

# Phonics Workshop 2016-17

Phonics  
ee ur ow  
wh y au

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# Aims for this evening:

- Understand phonics
- How phonics progresses through each phase
  - *Phonic terminology*
  - *Sounds and pronunciation*
- How it is taught at school
- How you can help your child at home
  - Strategies*
  - Resources*

# \*What is phonics?

- It is a method of reading and writing words by listening and identifying the sounds in the words.
- It involves a range of blending and segmenting to support reading and writing.
- There are 44 phonemes, represented by 26 letters and different combinations.
- These will be taught through different phases



# \* Why use phonics?

- Rote Learning
- The aim is to secure **essential phonics knowledge** and **skills** so that children can progress quickly to independent reading and writing.
- Phonics knowledge= sounds
- Skills= blending and segmenting
- Reading and writing are like a codes: phonics is teaching the child to crack the code.



## \* Process

1. Learn sounds
2. Learn to orally blend
3. Learn to blend for reading
4. Learn to segment for writing
5. Apply skills



# \* Phonics Knowledge

## \* Pronunciations and sounds

Set : s a t p

Set : i n m d

Set : g o c k

Set : c k e u r

Set : h b f, ff l, ll ss

# \* Phonics Knowledge

## \* Pronunciations and sounds

- Phase 3

j v w x\*

y z, zz qu\*

ch

ar

sh

or

th (thin/then)

ur

ng

ow

ai

oi

⊙ ee

⊙ ear

⊙ igh

⊙ air

⊙ oa

⊙ ure

⊙ oo (boot/look)

\* oo (long)

■ Boot

■ Roof

■ spoon

oo (short)

■ Look

■ Cook

■ Book

\* Differentiate  
between sounds



# \* Phonics Knowledge

## \* Pronunciations and sounds

Phase 5 (slightly  
more  
complicated)

ay day

oy boy

wh when

a-e make

ou out

ir girl

ph photo

⊙ e-e these

⊙ ie tie

⊙ ue blue (oo) cue (you)

⊙ ew screw (oo) new (you)

⊙ i-e like

⊙ ea eat

⊙ aw saw

⊙ oe toe

⊙ au Paul

⊙ o-e home

⊙ u-e rule (oo) huge (you)

# \* Phonics Knowledge

## \* Pronunciations and sounds

i	fin, find
ow	cow, blow
y	yes, by, very
o	hot, cold
ie	tie, field
ch	chin, school
c	cat, cent
ea	eat, bread
ou	out, could
g	got, giant
u	but, put

# \* Terminology

GRAPHEME

○ PHONEME

○ DIAGRAPH

○ TRIGRAPH

○ SPLIT  
DIAGRAPH

○ ALTERNATE  
PRONOUNCIATION

○ CVC

○ CONSONTANT  
DIAGRAPH

○ ADJACENT  
CONSONTANT

○ HFW

○ TRICKY WORDS

# \* Terminology

**Phoneme**: smallest unit of sound that can be heard in a word

**Grapheme**: The letters used to represent the sound (g/sh/ee)

**Diagraph**: 2 letters that make 1 sound (sh/ll/ar)

**Trigraph**: 3 letters that make 1 sound (igh/ure)

**Split Diagraph**: a diagraph that are not adjacent (not next to each other) *make/ same*

**CVC**: consonant vowel consonant (cat/ shop/ might/ sheep) *This applies to sounds not letters*

**CCVC/ CVCC/CCVCC**: train/ belt/crisp

**HFW**: high frequency words

**Tricky words**: words that can not be decoded

**Alternate Pronunciation**: graphemes that have different sounds (cat/ cent)

similar sounds with different graphemes (ee/ea/ey)

# \* Skills

## \* Blending

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

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

\* *Ch..air...chair*

\* *B..e..n..ch..bench*

## \* Segmenting

*The process of separating/ breaking up the sounds in words.*

*Essential for writing.*

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

*Train..t..r..ai..n*

*Coat..c..oa..t*

# \* Skills

## \* Blending

- \* Reading is visual..you can see the letters
- \* You have to make sense of the word and recognize real and non real words

\* Paint

\* Glorpid

\* Essential for phonics screening

## \* Segmenting

- \* Slightly harder as you have to visualize sounds and sequence correctly
- \* Also have to remember to form letters
- \* Helps to make it very auditory

# \* Can you read this?

1. Wigh ar wea dooing thiss?

Why are we doing this?

2. Wee luv Avantee Hows bicos it haz Miss Parmar

We love Avanti House because it has Miss Parmar

For the children they would be using their phonic knowledge and skills to read

Initially it does not matter if the child writes incorrectly or reads slightly incorrectly, as long as they use their phonics

# \* Tricky Words (TW)/ HFW

Along side teaching the GPC, phonics also consists of teaching a range of TRICKY WORDS AND HIGH FREQUENCY WORDS.

