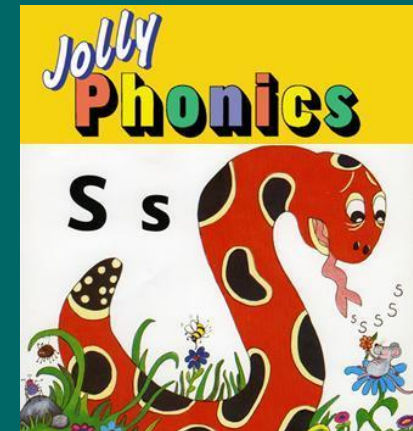
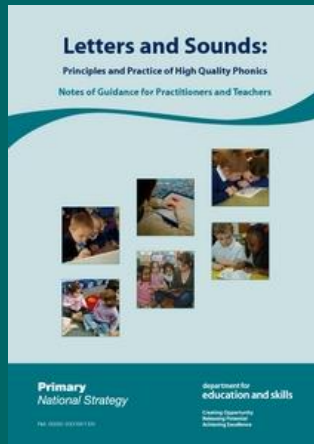


Thursday 12<sup>th</sup> October 2017

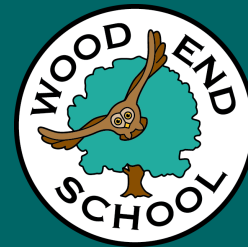
# Phonics Workshop for Reception Parents





# Agenda:

- Importance of phonics
- Reading
- Writing



# The simple view of reading



# Phonics is



Knowledge  
of the  
alphabetic  
code



Skills of  
blending  
and  
segmenting



# Blending phonemes for reading

- Saying the sounds faster and faster together until the word is said.
- Imagine “sound buttons” under each phoneme to help.

s a t

s a t

s a t

s a t

s a t

sat



# Blending phonemes

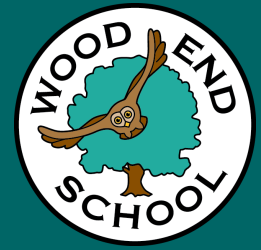
- Modelling the correct sound is very important.
- sat: “suh” + ‘a’ + “tuh” ✘

<http://phonicbooks.wordpress.com/2011/03/13/how-to-say-the-sounds-of-letters-in-synthetic-phonics/>



# Long and short sounds

- Long continuous sounds:
  - f l m n r s sh v th z
- Short sharp unvoiced sounds:
  - a c p t ch h
- The hardest to pronounce clearly!  
Try to keep them short....
  - b d g w qu y



# Sound buttons

- Useful tool for helping children to blend together words.
- Children say the sound as they “push” the buttons under each phoneme.
- Especially useful as children begin to learn digraphs and trigraphs (phase 3+).
- Phonemes with one letter are represented with a single button.
- Phonemes with more than one letter are represented by a line:

p i g

Three small, round, yellow buttons are positioned below the letters 'p', 'i', and 'g' respectively.

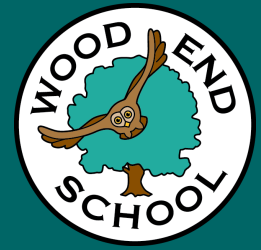
s h i p

A long, horizontal, yellow oval button is positioned below the digraph 'sh'. Two small, round, yellow buttons are positioned below the letters 'i' and 'p' respectively.

r a i n

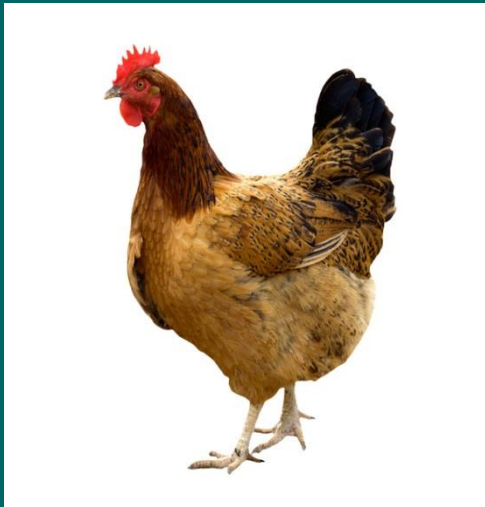
A long, horizontal, yellow oval button is positioned below the digraph 'ai'. Small, round, yellow buttons are positioned below the letters 'r' and 'n' respectively.





