Silverdale St John's CofE Primary School & Nursery

Phonics Workshop

Silverdale St John's CE Primary School

GHOTI

What is phonics?

- A method of teaching people to read and spell by correlating sounds with symbols in an alphabetic writing system.

- Multi-sensory – see, hear, feel, do.

Why Phonics?

- *Being able to read is the most important skill children will learn during their early schooling.*

- *Far-reaching implications for lifelong confidence and well-being.*

•High Quality phonic teaching secures the skill of word recognition.

•Once mastered, enables children to read fluently and automatically.

•Once children are fluent readers they are able to concentrate on the meaning of the text.

•Move from learning to read to reading for pleasure and purpose.

•Teaches skills for spelling – being a resilient speller

English Language

The English language is made up of:

42 phonemes

Represented by 26 graphemes

Some definitions

Phoneme – The **smallest unit** of sound in a word.

Grapheme – **graphical representation** of a sound/ phoneme
- for some phonemes, this could be more than one letter.

e.g. t, ai, igh

Digraphs/ trigraphs

Digraph = 2 letters making one phoneme
Trigraph = 3 letters making one phoneme

A **consonant digraph** contains two consonants next to each other, but they make a single sound.

e.g. sh, ck, th, ll

A **vowel digraph** contains at least one vowel but the two letters still make a single sound

e.g. ai ee ar oy

<u>Adjacent consonants</u>

Two or three consonants that can be sounded out separately

cr, sp, bl, tw, sk, nd, lp, lk

They can be in the initial or final point in a word.

stop   frog   pond   best   twist

scrunch   street

Skills used in phonics

Merging phonemes together to pronounce a word.

To read an unfamiliar word, a child must link a phoneme to each letter or letter group in a word and then merge them together to say the word = Grapheme-Phoneme Correspondence (GPC)

sh – o – p

t– ai – l

Skills used in phonics

Blending for reading
Merging phonemes together to pronounce a word. Taught before shown letters – oral.
To read an unfamiliar word, a child must link a phoneme to each letter or letter group in a word and then merge them together to say the word = Grapheme-Phoneme Correspondence (GPC)
sh – o – p

t– ai – l

Phonics fingers

Segmentation for spelling

Hearing individual phonemes within a word.

E.g. crash has 4 phonemes c – r – a – sh

To spell a word a child must segment a word into the individual phonemes and choose a letter or letter combination to represent the phonemes.

For example a child may write:

'The cat was blak. It had a wiet tayl and a pinc noas.'

It iz tighm too gow hoam sed v kator pilla.
But iy doat wont 2 gow howm sed th butorflie.
iy wont to staiy heyr.

"It is time to go home," said the caterpillar.

"But I don't want to go home," said the butterfly,

"I want to stay here."

<u>Blending and segmenting</u>

- *It is important that children know and understand that blending and segmenting are reversible.*

Phoneme buttons

s i t   l e g   m o p

c a n   f i t

f r o g   t e n t

⬤ = One grapheme for one phoneme

ch i ll

f or t

d u ck

th a t

w ai t

sh e d

b ear d

s t r o ng

ch ur ch

— = Two/ three graphemes for one phoneme

<u>Have a go</u>

- *How would you segment these words?:*
  - Shark
  - Paint
  - Helper
  - Shrink
  - Speech
  - Pie
  - Monkey

White boards

High frequency and tricky words

Alongside the teaching of phonics "tricky" high frequency words are not segmented but taught as whole words, recognised on sight.

Eg: was, you, her, they, are, all, the, little, said, there, when, what, have, like

Pronunciation of sounds

Careful pronunciation of sounds is very important to ensure we are good language models to children.

Sounds should be pronounced softly and in a clipped, short manner. Not with a 'schwur'

