

Christ the Saviour Phonics Workshop

Thursday 9th November 2019

Aims of this workshop

- To outline the different stages in phonic development.
- To develop your understanding of phonics.
- To share how phonics is taught in school.
- To develop your confidence so that you can support your child.
- To show examples of activities and resources you can do at home.
- To give you an opportunity to ask any questions about phonics.

Everything starts with reading.....

Teach a child to read
and keep that child reading [and talking]
and we will change everything.

And I mean everything.

Jeanette Winterson

The “expected” reading level for the end of Reception

Children should be able to: “Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Also, read some common irregular words. Demonstrate an understanding when talking with others about what they have read.”

What is phonics?

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

Although there are 26 letters in our alphabet the English language has 44 phonemes (speech sounds).

A phoneme is the smallest unit of **sound** that makes a difference to a word

Vocabulary

Phoneme

Grapheme

Digraph

Trigraph

Segmenting

Blending

Split digraph

Vowel digraph

Every child in Reception, Year 1 and 2 have daily phonics at their level.

Every day the children have a 15-20 minute session of phonics plus additional interventions where necessary.

We use the Letters and Sounds scheme to support the teaching of phonics.

There are 6 phonic phases which children work through from Nursery to Year 2

Phase One - Nursery

Daily speaking and listening activities

A broad and rich language experience/environment

Story, rhyme, drama and songs are an essential part of the phase

Hearing sounds in the environment

Alliteration

Oral blending and segmenting - lots of games e.g. George's Gym

and Metal Mike



Phase Two

Week 1	s	a	t	p	
Week 2	i	n	m	d	
Week 3	g	o	c	k	
Week 4	ck	e	u	r	
Week 5	h	b	f ff	l ll	ss

Phase Three

j	v	w	x	y
zz	qu	ch	sh	th
ng	ai	ee	igh	oa
oo	ar	or	ur	ow
oi	ear	air	ure	er

Daily Phonics lesson

Each lesson follows this pattern:

I. Revisit / Review

Practise previously learned sounds

- Flashcards
- Spot the sound*
- Quickwrite

2. Teach

Teach a new sound. Teach one or two new high frequency and tricky words

- Sound bag*
- Letter formation

High frequency words including tricky words

- Flashcards
- Bingo

3. Practise

Practise blending and reading words with the new sound.

Practise segmenting for spelling words with the new sound

Blending

Blending - joining a series of sounds together to make a word.

To read an unfamiliar word children must link a phoneme to each grapheme, digraph or trigraph in a word and then merge them together to say the word.

/b/ /e/ /d/ = bed

/ch/ /i/ /n/ = chin

/m/ /u/ /g/ = mug

// /igh/ /t/ = light

Blending

- Sound buttons
- Robot arms

- What's in the box

Set of word cards and matching pictures/object in a box

Children use sound talk to read the word

They then find that object or picture in the box



Your turn

m a d



Your turn

sh i p
— ● ●

Segmenting

Segmenting - breaking up words into their individual sounds to spell a word.

pan = /p/ /a/ /n/

bag = /b/ /a/ /g/

rain = /r/ /ai/ /n/

Segmenting

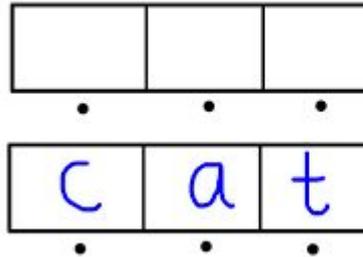
Segmenting activities

Robot arms

Phoneme fingers

Magnetic letters

Phoneme frame

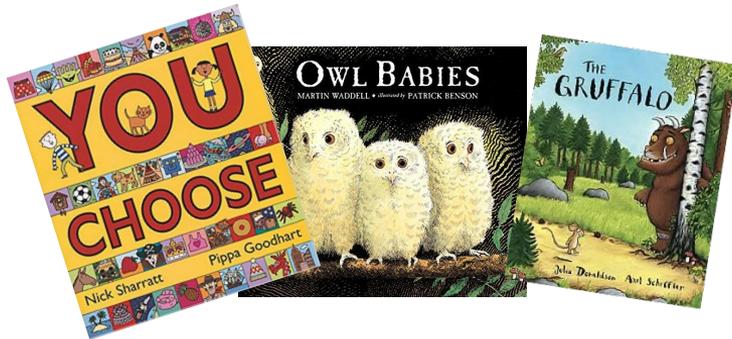


5. Apply

Read or write a caption or sentence using one or more tricky words and words containing the sound taught.

How you can help at home

- Read, Read, Read!
- Books sent home weekly
- Ask lots of questions and share opinions



You're never too old, too wacky, too wild, to pick up a book and read to a child.

Dr Seuss

How you can help at home

Talk to your child as much as possible and ‘feed’ them new and ambitious vocabulary.

“Let’s **eat** our lunch now.”

“Let’s **munch** our lunch now.”

“Let’s **scoff** our lunch now.”

“Let’s **devour** our lunch now!”

How you can help at home

Enrich conversations through description:

“Look at that rain. It looks like little diamonds sparkling on the window pane!”

Have fun with words and language.

“I’m as hot as a spud in a cooking pot!”

Praise your child for using new words or interesting phrases

How you can help at home

- Sound talk words

Where is your coat?

Time for bed!

- Print in the environment
- Flashcards
- Magnetic letters

How you can help at home

- Practise letter formation
- Practise writing own first name and then surname
- Purpose for writing - shopping list, postcards, letters to family or teacher
- Play online games together

Helpful resources

[CtS website - phonics](#)

[Mr Thorne Does Phonics](#)

[Phonics Play](#)

[Letters and Sounds](#)

[Lesley Clarke](#)



Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

Michael Morpurgo