

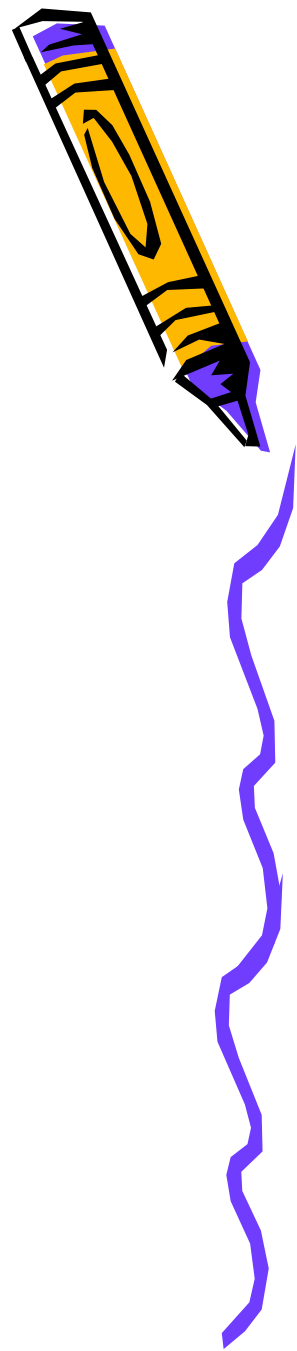


# Phonics Workshop

## 2022

# Phonics - Aims of the workshop

- ❖ What is Phonics?
- ❖ Words we use - Terminology
- ❖ Our school approach
- ❖ Phonics in our classrooms.
- ❖ Year 1 Phonics check
- ❖ Looking to the future
- ❖ Resources

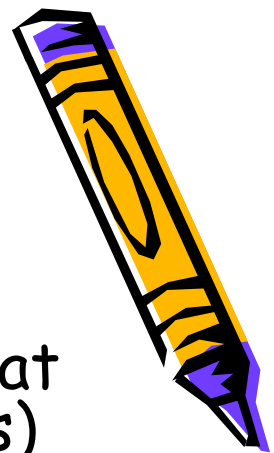


# What is Phonics?

- ❖ The teaching of phonics is about teaching children the **sounds of letters** and then using these sounds to read and spell words.
- ❖ Phonics is taught through **daily phonics sessions**.
- ❖ All phonics lessons include **oral blending and segmentation**.
- ❖ As well as teaching phonics we also teach **high frequency words and tricky words**. **High frequency words** are common words we come across most when reading, such as - mum, dad, and, am, a. **Tricky words** are words we can't sound out such as - was, the, to, go, my.



# Terminology



- **Phoneme** - a sound in a word
- **Grapheme** - a letter or sequence of letters that represents a phoneme (kn-igh-t = 3 graphemes)
- **Digraph** - two letters which make one sound - ch
- **Trigraph** - three letters which make one sound - igh
- **Blending** - Hearing or reading sounds and merging (blending) them together to make a word.
  - e.g. /b/u/s, they will say bus.
- **Segmenting** - breaking down words into their sounds to spell - saying the word - bus, then hearing the sounds - /b/u/s.



# Blending

Building words from phonemes to read

c a t

cat

'Chunk and hold'

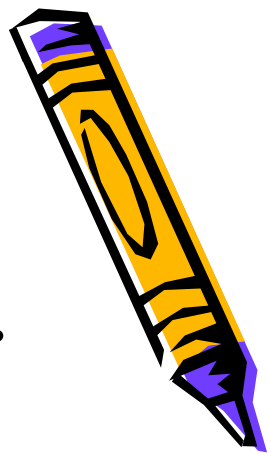


# Segmenting

- Breaking down words for spelling.

cat

c a t



# Our school approach

In school, we follow a planned phonic progression which consists of six phases.

We match our phonic progression with decodable books and the children are also given a coloured book band to share with their adults at home.

