

Phonics Workshop

Thursday 19th September
2024



Did You Know?

The English language has:

26 letters



44 sounds

over 100 ways to spell those sounds



It is one of the most complex languages to learn to read and spell.



THE JARGON – A QUICK GUIDE

Phonics (also known as ‘synthetic phonics’) – The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds

Phoneme - Any one of the 44 sounds which make up words in the English language

Grapheme – The written representation of a phoneme. There can be more than one way to spell a phoneme. For example, the phoneme ‘ay’ is spelt differently in each of the words ‘way’, ‘make’, ‘fail’, ‘great’, sleigh and ‘lady’.

Blending – Putting together the sounds in a word in order to read it, e.g. ‘f – r – o – g, frog’

Segmenting – This is the opposite of blending, splitting a word into sounds in order to spell them, e.g. ‘frog, f – r – o – g’



THE JARGON – A QUICK GUIDE

Digraph - Two letters which together make one sound e.g. **ee** in **jeep**.

Trigraph - Three letters which go together make one sound e.g. **ear** in **fearless**.

Split digraph– (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine



WHAT IS PHONICS?

Phonics is a method for teaching reading and writing.


It develops phonemic awareness – the ability to hear, recognise and use the sounds within words.

Learners are also taught the correspondence between sounds and the graphemes that represent them.

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





Success for All 
Phonics

At Wood End Primary, we follow Success for All Phonics scheme, a proven systematic synthetic phonics teaching programme for Reception to Year 1. It meets all the requirements of the National Curriculum and the EYFS framework and has been validated by the DfE.



WHAT DOES SUCCESS FOR ALL LOOK LIKE?

- 68 steps from Rec to Year 1.

Backed by 20 years' evidence-based research and practice



Perfect reference for writing and spelling



Red and Green cards, covering all the words in the decodable readers

Each book matches recently taught GPCs

coax

go



PHASE ONE

Phase 1 is usually taught in Nursery. It has seven aspects, with a focus on listening skills.

- 1: Environmental sounds
- 2: Instrumental sounds
- 3: Body percussion
- 4: Rhythm and rhyme
- 5: Alliteration
- 6: Voice sounds
- 7: Oral blending and segmenting



BLENDING

Building words from phonemes to read.

c a t

cat



BLENDING

sh ee p.

sheep



SEGMENTING

- Breaking down words for spelling.

rat

r a t



SEGMENTING

Queen

qu ee n



RECEPTION

Children begin to learn letter sounds and to match them to graphemes.

- Set 1: s, a, t, p, m, d, g, o, c, k, ck e ,u, r.
- Set 2: h, b,f, ff, l, ll, ss, j, v, w, x, yy, z
- Set 3: zz, u, ch, sh, th,ng, ai, ee, igh, oa, oo, ar
- Set 4: or, ur, ow, oi, ear, air, ure, er

Most of the first sounds are single-letter sounds but there are also several digraphs, where one sound is represented by two letters, e.g. 'ck', 'll', 'ss'.

Children also begin to blend the sounds to make words. By the end of term 1 children will be able to read some 'vowel-consonant' (vc) and 'consonant-vowel-consonant' (cvc) words, e.g. up, in, cat, pin.

Children will also learn to read and spell 'red' words such as **the, to, go, I, no, we are** and **into** which cannot be read phonetically.



As the children progress and learn more sounds they continue to learn how to blend and segment CVC words using the new sounds, e.g. tail, sheet, night – note that these words still only have three sounds.

Children will then move on to blending and segmenting two-syllable words such as cooker, eating, broken.

Tricky words also continue to be taught.

GPC	Phonics Phrase	Letter Formation Cue
/s/	'The snake slides and slithers.'	'Left around, right around, from head to tail.'
/a/	'Alphie asks for apples.'	'Around the apple and down the leaf.'
/t/	'Tap the tall tower.'	'Down the tower, lift and cross.'
/p/	'Peek at the proud parrot.'	'From head to tail then right around the parrot.'
/i/	'Imagine itchy insects.'	'Down the insect, lift and dot.'
/n/	'Ned is near the net.'	'From head to toe and over the net.'
/m/	'The man marches on mountains.'	'From the man go down, climb one mountain then the other.'
/d/	'Don't disturb the dinosaur.'	'Around his back then head to toe.'
/g/	'The girl is glad.'	'Left around the girl, down her plait and curl.'
/o/	'The octopus observes olives.'	'From the top of the head and all the way round the octopus.'
/c/	'The curly caterpillar crawls.'	'Curl around the caterpillar.'
/k/	'The kangaroo keeps kicking.'	'From head to toe, arm up, kick out.'
/ck/	'The chick pecks.'	'Curl around the caterpillar.' 'From head to toe, arm up, kick out.'



