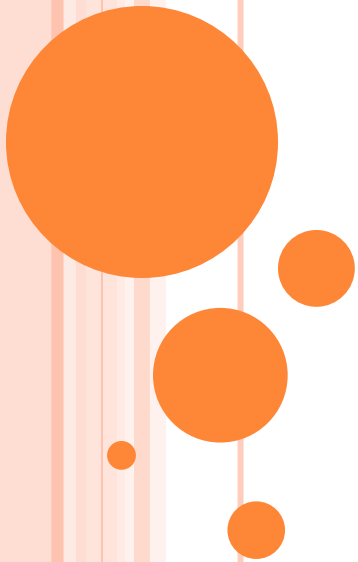


Phonics Workshop



WHAT IS PHONICS?

Phonics is a method for teaching reading and writing.

Phonics is about matching sounds to letters. Each letter or group of letters makes a sound. By learning these sounds, we can read new words and spell them too.

When you see a word, you can break it into sounds and blend them together to read it.

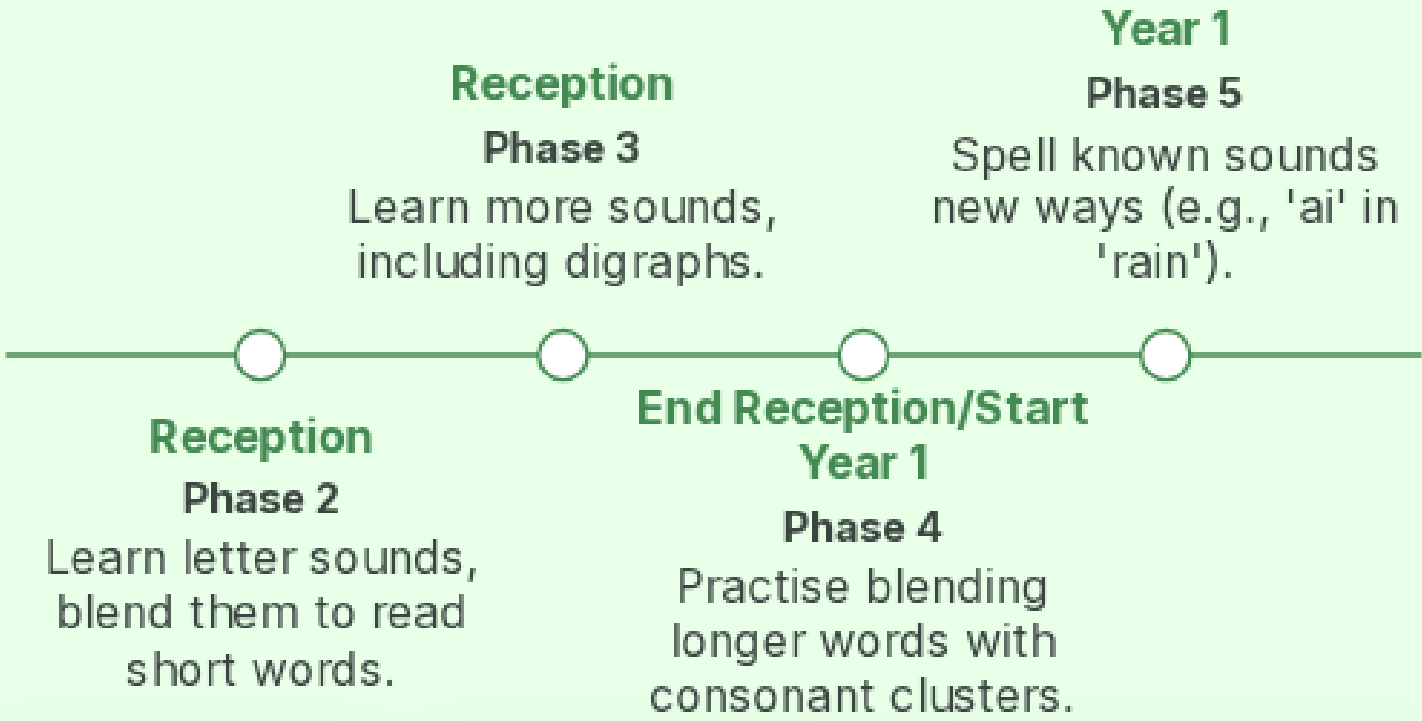
Phonics is currently the main way in which children in British primary schools are taught to read in their earliest years.

Children will also be taught other skills, such as whole-word recognition (see 'tricky words'), book skills and a love and enjoyment of reading.