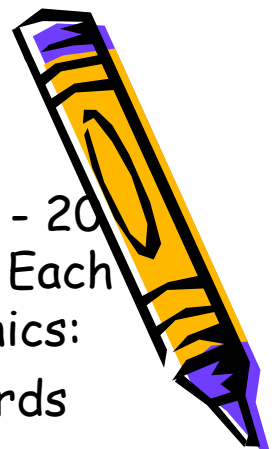


# How phonics is taught

Phonics takes place four/five times a week and the sessions last 15 - 20 minutes. The sessions are fast paced and will have a specific focus. Each session has a specific structure as detailed our progression of phonics:

- ❖ **Revisit**- children will recap the phonemes and high frequency words already taught. This is usually done with the use of flashcards.
- ❖ **Teach**- the children are taught a new phoneme/s or high frequency word/s. These are displayed on a class whiteboard and the children are taught the sound, action and how to read/spell within a word.
- ❖ **Practice**- Children are given the opportunity to practise using the phoneme/word, they do this by playing a reading/spelling game.
- ❖ **Apply**- Children use the phoneme/word taught in a sentence. The teacher will say a simple sentence or caption and the children are expected to write this correctly on their whiteboards.

The children will be assessed on their phoneme recognition, segmentation and blending at the end of each half term.





# Reception

Phase 1 - We give the children opportunities to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. **This phase on-going through the year and even into Year 1 and 2.**

Examples of activities - Nursery Rhymes, listening walks and games, distinguishing between sounds, blending and segmenting sounds.

Phase 2 - We start to teach the children the sounds of the letters and straight away we begin to blend and segment these. We teach these in an order which allow children to begin blending as early as possible.



# Reception

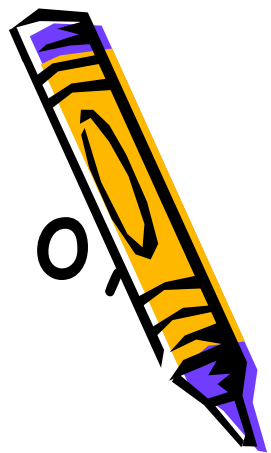
Phase 2 - s, a, t, p i, n, m, d, g, o,  
c, k ck, e, u, r

Phase 3 - j, v, w, x, y, z, zz, qu,  
ch, sh, th, ng, ai, ee, igh, oa,  
oo, ar, or, ur, ow, oi, ear, air,  
ure, er

Alongside this we teach the children the individual letter names.

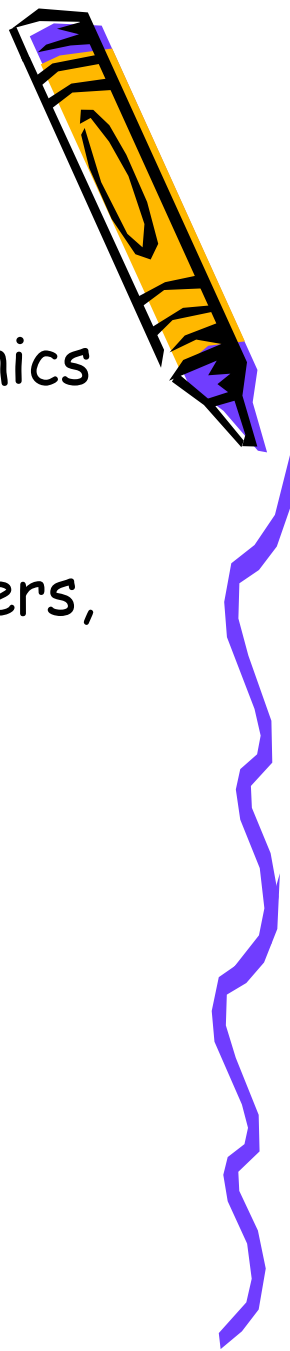
We also teach children to read and spell  
common words.

The children apply this straight away when  
reading and writing through blending and segmenting.



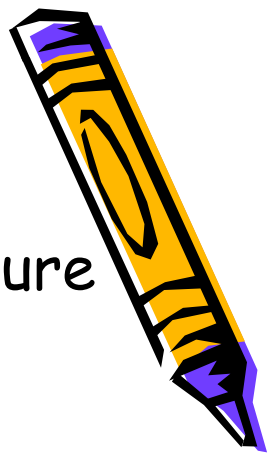
# Reception

- ❖ During the Reception year we try to make phonics activities as practical as possible. We use resources such as chinks, large brushes and water, playdough, paints, games, magnetic letters, white boards. We make use of our outdoor learning space for many of these activities.



