

Phonics Workshop

Monday 7th October 2024

What is phonics?

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Why use phonics?

- Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.
- Understanding phonics will also help children know which letters to use when they are writing words.

What does phonics involve?

- Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as *c*, *k*, *ck* or *ch*.
- Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters *t*, *p*, *a* and *s*, they can start to build up the words: “tap”, “taps”, “pat”, “pats” and “sat”.

<https://literacytrust.org.uk/information/what-is-literacy/what-phonics/>

What type of phonics do we teach?

- **Synthetic phonics**
- The most widely used approach associated with the teaching of reading in which phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised). For example, children are taught to take a single-syllable word such as cat apart into its three letters, pronounce a phoneme for each letter in turn /k, æ, t/, and blend the phonemes together to form a word.

<https://literacytrust.org.uk/information/what-is-literacy/what-phonics/>

How we teach phonics...

- 20 minutes of phonics taught daily
- Follow the Little Wandle sequence of teaching
- <https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/>
- Badger Books and Read, Write Inc further into Year 2 and KS2.
- Lots of songs, rhymes and games

The Phonic Phases

- In the EYFS we follow the sequence of teaching outlined in the Little Wandle document
- There are 5 Phases in total which are taught from Reception to Year Two

We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



Phase 1

- Aspect 1: General sound discrimination – environmental sounds
 - Aspect 2: General sound discrimination – instrumental sounds
 - Aspect 3: General sound discrimination – body percussion
 - Aspect 4: Rhythm and rhyme
 - Aspect 5: Alliteration
 - Aspect 6: Voice sounds
 - Aspect 7: Oral blending and segmenting
- During the first half term of school we work with the children on all of the aspects outlined in Phase 1.
 - We also spend a lot of time sharing and enjoying books- 'Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading.' (Letters and Sounds)
 - We work on speaking and listening skills- the Chatterboxes were a great source of familiar information for the children to share.

Phase 2

- Children entering Phase Two will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and many will be able to blend and segment words orally.
- During Phase 2 we teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters.
- By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards.
- During the phase they will be introduced to reading two-syllable words and simple captions. Children will also be introduced with words ending in 's', such as 'hats'.
- They will also learn to read some high-frequency 'tricky' words: is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push*, he, of, we, me, be.

Letter progression

- s a t p
- i n m d
- g o c k
- c k e u r
- h b f, ff l, ll ss
- j v w x y z zz qu ch sh th ng nk

Phase 3

- Children entering Phase Three will know around 36 phonemes and digraphs and be able to blend phonemes to read VC words and segment VC words to spell.
- While many children will be able to read and spell CVC words, they all should be able to blend and segment CVC words orally.
- The purpose of this phase is to teach another 14 graphemes, most of them comprising two letters (e.g. oa).
- Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.
- They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words.
- They will also learn to read more high-frequency 'tricky' words: was, you, they, my, by, all, are, sure, pure.

Letters progression:

- ai ee igh oa oo oo
- ar or ur ow oi ear air er

Graphemes	Sample words	Graphemes	Sample words
ch	chip	ar	farm
sh	shop	or	for
th	thin/then	ur	hurt
ng	ring	ow	cow
ai	rain	oi	coin
ee	feet	ear	dear
igh	night	air	fair
oa	boat	ure	sure
oo	boot/look	er	corner

Phase 4

- Children entering Phase Four will be able to represent each of 42 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling.
- They will have some experience in reading simple two-syllable words and captions.
- They will know letter names and be able to read and spell some tricky words.
- The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.
- Children will also be exposed to words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est.

During Phase Four we work on reading and spelling words with four or more phonemes. Some words contain consonant clusters.

These words contain **adjacent consonants**:

- at the beginning (CCVC): **spot, trip, clap, green, clown**
- or at the end (CVCC): **tent, mend, damp, burnt**
- or at the beginning and end (CCVCC): **trust, spend, twist**

How we teach phonics...

- Fast paced sessions with a clear sequence...
 - Revisit
 - Teach
 - Practise
 - Apply

How we teach phonics...

Revisit

Recap all phonemes taught

Recap all 'tricky words' taught

Teach

Teach new phoneme-how to say the sound.

Initial sounds.

The grapheme for the phoneme.

The formation of the sound.

Teach new 'tricky words'

How we teach phonics...

Practise

Recognising new phoneme

Segmenting and blending new phoneme within words

Reading 'tricky words' within captions/sentences

Apply

Within continuous provision / adult led time

During reading sessions and story sharing times

As the children write

Terms we will use...

- **Phonemes:** the smallest units of sound that are found within a word
- **Grapheme:** the spelling of the sound (letter name)
- **Digraph:** two letters that make one sound when read
- **Trigraph:** three letters that make one sound
- **CVC:** stands for consonant, vowel, consonant (cat)
- **Segmenting:** breaking up a word into its sounds (c-a-t)
- **Blending :** putting the sounds together to read a word
- **Tricky words:** words that cannot easily be decoded (to)

Saying the sounds...

- Sounds should be articulated clearly and precisely - see <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>
- Long sounds - e.g. ssssss, mmmmm, llllll, nnnnn, shhhhhh, rrrrrr, zzzzzzz, vvvvvv
- Short sounds - e.g. /c/ /t/ /p/ /b/ /d/ /g/
- Quiet - /t/, /h/ and /p/

How you can help at home...

- Nursery rhymes, songs, action rhymes
- Add sound effects to stories
- Music and movement: rhythm, guess the instrument
- Talking about sounds: listening walks, loud/soft, high/low, silly noises
- Speaking & listening: silly sentences “Happy Harry hops”, mimics, animal sounds
- Sound talk games – e.g. stand /u/ /p/
- 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’
- Play ‘I spy’ using sounds instead of letter names
- Play ‘How many sounds?’ or ‘What sound did you hear?’
- Sound-talk/ robot talk/puppet talk
- Simon says
- Reverse the segmenting and blending.

How you can help at home...

- Make time to listen to your child talking.
- Try switching off the TV, radio, phone, etc.
- Matching words and pictures
- Picture books are very important - encourage your child to make up their own stories
- Practise the phonemes together – get your child to test you!
- Use phonemes to make different words at home and play games with words
- Read every day to/with your child if possible.
- Practise phonics pack everyday – these will be checked in school weekly
- Remember to write in your child's Reading Journal
- If your child wants to write, don't expect it to be perfect, encourage them to try.

We will send home...

Books- your child will bring home a decodable book and a library book.

Decodable books- these will only contain phonemes learnt so far. This means that your child will be able to apply their phonic knowledge to segment the phonemes in words and blend them to read. This book must be read each day to achieve a raffle ticket for our vending machine.

Library books- these will be selected by your child from our library area daily. These books are to be shared and enjoyed together, have fun!

Sound and word lists-these will be sent home at the end of every half term for you to practice with your children.

Thank you for attending today.

If you have any questions regarding phonics
please come and see me anytime 😊