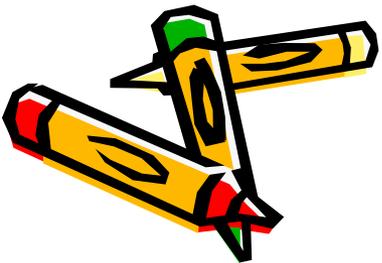


Welcome to our phonics workshop

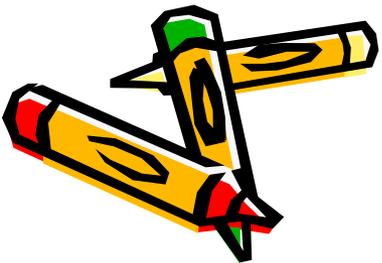


November 2015

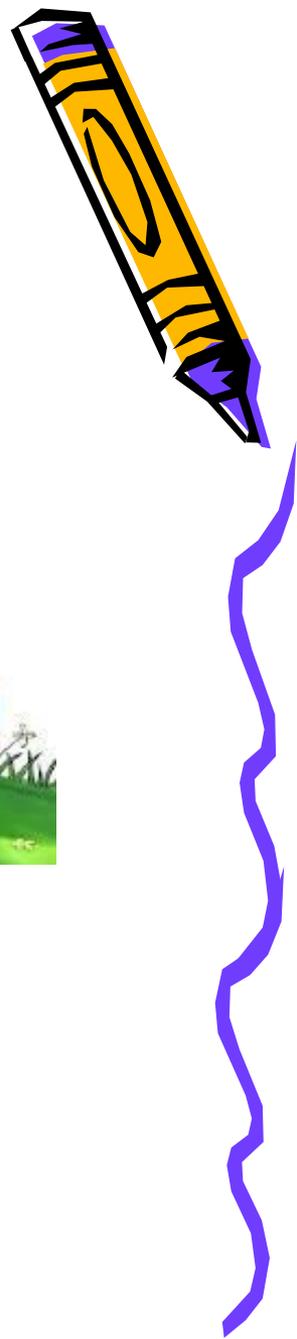
Our aims...



- To help you to understand more about what phonics is and how we teach it at school (with a focus on pronunciation and specific language.)
- For you to feel more confident in supporting us in teaching your child to read letters, words, sentences and texts.
- To give you practical ideas on games and activities you can be playing at home with your children. (This part of the workshop will take place in your child's classroom.)



When do we cover the 6 phonics phases?



Nursery

Covers Phase 1

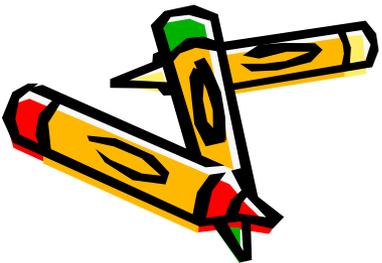


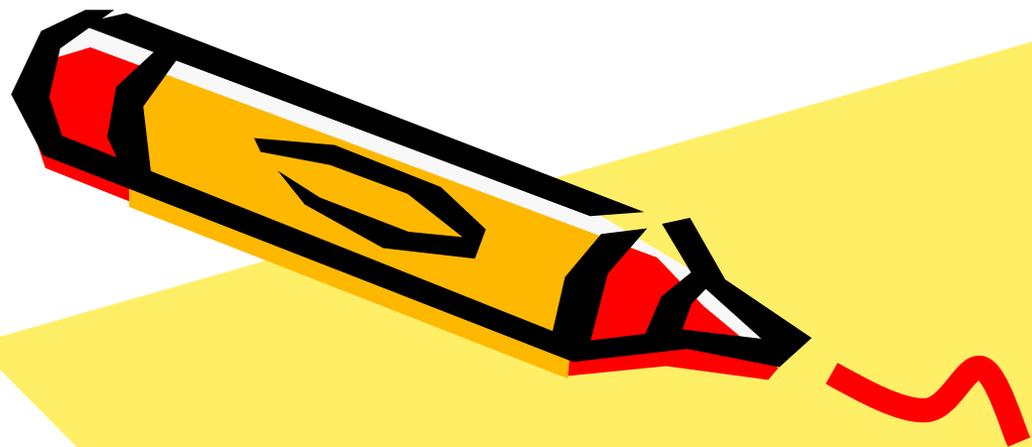
Reception

Covers Phases 2 and 3

Year 1

Covers Phases 4 and 5





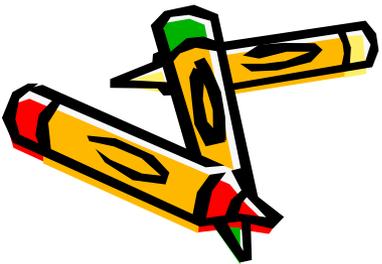
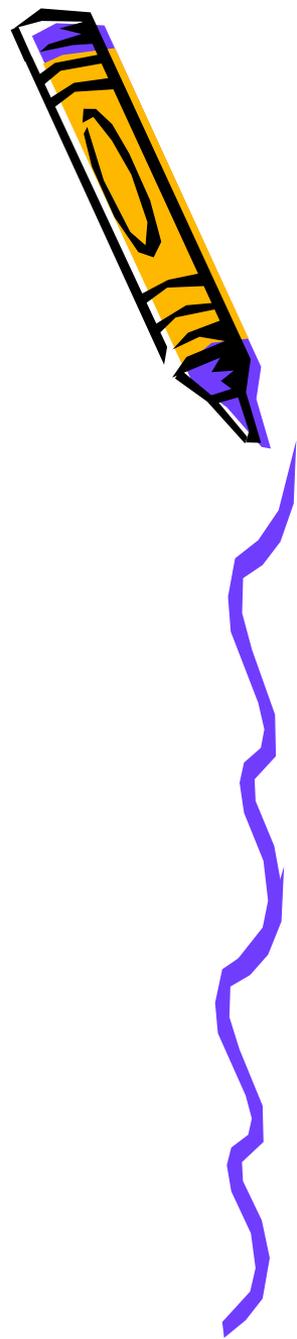
Letters and Sounds

