

Phonics Workshop for Parents

Wednesday 17th September 2014

What and why?

- ▶ Phonics is about **sounds** made by a letter or group of letters which together form words.
- ▶ Phonics are **one** element of reading and writing, alongside sight recognition/ memory and comprehension.
- ▶ Phonics is a means to an end NOT the end – fluent readers and writers use phonics less consciously.

Letters and Sounds

- ▶ Document from the DFE for Early Years and Key Stage 1
- ▶ 6 phases

Phase 1

- 3 strands: Tuning in,
Listening & memory
Talking sounds
- ▶ 7 aspects
- ▶ Usually covered in preschools / nurseries

Aspects 1 – 7

- 1, 2 and 3 **General Sound Discrimination** – Old Macdonald animal sounds / different instruments
- 4 **Rhythm and Rhyme** – ideally children should be able to hear rhyme before thinking about letter sounds. Try nonsense rhymes.
- 5 **Alliteration** – sizzling sausages – children need to get used to hearing sounds in different parts of a word.

- ▶ **6 Voice sounds** – making different mouth movements – blowing, sucking, clicking with tongue etc
- ▶ **7 Oral blending and segmenting** – sound talking – children need this modelled first e.g. – saying “d–o–g”

Definitions:

- ▶ **Grapheme:** a letter or a group of letters representing one sound, e.g. sh, ch, igh
- ▶ **Phoneme:** The smallest unit of sound
- ▶ **Blend: (For reading)** to draw individual sounds together to pronounce a word, e.g. s–n–a–p, blended together, reads snap
- ▶ **Segment: (For spelling)** to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

Phase 2

Aims:

- ▶ To teach 23 graphemes.
- ▶ To move children on from oral blending and segmentation to doing these with written letters.
- ▶ By the end of the phase many should be able to read and spell some VC (Vowel, Consonant) and CVC words eg 'pen' 'sun'
- ▶ They will be introduced to reading 2 syllable words and simple captions.
- ▶ They will learn to read these 'tricky' words

the

to

go

no

l

Sequence of Teaching



Introduction



Revisit and Review



Teach



Practise



Apply



Assess learning

Letter Progression:

- ▶ 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

Teaching phase 2 sounds

Teach sound recognition:

- ▶ Hear it and say it,
- ▶ See it and say it,
- ▶ Say it and write it

Teach letter recognition:

- ▶ Flashcards
- ▶ Fans
- ▶ Quick write

Practice: oral segmentation

- ▶ For this you will need a toy that only understands sound-talk (robot talk)
- ▶ Ask the child whether he likes to eat 'jam'
- ▶ If he does, the child must sound talk the word 'jam' = 'j - a - m'
- ▶ This skill leads into being able to spell words.

Skills for reading and spelling

- ▶ Blending for reading
- ▶ Like oral blending, but this time using letters
- ▶ Identifying the sounds in words and blending them together – sound buttons

- ▶ Segmenting for spelling
- ▶ Adult says a word – eg ‘at’, child pulls apart the sounds
- ▶ Use magnetic letters

'Tricky' Common Words

- ▶ Train the brain – use flashcards and repetition
- ▶ Discuss the 'tricky' part of the word.

Eg 'no', 'go' rhyme but 'to' does not!

Captions – read and write.

- ▶ Display 3 pictures and a caption for one of the pictures. Sound talk and blend each word. Match the caption to the correct picture.

Pat a dog.



Phase 3

- ▶ Phase 3 contains 26 new sounds:
 - Set 6: j, v, w, x
 - Set 7: y, z, zz, qu
 - ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- *Digraph* is used to describe when 2 letters make one sound, such as 'sh' and 'oa'
- *Trigraph* is used to describe when 3 letters make one sound, such as 'air' and 'igh'.

Visual Aids

- ▶ Lots of visual aids are provided to support the children with learning new sounds/phonemes. These include wall friezes, flash cards, magnetic letters/sounds and sound cards. (See examples)
- ▶ Sound bars and buttons are continually used to support the blending of new words.

f l oa t

• • •

ch air s

•

Daily Phonics

- ▶ Phonics is taught daily for 20 minutes and across the week pupils learn, practise and apply their new sounds through blending and segmenting.
- ▶ Weekly **speed-read words** are linked to the sounds that the pupils are learning in school. These are assessed each Friday and used in conjunction with other classroom assessments to ensure children are accessing learning that is appropriate to their ability/stage of development.
- ▶ Some children will be segmenting words using a **phoneme frame**, in order to support their spelling.

Phoneme Frames

c	r	u	n	ch	
sh	e	l	t	er	
b	r	igh	t		

Now have a go at putting these words in a phoneme frame:

lunchbox, helpdesk,
cockatoo, ringing, think,

Tricky Words

- ▶ Each Phase of Letters & Sounds also contains tricky words.

These are words that cannot be sounded out in the usual way and so children practise sight reading them through Phonics and other lessons, as well as through their daily reading at home.

- ▶ A list of these can be found on your table.

Phase 4

- ▶ There are **no new sounds** in Phase 4.
- ▶ The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words. Children read and write words with more than one syllable in this phase.
- ▶ For example: melting, shelving, treetop, starlight, driftwood.

Phase 5

- ▶ Taught in Year 1 but often revisited in Year 2.
- ▶ Both reading and spelling have equal value.
- ▶ New graphemes are introduced for reading at first and then spelling later on.

These are:

ay ou ie ea oy ir ue aw wh ph ew oe au
ey

Split diagraphs: a-e e-e i-e o-e u-e

Phase 5

- ▶ Once the children can read and write these new sounds we move onto alternative pronunciations and spellings.
- ▶ Tricky words are still taught.
- ▶ Children are continuing to blend and segment when reading, spelling or writing sentences.

Phase 6

- ▶ This phase is taught throughout Year 2.
- ▶ Learn rarer GPCs and use in reading
- ▶ Spelling: investigating and learning how to add suffixes: s, es, ed, ing, ful, er, est, ly, ment, ness, y, en
- ▶ Using a systematic approach to spelling when writing.

- ▶ For examples of how to pronounce sounds we recommend ‘MrThorne.com’ / ‘Jolly Phonics’ CDs.
- ▶ Please feel free to visit the activities around the room!
- ▶ Any questions – Please come and speak to a member of staff.
- ▶ Thank you