In school, we follow 'The Code'. This is a DFE validated Letters and Sounds scheme which progresses through the phases, covering all sounds. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.

Phonics Phases 2-5



PHASE 2 RECEPTION AUTUMN 1st HALF	CVC Words. Words with 's' added to the end (hats). New letter-sounds: <i>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</i> Tricky words: is, the, no, go, I, to, into, his, has, as, put, of
PHASE 3a RECEPTION AUTUMN 2nd HALF	CVC Words including consonant digraphs. Words with 's' /z/ added to the end (bags). New letter-sounds: <i>j, v, w, x, y, z, zz, qu, ch, sh, th, ng</i> Tricky words: said, her, he, my, for, be, you
PHASE 3b RECEPTION SPRING 1st HALF	CVC Words including vowel digraphs. New letter-sounds: <i>ai, ee, igh, oa, oi, oo, oo, ow, ar, air, ear, ur, or, ure, er</i> Tricky words: she, all, we, me, was, they
PHASE 3c RECEPTION SPRING 2nd HALF	CVC Words and longer words with double letters (rabbit). Revisit: <i>All Phase 2 & 3 graphemes</i> Tricky words: are
PHASE 4a RECEPTION SUMMER 1st HALF	Adjacent consonants and polysyllabic words. CVCC, CCVC, CCVCC, CCCVCC Tricky words: there, so, were, like, have, what, do, come, some
PHASE 4b RECEPTION SUMMER 2nd HALF	Word ending: -est, -ing, -ed (sounds like 'd', 't', 'id'), -er, -tch, -y, -ey, -ve, -le Tricky words: one, love, out, about, today, says
PHASE 5a YEAR 1 AUTUMN 1st HALF	Revisit: <i>Phases 2, 3 & 4</i> New spellings: <i>ou, ea, ie, ir, oy, ay, ey, aw, ue, wh, ph, ew, oe, au</i> Tricky words: here, your, asked, people, oh, Mr, Mrs, Ms, their
PHASE 5b YEAR 1 AUTUMN 2nd HALF	New spellings: <i>a-e, e-e, i-e, o-e, u-e</i> New Phoneme: <i>zh (-s-, -ge)</i> Alternative pronunciations: <i>c, g, ch, y, a, e, i, o, u, ea, ie, er, ow, ou, ey</i> Tricky words: our, water, want, could, would, should
PHASE 5c YEAR 1 SPRING 1st HALF	Alternative spellings: <i>s, z, ch, sh, ng, zh, v, k, j, h, l, r, n, m</i> Tricky words: once, again, different, school
PHASE 5d YEAR 1 SPRING 2nd HALF	Alternative spellings: <i>ai, ee, igh, oa, oi, ow</i> Tricky words: eye, house, mouse, hour, shoe, improve, move, through, two, beautiful
SUMMER 1st HALF	Phonic Screening Check Review - No new GPCs or tricky words
PHASE 5e YEAR 1 SUMMER 2nd HALF	Alternative spellings: <i>oo, oo, yoo, e, i, air, ar, ear, or, ur</i> Tricky words: friend, any, many, busy, pretty, where, parent, laugh, thought, call, work

Reception

Autumn 1- Phase 2
Autumn 2- Phase 3a
Spring 1- Phase 3b
Spring 2- Phase 3c
Summer 1- Phase 4a
Summer 2- Phase 4b

Year 1

Autumn 1- Phase 5a
Autumn 2- Phase 5b
Spring 1- Phase 5c
Spring 2- Phase 5d
Summer 1- Revision and
Phonics Screening
Summer 2- Phase 5e



TERMINOLOGY

Phoneme

Any one of the 44 **sounds** which make up words in the English language.

A phoneme is the smallest unit of sound in a word. For example, 'sun' has 3 phonemes, whilst 'chair' only has 2- 'ch' and 'air'.

Graphemes

A grapheme is the **written form** of the phoneme (sound).

Segmenting

Breaking a word into its individual sounds, for example 'f-r-o-g'.

Blending

Putting the sounds back together again for reading. 'f-r-o-g...frog'.



TERMINOLOGY

Digraph

This is when **two** letters come together to make a phoneme- 'ck', 'll', 'ai'.
There are consonant digraphs- 'sh', 'th'.
There are vowel digraphs- 'ai' 'ee'.

Trigraph

This is when **three** letters come together to make one phoneme, for example 'igh'.