Phase One

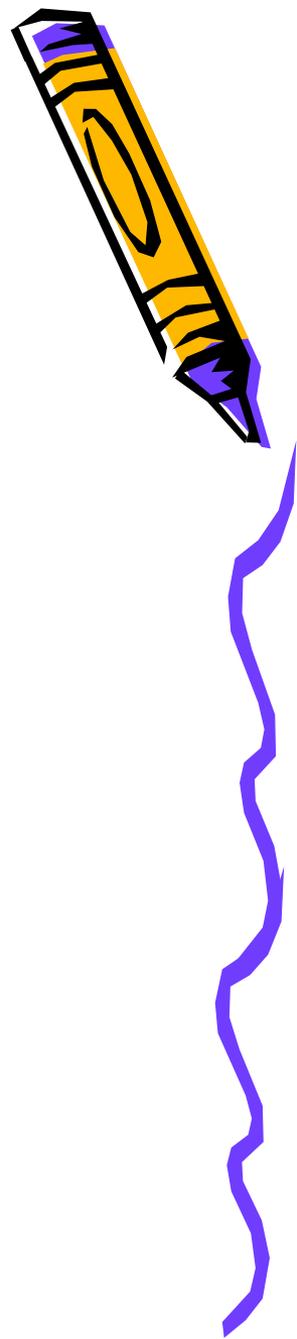


Phase One aspects

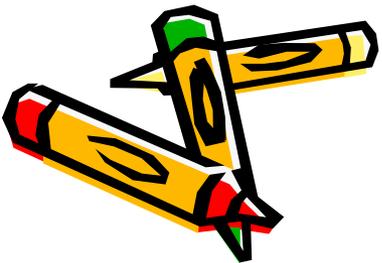
- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting

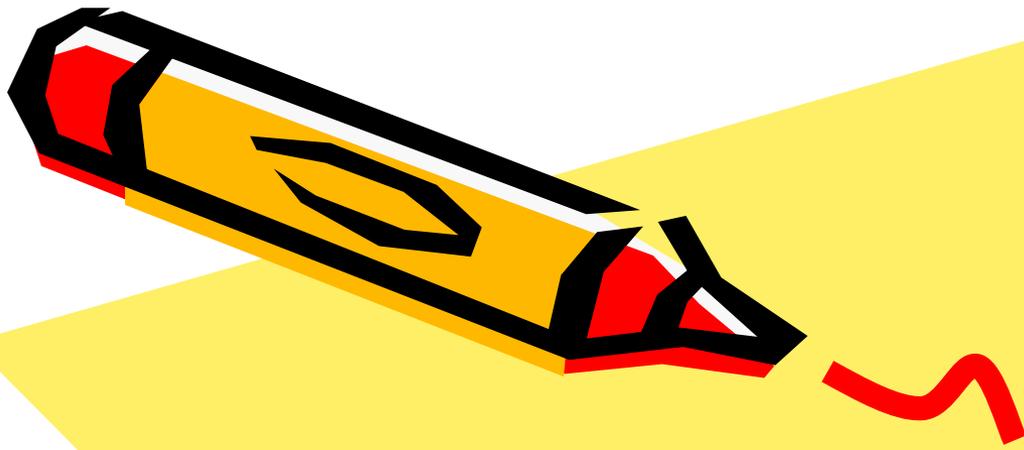


Phase One was designed to help children to:



- Listen attentively
- Enlarge vocabulary
- Speak confidently
- Discriminate phonemes
- Reproduce audibly the phonemes they hear



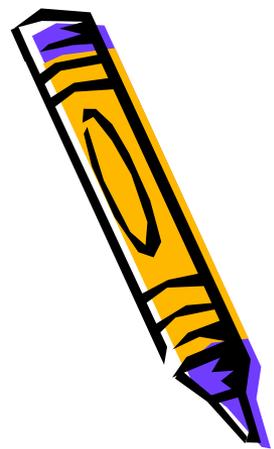


Phonics Phase 2
and 3

Reception



Phase 2



- Is the start of systematic phonic work.
- Begins the understanding of grapheme-phoneme correspondence.
- Understand that words are constructed from phonemes and that phonemes are represented by graphemes.



