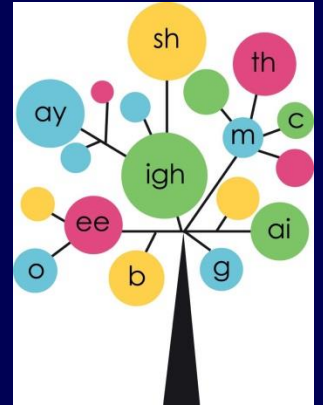
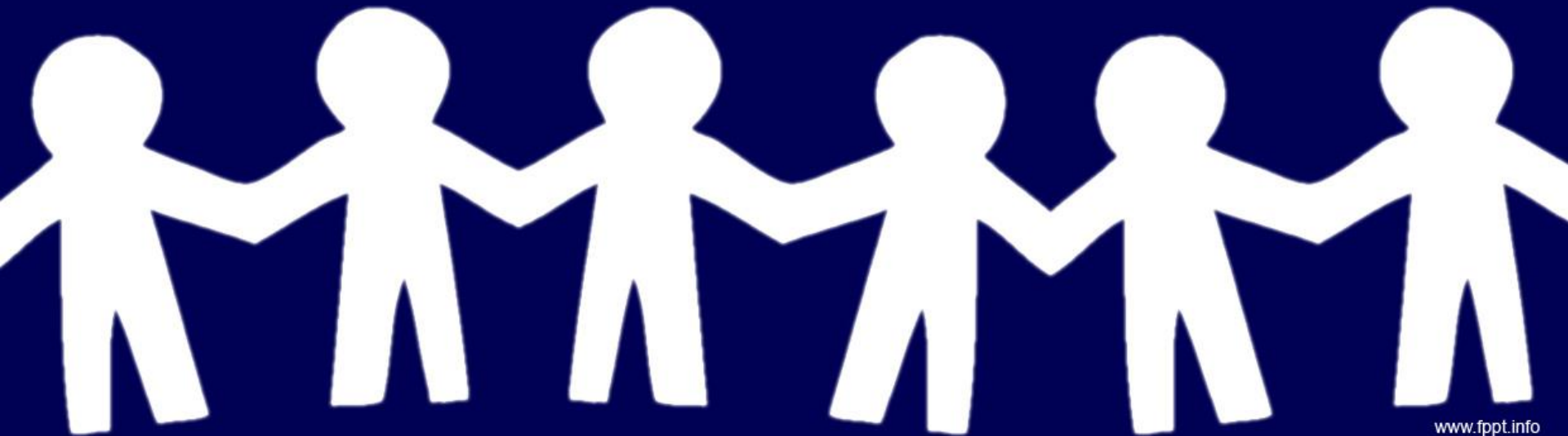




# PHONICS WORKSHOP



MONDAY 27<sup>TH</sup> NOVEMBER 2017



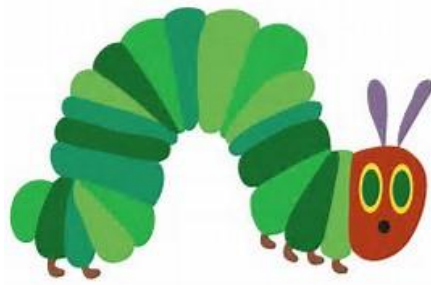
## Aims:

- To increase parent/carer confidence and understanding about the teaching of phonics.
- To become more aware of how children learn phonics in school.
- To share ways that support can be offered at home that reflect the ways we teach in school.



# Demo Time





It iz tiem too gow hoam sed kator  
pilla. But iy doat wont 2 gow howm  
sed th butt or flie. Iy wot to staiy  
heyr.



# What is Phonics?

Phonics is all about using ...