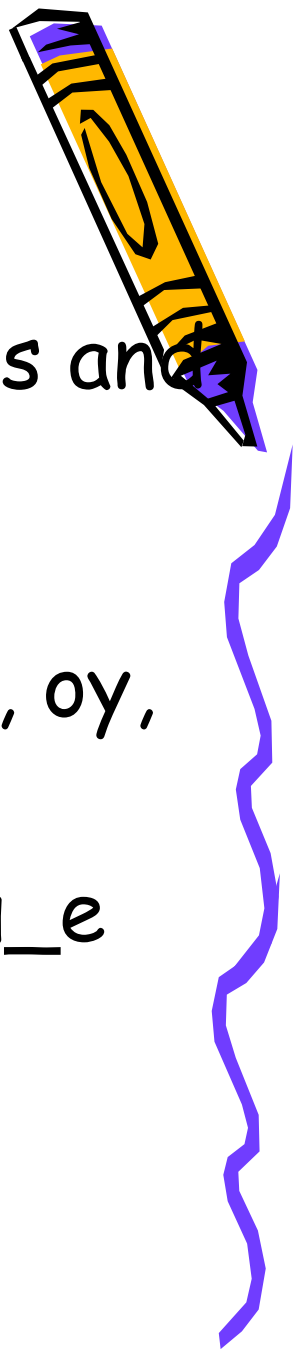
# Year 1 - Phase 4

- At the beginning of Year 1 we revisit Phase 3 to ensure the sounds are embedded.
- By Phase 4 children are able to represent each of 42 phonemes by a grapheme. Children will be able to blend and segment CVC words for reading and spelling.
- Phase 4 is consolidation of children's knowledge. Children are encouraged to practise blending for reading and segmenting for spelling of adjacent consonants for example words such as frog, clap, and bring.

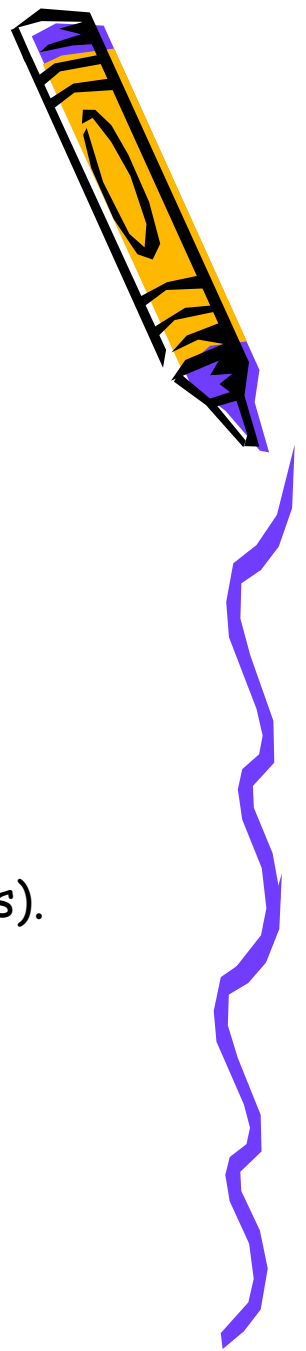


# Year 1-Phase 5

- 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  
ie. a\_e as in gate.



# Year 2



The children will revisit Phase 5 and then cover Phase 6 which covers spelling rules. .

## 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

This phase is about broadening the children's knowledge of graphemes and phonemes for use in reading and spelling.

## Phase 6

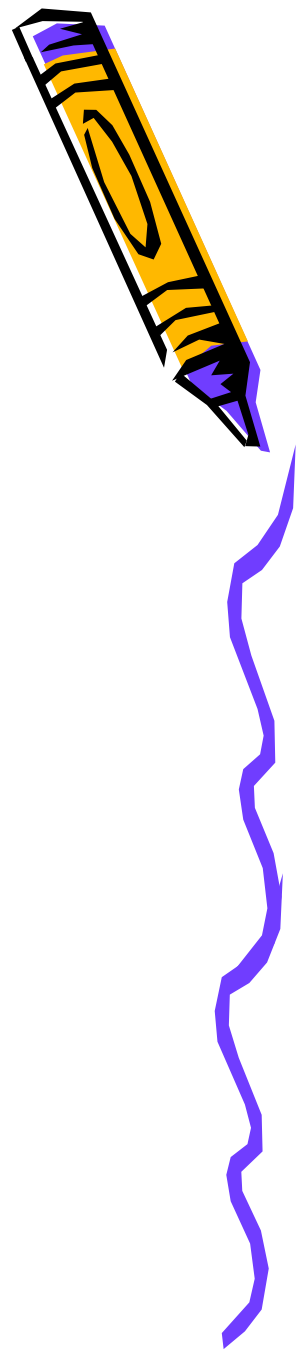
The focus is on learning spelling rules for suffixes (word endings).