Phonemes

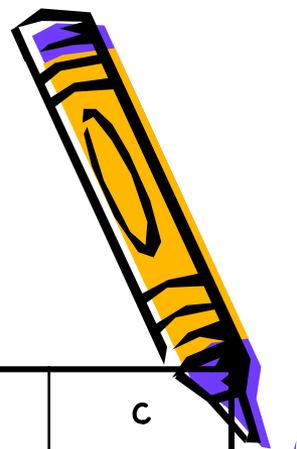
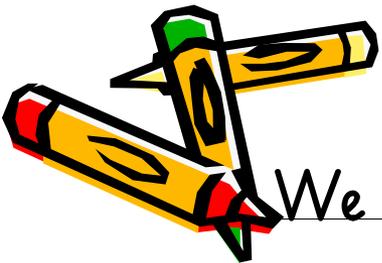
➤ A Phoneme is the smallest unit of sound in a word.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| s | a | t | p | i | n | m | d | g | o | c |
|  |  |  |  |  |  |  |  |  |  |  |
| k | ck | e | u | r | h | b | f | ff | l | ll |
|  |  |  |  |  |  |  |  |  |  |  |
| ss | | | | | | | | | | |
|  | | | | | | | | | | |

Pronouncing the phonemes correctly is very important.

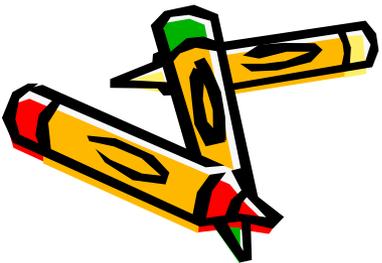
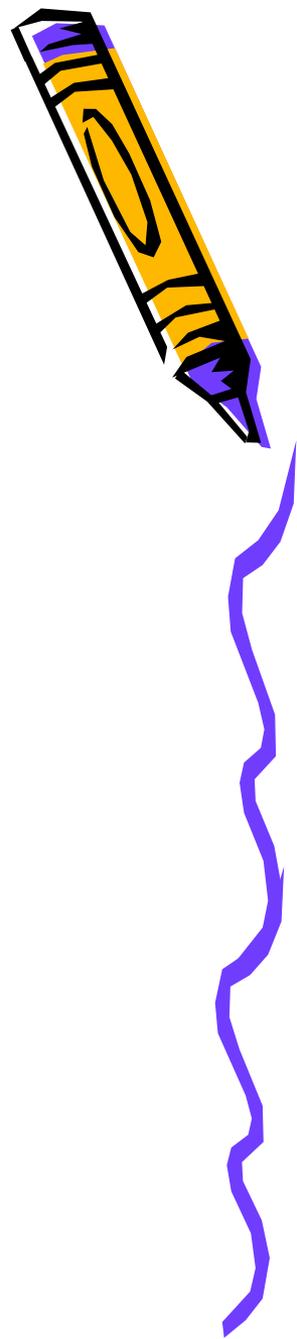
eg the letter s is pronounced ssss and not suh.

We all need to use the same language at home and at school.



Next steps ...

- Children then begin to **blend** for reading.
- Starting with simple VC (vowel consonant) words e.g at, it, is
- and then to CVC (consonant vowel consonant) words. E.g dog, cat, man

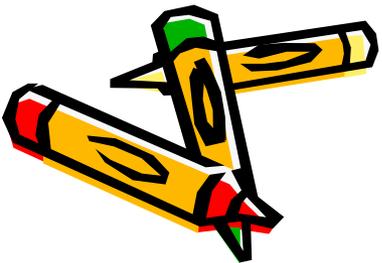
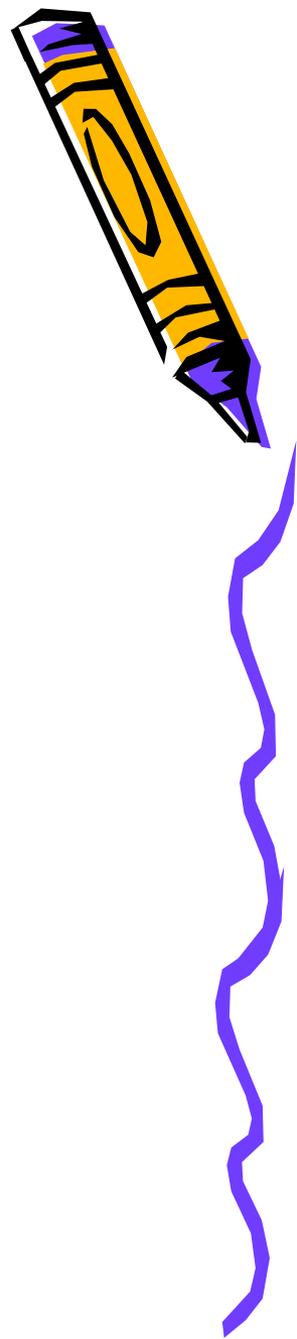


Blending

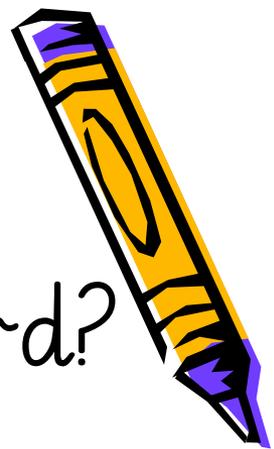
- Recognise and say the letter sounds in a written word, for example:

s-a-t

by merging or 'blending' them in the order in which they are written to pronounce the word 'sat'.



