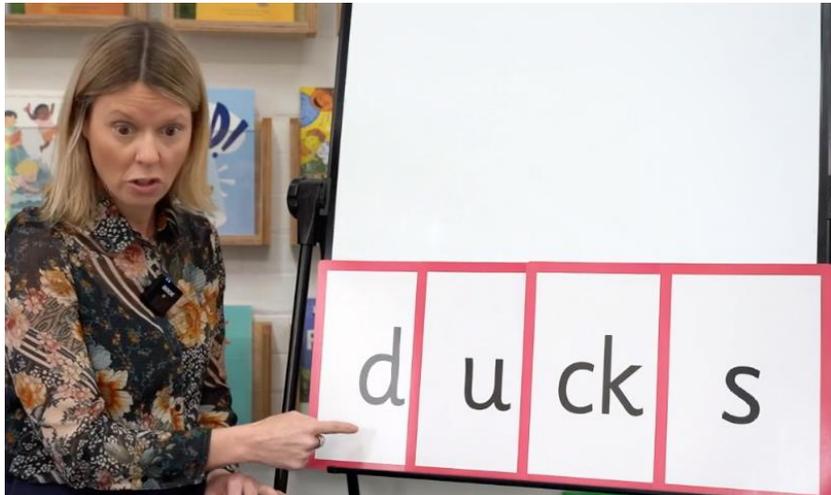


**Support:** If your child is sound-talking and blending out loud, remind them to try and 'blend in your head'. This will develop their fluency.



# Ways to support your child...

Use individual grapheme cards to build up words first before moving onto word cards



[Phase 2 GPC cards – click here!](#)   [Phase 3 GPC cards – click here!](#)

[Phase 5 GPC cards - click here!](#)



Reading words with digraphs or trigraphs  
“Spot the digraph”  
“Spot the trigraph”



Chunking method for longer words  
“Chunk it up”

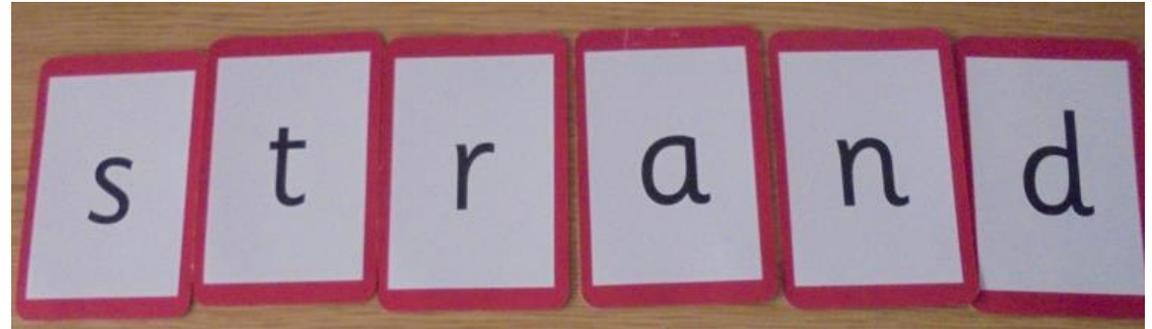


# Extra challenge...

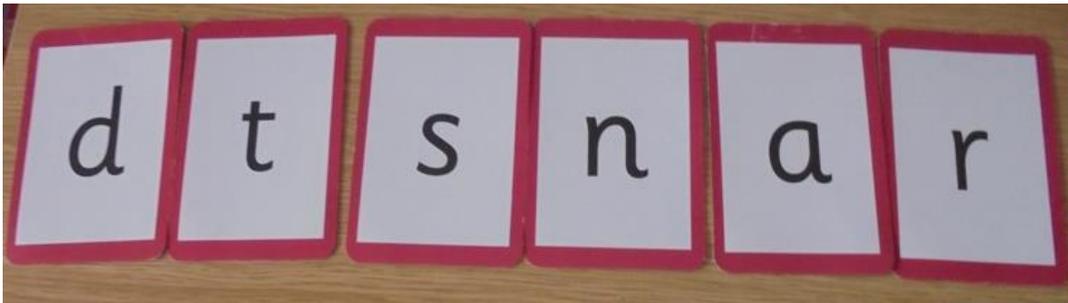


Get children to count the phonemes (sounds)...

Muddle up the graphemes in a word... Can children put it back together by segmenting it and saying the sounds in order?



Can the children practice writing some of these words - 'segmenting fingers'



# Upcoming Workshops...



Reading Practice

(YR, Y1 & Y2)

Wednesday 13<sup>th</sup> December

Reading for Pleasure

(YR, Y1 & Y2)

Wednesday 7<sup>th</sup> February

Keep-Up Interventions

(YR, Y1 & Y2)

Wednesday 10<sup>th</sup> January

**These will be at 9am in the school hall. Please enter via the atrium doors.**

# Feedback



We would really appreciate your feedback. Please scan the QR below to access the feedback form.



Have fun blending!