Otherwise: Spelling Cat
      e.g. Cur– a –tur
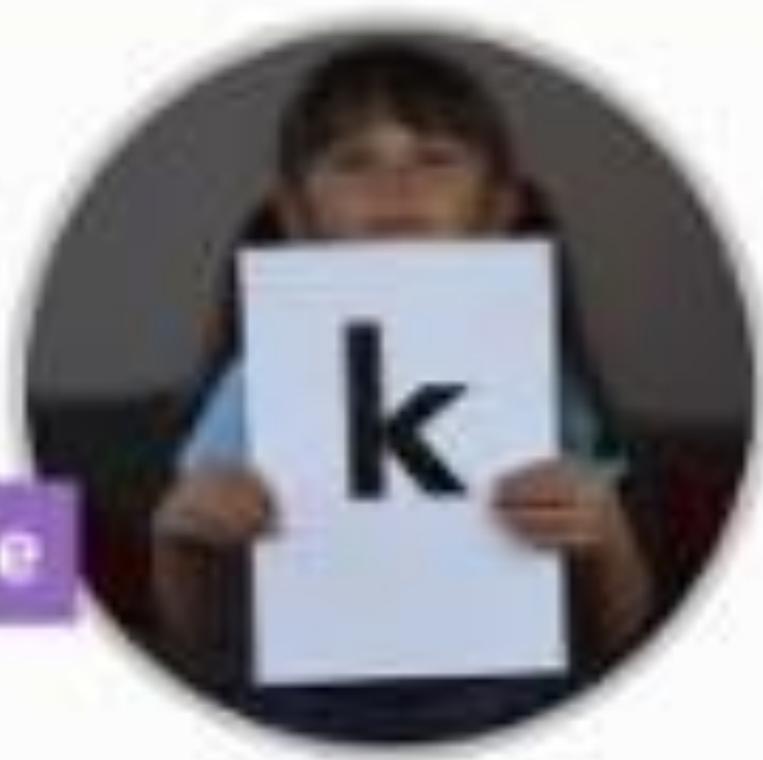
Sounds/ phonemes/ names?

Teach letter names for initial letter of their name and as we need them.

Not for decoding/ blending/ segmenting.

Otherwise: Spelling Cat
e.g. See–ai–tee

<u>Red Rose Phonics</u>

'Red Rose phonics is a very straightforward programme for teaching children to read is set out in Six phases.

Phase progression

<u>Phase 1</u> – preparing the ground (phonic awareness – listening, alliteration, oral blending and segmenting, rhythm and rhyme)

Taught in Nursery but continued alongside Phase 2 in Reception and into KS1.

Phase progression

Phase 2 – knowledge of common consonants and vowels, blending and segmenting CVC/CVCC words. Learning to read some tricky words.
(Reception – up to 12 weeks)
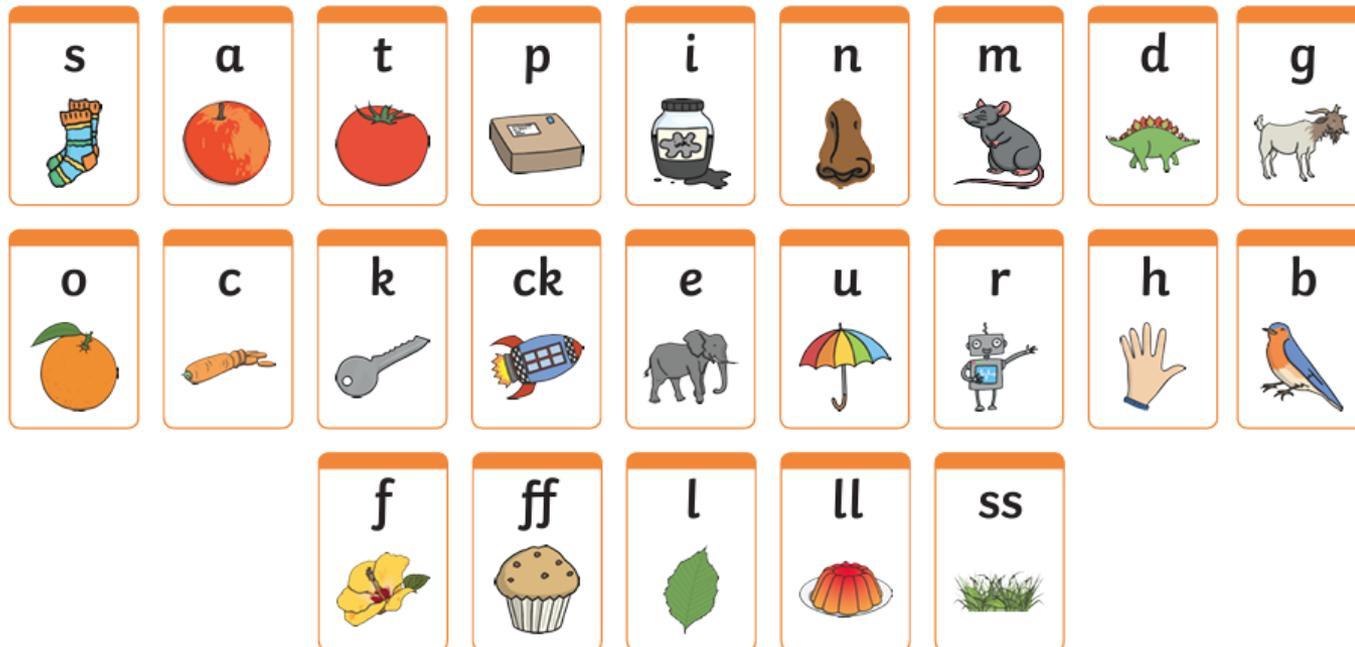
Phase 3 – Knowledge of one grapheme for each of the 44 phonemes, blending and segmenting CVC/ CVCC/ CCVCC words. Learning to read and spell tricky words. (Reception – up to 15 weeks)

