

PHONICS WORKSHOP

EYFS AND KEY STAGE ONE

OAK AND THE ACORNS - EYFS - MISS MARTIN

BEECH KEY STAGE ONE - MRS JACOBS

WHAT IS PHONICS?

- 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, Shared Reading and Individual Reading.
- This helps children develop all the vital reading skills and hopefully gives them a real love of reading.

WHAT EXACTLY ARE PHONEMES AND GRAPHEMES?

- There are 26 letters (graphemes) in the alphabet.
- These letters and combinations of these letters can make up to 44 different sounds (phonemes).
- Words are made up from small units of sound - 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 words and to spell words

WHY DO WE TEACH PHONICS?

- The English language is complicated. English only has around 44 phonemes (sounds) but there are around lots of graphemes (ways of writing down) for the 44 phonemes.
- The tricky bits in our language mean that it is even more important that we teach phonics and that 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.

HOW IS PHONICS TAUGHT?

- Phonics sessions are made up of games, songs and actions.
- These sessions last for 15-20 minutes per day.

IN PHONICS LESSONS CHILDREN ARE TAUGHT THREE MAIN THINGS:

- 1. GPCs** - This stands for Grapheme Phoneme Correspondences. This means that they are taught all the phonemes in the English language and ways of writing them down. The sounds are taught in order.
- 2. Blending** - Children are taught to be able to blend. This is when children say the sounds that make up a word and can merge the sounds together until they can hear what the word is. This skill is vital in learning to read.
- 3. Segmenting** - Children are also taught to segment. This is the opposite of blending. Children 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.

PHONIC PHASES

There are 6 phases that we move through from Nursery to Year 2

- Phase 1 – all about tuning into sounds
- Phase 2 – individual phonemes (s,a,t,p,i,n)
- Phase 3 – diagraphs / trigraphs (sh,ch,igh)
- Phase 4 – blends
- Phase 5 – alternative phonemes (ie, ay, a_e)
- Phase 6 – spelling patterns (this continues throughout school)

PHASE 1

Ongoing in Nursery/ Reception

- o 6 aspects of Phase 1 which are ongoing throughout.
 - o Some children develop this at different stages
 - o Environmental sounds – develop listening and awareness of sounds - listening and remembering sounds - talking about sounds.
 - o Instrumental sounds – develop awareness of instrument sounds - to appreciate the difference between instrument sounds and others - to use a wider vocabulary to talk about sounds
 - o Body Percussion – to develop awareness of sound and rhythms - to recall patterns of sounds - to talk about sounds we can make with our bodies
 - o Rhythm and Rhyme – to experience rhythm and rhyme and develop awareness of rhythm and rhyme within speech. - to increase awareness of rhyming words



o Alliteration - to develop understanding of alliteration - to hear the difference between different starting sounds within words - to explore how different sounds are articulated

o Voice Sounds - to distinguish between different vocal sounds (including oral blending and segmenting) - to explore speech sounds - to talk about different sounds we can make with our voices

PHASE 2 6 Weeks Autumn term of reception

o Children to be taught the phase 2 phonemes in the following order

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

o Children to be taught to orally blend and segment CVC words using the phase 2 phonemes.

o Children to be taught to blend and read the following high frequency words alongside the set of phonemes



o Children to be taught to blend and read the following high frequency words alongside the set of phonemes

– a, at, as

– is, it, in, an, I

- and, on, not, into, can, no, go

– to, get, got, the, back, put,

– no, go, his, him, of, dad, mum, up

o Children to also learn the alphabet and the correlation between phoneme and letter name.

