



Sound and District Primary School



Phonics workshop
October 2016

Phonics

- Phonics is a way of teaching children how to read quickly and skilfully.
- Children are taught to read by breaking down words into separate sounds or 'phonemes'. They are then taught how to blend these sounds together to read the whole word.
- Children have a 20 minute phonics lesson each day and they are encouraged to use strategies learnt here to read and write in other contexts. We continually reinforce learning throughout the day.

The reading curriculum

Phonics and the development of decoding skills

Shared reading - use of shared texts to model reading strategies

Guided reading- sharp focus on needs of a particular group

Independent reading (individual/paired) -developing range of choice and experience opportunities to select own choice of texts- independence/motivation

Stories- hearing books read aloud

Home school partnership

Learning to read

Two main skills

Phonics - decoding by blending the sounds in words to read them

Language comprehension- understand what the word means within the context it appears

Language development and phonics working together supports reading development.

Daily Phonics lessons

- Phonics lessons are daily and learning is reinforced throughout the day.
- Fast paced approach (4 part lesson: revisit, teach, practise and apply).
- Lessons encompass a range of games, songs and rhymes.
- We use the Letters and Sounds planning document to support the teaching of phonics and Jolly Phonics.
- There are 6 phonics phases which the children work through at their own pace.

You can search online for the 'Letters and Sounds' phonics programme if you would like further information.

The Jolly Phonics songs can also be found (search on YouTube).

Phase 1

- Phase 1 of Letters and sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.
- **Blending:** putting sounds together to make a word.
- **Segmenting:** breaking a word up into its sounds.

Blending



- Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word.
e.g. hearing the /t/ /a/ /p/ sounds and blend to read 'tap'.

Segmenting

- Children need to be able to **hear** a whole word and **say** every sound that they **hear**.
- e.g. hearing the word 'mat' and breaking the word down into the separate sounds /m/ /a/ /t/.

Phase 2

- In Phase 2, letters and their sounds are introduced one at a time.
- The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.

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

pig, cat, bat, fill, miss, got, hut, rabbit, ticket

Sounds pronounced as accurately as possible.

We work with children on learning the sound of the letter and gradually introduce the capital letter name.

ck (as in duck)
ll (hill, will)
ss (hiss, miss)

Phase 3

- Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.
- They will learn another 26 phonemes:
- j, v, w, x, y, z, zz, qu
- ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

zz (as in buzz)
ch (chop, such)
sh (ship, fish)
th (thin, bath)
ng (king, ring)
ai (rain, pain)
ee (feet)
igh (light, night)
oa (boat)
oo - long and short sound (moon, foot)
ar (car, farm)
or (fork)
ur (turn)
ow (cow)
oi (soil, coin)
ear (beard)
air (hair)
ure (manure)
er (butter, her)

Phase 4

Introducing consonant clusters:
reading and spelling words with
four or more phonemes

- Children move onto phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.

These words have consonant clusters at the beginning:

spot, trip, clap, green, clown

...or at the end: *tent, mend, damp, burnt*

...or at the beginning and end! *trust, spend, twist*

Phase 5

In phase, alternate pronunciations and spellings of sounds are taught.

- Teach new graphemes for reading
- ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,
a-e, e-e, i-e, o-e, u-e (split digraphs)

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

hot/cold, cat/cent, got/giant, cow/blow

Learning alternative spellings of sounds
e.g. /ai/ in pain, /ay/ in play and /a_e in cake

Phase 6 focusses on spelling rules.

Tricky words

- Tricky words have irregular spellings and children learn these separately, they can't be segmented. For example: the, to, no, go, I, into.
- Please go through these tricky words with your children and taught to be read on sight.
- High frequency words - these are the words which come up most often in books. Some of these are tricky words (such as the). When reading, we want children to be able to read these words instantly and without the need to sound out. This helps with fluency.

Reading Books

- Children will be bringing a book home each day. Please continue to share a book with your child.
- Your child will sometimes come home with the same reading book. In this case please re-read the book. The second time of reading the story brings lots of opportunities to discuss the text. Comprehension is extremely important. Please ask children questions about what they are reading - we don't want fluent readers who have no idea about what they have been reading about!
- It is important to recognise and appreciate that all children learn at their own rate and in their own way. Your child will be ready for books when they have a secure grasp of everything we have covered so far! They need to have a secure awareness of individual letter sounds, an ability to blend and segment and have a bank of tricky words they can recognise.

A few things to think about...

- Children who are read to at home have a higher success rate in school.
- Few children learn to love books by themselves. Someone has to lure them into the wonderful world of the written word: someone has to show them the way.
- Dads and other male carers are just as important as Mums in encouraging children to enjoy reading. Dads can be role models and seeing them enjoying reading will help boys to realise that they can too - they might just need help in finding the right thing to read.
- Reading should be an enjoyable experience! If your child isn't yet interested in story books, you can encourage reading through all sorts of other material that might interest them - comics, newspapers, instructions for computer games, packaging, TV guides and so on.