Split digraph

A digraph in which the two letters are not adjacent - e.g. make

Abbreviations

VC words - Words made up of a vowel and a consonant, e.g. 'am'.

CVC - Words made up of a Consonant, Vowel, Consonant, e.g. 'Sam' or 'ship'.

CCVC - Words made up of Consonant, Consonant, Vowel, Consonant, e.g. 'bleach' and 'trip'.

TERMINOLOGY

Decodable words

These are words that you can 'sound out'.

Tricky words/ Sight words

These are words that are not decodable. Children need to learn these by sight. Each phase has a set of tricky words.

High Frequency words

These are words that occur often in books.



WHAT DOES A PHONICS LESSON LOOK LIKE?

Revisit/review	Flashcards to practice phonemes learnt so far.
Teach	Teach new phoneme 'j'
Practice	Buried treasure (game), writing into phoneme frames or reading etc Jam, jig, jog, jid, jeb, jazz
Apply	Read captions: The jam is red. I have a job.

PHASE 1

- There are 7 aspects with 3 strands.
- A1 – Environmental
- A2 – Instrumental sounds
- A3 – Body Percussion
- A4 – Rhythm and rhyme
- A5 – Alliteration
- A6 – Voice sounds
- A7 – Oral blending and segmenting.

Lots of this will have been covered in Nursery. We continue it throughout Reception, alongside teaching and learning of phase 2 and phase 3, as there are some really important aspects.



WAYS THAT YOU CAN HELP AT HOME WITH PHASE 1.

Share a range of rhymes.

Practise oral blending in and around the home. You can do this by talking in the following way:

c-a-t, cat

Can you put on your s-o-ck?

Initially, the children will just listen and then with time, they will be able to join in, hearing the words the sounds create.



PHASE 2

In phase 2, we begin to learn specific phonemes.

It is important that these are pronounced correctly.

If you are unsure how to pronounce the phonemes, please watch this [video](#).



PHASE 2

This phase builds on the oral blending and segmenting of the previous phase.

Children will be taught the grapheme-phoneme representations (letters) for the following letters.

Set 1	Set 2	Set 3	Set 4	Set 5
s a t p	n m d	g o c k	<u>ck</u> e u r	b <u>f,ff</u> <u>ll</u> <u>ss</u>


We teach one set each week.

Important to make it clear each letter has a name and a sound.



SOME PHASE 2 DECODABLE WORDS

cat



c	a	t
---	---	---



SOME PHASE 2 DECODABLE WORDS

tip

t	i	p
---	---	---

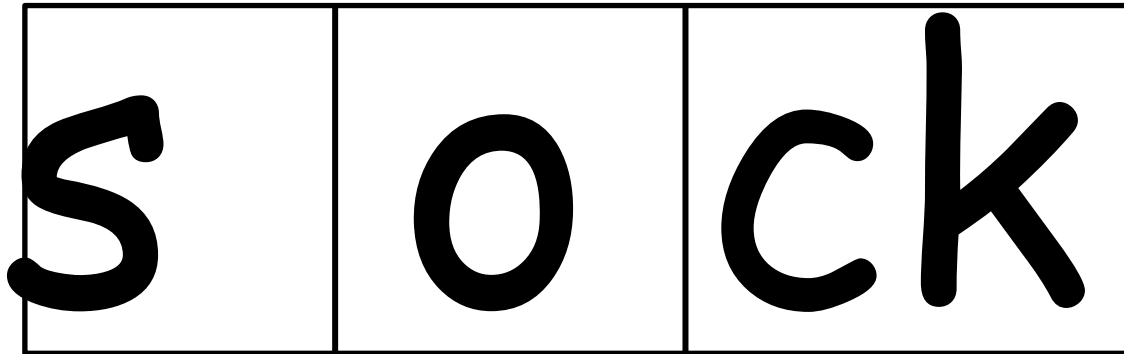


SOME PHASE 2 DECODABLE WORDS

sock



s	o	ck
---	---	----



PHASE 2- TRICKY WORDS

- is
- the
- no
- I
- go
- to
- into
- his
- has
- as
- put
- of



PHASE 3

In phase 3 we teach the remaining letters of the alphabet, and some sounds which are made up of 2 or 3 letters- digraphs and trigraphs.

Phase 3a	Phase 3b	Phase 3c
j, v, w, x y, z, zz, qu ch, sh, th, ng	ai, ee, igh, oa oi, oo, oo, ow ar, air, ear, ur, or, ure, er	Revisit, Review, Revise

We continue to practise segmenting and blending a wider range of CVC words.



