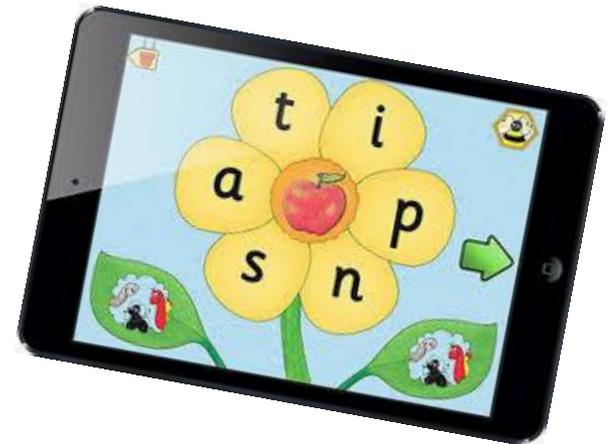


Welcome to The Phonics Workshop



What are we going to find out?

- What is phonics?
- Why learn phonics?
- How do we teach phonics?
- What are High Frequency words?
- How can I help at home?
- What is the Phonics Screening Check?



So what is Phonics?

There has been a huge shift in the past few years in how we teach reading in UK schools.

Phonics is recommended as the first strategy that children should be taught in helping them learn to read.

It runs alongside other teaching methods such as Guided Reading and Shared Reading to help children develop all the other vital reading skills and hopefully give them a real love of reading.

Words are made up from small units of sound called phonemes. Phonics teaches children to be able to listen carefully and identify the phonemes that make up each word. This helps children to learn to read and spell words.

So why learn phonics?

English is one of the most difficult languages to learn. As an island nation that has been invaded by a number of races throughout history (Vikings, Romans, Normans etc) the language became more and more complex.



How many letters in the English language?

Do you know how many different sounds there are in the English language?

Phonemes in English can be represented in different ways.

For example:

the **/s/** sound in *sock* is represented by **c** in *city*;

the **/k/** sound in *kit* can be represented by **c** in *cat*, **ch** in *chorus*, **ck** in *back*, and **cc** in *account*.

So have you ever thought about how many ways there are to write these sounds?

26 letters creating 44 phonemes in over 144 combinations to form about half a million words in current use.



In the past people argued that because the English language is so tricky, there was no point teaching children phonics.

Now, most people agree that these tricky bits mean that it is even more important that we teach phonics and children learn it clearly and systematically.

A written language is basically a kind of a code. Teaching phonics is just teaching children to crack that code. Children learn the simple bits first and then easily progress to get the hang of the trickier bits.

Phonics is the first step in helping children to crack the code of reading and writing. However children also need to learn strategies to tackle words that can't be decoded easily (HFW) and also to be able to understand and engage with what they read.



Can you work out how many phonemes are in these words?

borrow

because

outcome

weather

know

pure

stretch



So how is phonics taught?

Phonics sessions are entirely made up from games, songs and actions and these sessions only last for 15-20 minutes per day.

At Landywood, we follow the D of E Letters and Sounds scheme of phonics teaching. It is made up of 6 phases.

In phonics lessons children are taught three main things:

GPCs

This stands for **grapheme phoneme correspondences**. This simply means that they are taught all the phonemes in the English language and ways of writing them down. These sounds are taught in a particular order. The first sounds to be taught are **s, a, t, p**.

Blending

This is when children say the sounds that make up a word and are able to merge the sounds together until they can hear what the word is. This skill is vital in learning to read.

Segmenting

This is the opposite of blending. Children are able to say a word and then break it up into the phonemes that make it up. This skill is vital in being able to spell words.



Phase 1

Supports linking sounds and letters in the order in which they occur in words, and naming and sounding the letters of the alphabet. Phase one has 6 aspects Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, and Voice Sounds, Oral segmenting and blending

When teaching the alphabet at Landywood we teach the children the letter name and sound. We explain this like animals that have a name – a cow and a sound moo.

A good song for this is phonics song 2 (zed) on youtube. Which shows both names and sounds and also gives a visual image for children to remember.



Phase 2

Teaches at least 19 letters, and moves children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC (it, at, in) and CVC (sit, sat, tap, sock) words and to spell them either using magnetic letters or by writing the letters on paper or on a whiteboard.