-s	-es	-ing	-ed	-er	-est	-y
-en	-ful	-ly	-ment		-ness	

This phase develops the children's ability to read words automatically, decoding them quickly and silently. Children become fluent readers and increasingly accurate spellers.



# Year 1 and 2 Phonics Check



Every year the Year 1 children take the Phonics Check in June. This is a check to see how well the children use their phonics to read. There are real words and non-words for the children to read so the children have to sound out the words. If they do not reach the required pass mark, then they retake the check in Y2.

The current Year 2 children obviously did not take the Phonics check last year due to checks being cancelled by the government. The Year 2 children took it in December and did really well.

The next slide shows some examples of the types of words the children will be expected to sound out and read when doing the test. There will be 40 words to read during the check.



# The Phonics Check

Examples of words the children sound out to read



grit

blan



start

steck



best

hild



hooks

quemp





# Decodable books

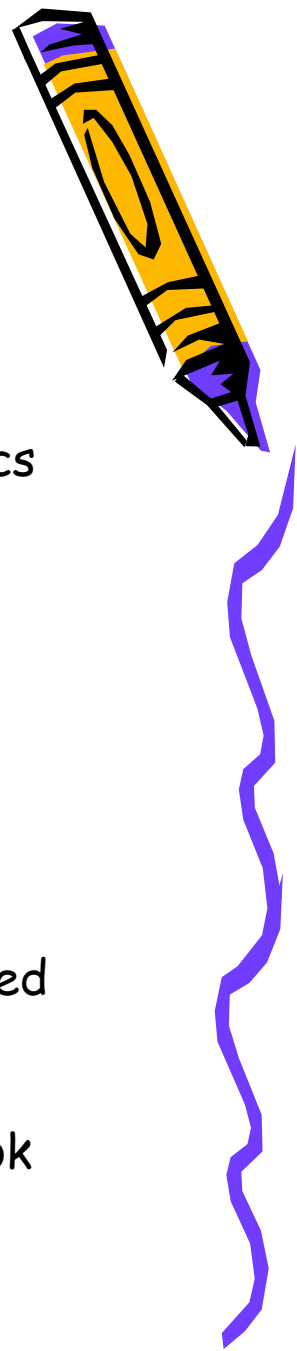
You will have seen from your children's book bag and in the information sent out about reading that we now use decodable books to teach reading.

The children are provided with books that represent the phonics phase they are on and so they will be using their phonics knowledge to decode the words. The books should be easy for the children to read so that they can build their reading confidence. As the books get harder they also widen the children's vocabulary by introducing new words.

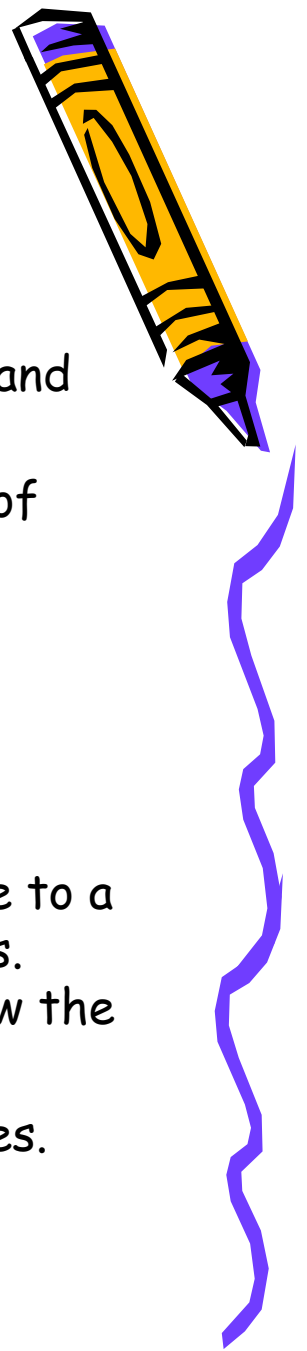
The books contain information on the front and back covers to guide you when reading with your child.

