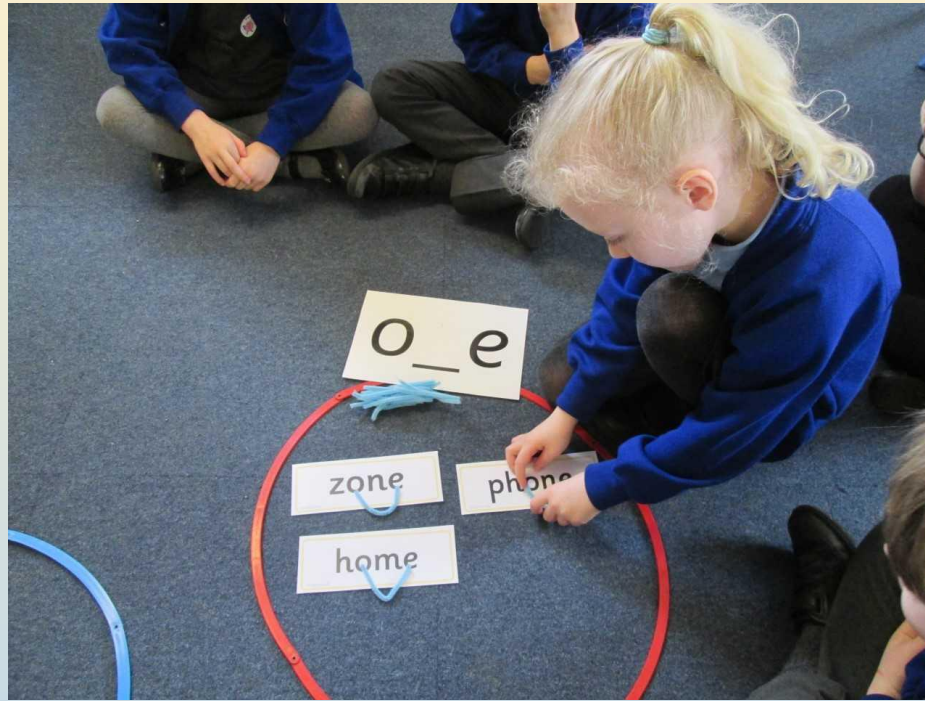




**Phonics:
a workshop for parents and carers**

Aims of this session

- To learn the basics of phonics and some useful phonics terms
- To develop your confidence in helping your children with phonics and reading
- To share how phonics is taught at Our Lady & St Gerard's
- To show examples of activities and resources that schools use to teach phonics
- To outline the different stages in phonic development
- To share websites which you can use to support your children
- To give you an opportunity to ask questions



What is phonics and how can I help my child at home?












































Phonics is all about using ...

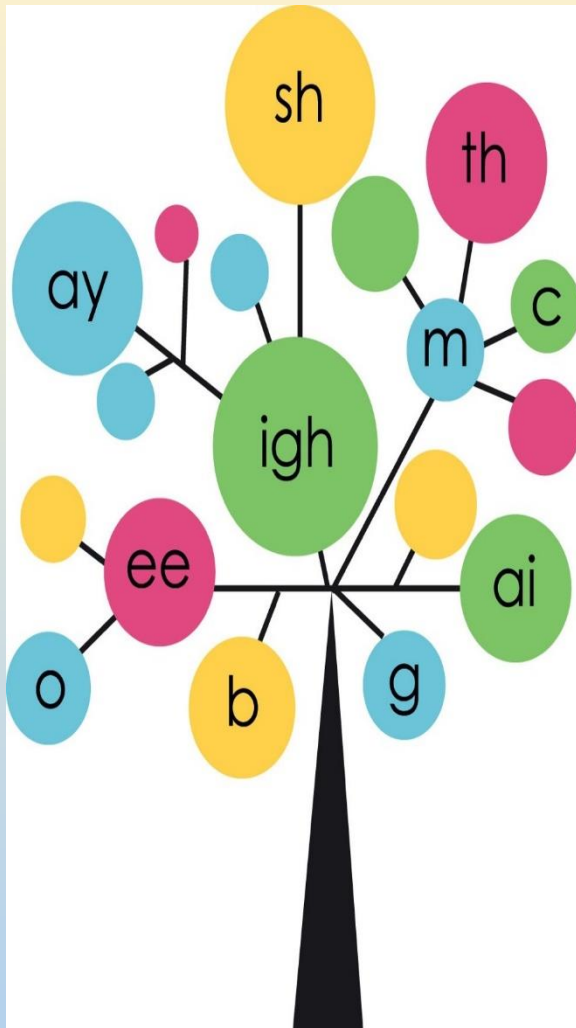
skills for
reading and
spelling

+

knowledge of
the alphabetic
code

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

s 	t 	p 	n 	m 	a 	e 	i 	o 
g 	d 	ck 	r 	h 	u 	ai 	ee 	igh 
b 	f 	l 	j 	v 	oa 	oo 	oo 	ar 
w 	x 	y 	z 	qu 	or 	ur 	ow 	oi 
ch 	sh 	th 	th the	ng 	ear 	air 	ure pure	er 



Hear it and say it

Articulate the phoneme accurately and precisely



See it and say it

Recognise the grapheme and articulate the corresponding phoneme



Say it and write it

Articulate the phoneme and write the grapheme, forming the letter/s correctly.