Segmenting Activity



- How many phonemes in each word?

shelf

sh- e- l- f

4 phonemes

dress

d- r- e- ss

4 phonemes

sprint

s- p- r- i- n- t

6 phonemes



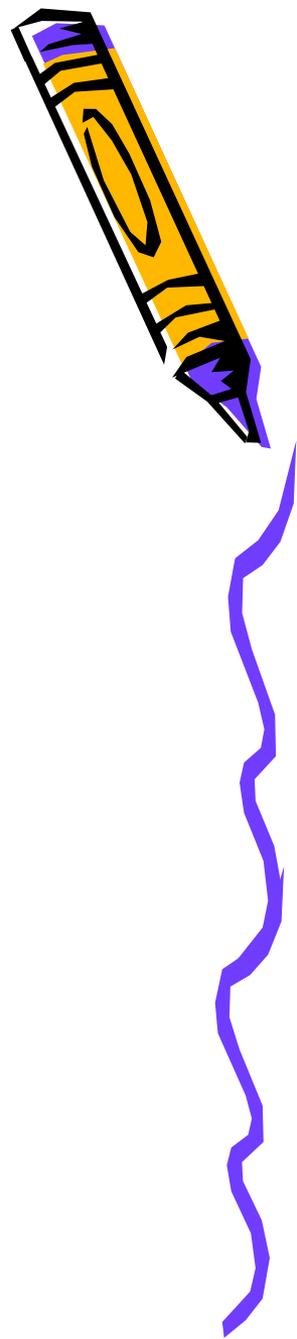
string

s- t- r- i- ng

5 phonemes



Phase 3



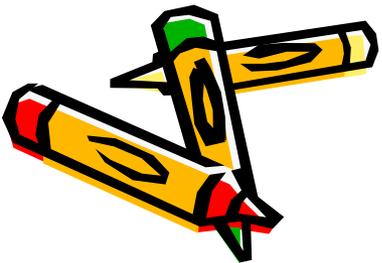
- Completes the teaching of the alphabet and children move onto sounds represented by more than 1 letter.

- DIGRAPHS – 2 letters that make 1 sound

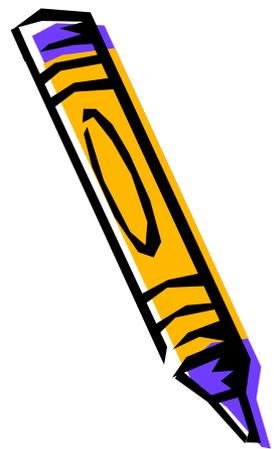
ll ss zz oa ai

- TRIGRAPHS – 3 letters that make 1 sound

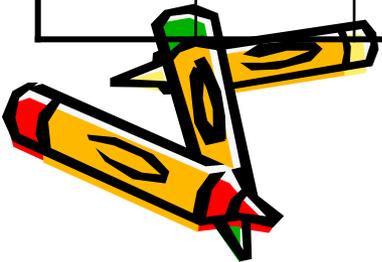
igh air



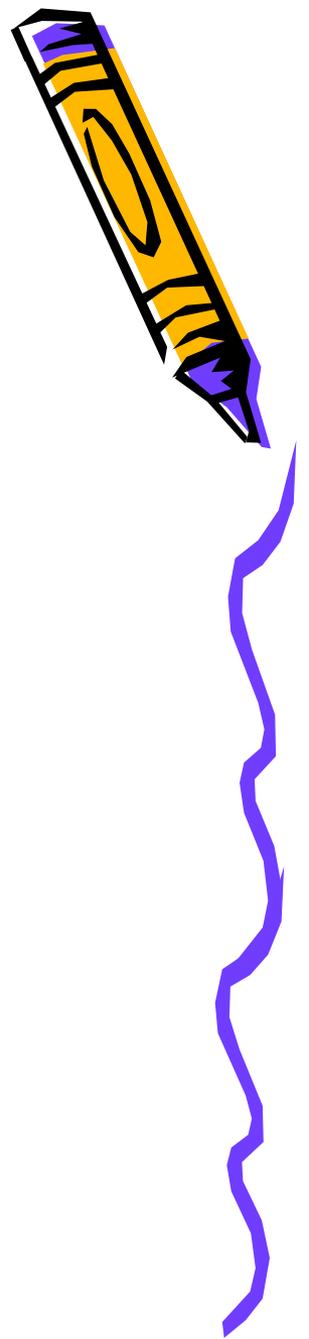
Phase 3 phonemes



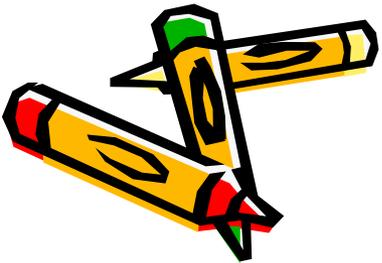
| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| j | v | w | y | z | zz | qu | ch | sh | th | ng |
|  |  |  |  |  |  | |  |  |  |  |
| ai | ee | igh | oa | oo | oo | ar | or | ur | ow | oi |
|  |  |  |  |  |  |  |  |  |  |  |
| ear | air | ure | er | | | | | | | |
|  |  |  |  | | | | | | | |



Tricky Words



- Words that are not phonically decodable.
- e.g. was, the, I.
- Some are 'tricky' to start with but will become decodable once we have learned the harder phonemes.
- e.g. out, there.