# Understanding

- Understanding the link between sounds, blending and words



hen

h e n,  
h e n,  
h.e.n  
chicken

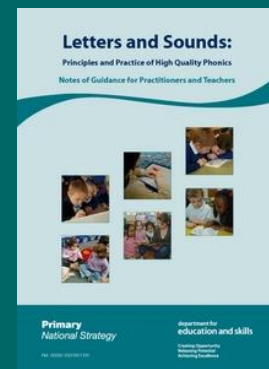


# Letters and Sounds

## An Overview

Letters and Sounds is organised into 6 phases

- Phase 1 – Nursery (distinguishing sounds and oral blending)
- Phase 2 (6 weeks) Nursery / Reception
- Phase 3 (12 weeks) Reception
- Phase 4 (4 weeks) Reception
- Phase 5 (30 weeks) Year One
- Phase 6 – Year Two





# Teaching synthetic phonics

- Phonemes are taught in a daily 20 minute sequence which allows children to quickly begin to see the purpose of the sounds – i.e. they begin to read words quickly.....

e.g. week 1: s a t p

sit

sat

a

pat

is

as

pat

it

tip



# Phonics - terminology used

- **Phoneme:** The sound of the letter (or letters)
- **Grapheme:** The name(s) of the letter(s) used in the phoneme
- **Digraph:** Two letters making one phoneme (e.g. 'ee')
- **Split vowel digraph** (e.g. a-e, as in game)
- **Trigraph:** Three letters making one phoneme (e.g. 'igh')
- **High Frequency Words (HFWs):** Common words found in books.
- **CVC words:** Words that just have a consonant, vowel, consonant e.g. dog.



# Phase 2: Reception – 6 weeks

- Learning phonemes in order to read and write simple CVC words
- Children will 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: ck (as in duck) e u r
  - Set 5: h b l f ff (puff) ll (hill) ss (hiss)
- Learn through actions and songs (You Tube: Jolly Phonics)
- Read first “tricky” words I, go, to, the, no.
- Read first high frequency words is, it, in, at.



# Phase 3: (11-12 weeks) Reception

- Learn another 26 graphemes –
  - j, v, w, y, z, zz, qu
  - ch, sh, th, ng, ai, ee, igh, oa, oo, ar, ur, ow, oi, ear, air, ure, er.
- Learn letter names.
- Read HFWs: will, with, that, this, then, them, see, for, now, down, look, too.
- Read tricky words: he, she, we, me, be, was, my, you, her, they, all, are.
- Spell tricky words learned in phase 2.



# Phase 4 (4 weeks) Reception

- Reading and spelling words containing consonant clusters: cvcc (e.g. tent) and ccvc words (e.g. stop).
  - No new phonemes are introduced during this phase.
  - Focus is on reading and spelling longer words with the phonemes they already know.

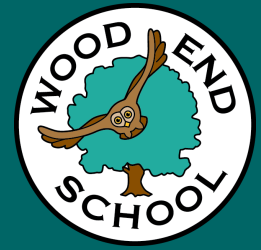


# Phase 5 (throughout year 1)

- Broadens children's knowledge of graphemes and phonemes by learning new graphemes and alternative pronunciations for these.
  - Learn that the same phoneme can be represented in more than one way: burn, first, term, heard, work.
  - Learn that the same grapheme can represent more than one phoneme: meat/bread, cow/low.
- When spelling words, they will learn to choose the appropriate graphemes to represent phonemes.