Daily Phonics for Foundation Stage and Key Stage 1

- This school uses Phonics Bug Phonics to support the teaching of phonics
- 20 minute session
- Fast paced approach
- Includes games, songs and rhymes

There are 6 phonics phases which children work through.

A Phonics Lesson

Phonics is fast, fun and multisensory and each session follows a clear sequence.

Recap: Each phonics lesson begins with a recap of the different digraphs and tricky words that have been learnt so far.

Teach: The children will then be exposed to a new sound that they will see and become familiar with.

Practice: The children will play fast, fun games to practice what they have learnt.

Apply: The children will then have the opportunity to apply this learning by writing or reading words. There are lots of fun games that we use to support this.

Phase**Phonic Knowledge and Skills**

Phase One
(Nursery/Reception)

Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.

Phase Two
(Reception) up to 6 weeks

Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.

Phase Three
(Reception) up to 12 weeks

The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language.

Phase Four
(Reception) 4 to 6 weeks

No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump.

Phase Five
(Throughout Year 1)

Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.

Phase Six
(Throughout Year 2 and beyond)

Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Think about *how* you are doing this...

- What *skills* do you need to have to read a word using phonics?

spointering

- What *skills* do you need to spell a word using phonics?
- What are the actual processes?



Glossary

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

Blending

Children need to be able to say the separate sounds in a word and then blend them together to say the whole word .

Blending

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

jockey

turkey

valley

cried

stray

spray

delay

drawer

Segmenting

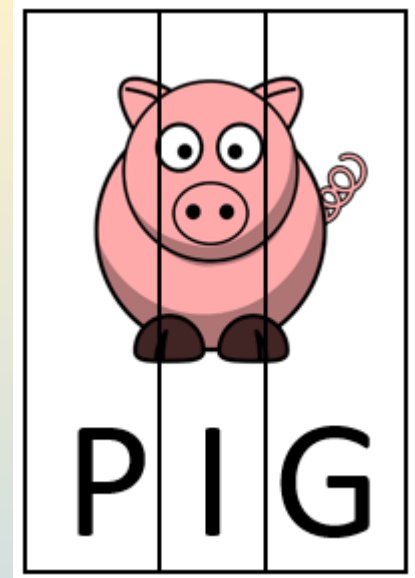
Children need to be able to **hear** a whole word and **say** every sound that they **hear**. Then they need to know how to write the corresponding graphemes.

Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/



























Articulation

- https://www.youtube.com/watch?v=BqhXUW_v-1s

Phase 2

Phase 2 Sets 1-5

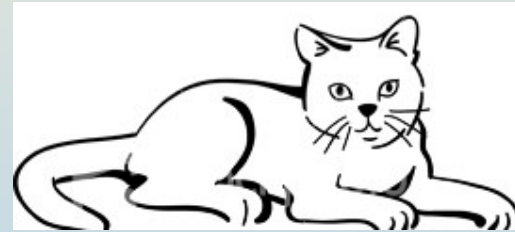
s 	a 	t 	p 
i 	n 	m 	d 
g 	o 	c 	k 
ck 	e 	u 	r 
h 	b 	f 	ff 
l 	ll 	ss 	

Phonics words

Phoneme frame and sound buttons

c	a	t
----------	----------	----------

• • •



f	i	sh
----------	----------	-----------

• • —



Phoneme frames game

How would you write the following words in phoneme frames?

log

duck

fill

Answers

l	o	g
----------	----------	----------

• • •

d	u	ck
----------	----------	-----------

• • —

f	i	ll
----------	----------	-----------

• • —

Tricky Words

There are many words that **cannot** be blended or segmented because they are irregular.