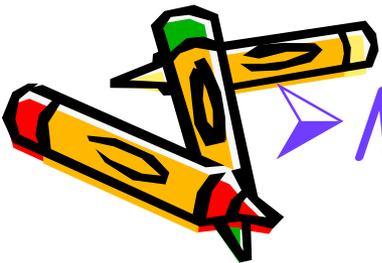
Now you have the knowledge....



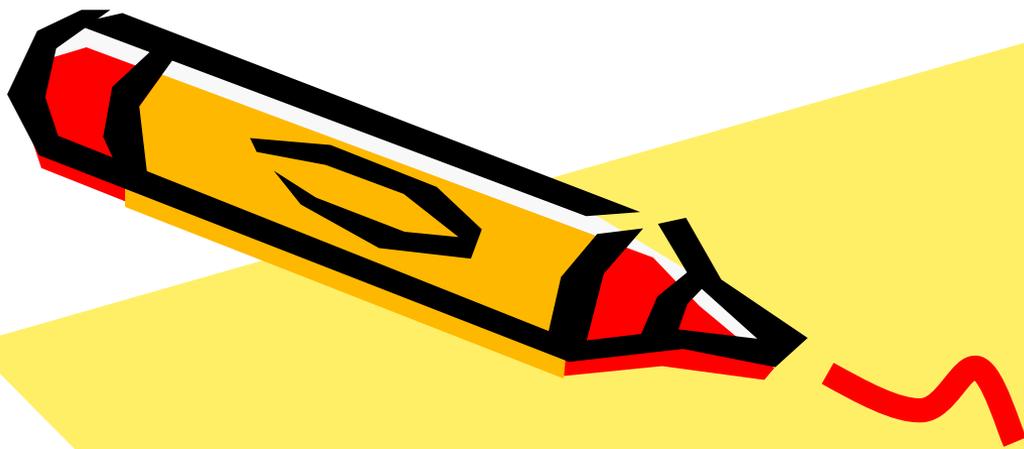
- Play lots of sound and listening games with your child.

For Example...

- I spy.
- Make duplicate sounds and play pairs... matching games.
- Stick sounds on items that start with that letter sound.
- At home, on car journeys, outings ask children to find as many things they can that start with a sound chosen.
- Let them hear sounds... sound talk to them. "Fetch me your c-oo-t"!
 - Read as much as possible to and with your child.
 - Encourage and praise – get them to have a 'good guess'.
 - Ask if you want to know more.



➤ *Make it fun and in short, sharp bursts!*

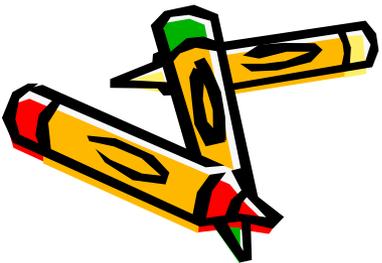
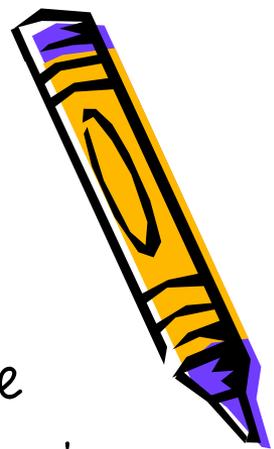


Phonics Phase 4
and 5
Year 1



Phase 4

- In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.
- Our aim is not to move the children through the stages as quickly as possible, but rather to ensure they are extremely confident with their sounds before they progress to the next stage.



Phase 4

Tricky words

During Phase 4, the following tricky words (which can't yet be decoded) are introduced:

said

have

like

so

do

some

come

were

there

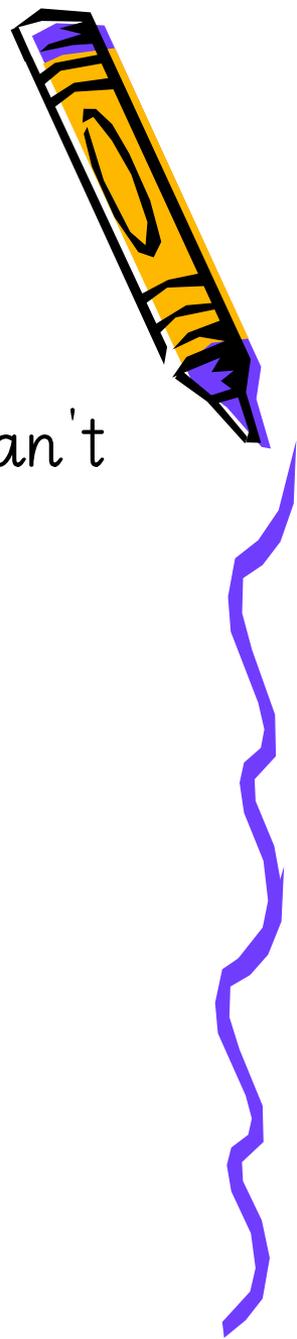
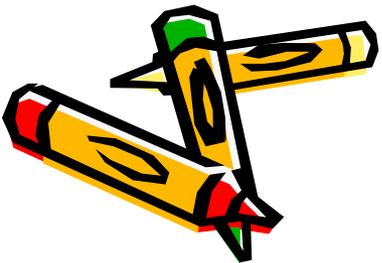
little

one

when

out

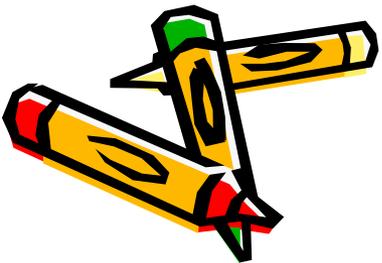
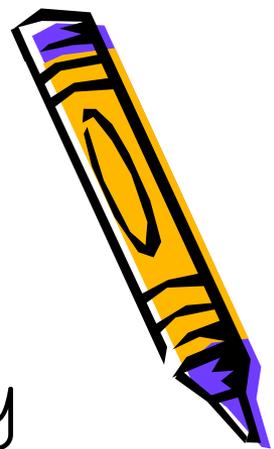
what