**Tricky words:** words that we can not use our phonics with (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





- \* -What do we use at Avanti House Primary
- Letters and sounds
- Structured time table
- Spring: streaming to support children needs
- Phonics bug club

# \* How is phonics taught in AHP?: **PHASE 1 (nursery/ ongoing)**

- 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)
- Oral blending

# \* How is phonics taught in AHP?: **PHASE 2(Reception/ Autumn 2)**

- Teach first of sounds
- Blending and segmenting
- Reading and writing vc and cvc sounds (cat/ it/ in/rat)
- Reading and writing HFW and TW (the/ is/ and/ to)
- Introduce reading captions and two syllable words

# \* How is phonics taught in AHP?: **PHASE 3 (Reception/ Spring)**

- Teach phase 3 sounds
- Practise blending and segmenting cvc words/ polysyllabic words and captions
- Learning more HFW and TW
- Focus on sentence writing and reading
- Reading for meaning and begin small doses of comprehension

# \* How is phonics taught in AHP?: **PHASE 4 (Reception/ Spring-Summer)**

- No sounds
- Consolidation
- Blending and segmenting adjacent consonants (cvcc/ccvc/ccvcc)
- Phase 4 HFW and TW
- Polysyllabic words (letterbox/ match stick)
- Unhelpful to teach clusters (st/pl/br) (some websites will teach these, please avoid as this incorrect)
- They should not be taught in word families such as spot, spit, spin as the children will treat 'sp' as one unit.

# \* How is phonics taught in AHP?: **PHASE 5 (Reception/ Summer)**

Teach new set of sounds

Alternate sounds

Split diagraphs

Cont from phase 4

Complex sentences

main focus of year 1

Phonics screening prep

# \* Our daily structure



\* *Assess: phonics assessments/ observations/ daily work*

\* *20 min*

\* *Consistent and daily*

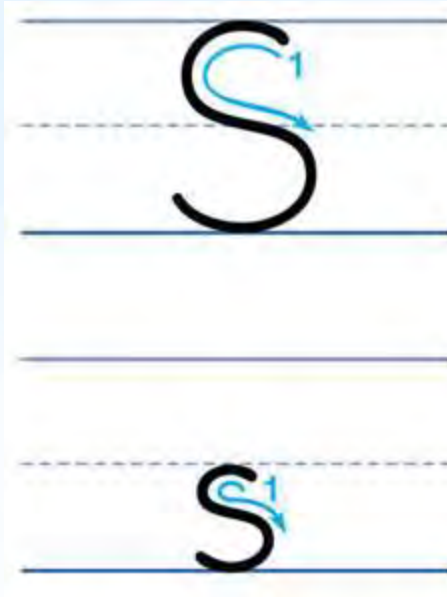
\* *Interactive*

\* *Multisensory*

\* *Always applying through everyday activities*

## \* How to support your child?

- Ensure that your pronunciation is correct
- S not SU
- Use visuals to support
- Link sounds to familiar words
- Link words to pictures/ use within sentences
- Model to your child how to form letters correctly
- Practice using fun ways (writing and reading)
- Learning should be fun not a chore



# Sam



# \* Tricky Words (TW)/ HFW

- ‘we just need to learn them’.
- Model using sounds to read the word, explain how it doesn’t make sense, so we just need to learn the word

## Ideas to teach:

**TO**

**Put the word into a sentence as a method of applying.**

**Encourage children to think of own sentence with the tricky word**

**Model sentences with that TW**

# First 100 High Frequency Words

(in frequency order reading down the columns)

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

The chick has a big wing.

I went to the fish and chip shop.

The king has a long chip.

The king has a ring.

The ship is big and long.

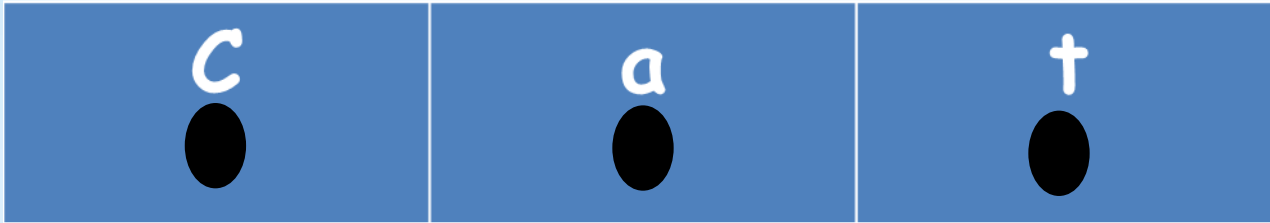
She went to the shop.

He had a chat with a cat.

# \* Supporting your child at home.

- your child will be bringing home assigned reading books. Read with them.
- Talk about the book, the character, what is happening in the story, predict what may happen next.
- Find a word/ sound/ TW in a book/ magazine/ newspaper
- Role reversal
- Ask your child to find items around the house that represent particular sounds, i.e. 'oo' - 'spoon' 'bedroom'
- Play matching pairs - with key words or individual sounds/pictures.
- Key words hunt
- Flashcard letters and words - how quickly can they read them?
- Notice words/letters in the environment.
- Matching pictures with words
- Matching or sorting initial sounds
- Go on a listening walk around the house/when out and about.
- **Sound buttons**
- **Phoneme Frames**
  
- Lots of activities online for children to practice their phonic knowledge.

\* Phoneme frames/ sound buttons



1 sound in 1 box



Extend your child to identify the C and V

\* Phoneme frames/ sound buttons



**1 sound in 1 box**



# \* Split diagraph

**Kite**  


**bone**

**cake**

**stone**

- \* [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>

\* links



# \* Phonics Screening Check

A screening check for year one to encourage schools to pursue a rigorous phonics programme.

- Aimed at identifying the children who need extra help are given the support.
- Assesses decoding skills using phonics (reading)
- 40 items to be read (20 real words, 20 pseudo words)
- Pseudo words are non real words: asses ability to blend

# \* Phonics Screening Check

- Our aim is to prep the children and provide all the basic skills to able to read and write, but also pass their test.
- We found that streaming was very helpful for children to access learning that best suits them and works at their pace.
- We aim to stream in Maths also



\* How did I do?