SOME PHASE 3 DECODABLE WORDS

jam

j	a	m
---	---	---



SOME PHASE 2 DECODABLE WORDS

exit



e	x	i	t
---	---	---	---

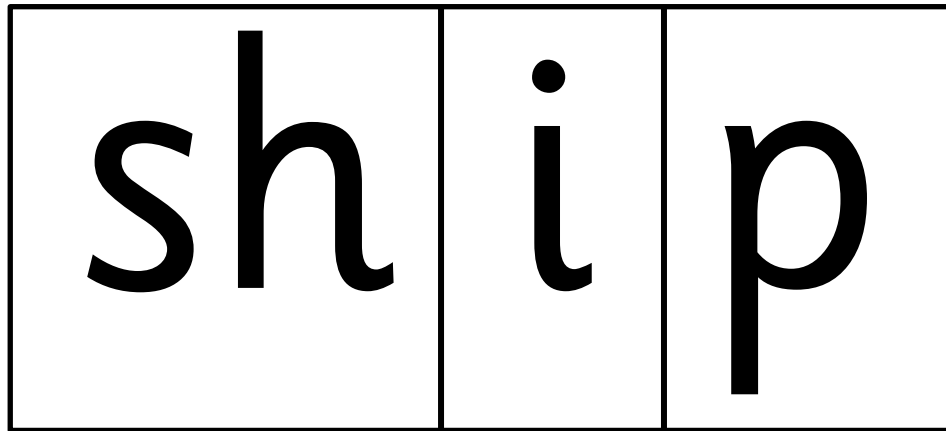


SOME PHASE 3 DECODABLE WORDS

ship



sh	i	p
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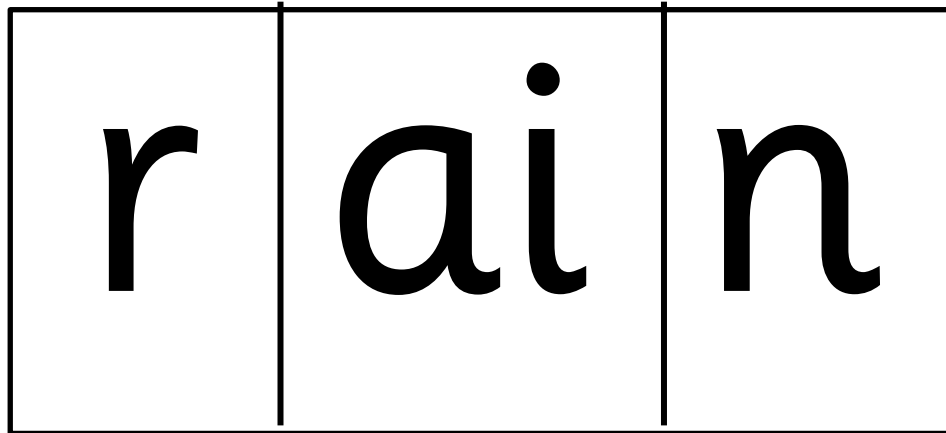


SOME PHASE 3 DECODABLE WORDS

rain



r	ai	n
---	----	---



HOW MANY SOUNDS? HOW MANY DIGRAPHS?

ship

turnip

ring

stars



PHASE 3- TRICKY WORDS

Phase 3a	Phase 3b	Phase 3c
said her he my for be you	she all we me was they	are



PHASE 4

This phase consolidates all the children have learnt in the previous phases.

Phase 4a	Phase 4b
<p>Words with consonant clusters.</p> <p>Polysyllabic words</p> <p>CVCC, CCVC, CCVCC, CCCVCC</p>	<p>Word endings:</p> <ul style="list-style-type: none">- est- ing- ed- er- tch- y- ey- ve- le



PHASE 4- TRICKY WORDS

Phase 4a	Phase 4b
there so were like have what do come some	one love out about today says



PHASE 5

- Children will be taught new graphemes. These are alternative pronunciations of previously learned graphemes.
- **Vowel digraphs:** wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
- **Split digraphs:** a_e, e_e, i_e, o_e, u_e



PHASE 5

Phase 5a	Phase 5b	Phase 5c	Phase 5d	Phase 5e
ou, ea, ie, ir oy, ay, ey, aw, ue, wh, ph, ew, oe, au	a-e, e-e, i-e, o-e, u-e Alternative pronunciations: c, g, ch, y, a, e, I, o, u, ea, ie, er, ow, ou, ey.	Alternative spellings: s, z, ch, sh, th, ng, zh, v, k, j, h, l, r, n, m	Alternative spellings: ai, ee, igh, oa, ow	Alternative spellings: oo, yoo, e, I, air, ear, or, ur



PHASE 5- TRICKY WORDS

Phase 5a	Phase 5b	Phase 5c	Phase 5d	Phase 5e
here your asked people oh Mr Mrs their	our water want could would should	once again different school	eye mouse house hour shoe improve move through two beautiful	friend any many busy pretty where parent laugh thought call work



HOW MANY SOUNDS?

shape

jumping

cake

bird



What Is The Phonics Screening Check?