The books should be read three times:

1. For decoding and recognising the sounds that are represented
2. For decoding and fluency- so you child can read with confidence and with a reader's voice
3. For comprehension- what do they understand about the book and the vocabulary used in it?



# Looking to the future



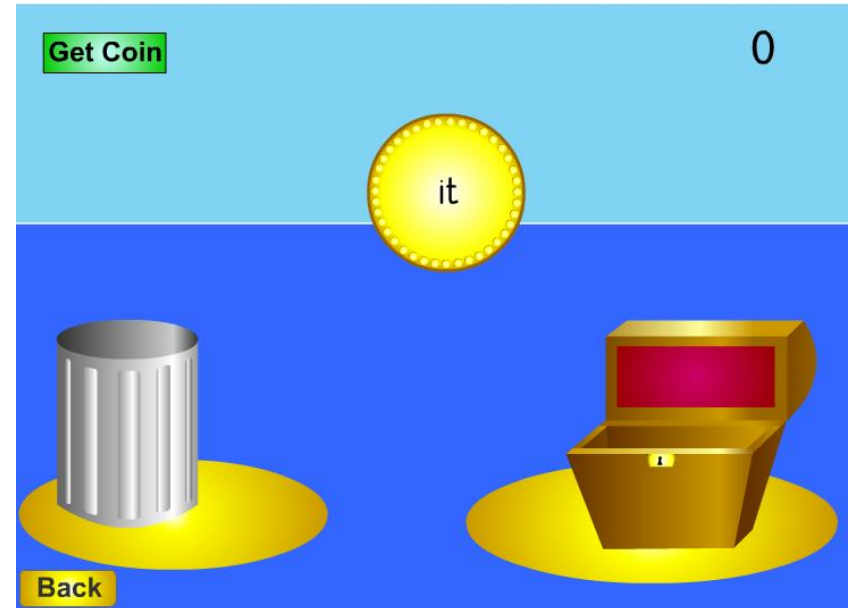
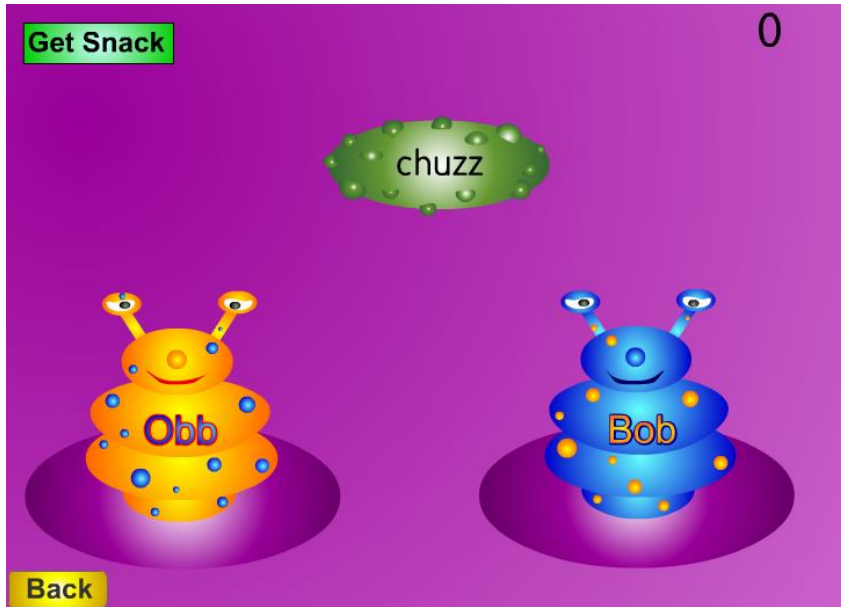
## Systematic Synthetic Phonics (SSP)-

- Proven to be the best method to teach children to read fast and fluently.
- Systematic - there is a systematic approach to the teaching of sounds and letters.
- Synthetic - building up of words from individual sounds.
- Schemes are cumulative - build up new sounds while enabling children to practise previously learnt sounds.
- In September 2022 we will be changing our phonic programme to a full SSP which will include new resources and decodable books. These books will match the phonic scheme we teach and follow the same progression in how we teach phonics.
- We will be informing you early September about these changes.



# Useful resources

<http://www.phonicsplay.co.uk>



# Useful resources

<http://www.teachyourmonstertoread>

