



Hunters Hall Phonics Workshop 2018

**Welcome!**

# Aims

- To outline the different stages of phonic development.
- To teach the basics of phonics and some useful phonic terms.
- To develop parents' confidence in helping their children with phonics.
- To share activities and resources to support the teaching of phonics.



Learning to read is the most important skill children will learn during their early schooling which has far reaching implications for lifelong confidence and well being.

**What  
is phonics?**

# Phonics is the link between letters and the sounds they make.

All children from Nursery to Year 2 are taught phonics in a daily 20 minute lesson. The phonics programme is systematic. It has 6 clear phases with new skills or sounds taught to aid reading and spelling.

# What are speech sounds?

Although there are **26 letters** in the alphabet, there are **40+ speech sounds** which are represented by a single or group of letters.

Each sound must be articulated clearly and carefully.

**c-a-t**    not    **cuh - ah- tuh**



# Phonic words

## Phoneme

Phonemes are sounds that can be heard in a word.

e.g b- i- n



# Grapheme

This is how a phoneme is written down. For some sounds this can be more than one letter.

e.g **ai** as in **rain**.





## Phase 2 (Reception 6 wks)

- In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'. They will also be taught the phonemes (*sounds*) for a number of graphemes (*letters*), which phoneme is represented by which grapheme and that a phoneme can be represented by **more than one letter**. They will be using the Jolly Phonics pictures and hand movements to help them remember these.
- **VC and CVC words**

## Phase 2: Learning phonemes to read and write simple words.

Children learn their first 19 phonemes.

**Set 1:** s a t p

**set 2:** i n m d


**Set 3:** g o c k

**set 4:** c k e u r

**Set 5:** h b l f ff ll ss

They will use these phonemes to read and spell simple words  
**sat, tap, duck, rug, puff, hiss**

# Blending

- Children need to be able to hear the separate sounds in a word and blend them together to say the whole word.
- For example, when a teacher calls out **b/u/s** the children say, 'bus'.
- When writing a child might say, **c-**  **nd** then be able to write the word cup.



# Blending

**b** / **e** / **d** / = bed



**t** / **i** / **n** = tin



**m** / **u** / **g** = mug



# How can I help at home?

- Oral blending: the robot game
- Children need to practice hearing spoken sounds and blending or merging them together to make a word.
- For example, you say, 'm- a -t' and your child says **mat**.
- Play 'What's in the box?'



# Segmenting

Children need to be able to hear a whole word and then break it down,

or **segment** and say every

Sound (phoneme) that

they hear.



# Segmenting

bed = b / e / d



tin = t / i / n



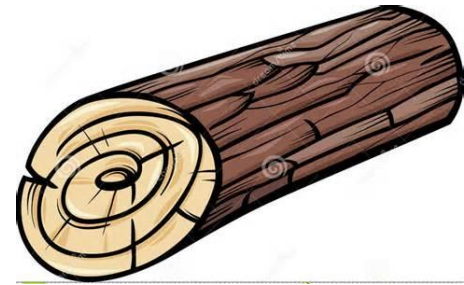
mug = m / u / g





# How can I help at home?

bottle tops and phoneme frames



# Phoneme Frames

p

i

g

b

a

n

k

# Digraphs

- This means that the sound (phoneme) is made up of **two letters**.
- These are taught in phases 3, 4 and 5.
- You will see that some phonemes (sounds) are written in different ways.

e.g **boy**      **join**

# Phase 3

- teach more graphemes, most of which are made of two letters, for example, '**oa**' as in **boat**
- practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.

Graphemes:

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

Consonant digraphs:

ch, sh, th, ng.

Letter Progression:

Set 6 - j, v, w, x

Set 7 - y, z, zz, qu

j 	v 	w 	x 	y 	z 	zz 	qu 		
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 		
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 		
air 	ure 	er 	<h1>My Phase 3 Sound Mat</h1>					 <a href="http://www.twinkl.co.uk">www.twinkl.co.uk</a>	

# Ongoing Learning

- \* Blending for reading and segmenting for spelling simple and more complex words.
- \* Understanding that words are constructed from phonemes and that phonemes are represented by graphemes.

## Phase 4 ( Reception/Year 1 up to 6wks )

- \* This is a consolidation unit. There are no new graphemes to learn. Reading and spelling of tricky words continues.
- \* Segmenting sounds in words and applying this in spelling.
- \* Blending sounds in words and applying this skill when reading unfamiliar texts.



# Grapheme Key Vocabulary

- \* Digraph - 2 letters making one sound ( ai, ee, oo)
- \* Trigraph - 3 letters making one sound ( igh , ear)
- \* Split digraph - Where the two letters are not adjacent a-e (cake) e-e (scene) i-e (like) o-e (home) u-e (cube) y-e (type)











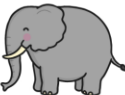











# Phase 5: introducing more graphemes

- 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**

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

\*even

# My Phase 5 sound mat

# 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**

# Phoneme Frames

sh

ee

p

f

ar

m

er

# Sound count – Dot Dash

burn = 3 phonemes

shop = 3 phonemes

garden = 5 phonemes

farmer = 4 phonemes

# How can I help at home?

- Hear your child read daily and encourage them to sound out unfamiliar words.
- Practise your child's spellings with them.
- Play phonic games with them which you can find online.
- Get some magnetic letters for the fridge and ask them to build words.



# Buried Treasure



# Magnetic letters are great!

made  
make

bite

ate size

hide

same

# Know the vowels

a e i o u

When two vowels go walking,  
the first one does the talking  
and says his name.

ai oe ea oa

# Digraphs

We teach children the **vowels** - a e i o u

With some digraphs we say - 'When two vowels go a walking, the first one does the talking and says his name!'

e.g **toe**

**boat**



**pie**



**tie**



# Teaching the split digraph

- mad                      made
- lik                        like
- pin                        pine
- tim                        time

# Tricky words

Remember some words can not be sounded out or blended and need to be recognised a whole. Flashcards are often the best way to learn these words.

e.g **said** **the** **eyes** **he** **because**

These are tricky words. Children develop their own way of remembering these words.

e.g said – **silly** **ants** **in** **dustbins**

# Year 1 Phonics Screening

- Ensures schools are teaching phonics well
- The test takes place in June and takes 10 - 15 minutes a child.
- It identifies the children who need extra help in Year Two.
- Assesses children's phonic strategies.
- 40 words – 20 real words and 20 'alien' words.
- If children do not reach the pass mark of 32 they have to retake the test in Year Two.

# What does the test look like?

**tox**



**vap**





**blit**



**steck**



**parp**



**bame**



yair



whape



# Real words

shed

rice

soil

river

chart

beehive

glued

midnight

strike

cloaks

# Here are some useful websites to use for help and for games

Twinkl good for printable resources

Sparklebox good for printable resources

<http://www.ictgames.com>

Mr Thorne does phonics

<http://www.mrthorne.com>

Letters and Sounds

<http://www.letters-and-sounds.com/>

Phonics Play

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

Family Learning

[http://www.familylearning.org.uk/phonics\\_games.html](http://www.familylearning.org.uk/phonics_games.html)

# Thank You!

- Many thanks for your time and patience. Any questions?
- Please complete the feedback form to help us improve the phonics workshop next time.