We may begin this phase in Reception if children are ready





# Progression in reading

- Initially read picture books with little or no text
  - Talk about the pictures with child to ensure understanding of the story.
  - Play "oral blending" games with children.  
(e.g. can you point to the 'c' 'a' 't'.)
- Begin learning phonemes in order to 'decode' words
- Reading books with more text
- High frequency words and 'tricky' words
- Gradually progress through the reading scheme



# Phase 2

## High Frequency Words (HFWs)

I	to	no	go
the	a	an	as
at	if	in	is
it	of	off	on
can	dad	had	back
his	get	big	him
and	not	got	up
mum	into	at	am



## Phase 3/4

# High Frequency Words (HFWs)

he	you	she	they
we	all	me	are
was	my	said	like
so	do	some	have
come	were	there	little
one	when	out	what
will	that	this	then
them	with	see	for
now	down	look	too
went	it's	from	children
just	help		



# Segmenting for writing

- Child wants to write the word “dog”
- Ask child to use “robot arms” to segment the word into the sounds they can hear.
- How many phonemes?
- Which phoneme is first?
- Which phoneme is in the middle?
- Which phoneme is at the end of the word?



# Writing progression

- Mark making
- Emergent writing
- Beginning to use distinguishable letters (e.g. child draws a picture of Mummy and labels it "m")
- Writing name and other words from memory, using phonics knowledge
- Children are taught correct letter formation
- Writing phonetically plausible attempts:

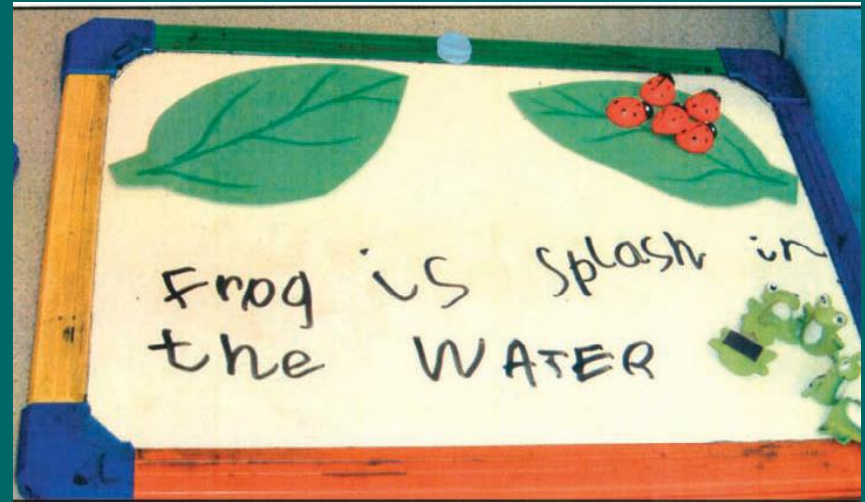
wonsuponatIm

- Writing in sentences, beginning to use capital letters, spaces and full stops.
- High Frequency Words spelt correctly.
- Beginning to write more than one sentence, using lined paper.



# Examples of writing which is phonetically plausible

pleze doant  
BRAK the  
cask

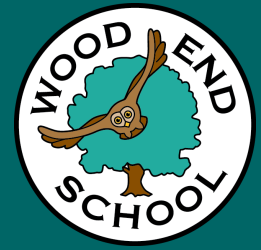




# What we will do in school.....

- Daily phonics teaching and practise blending and segmenting words with new phonemes.
- Weekly individual reading with teacher.
- New reading books to take home Mondays, Wednesdays and Fridays.
- High frequency words/tricky words to take home as needed.
- Daily story time with core reading books.

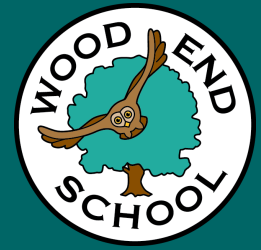
**Helping children to gain a love of reading.**



# How you can help.....

- Hear your child read each day.
- Practise reading and writing High Frequency/Tricky Words.
- Write comments in the reading record book to let teacher know that you have heard your child read and mention progress/difficulties.
- Offer to come in and be a parent helper to change books and hear readers.
- Continue to have a story time at home where you share a book.





# Remember.....

Phonics is a means to an end....  
A code that needs to be learnt to  
help children unlock reading and  
writing.



Thank you for coming and for  
your continued, valuable  
support with your child's  
learning!