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1, or they have not taken the test before. Head teachers should decide whether it is appropriate for each of their pupils to take the phonics screening check.

The phonics screening check is designed to confirm whether individual children have learnt sufficient phonic decoding and blending skills to an appropriate standard.

WHAT DOES IT LOOK LIKE?

- - 20 alien words
- - 20 real words
- Carried out by class teacher
- Can be paused if needed.



EXAMPLES OF THESE CAN BE FOUND...

<http://www.oxfordphonicschecksupport.co.uk/login>

We will be sending examples home

www.phonicsplay.co.uk (to help with blending real and alien words)



READING

- Rec- we have story time twice a day. We will move on to Guided reading. Your child will read with an adult on a 1:1 basis every week.
- Year 1-Your child will read once a week in a group with an adult at school, they will not bring this book home. They will also read with an adult on a 1:1 basis once a week.
- Any reading that you do at home should be logged in the yellow homework diary
- We will not write what we have read in the yellow homework diary - unless we feel there is something specific you could be practising at home.
- School books should be boosted through library books and books at home. Children should also be read to, to develop language understanding.



RESOURCES AND USEFUL WEBSITES

[Phonics play](#) has some free games that we also use in class

[Letters and sounds](#) has lots of information, printable resources and games.

[Top Marks](#) has lots of games.

[Our website page](#) has some ideas for games you can make and play at home.



WAYS THAT YOU CAN HELP AT HOME.

Using flashcards, expose children regularly to the sounds they have learnt.
Remember to use pure sounds.

Magnetic letters - Using magnetic letters on the fridge or any type of magnetic surface, children can practise making words.

Make words using letter cards or magnetic letters. Ask the children to blend the sounds together to make the words.

Ask children to spell out CV and CVC words both orally and on paper.



WAYS THAT YOU CAN HELP AT HOME

Using flashcards, expose children regularly to the sounds they have learnt. Remember to use pure sounds. Try to increase the speed at which children are shown the sounds.

Ask children to write graphemes already taught.

Play 'I Spy' using letter names as well as sounds.

Continue to use magnetic letters to make and spell words.

Ask children to spell out CV and CVC words both orally and on paper.

Write tricky words on flashcards and stick them around the house. How many can they read in a set amount of time?



PHONICS ACTIVITIES AT HOME

What's in the box? Place 'post its' with simple words on, in to a box or bag. Children choose a word, sound talk it and blend the sounds to read the word. They could then match this to a picture or an object. This game can be adapted to use segmenting. Children choose a picture from the box, sound talk it, they could match it to a word, or have a go at writing the word.

Common word bingo- write 4 common words on a piece of paper, then write them and a few more on to 'post its', place in to a bag. The bingo caller says a word then your child crosses it off, if they have a matching one, on their bingo board. Start off with the bingo caller showing them the word, then see if they can identify the word without it being shown.

Run to the word- write 4 words on separate pieces of paper, or write them in chalk outside. You 'sound talk' a word and your child runs to the word and reads the word by blending the sounds together.

Silly sentences - Choose a word or picture and make up a silly sentence using that word.

Quick write- say a letter sound and your child has a go at writing the letters that make the sound.

Countdown- make a list of words. See if your child can sound talk, blend and read them before the time runs out on an egg timer.



Splat the letter! Write graphemes on individual pieces of paper/post its, you say a letter sound and your child splats the correct grapheme with a fly swat!

Box of sounds- place cards with letters on in to a box. Children choose a letter and say the sound it makes. They could then match the letter to an object or picture of something beginning with that sound.

Sound sorting- gather a selection of objects from around the house and sort them in to tubs labelled with the letter sound that the object begins with.

Bucket of sounds - Label 3 or 4 buckets or ice cream tubs with a grapheme on each, say a sound and your child throws a ball in to the matching bucket and says the sound.