Skills for  
reading and  
spelling

+

Knowledge  
of the  
alphabet

**Learning phonics will help your child to become a good reader and writer**

- Every day the children have 20 to 30 minute sessions of phonics.
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use the Letters and Sounds planning document to support the teaching of phonics
- There are 6 phonics phases which the children work through at their own pace



Phase 2 – learning the phonemes, read, write simple words

Inc CVC words (consonant, **vowel**, consonant) e.g. ha**t**, he**n**, pi**t**, no**t**, su**n**

- **Set 1:** s, a, t, p
- **Set 2:** i, n, m, d
- **Set 3:** g, o, c, k
- **Set 4:** ck, e, u, r
- **Set 5:** h, b, f, ff, l, ll, ss

Phase 3 – learn more phonemes and consonant digraphs and vowel digraphs and trigraphs

- **Set 6:** j, v, w, x
- **Set 7:** y, z, zz, qu
- **Consonant digraphs:** ch, sh, th, ng
- **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase 4 – no new sounds – introduce consonant clusters – initial and final blends

- Phase 5 - Children will be taught new graphemes and alternative pronunciations for these graphemes.
- **Vowel digraphs:** wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
- **Split digraphs:** a\_e, e\_e, i\_e, o\_e, u\_e
- Phase 6 – linked to National curriculum spelling patterns and rules



# **Phonic terms**

- Phoneme (sound)
- Grapheme (shape of letter)
- Blending (putting sounds together to make word)
- Segmenting (breaking word into sounds)
- Digraph (2 letter sounds /oo/ /ch/)
- Trigraph (3 letter sounds /igh/)
- CVC (consonant, vowel, consonant)
- Sound button
- High Frequency Words / Tricky Words/Sight words





# How we teach the sounds?

- Sing the alphabet song, what letter is first, last, comes after 'd' etc. How many letters are there?
- We teach the children to say the name of the letter (Alphabet) and the sound it makes. We use the rhyme 'The name is.... The sound is....'

## Video Clip

<https://www.youtube.com/watch?v=-ksbIMiliA8>





**Oral blending:** the robot game Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say 'b-u-s', and your child says 'bus'. Shall we go to the 'sh-o-p'?

**With the person next to you have ago:**

Can you pass me the c-u-p?

It's time to brush your 't-ee-th'.

It is time to go to sch-oo-l?

Can we go to the p-ar-k?

How many phonemes? (sounds)

Use the sound mats to complete Activity 1 - sheet



## ANSWERS

Word	Break the word up	How many Phonemes?
hear	h-ear	2
dress	d-r-e-ss	4
Chick	ow-l	2
spring	s-p-r-i-ng	5
ship	sh-i-p	3
hat	t-oo-l-s	4
sheep	sh-ee-p	3
hand	h-a-n-d	4
leaf	l-ea-f	3



# Segmenting and Blending



Stretchy Snake

"S-t-r-e-t-c-h" it out!

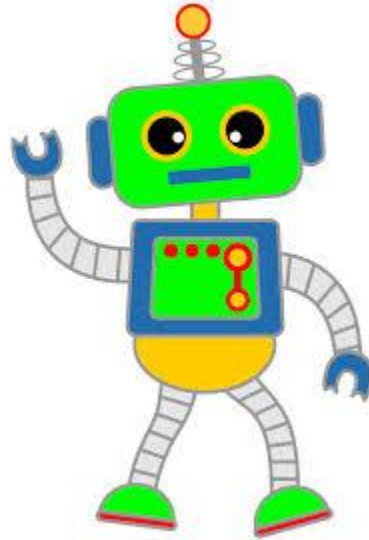
- Stretch the word out slowly.
- Put the sounds together to figure out the word.

I can segment words into individual sounds (phonemes). RF.1.2: \*(d.)

/f/

/d/

/n/



Robot Arms

s i t

b r i g h t

c

a

t

.

.

.



f

i

sh



## Tips to help at home

### Reading and Blending

- Encourage children to point to words with their finger
- Always use the pictures – don't cover them up
- Encourage children to sound out. If they struggle to blend encourage children to blend faster. If they are still finding it difficult to blend model it to them and ask them to repeat/copy you.
- Use post it notes to play games - on each post it put a sound and ask children to move the sounds together to make a word, saying the sounds each time they move the letters together.
- Repeated words on each page – play games with the book prior to reading. Find a word that is repeated e.g. **am** Write it on a post it and ask the children to look through the book and when they see the word that matches the post-it they shout snap. Say the word together and build up to the children saying it on their own.

