

## **EYFS PHONICS WORKSHOP**



### WHAT IS PHONICS?

• It is a method of reading and writing words by listening and identifying the sounds in words.

olt 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)

oGRAPHEME 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

#### OPhase 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
ОУ	boy
wh	when
а-е	make
ou	out
ir	girl
ph	photo
е-е	these
ie	tie

blue ue ew new like i-e eat ea saw aw toe oe Paul au home 0-е rule u-e

- o i fin, find
- ow cow, blow
- o y yes, by, very
- o o hot, cold
- o ie tie, field
- o ch chin, school, chef
- o c cat, cent
- o ea eat, bread
- o ou out, shoulder, could, you
- o g got, giant
- o er farmer, her
- o u but, put
- o 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 FREQEUNCY WORDS.

• Tricky words: words that we can not use our phoneme sounds to read (the/ I/ to)

OHFW: 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

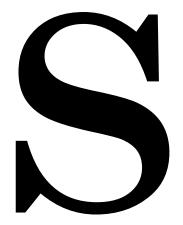
- Introduction
- Objectives and criteria for success
- Revisit and review
- Teach
- Practise
- Apply
- Assess learning against criteria

## **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.



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

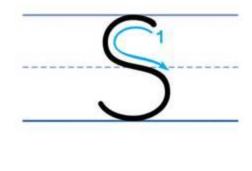
# S





# Sarah

# S





#### **Practice**

- o (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**

- o (10 min)
- Apply taught knowledge into writing or reading
- Reading sentences/ writing a sentence using a word with todays 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 nondecodable and 'we just need to learn them'.

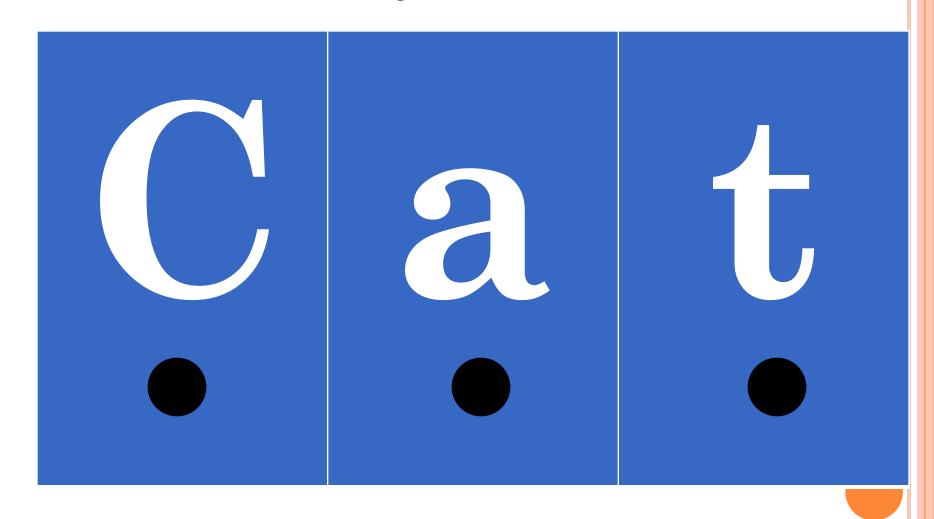
Present the tricky word eg; TO

 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.

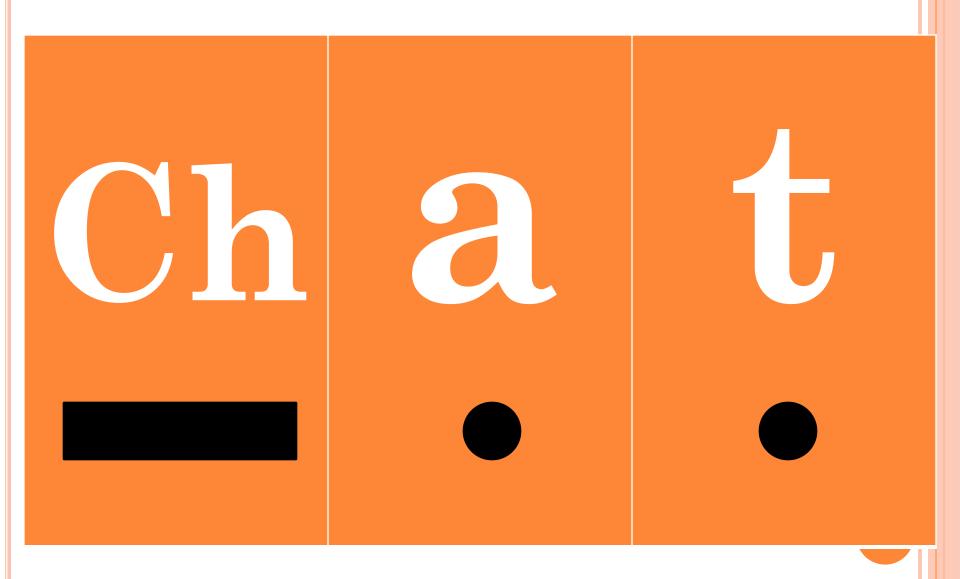
#### TO

- OHear 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



## PHONEME FRAMES/ SOUND BUTTONS



# **LINKS**

- https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/1 90599/Letters and Sounds - DFES-00281-2007.pdf
- http://www.phonicsplay.co.uk/index.htm
- o <a href="http://www.letters-and-sounds.com/">http://www.letters-and-sounds.com/</a>
- http://www.galacticphonics.com/
- http://www.bbc.co.uk/blogs/internet/entries/f7126d19-2afa-3231-9c4e-0f7198c468ab