



AVANTI HOUSE

EXCELLENCE · VIRTUE · DEVOTION

# EYFS PHONICS WORKSHOP

11TH FEBRUARY 2016

# WHAT IS PHONICS?

- It is a method of reading and writing words by listening and identifying the sounds in words.
- It involves a range of blending and segmenting to support reading and writing.



## **BLENDING**

*The process of combining sounds to make up a word. Essential for reading words.*

*Eg: s..a..t..sat*

## **SEGMENTING**

*The process of reading a word and then separating/ breaking up the sounds in words.*

*Essential for writing.*

*Eg: sat..s..a...t*



# WHAT IS GRAPHEME AND PHONEME?

- PHONEMES are the smallest unit of sound (44 phonemes in Eng)
- GRAPHEME are the letters used to write the sound (ch/ s/ igh), these can consist of 1/2/ 3 letters



# ○ Phase 1 (usually done in Nursery)

- This phase does not teach sounds, but exposes children to a range of different sounds.
- These are sounds from the environment/ speaking/ stories/ musical instruments and etc
- It focuses on their speaking and listening skills and bring their attention to acute sounds.
- Phase 1 is not really taught but shared through everyday activities (sound hunts/ stories/ rhymes/ alliteration)



Phase 2 phonics consists of the first set of phonemes (6-7 week)

- **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



**Phase 3 consists of these sounds (usually taught in Spring)**

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

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

**Consonant digraphs:** ch, sh,  
th (thin/then), ng

**Vowel digraphs:** ai, ee, oa,  
oo (boot/look), ar, or, ur, ow, oi, er

**Trigraphs:** ear, air, ure, igh



## ○ Phase 4

Phase 4 does not teach new sounds, rather consolidates all the previously taught sounds.

It also supports:

- Reading and writing multi syllable words (postman/ letterbox)
- Reading and writing longer words consisting of adjacent constants (ccvc (stop)/ cvcc (tent)/ ccvcc (stand))





# Phase 5 (slightly more complicated and may begin in summer term/ year 1)

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

au Paul

o-e home

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
- a hat, what

## Phase 5

**These are also taught in Phase 5. These are sounds that the children will already know but have alternate pronunciations.**



**Some graphemes are a single letters, some consist of 2 or 3 and some are 2 letter spilt up. These graphemes also have special names**

**Phoneme:** single sounds (s/ a/ t/ p)

**Diagraph:** A sound with 2 letters (ch/ sh/ th)

**Trigraph:** A sound with 3 letters (igh/ ure)

**Split diagraph:** A diagraph which is split in the middle (make/ same )



# TRICKY WORDS & HIGH FREQUENCY WORDS

Phonics teaching also consists of teaching a range of TRICKY WORDS AND HIGH FREQUENCY WORDS.

- **Tricky words:** words that we can not use our phoneme sounds to read (the/ I/ to)
- **HFW:** frequently used words (these can be tricky words or words where you can use your phonics with) eg: and/ dad/ can



# A Phonics Session

- Teaching phonics in short fun sessions.
- Roughly 15-20 min sessions

## Sequence of teaching in a discrete phonics session

- Introduction
- *Objectives and criteria for success*
- **Revisit and review**
- **Teach**
- **Practise**
- **Apply**
- **Assess learning against criteria**



# How we teach Phonics

- We introduce the sound being taught that day eg: S (**5 min**)
- Explain the grapheme being used (its name is S and sound is s)
- **Hear it** (chn hear you saying it),
- **See it and say it** (they say it),
- **Practice writing it** (write it together correctly)
- *Use props and images to support these 3 procedures*

*Extend : Using words from that days sound in sentences. Using a connective in the sentence.*

*Children are separated into groups.*



# S

**Make sure to pronounce correctly (not 'su', but "sss')**



# S



# Sarah





S



# Practice

- (5-10 min)
- We practice blending (reading)/ segmenting (writing)
- The children play phonics games, which help them to practice using the taught sound in reading or writing.
- Eg: buried treasure/ filling in phoneme frames/ play games where children have to recognise taught sound/ play sound buttons

*Extend : Using words from that days sound in sentences. Using a connective in the sentence.*



# Apply

- (10 min)
- Apply taught knowledge into writing or reading
- Reading sentences/ writing a sentence using a word with today's taught sound/ recognising initial sounds (becomes more detailed as children begin to blend and segment)

**This is where work is differentiated to support children's needs**



# TEACHING TRICKY WORDS

- Important to explain that some words are non-decodable and ‘we just need to learn them’.
- Present the tricky word eg; **TO**
- Model using sounds to read the word, explain how it doesn’t make sense, so we just need to learn the word and how read and write it.



# TO

- Hear it and say it.. (T O spells to)
- See it and say it..
- Write and say it
- Put the word into a sentence as a method of applying.
- Encourage children to think of own sentence with the tricky word.



# PHONEME FRAMES/ SOUND BUTTONS

C



a



t



# PHONEME FRAMES/ SOUND BUTTONS

Ch



a



t



# LINKS

- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters and Sounds - DFES-00281-2007.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)
- <http://www.phonicsplay.co.uk/index.htm>
- <http://www.letters-and-sounds.com/>
- <http://www.galacticphonics.com/>
- <http://www.bbc.co.uk/blogs/internet/entries/f7126d19-2afa-3231-9c4e-0f7198c468ab>