j	v	w	x

y	z	zz	qu	ch	sh	th	ng

ai	ee	igh	oa	oo	oo	ar	or

ur	ow	oi	ear	air	ure	er
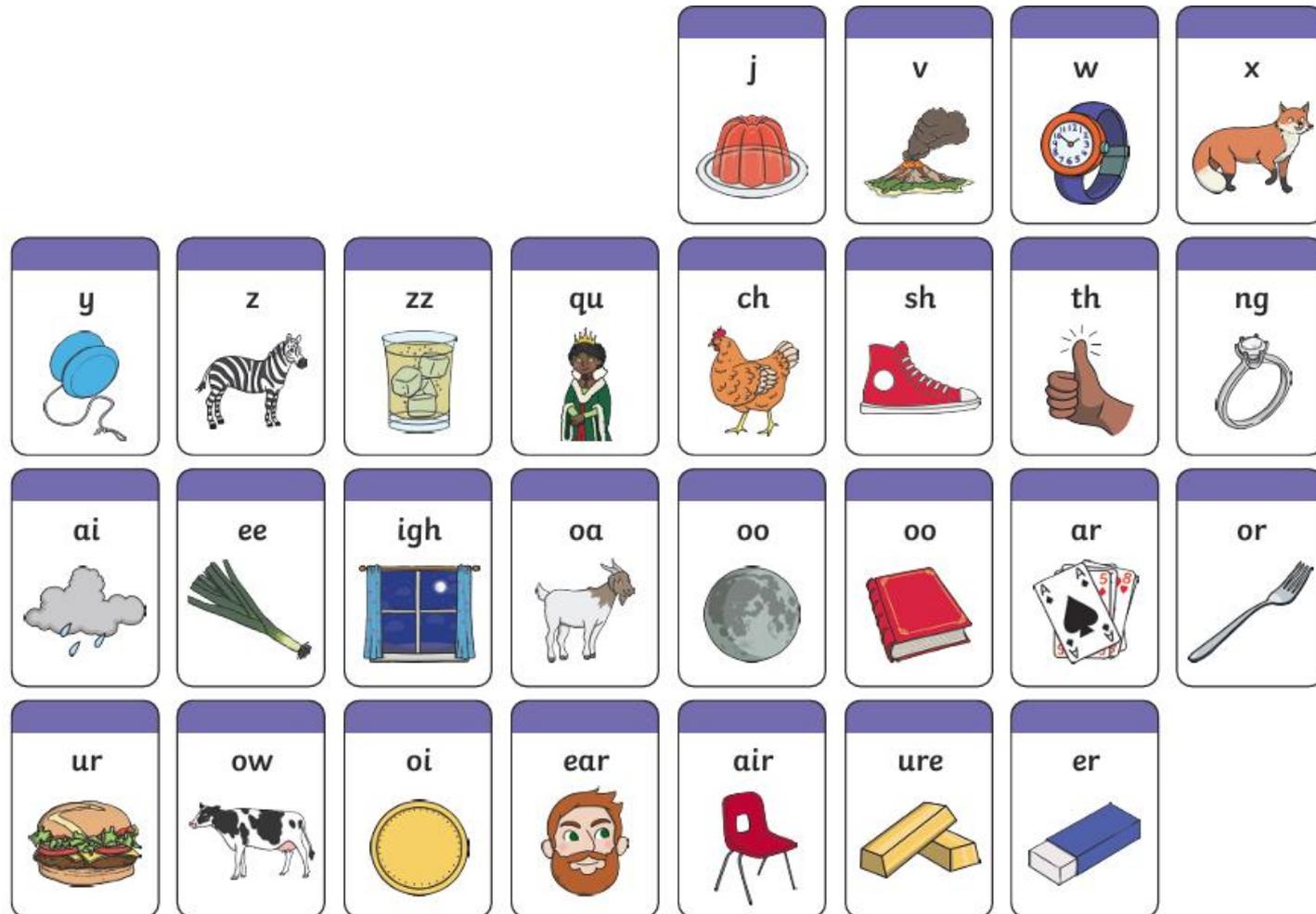
Phase 4 – Blending and segmenting previously learnt graphemes. Revision phase. (up to CCCVCC words & polysyllabic words) (Reception – 4 weeks)