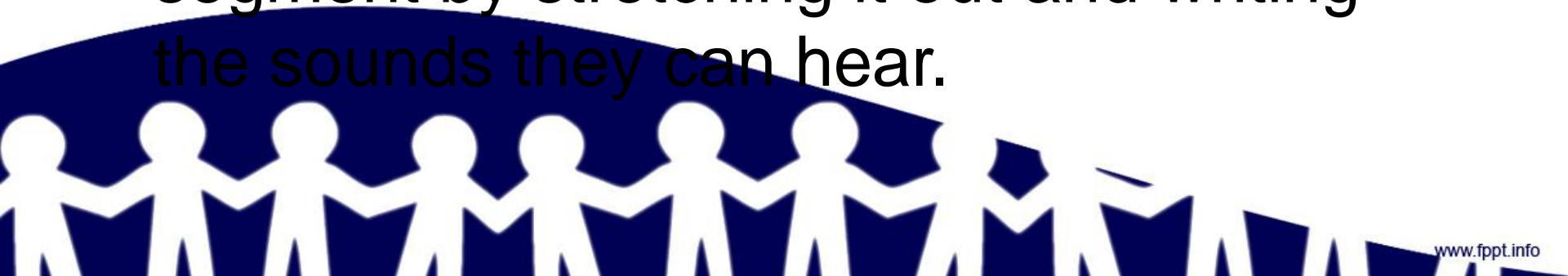


**Remember!**

**There is no set time for when children will achieve. Each child is individual. Lots of practise is the answer!**

# Step 1

- Teach the sounds individually
- Teach the children to segment and blend verbally
- Teach the children to segment and blend in reading
- Teach the children to Say the word, segment by stretching it out and writing the sounds they can hear.



# Step 2

- Once children are confident with sounds and word building, we start to put the words into a sentence.

Teach the children to **Say, Count, Write, Re-Count.**

Write the sounds they can hear.

Capital letters at start, finger spaces between words, full

stop 

<u>The</u>	<u>dog</u>	<u>went</u>	<u>to</u>	<u>the</u>	<u>park.</u>
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# Year 1 Phonics Test

- Every Year 1 child in the country will be taking the statutory phonics screening check in June.
- The check is very similar to tasks the children already complete during phonics lessons and it will be done with the class teacher.
- The focus of the check is to ensure that all children can read by the end of year 2. The year 1 screening (mid point) will provide evidence to help teachers plan for year 2.
- They will be asked to 'sound out' a word and blend the sounds together. e.g. d-o-g - dog
- The check will consist of 40 words which are real and nonsense/alien words (pseudo)
- Children will know if the word is a real word or an 'alien' word, using a corresponding alien image.
- The teacher carries out the assessment on a 1:1 and are not permitted to indicate to the children at the time whether they have correctly sounded out and / or blended the word.
- If your child doesn't reach the expected standard they will continue to have booster groups in Year 2 and will resit in the summer term of Year 2.
- Parents will be informed of the children's results in the end of term report in July.
- The children have opportunities to complete practise tests throughout Year 1.





# Examples of words

in

at

beg

sum

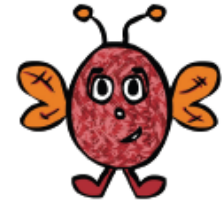
ot



vap



osk



ect



# Activity 4

Can you sort the words into real  
and alien words?

Play buried treasure on your  
table



# Activity 5

Phoneme Spotter Story are used in Year 1 to encourage children to find alternative pronunciations for different phonemes

Read the story and highlight the 'igh' words as you read them. Only if they make the 'i' sound

This can be 'I', split digraph i-e, 'ie', 'igh', 'i', 'y' depending upon the word.



# How to help at home?