YEAR 1

Children will broaden their knowledge of graphemes and phonemes.

They will learn alternative ways of spelling the phonemes they have already learnt. For example the phoneme i can be written igh, y, i_e, ie or i.

They will learn strategies to help them choose the correct grapheme for spelling.

Children will be reading with more and more fluency, no longer needing to 'sound out' most familiar words.

- **Set 5: ay, ou, ie, ea, ir, aw, oy, ue, ew**
- **Set 6: a-e, e-e, i-e, o-e, u-e.**
- **Set 7: -y, ow, ce, dge, ire, are, tch, oe, ph**



What will my child do in their daily lessons?

Each day your child will spend time revisiting phonemes and graphemes to ensure they consolidate their learning before new content is introduced through teacher led activities designed to help them oral blend, segment and read words and then sentences.

They will also learn the alphabet and how to write letters in upper and lower case before beginning to write simple words and then sentences. Additionally, they will have daily opportunities to apply their learning into reading beautifully written books in a Shared Reader lesson whilst also discussing the text to develop their comprehension skills.



Shared Reader 40: Highland Summer

Success for All
Phonics

Shared Reader 40

Highland Summer

Written by Elizabeth Charman
Illustrated by Jessica Hunt

Green words

Practises -ir

first	fir	firm
thirst	girl	whirl
chirps	Kirstin	whirr
bird	skirt	twirls
birch	swirls	

Red words

Previous red words

the	you	so
of	his	do
has	he	to
a	are	
is	comes	

New red words

past	after
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Questions

Can you answer these questions about the story?

1. Where does the Queen visit at the end of summer?
2. Which bird might you see hunting in the sky?
3. What does Kirstin do when she wears her kilt?



At the end of summer, the Queen has a holiday at Balmoral in north-east Scotland. It is a big grand house with towers and gardens. It stands on the banks of the river Dee. Before and after the Queen's holiday, you can visit too.



In the woods you might hear the chirps of a robin.



A bigger wild animal at Balmoral is the stag with his antlers. He roams the hills but at dusk, when he has a thirst, he comes to the river to drink.



At first you might not see the wild animals in the woods. But after a bit, if you are still, a red squirrel might peep out.



A hunting bird, a kestrel, hovers up high. Look out, mouse!



Balmoral's woods have beech, ash and oak trees. And more fir trees than you can count!

Accessible via the parent portal.

It will challenge the children to read words containing the grapheme that they are focussing on in school that week.



THE YEAR 1 PHONICS CHECK

In June, all year 1 children are expected to complete the year 1 phonics screening check.

The aim is to check that a child is making sufficient progress in phonics. They are expected to read a mixture of real words and 'nonsense' words.

If a child has not reached the expected standard they will retake it in Year 2.



YEAR 1 PHONICS CHECK

grit

blan



start

steck



best

hild



hooks

quemp



PHASE 6 (SPELLING)

Phase 6 is mainly taught towards the end of year 1 and into year 2.

Children are becoming fluent readers and more accurate spellers. They learn more spelling patterns such as the use of prefixes and suffixes(-er est), contracted forms of words (e.g. can't, won't) and other words in common usage such as days of the week.

At this stage, children can read hundreds of words automatically. They are now reading for pleasure and reading to learn rather than learning to read.

They can decode words quickly and silently and only need to sound out longer or more unfamiliar words.



Year 2 follow the Nelson Spelling programme to teach spelling rules. Each week they will be given a set of spellings to practise at home, and they will have a spelling test in class the following week.



Nelson
Spelling



For Reading lessons, Year 2 use the Routes to Reading scheme which follows on from the phonics scheme that the children will have completed in EYFS and Year 1.



HELPING YOUR CHILD AT HOME

- Read to and with your child **every day**. Use the parent portal to access that weeks 'step'.
- Practise segmenting and blending. Encourage them to have a go breaking the word down instead of guessing.
- Look for familiar sounds and words in the world around you - encourage them to help you write at home e.g. shopping lists.
- Support your child to complete homework - spelling in Y2.
- Practise new sounds and graphemes - ask them what sound they practised in class each day.
- Ask questions as they read such as 'what do you think will happen next?', 'What did she mean by that?'.
- Revisit familiar books - it's ok if your child wants to read the same book again. In fact, it can be very beneficial, increasing their fluency and aiding in developing expression.



RESOURCES

<https://parents.fft.org.uk/shared-readers-library/>



School Name: Wood End Primary School

Passcode: vb571w



Do you have
any
Questions?