Phase 5

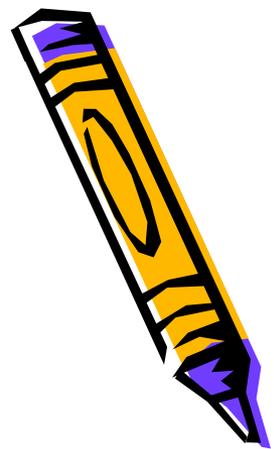
- In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.
- Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

Phase 5 is a long unit, taught throughout Year 1.





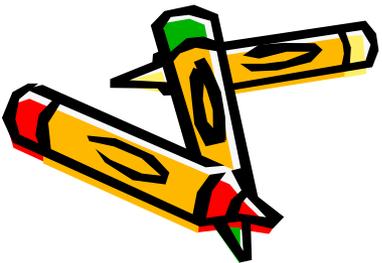
Game ideas



Shooting Stars

Pick sounds you are working on / have worked on.

Write the graphemes on cards and give out. Sit in a circle, call out words and if the child has the grapheme that matches the phoneme in the word they must come and sit in the chair.

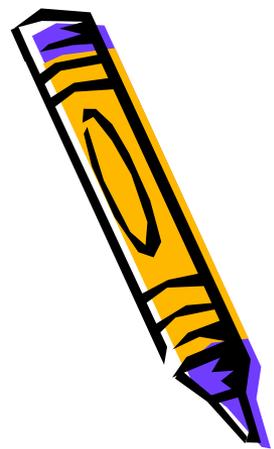




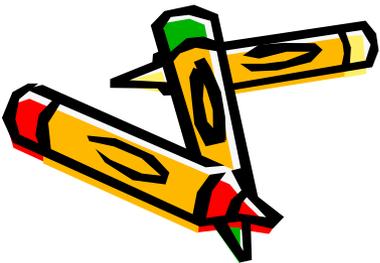
Countdown

(Taken from support for spelling Phase 5 games)

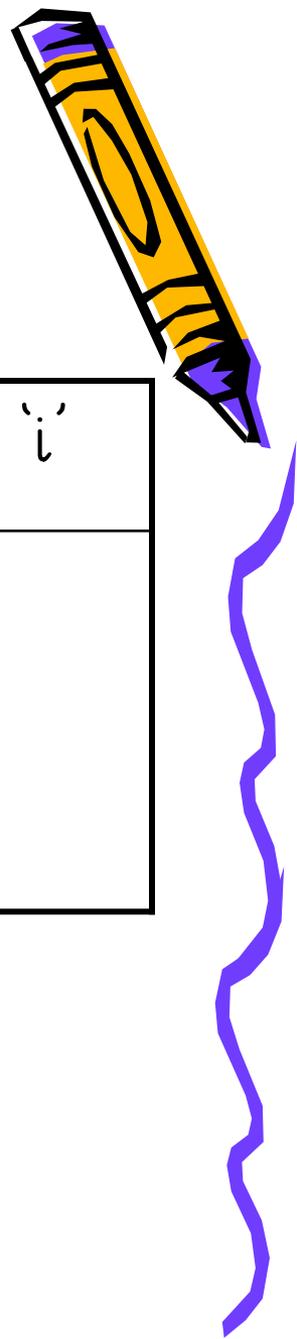
Have a focus phoneme. Give children a selection of sounds. Give them one minute to make the best word they can.



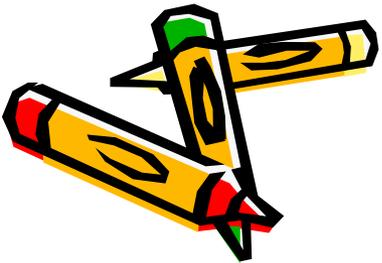
| | | | | | | | | |
|---|---|---|---|----|---|---|---|---|
| s | g | n | t | ai | r | h | p | e |
|---|---|---|---|----|---|---|---|---|



