

What is phonics?



How can I help my child to read and write at home?

# Phonics Workshop 2020

How is my child taught phonics?

## Letters and Sounds:

Principles and Practice of High Quality Phonics



**Primary**  
National Strategy

department for  
education and skills

Creating Opportunity  
Releasing Potential  
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# 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.

# 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 spelling patterns that represent them.
- **phoneme** - Any one of the 44 sounds which make up words in the English language
- **grapheme** – How a phoneme is written down. 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. ‘s – a – t, sat’
- **segmenting** – Breaking a word into its constituent sounds in order to spell them, e.g. ‘sat, s – a – t’

# Why Are Children Taught Phonics?

- Phonics, taught in a structured way, is generally accepted to be the most effective way to teach reading and writing. Children learn to hear and recognise sounds in words and spell them correctly.
- In EYFS and Key Stage One the children are taught to read and write following the 'Letters and sounds' scheme by the DfE. This programme teaches children to decode (break down) words into their smallest units of sound (phonemes) step by step. In the Early Years, teachers use [Jolly Phonics actions and songs](#) for each sound to help them remember the letter shape, name and the sound it makes. This is particularly important for kinaesthetic learners; children who learn by 'doing'.
- Phonics is only one of the ways we teach reading. Children will also be taught other book skills through guided reading, guided writing, shared reading and shared writing sessions. We aim to develop a love of books!
- Our dough disco and Penpals handwriting sessions are fun ways to further develop our writing too!

# How Is Phonics Taught ?

- **Phonics is taught in 20 minute sessions, 4 mornings a week. Sessions are fast paced and follow a structure. We use a multisensory approach in Reception, consisting of songs, rhymes, reading games and writing in a range of ways.**
- **FS, KS1 are grouped according to their developmental needs. Children work through the phases at their own pace.**
- **Letters and Sounds is divided into six phases, intended to begin in the preschool years and finish at the end of year 2 (age 7).**

# Phase 1

Phase 1 has seven aspects, with a focus on listening skills.

1. **Environmental Sounds**
2. **Instrumental Sounds**
3. **Body Percussion**
4. **Rhythm & Rhyme**
5. **Alliteration**
6. **Voice Sounds**
7. **Oral Blending and Segmenting**

What can I do at home?

- Sing nursery rhymes- books sent home in Autumn term
- Listen to music and clap/stamp to the beat
- Make up rhyming words
- Play 'I Spy' or 'Silly Soup' with initial sounds
- Play robot games, sound talking words, to develop oral blending and segmenting. Use robot arms, phoneme fingers and stretch out words.
- Give instructions such as s-i-t down, j-u-m-p up.
- Encourage emergent writing

# Phase 2

- Children will learn their first 19 phonemes:

**Set 1:** s a t p   **Set 2:** i n m d

**Set 3:** g o c k   **Set 4:** ck (as in duck) e u r

**Set 5:** h b l f   ff (as in puff) ll (as in hill)   ss (as in hiss)

- **digraph** – Two letters that make one sound
- They will use these phonemes to read and spell simple “consonant-vowel-consonant” (CVC) words.
- ‘Tricky’ words are learnt by sight, they cannot be read phonetically- I go, no, to, the.

## What can I do at home?

- [Pronounce the phonemes correctly](#) (please click on the link to see a video. Please be aware that we pronounce ‘u’ and ‘w’ slightly differently to the one shown on the video)
- Read books sent home
- Letter formation in sand, water n walls etc.
- Give oral blending and segmenting support- play robot games.

# Phase 3

- The purpose of this phase is to teach another 25 graphemes, most of them digraphs (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme. Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words
- **Set 6: j v w x Set 7 y z zz qu**
- **Spell phase 2 tricky words and read tricky words- he, she, we, me, be you, all, are, her, was, they, my**

- **trigraph- 3 letters that make one sound**

## What can I do at home?

- Sound buttons/lines
- Break words down into two syllables
- Re-read a sentence after blending each word
- Encourage phonetic spelling, with the correct spelling of phase 2 tricky words.

<u>ch</u> (as in <b>ch</b> ip)	<u>sh</u> (as in <b>sh</b> op)	<u>th*</u> (as in <b>th</b> in)	<u>th*</u> (as in <b>th</b> en)
<u>ng</u> (as in <b>ng</b> )	<u>ai</u> (as in <b>ai</b> n)	<u>ee</u> (as in <b>ee</b> t)	<u>igh</u> (as in <b>igh</b> t)
<u>oo**</u> (as in <b>oo</b> k)	<u>oo**</u> (as in <b>oo</b> t)	<u>ar</u> (as in <b>ar</b> m)	<u>or</u> (as in <b>or</b> )
<u>ur</u> (as in <b>ur</b> t)	<u>ow</u> (as in <b>ow</b> )	<u>oi</u> (as in <b>oi</b> n)	<u>ear</u> (as in <b>ear</b> )
<u>air</u> (as in <b>air</b> )	<u>ure</u> (as in <b>ure</b> )	<u>er</u> (as in <b>er</b> )	



## Phase 4

- The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants e.g. st, sp, tr, br, spr, str in words such as string, blow, train. Children will learn to read and spell polysyllabic words and sentences.
- Spell phase 3 tricky words and read the tricky words- said, have, like, do, some, come, little, one, were, out, what, when, there

# Year 1 and 2

Children recap what they have previously learnt and move on to Phase 5 and 6.

## Phase 5

- They will learn alternative ways of spelling the phonemes they have already learnt.
- 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.

## Y1 Phonics Reading 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 progress in phonics. They are expected to read a mixture of real words and 'nonsense' words.

## Phase 6

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