st – starfish	nd – hand	mp – lamp	nt – tent	nk – ink	ft – gift	sk – tusk	lt – belt
lp – help	lf – shelf	lk – milk	pt – script	xt – text	tr – tree	dr – drawing	gr – grandpa
cr – crab	br – brush	fr – frog	bl – blackberry	fl – flag	gl – glasses	pl – plane	cl – clown
sl – sleep	sp – spade	tw – twins	sm – small	pr – printer	sc – scarf	sk – skunk	sn – sniff
nch – bench	scr – screw	shr – shrew	thr – thread	str – string			
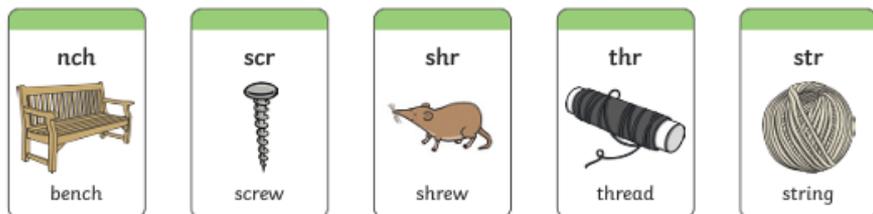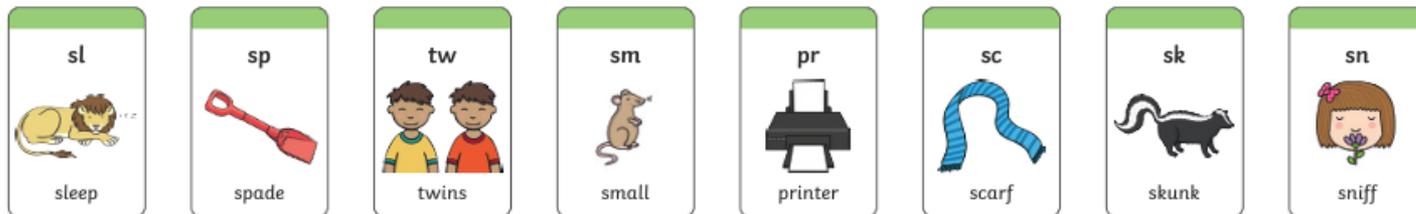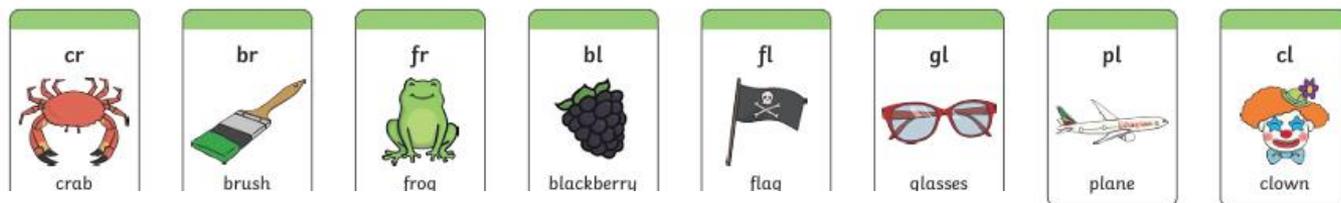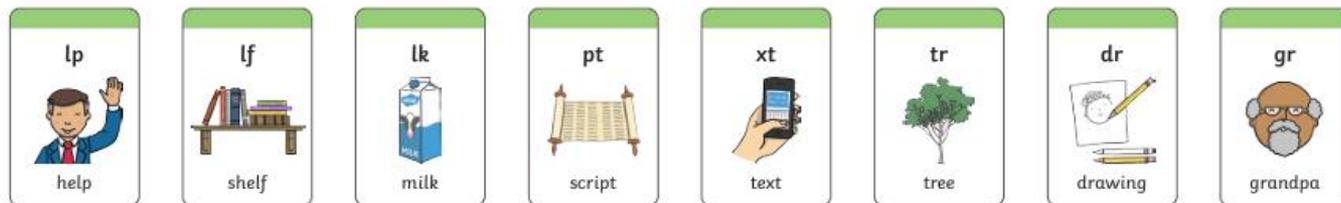
# Phase 5 – Learning alternative graphemes for phonemes – spelling & pronunciation. Learning to spell and read tricky words. (Throughout Year One)