They will also learn some tricky words like – the, to go

Set 1 : **s a t p**

Set 2 : **i n m d**

Set 3 : **g o c k ck**

Set 4 : **ck e u r**

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



Phase 3

Teaches another 25 graphemes, most of them comprising two letters (e.g. **oa**), so the children can represent each of about 42 phonemes by a grapheme. Children apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

Set 6 : **j v w x***

Set 7 : **y z, zz qu***

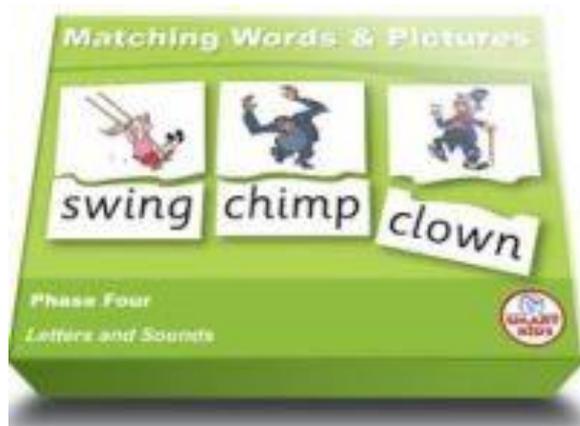
Graphemes	Sample words
ch	chip
sh	shop
th	thin/then
ng	ring
ai	rain
ee	feet
igh	night
oa	boat
oo	boot/look

Graphemes	Sample words
ar	farm
or	for
ur	hurt
ow	cow
oi	coin
ear	dear
air	fair
ure	sure
er	corner



Phase 4

The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words and to teach children to blend and segment cvcc (tent) and ccvc, (skin)



Phase 5

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught

ay day	oy boy	wh when	a-e make
ou out	ir girl	ph photo	e-e these
ie tie	ue blue	ew new	i-e like
ea eat	aw saw	oe toe	o-e home
		au Paul	u-e rule

i fin, find	ow cow, blow	y yes, by, very
o hot, cold	ie tie, field	ch chin, school, chef
c cat, cent	ea eat, bread	ou out, shoulder, could, you
g got, giant	er farmer, her	
u but, put (<i>south</i>)	a hat, what	



Phase 5 cont

/c/	/ch/	/f/	/j/	/m/	/n/	/ng/	/r/	/s/	/sh/	/v/	/w/
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

New phoneme

/zh/
vision

/e/	/i/	/o/	/u/ (south)	/ai/	/ee/	/igh/	/oa/	/oo/	/ool/
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
					eo				

/ar/	/or/	/ur/	/ow/	/oi/	/ear/	/air/	/ure/	/er/
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc

Phase 6

The purpose of this phase is give children the opportunities to practice spelling rules and to widen their reading experiences.



So what are High Frequency Words?

High frequency words are quite simply those words which occur most frequently in written material, for example, "and", "the", "as" and "it".

They are often words that have little meaning on their own, but they do contribute a great deal to the meaning of a sentence.

Some of the high frequency words can be sounded out using basic phonic rules, e.g. "it" is an easy word to read using phonics.

However, many of the high frequency words are not phonically regular and are therefore hard to read in the early stages.

These words are sometimes called tricky words, sight words or camera words.

In addition to being difficult to sound out, most of the high frequency words have a rather abstract meaning which is hard to explain to a child. It's easy to learn words like "cat" and "house" because they can easily be related to a real object or a picture, but how do you represent the word "the" or "of"?



So why learn the High Frequency Words?

Researchers reckon that learning just **13** of the most frequently used words will enable children to read **25%** of any text (OK, that 25% wouldn't make much sense on its own, but it's a very good start).

Learning **100** high frequency words gives a beginner reader access to **50%** of virtually any text, whether a children's book or a newspaper report.

When you couple immediate recognition of the high frequency sight words with a good knowledge of basic phonics, that's when a child's reading and writing can really take off.

Useful websites

www.gov.uk/government/publications/letters-and-sounds

www.phonicsplay.co.uk

www.theschoolrun.com



How can I help at home?

Encourage your child to tell you what they have done at school today. The earlier you can get into this habit the better.

Sharing songs and rhymes is something that you can easily do when you are busy with something else e.g. cooking, cleaning, driving in the car.

Spotting graphemes in the environment, in the car, on the way to school, in shops, in books.

Sharing books is so important , especially at the end of the day – bedtime story is vital. This is important as it provides a time when children link with positive bonds with a parent to reading and will hopefully develop a love of books and reading.

It can be useful to watch videos of how to pronounce sounds correctly. Get children to use a mirror to watch how they are making the sound. There are many examples of this online.

Practice reading and writing with the relevant graphemes your child is learning.

Have fun with Letters and Sounds!



What is the Phonics Screening Check?

The phonics screening check takes place in June. Children in Year 1 take the check and any children who do not reach the threshold score have another chance to take the check in Year 2.

The check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard.

It will identify pupils who need extra help to improve their decoding skills.

The check consists of 20 real words and 20 pseudo-words that a pupil reads aloud to a teacher.