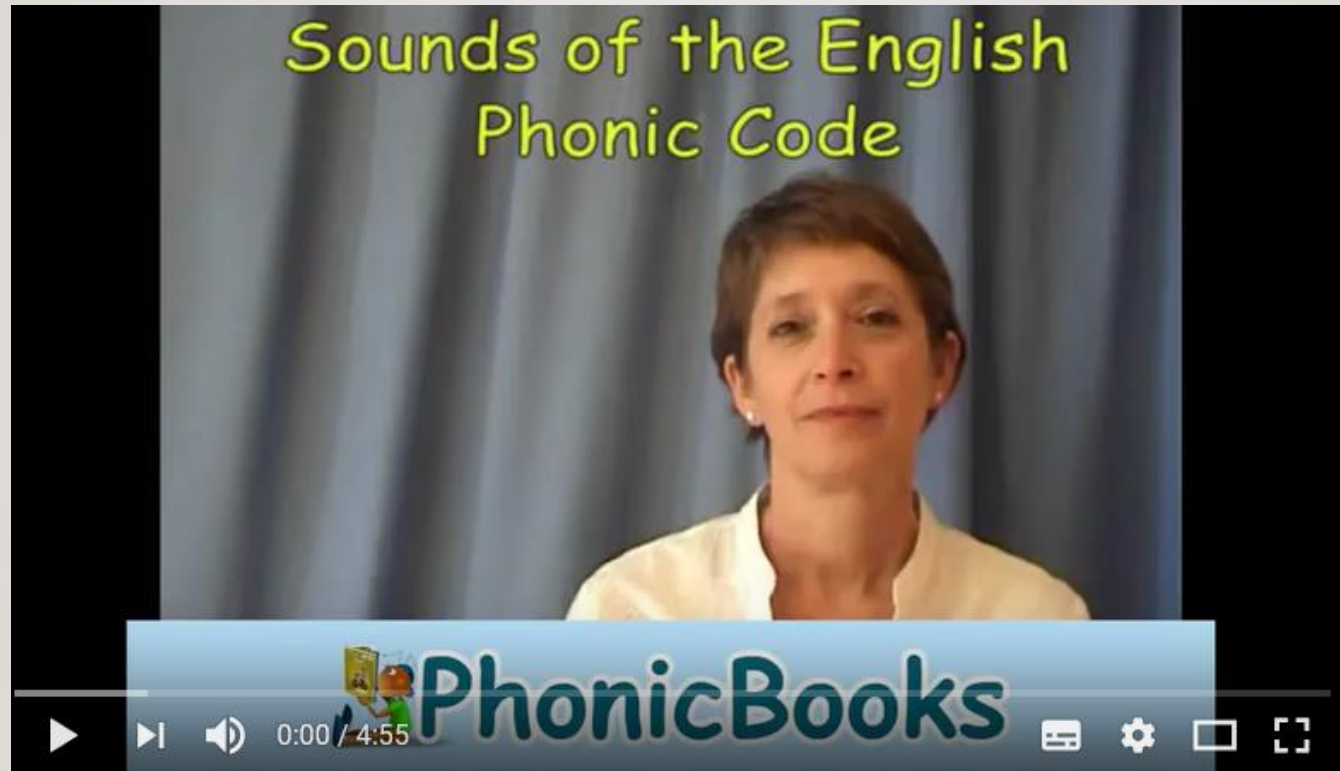
Jolly Phonics Phase 2

<https://www.youtube.com/watch?v=ei0iFs5uF6w&t=110s>



ENUNCIATION OF THE PHONEMES

- We teach 'precise pronunciation' or 'pure sounds'. We do not add 'uhhh' onto the end of a sound.



Sounds of the English Phonic Code -Synthetic Phonics.wmv

PHASE 3 10 weeks Spring term of reception

o Children to be taught the phase 3 phoneme in the following order alongside the written graphemes.

Set 6 – j, v, w, x

Set 7 – y, z, zz, qu

- sh, th, ch, ng
- ai, ee, long oo, short oo
- oa, ar, or, igh
- ur, ow, oi, ear
- er, air, ure

PHASE 4

4 weeks Summer term of reception (revisited in Autumn 1, Year 1)

- o Children to revise and recall all Phase 2 and 3 phonemes.

- o Children to read and write CCVC and CVCC words.

- o Children to practise reading and spelling previously taught high frequency words.

- o Children to read and spell two-syllable words

- o Children to learn to spell the tricky words: we, me, he, be, she, they, all, are, my, her

- o Children to read tricky words: said, so, was, you, have, like, some, come, were, there, little, one, do, when, out, what

- o Children to read decodable words: went, from, it's, just, help, children



o Children to blend and segment CVC words using a range of phonemes previously learnt (Phase 2/3).

o Children to be taught to blend and read the following high frequency words alongside the set of phonemes.

- off, can, had, back
- - are, see - was, will, with
- - my, for, too
- - you, this, that
- - they, then, them, down
- - her, now
- - all, look

o Children to be taught to read the following tricky words.