ay	ou	ie	ea	oy	ir	ue	ue
aw	wh	ph	ew	ew	oe	au	ey
a-e	e-e*	i-e	o-e	u-e	u-e		

*even

Phase 6 – Red Rose Spelling. Focus on spelling (suffixes, past tense, spelling strategies – spelling tests) Throughout Year 2

Prefixes

Prefix	Meaning	Example
un–	not, reversal of	unlucky, unhappy
bi–	two	bicycle, bivalve
dis–	not, reverse, opposite	disappointed, disagree
mis–	wrong	misunderstand, misspell
pre–	before	prefix, prepay
re–	again	review, remake
sub–	under, below	submarine, substandard
tri–	three	triangle, tricycle
pro–	for	proclaim, proactive

Suffixes

Suffix	Meaning	Example
–ed	in the past/past tense	walked, climbed
–s/–es	more than one	pencils, boxes
–ing	doing something	singing, running
–ly	how something is done	quietly, angrily
–less	without	fearless, hopeless
–ful	full of	colourful, beautiful
–ness	state or condition	happiness, sadness
–ment	in the action of	movement, enjoyment
–er	more	lower, luckier
–est	most	lowest, luckiest

Original Words	Contracted Form
I am	I'm
you are	you're
he is	he's
she is	she's
we are	we're
they are	they're
cannot	can't
will not	won't
is not	isn't
are not	aren't
I have	I've
you have	you've
I would	I'd
you would	you'd
he would	he'd
she would	she'd
we would	we'd
let us	let's

Homophones

be/bee
bear/bare
blew/blue
hear/here
knight/night
one/won
quite/quiet
see/sea
son/sun
to/two/too
there/their/they're

Typical lesson

4 part lesson – usually up to 20 minutes.

1. Revisit/Review – practise previously learned letters or graphemes. GPC recall.
2. Teach – Teach new phonemes or graphemes. Teach one or two new tricky words.
3. Practise – Practise blending and reading words with new GPC. Practise segmenting for spelling words with new GPC. Pseudo/ alien words.
4. Apply – Read and/or write a caption or sentence using one or more tricky words and words containing the new phoneme/ grapheme.

Phase 2 Week 1

Teach: s a t   Tricky words: n/a   High frequency words   Stretch and challenge n/a
Revisit Oral Blending and Segmenting

Plan for application opportunities within continuous provision with a focus on:
GPC recognition; Blending to read words; Segmenting to spell words.

	Monday	Tuesday	Wednesday	Thursday	Friday
Revisit/ Review	**Segmenting Susan** (Children to orally **blend** words spoken by the adult) *in cat dad* tin sat pig	**Alien Talk** (Children to orally **segment** words spoken by the adult) *bed* pan mat hat *fish* sock Recall previous learning s	**Shopping Game** (Children to orally **segment** and/or **blend** words spoken by the adult) *hat man sun duck* pan *fish* Recall previous learning s a	**Simon Says** (Children to orally **blend** words spoken by the adult) h-ea-d kn-ee l-e-g f-oo-t ch-i-n h-a-n-d	**My Turn, Your Turn** s a t
Teach *Begin to use sound buttons for blending and phonic fingers/ phoneme frames for segmenting.*	Teach GPC **s**. Follow 3 part example. Hear it say it, see it say it, say it write it. Introduce the letter name.	Teach GPC **a**. Follow 3 part example. Hear it say it, see it say it, say it write it. Introduce the letter name.	Teach GPC **t**. Follow 3 part example. Hear it say it, see it say it, say it write it. Introduce the letter name.	Teach **blending** to read. Sound talk the words *at, sat* and *as* and model oral blending. Display the words *at, sat and as* and model how to use sound buttons to blend to read. Demonstrate how to smooth read from left to right through a word linking the phoneme to the grapheme.	Teach **segmenting** to spell. Model oral segmenting using phonic fingers the words *at, sat* and *as*. Introduce the phoneme frame and model writing the word at. Repeat with the words sat and *as*. Demonstrate how to write from left to right through a word linking the phoneme to the grapheme.
Practise	**Silly Soup** scissors spaghetti sausage sock stick pig fish hat pan	**Musical Statues** a s	**What's Missing?** s a t	**Phonics Puppet** Blend words *at sat as a*	**Phonics Puppet** Orally segment using phonic fingers *at sat as a*
Apply	Apply in CP **I Spy** (e.g. spaghetti socks spoon star sand sausage scissors stones)	Apply in CP **Silly Soup** scissors straw sausage sock ant alligator apple	Apply in CP Mark-making using a range of media to focus on fine and gross motor s a t	Apply in CP **Hoop Game** s a t	Apply in CP **Grapheme Hunt** s a t