For example:

the **was** **said** **you** **some**

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

Using your phoneme frame,
write these words:

ring chick

night



Answers

r	i	ng
---	---	----

• • —

ch	i	ck
----	---	----

— • —

n	igh	t
---	-----	---

• — •

Phase 4:

Introducing consonant clusters: reading and spelling words with four or more phonemes

- This phase doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes children already know.
- These words contain **consonant clusters**
 - at the beginning: **spot, trip, clap, green, clown**
 - or at the end: **tent, mend, damp, burnt**
 - or at the beginning and end! **trust, spend, twist**

Phase 5: introducing more graphemes

- Teach new graphemes for reading:

ay	ou	ie	ea	oy	ir	ue
aw	wh	ph	ew	oe	au	
a-e	e-e	i-e	o-e	e-e		

- Learn different ways to say the same grapheme:

fin/find

hot/cold

cat/cent

got/giant,

but/put

cow/blow

tie/field

eat/bread

Learning all the variations!

Learning that the same phoneme can be represented in more than one way:

burn

first

term

heard

work

Learning all the variations!

Learning that a grapheme can represent more than one phoneme:

meat

bread

he

bed

bear

hear

cow

low



A Real Treat

Tom was very happy. It was the weekend and he was off to the beach with his mum and dad, his puppy and baby Pete.

‘Help me pack the green bag,’ said mum. ‘We need sun cream and lots to eat.’

Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep!

At the end of the street there was a big truck. It had lost a wheel.

‘Oh, no,’ said Tom. ‘We’ll be here for a week!’

Dad went to speak to the driver to see if he could help.



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Teaching the Split Digraph

tie

time

toe

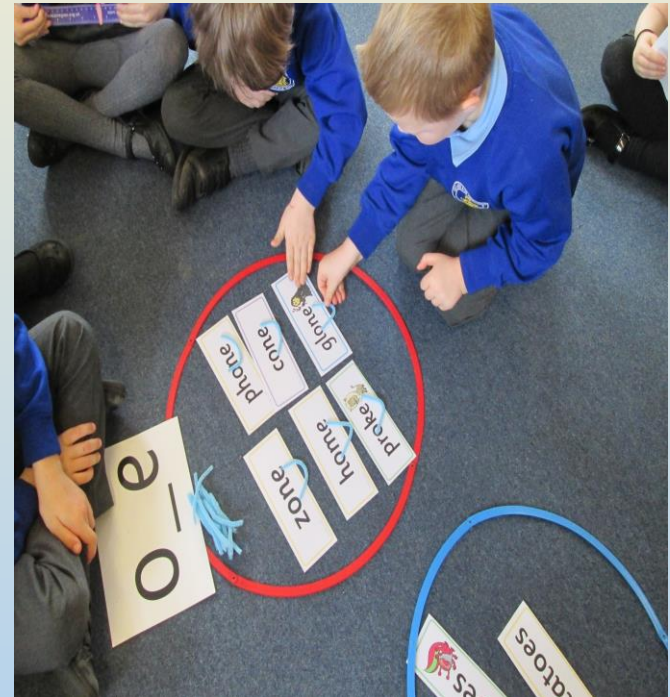
tone

cue

cube

pie

pine



Phase 6

- Focuses on spellings, including prefixes and suffixes, doubling and dropping letters etc.
- Learning about the past tense
- Reading and spelling irregular high frequency words

The phonics screening check at the end of Year 1



- A quick check to see if your child has made the expected progress
- A child will sit with a teacher he or she knows and be asked to read 40 words aloud
- The child may have read some of the words before, while others will be completely new
- The check normally takes just a few minutes to complete and there is no time limit
- If a child is struggling, the teacher will stop the check
- The check is carefully designed not to be stressful for children

What are 'non-words'?

stroft



z



steck



terg



hild



blurst



quemp



voo



gecb



ink saving Eco

https://www.youtube.com/watch?v=IPJ_ZEBh1Bk

blast

groans

spray

strike

delay

modern

saucers

charming

How can I help at home?

- Point out obvious alternative spellings that you see around.
- Develop 'I spy' to include more tricky words.
- Think of made-up words for different sounding phonemes.
- Make up names for imaginary aliens and ask your child to decode them.
- Here is an alien from Mars.
His name is Snork.
How do you think we spell Snork?



How can I help at home?

- When spelling, encourage your child to think about what “looks right”
- Try out spellings using wipe clean whiteboards

tray

trai

rain

rayn

boil

boyl

boy

boi

throat

throwt

snow

snoa

Useful websites

- BBC www.bbc.co.uk/schools/wordsandpictures
- The School Run www.theschoolrun.com/what-magic-e
- Primary Tools <http://primarytools.co.uk/pages/phonics.html>
- Phonics Play www.phonicsplay.co.uk/
- Letters and Sounds www.letters-and-sounds.com/phase-2-games.html
- Family Learning www.familylearning.org.uk/phonics_games.html
- Phonics Bloom <https://www.phonicsbloom.com/>