Word sort games

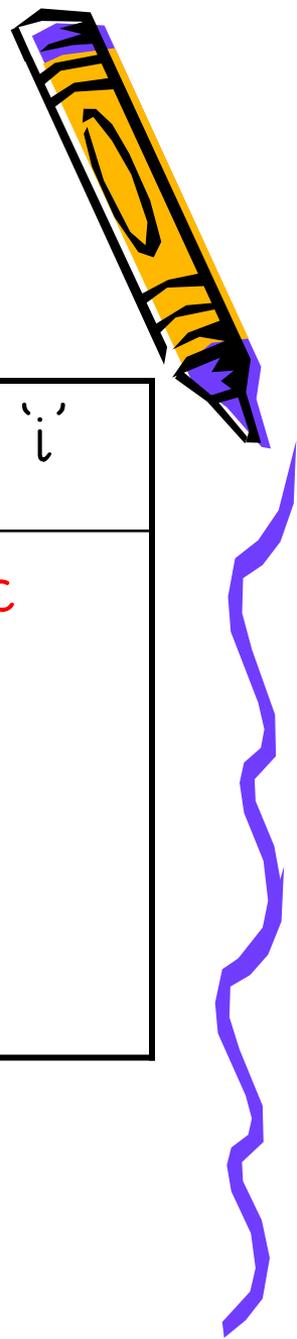


| y for 'ee' | y for 'igh' | y for 'y' | y for 'i' |
|------------|-------------|-----------|-----------|
| | | | |

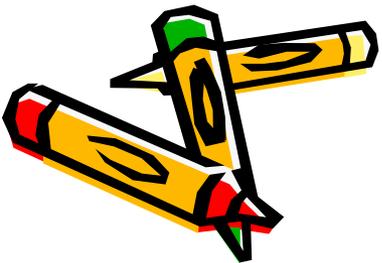


Word
Sort

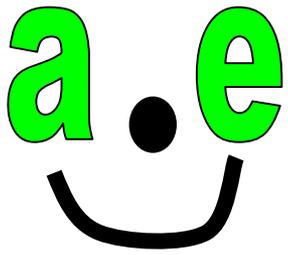
Word sort games



| y for 'ee' | y for 'igh' | y for 'y' | y for 'i' |
|-------------------------------------|----------------------|------------|-----------|
| plenty family puppy simply | my why satisfy | yes yet | synthetic |



Word Sort

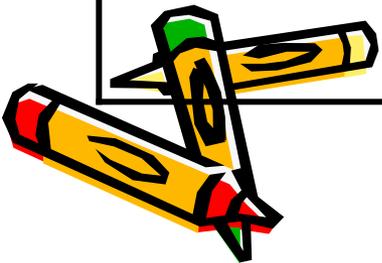


The Name Game



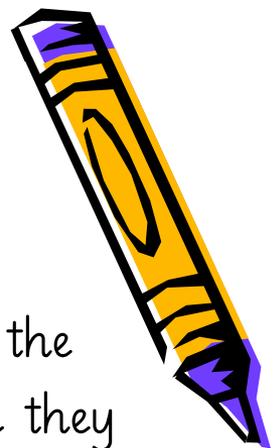
Have a focus phoneme. Ask the children to find words containing the phoneme that fit into the category. Gain one point for every name they spell correctly.

| Country | Fruit | Boy's name | Girl's name |
|---------|-------|------------|-------------|
| | | | |





The Name Game

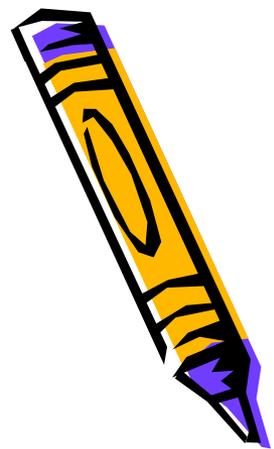


Have a focus phoneme. Ask the children to find words containing the phoneme that fit into the category. Gain one point for every name they spell correctly.

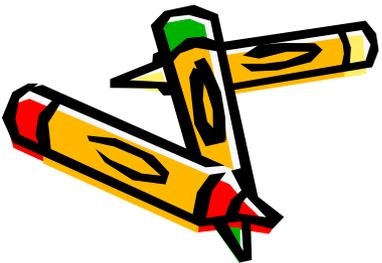
| Country | Fruit | Boy's name | Girl's name |
|---------|-------|------------|-------------|
| Wales | Grape | James | Jane |
| | | | |
| | | | |
| | | | |
| | | | |



Phase 6

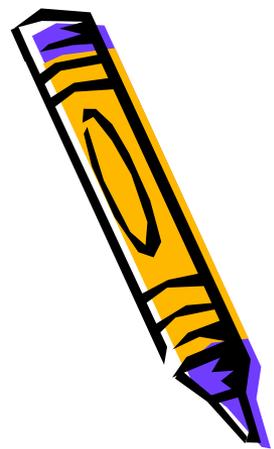


The new curriculum (2014) includes a lot of very specific spelling learning that should be covered in Y2. The essence of Phase 6 is to help children to transition from phonics to spelling.

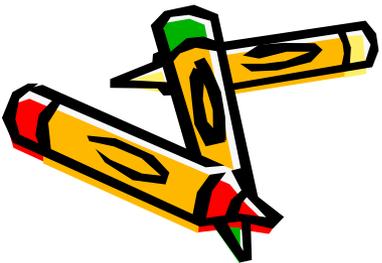




Spelling



- Weird and wonderful spellings
- Complex conventions that only work some of the time
- Countless rebellious exception words that break every rule in the book
- Predictable phonically regular words can find when they move beyond phonics and into spelling they can feel overwhelmed



Year 2



- Gentle, gradual route from phonics through to spelling.
- Their phonic knowledge still used.