- we, me, he, be, she

o Children to read decodable two-syllable words.

o Children to read and write sentences (phase2) letters and no, go, the, and, to, I.

o Children to practise reading and writing captions and sentences.



PHASE 5 – SOME SOUNDS SOUND THE SAME AS OTHERS BUT ARE REPRESENTED DIFFERENTLY

‘i-e in five’ ‘igh in night’

‘ie in tie’

For reading we...

- teach the last set of graphemes
- teach alternative pronunciations for graphemes
- practise reading two-syllable and three-syllable words
- practise reading sentences
- learn to read high frequency words and tricky words

For spelling we...

- teach alternative spellings for phonemes
- learn to spell high-frequency words
- practise spelling two-syllable and three-syllable words
- practise writing sentences



PHASE 6

- The main aim of this phase is for children to become more fluent readers and more accurate spellers.
- We follow Read Write Inc Spelling Series which teaches the spelling rules for Year 2.

TRICKY WORDS, COMMON EXCEPTION WORDS AND HIGH FREQUENCY WORDS

- These are words that have to be learnt through practise.
- You can not sound out these words so children have to learn them by sight.
- High frequency words are words which children will read and spell more often.

Phase 2 to 5 Tricky Words

Phase 2	Phase 3	Phase 4	Phase 5
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could

Common Exception Words

Year 1

a	his	push	was
are	house	put	we
ask	I	said	were
be	is	says	where
by	love	school	you
come	me	she	your
do	my	so	
friend	no	some	
full	of	the	
go	once	there	
has	one	they	
he	our	to	
here	pull	today	

Year 2

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	cold	great	Mrs	steak
beautiful	could	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	who
busy	eye	last	path	whole
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	


PHONICS SCREENING

- Year 1
- The aim of the check is to ensure that all children are able to read to an age appropriate standard. Children who do not pass will be given extra support in school in Year 2.
- The check is very similar to tasks the children already complete during phonics lessons.
- Children will be asked to read a selection of real and nonsense words.
- The check is conducted by Mrs Jacobs or Mrs Dodgson.
- The screening takes about 5 – 10 minutes with each child.

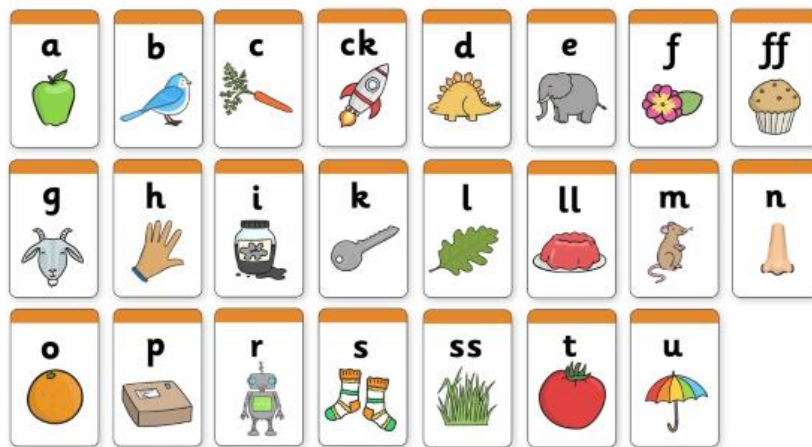
SUPPORTING YOUR CHILD

- Say each sound from left to right.
- Blend the sound as you read it whilst pointing to each letter as you read it.

b/a/t = bat s/igh/t = sight

- Try to use precise/pure sounds.
 - Talk about meaning to develop comprehension skills.
 - Work at your child's pace.
 - Give lots of praise and encouragement.
 - Use the common exception word flash cards to support your child with their reading and spelling.
 - Use the sound mats to revise the phonemes
- 

Phase 2 Sound Mat



Phase 3 Sound Mat



Suggested YouTube Videos :

Mr Thorne

https://www.youtube.com/watch?v=QI_3IFdqFKI&t=18s

Alphablocks

<https://www.youtube.com/watch?v=CWYuggn-Pvk&t=24s>

Sounds of the English Phonic Code -Synthetic Phonics

<https://www.youtube.com/watch?v=lwJx1NSineE>

Suggested Websites:

Letters and Sounds website

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

Phonics Play

www.phonicsplay.co.uk



Please feel free to have a look at the resources we use on the tables
for each Phase.