a — Lead in, round the anchor and down the rope.

b — Lead in, up the bat, down the bat and round the ball.

c — Lead in, curl round the cat.

d — Lead in, back round the dog's body, up to his ears and down to his tail.

e — Lead in, cross the shelf and over the elf.

f — Lead in, up the flamingo, follow down the flamingo, flick and fly.

g — Lead in, go round the gorilla and swing from the vine.

h — Lead in, up the hill, down the hill and over the hedge.

i — Lead in, up the insect, down the insect and don't forget his cap.

j — Lead in, jump off the jetty and don't forget your cap.

k — Lead in, up the koala, down the koala, arm and leg.

k — Lead in, up the koala, down the koala, round the arm and down the leg.

l — Lead in, up the long ladder down the long ladder.

m — Lead in, up the mound, down the mound and over the moles.

n — Lead in, up the nose, down the nose and over the nostril.

o — Lead in, back around the octopus.

p — Lead in, up the path, down the path, up the path and round the pond.

q — Lead in, quick! Back round the pond, down and splash.

r — Lead in, up to the cloud, rain down to the ground and over the rainbow.

s — Lead in, slip down the slide.

t — Lead in, up the tree, down the tree and across the branch.

u — Lead in, up for breath, down under the sea, up for breath and down again.

v — Lead in, down the vase and up the vase.

w — Lead in, down the wave and up the wave. Down the wave and up the wave.

x — Lead in, cross the box and cross the box.

y — Lead in, up the yo-yo, down the yo-yo, up the yo-yo and swing.

z — Lead in, zip, zap, zoom!

REDRO S
Letters and Sou

Links to reading

The ability to blend and segment is essential to being a successful reader and writer.

At Silverdale St John's we put a high priority on these early skills and only move a child onto the reading scheme when we feel they are ready.

Phonics Screening check – Year 1

- A **statutory** assessment for all children in Year 1
- It is designed to confirm whether individual children have learned phonic decoding to an appropriate standard.
- Children are tested in the summer.

"The check will be focused solely on decoding using phonics. The check will confirm individually whether pupils have learned phonic decoding to an appropriate standard by the end of Y1 and identify pupils who need additional support from their school to catch up."