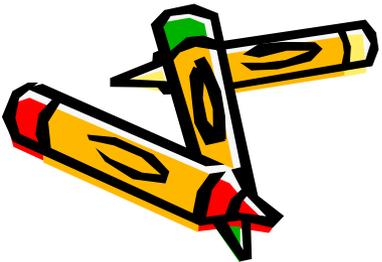
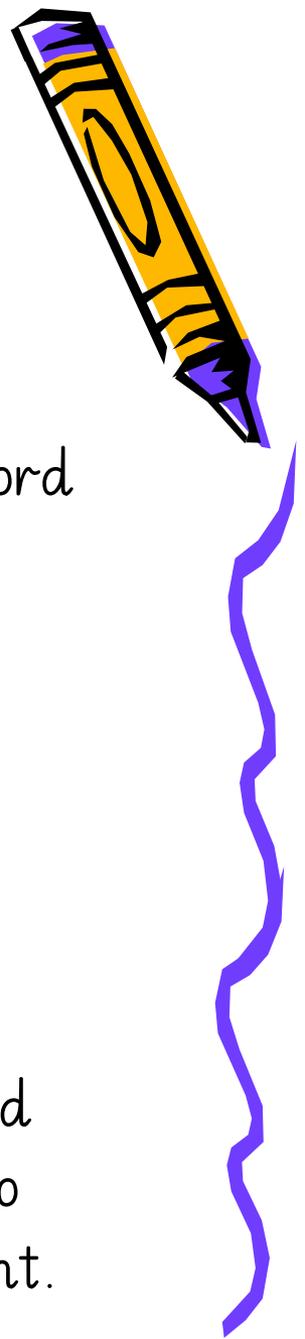
What if we can't use Phonics?

- Other strategies that they can bring into use.
- Teaching them conventions – experiment = more confidence and accuracy.
- We can introduce them to the exceptions, the weird and wonderful bits, the bits that catch us all out.

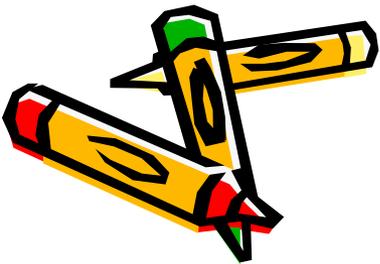
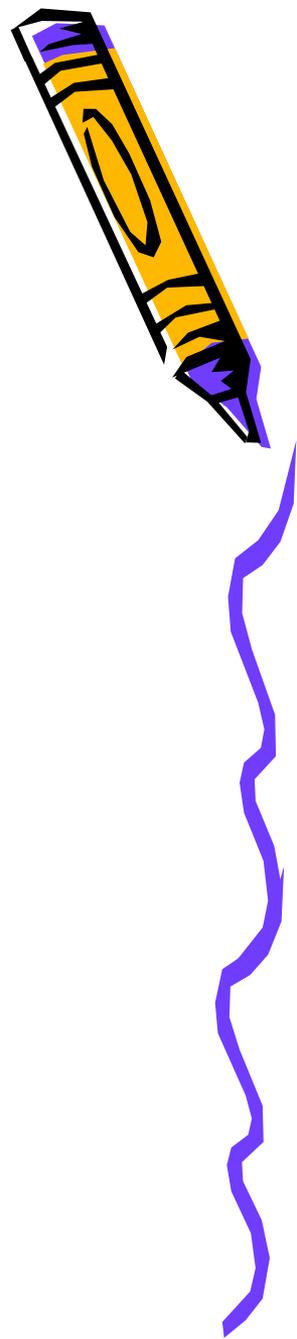


Patterns

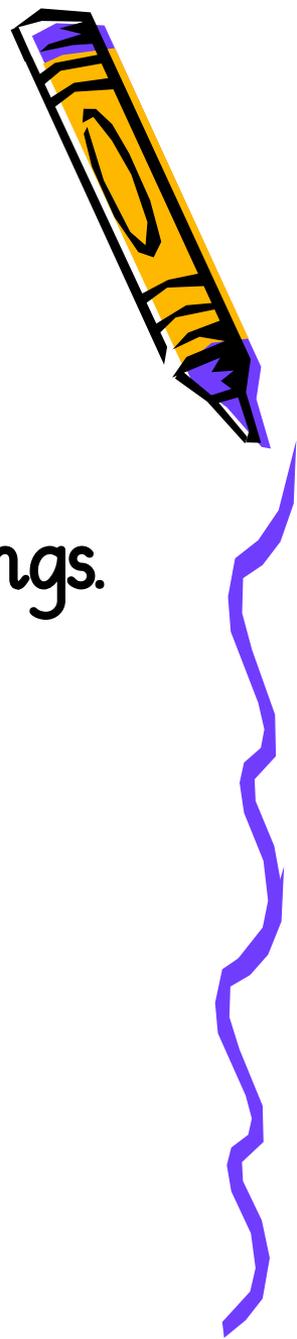
- Working hard to learn a spelling pattern.
- For instance 'dge' is used to make the 'j' sound in a word if it comes after a short vowel sound. *Bridge, dodge, budge, badge.*
- *10/10??* We can also celebrate mistakes as learning opportunities.
- *1/10* if it has been a problem word for a long time and has had a huge amount of effort put into tackling it, can be a significant achievement.



How does this
transfer into KS2?



KS2 – Years 3 to 6



- Building on the learning from KS1.
- Used as a tool for reading and spellings.
- Used as an intervention to support reading and spelling.
- Primary Languages will focus on the sounds that are similar to English.