Y1 Phonics Screening Check
Framework for Pilot in 2011 (DfE)
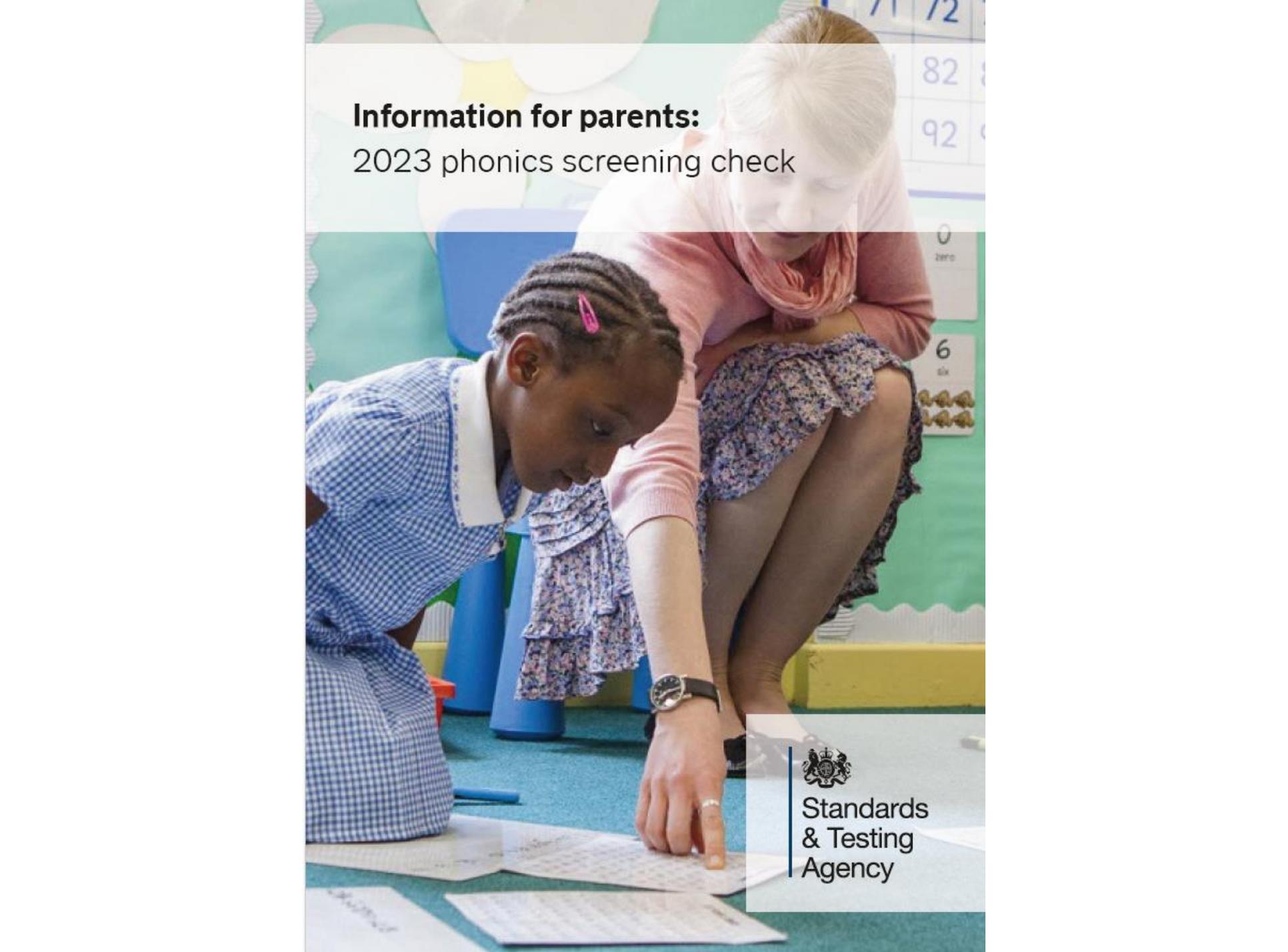
Information for parents:
2023 phonics screening check

Standards
& Testing
Agency

What does the check consist of?

40 words that children read 1:1 with a teacher
A combination of real words and psuedo-words or 'alien' words.
The check will be divided into two sections:

Section 1:
Phonemes that are usually introduced first to children learning to decode using phonics.
Simple word structures.

Section 2:
Phonemes that are usually introduced later and graphemes that correspond to more than one phoneme.
More complex word structures, including two syllable words.

The psuedo-words are shown to the children alongside pictures of imaginary creatures to ensure they are not trying to match the pseudo-word to a word in their vocabulary.

blan

steck

hild

quemp

Helping your child

- Lots of talk and discussion about things they are doing/ seen/ heard.
- Play games e.g. I spy, I hear with my little ear
- Restrict technology time
- Consistent bedtime routine, quiet time before bed – non-stimulating, quality sleep time
- Don't pressurise them

Good resources for using at home

- Display an alphabet poster or chart in the kitchen.
- Magnetic letters on the fridge.
- Sound mats for use when writing.
- A set of Flashcards of sounds for using in games.
- Good quality story books and Non Fiction books.

Reading at home

Making it manageable

- *Ideally try to read 5 times a week with your child for 5-10mins.*
- *Ask the children questions when you are reading with them – develops comprehension.*
- *Read stories to them and discuss words with them – develops vocabulary.*
- *Ultimately, reading needs to be fun!*

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