



Phonics Workshop for Parents

31st October 2018

Why we teach Phonics...

To support children to become good readers and good writers.



The importance of Phonics

- *Phonics allows children to explore letters and their sounds.*
- *It helps produce early readers and writers.*
- *It is taught at a fast pace making the sessions quick but also productive.*
- *It provides children with an understanding of:*
 - letter names to help with spelling of 'Need to Know Words'*
 - sounds to spell words on their own*
 - letter formation sayings, leading to joined handwriting*
 - common places to find different sounds within words*

Terminology

The children will learn to use this terminology:

phoneme: *the sound the letters make*

grapheme: *what the letters look like on the page*

digraph: *a two letter sound*

trigraph: *a three letter sound*

split-digraph: *a two letter sound with a split in the middle*

segment: *to break a word down into its sounds*

blend: *to push the sounds together to make a word*

sound talk: *talking like a robot / speaking in sounds*

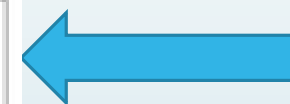
Letters and Sounds

- We follow the Government's phonics programme "Letters and Sounds" combined with our own tailored approach of Read Write Inc. (RWI)
- Letters and Sounds aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.
- RWI
 - Handwriting patterns provided for each phoneme.
 - Rhyme for each digraph and trigraph.
 - Visual hook.
 - Bouncy or stretchy sounds.
 - Highlights correct letter formation.



The Letter and Sounds order:

s	a	t	p	i	n	m
d	g	o	c	k	ck	e
u	r	h	b	f	ff	l
ll	ss	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



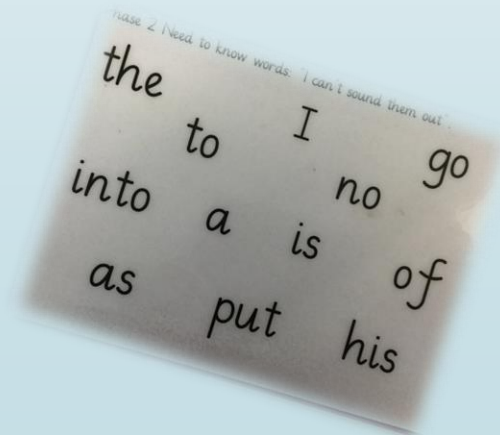
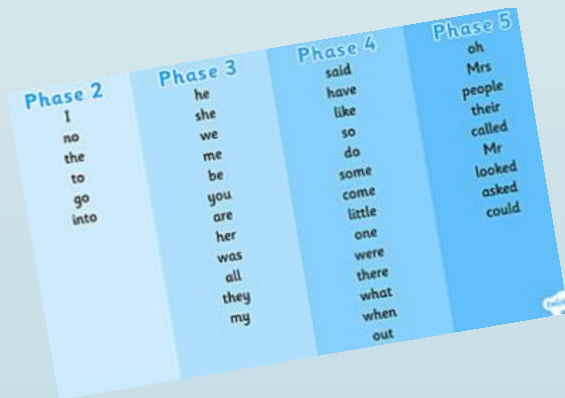
<https://www.youtube.com/watch?v=BqhXUW v-1s>

How we teach Phonics...

- *Revisit and review-*
 - *Sounds already learnt are reviewed*
- *Teach-*
 - *Teach the new sound*
- *Practise-*
 - *Practise oral blending, using the new sound*
- *Apply-*
 - *Use the sounds taught in fun games and activities.*

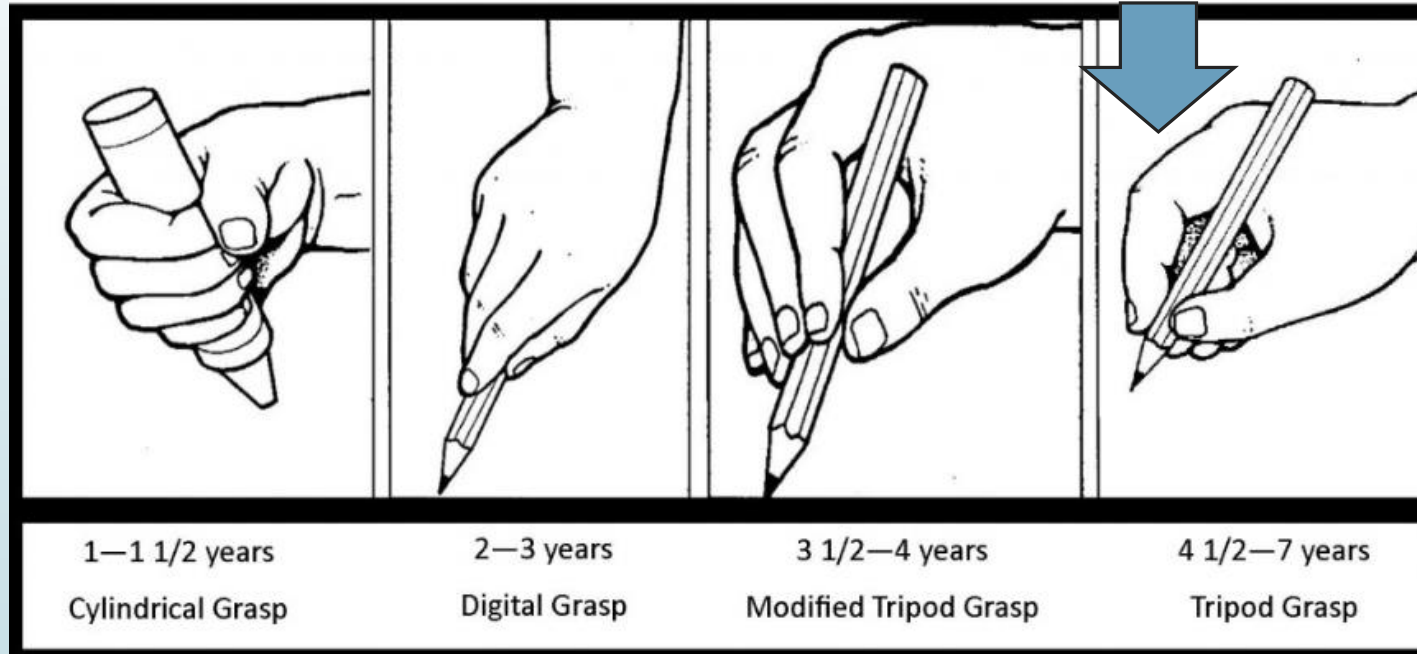
Need to Know Words.

- We will also be learning some 'Need to Know Words' which can't be sounded out e.g. *the*
- We learn these as a whole word.
- Other 'Need to Know Words' can be sounded out e.g. *went*. We introduce these words with sound buttons.
- We encourage the children to read them as a whole word because these words appear most frequently in reading.



Letter formation

- It is very important that a child holds their pencil in the correct way.
- The pencil should be held in the “tripod” grip between the thumb and the first two fingers. The grip is the same for both left and right handed children. If a child’s hold starts incorrectly, it is very difficult to correct later on.



Many of the letters have a flick at the end to make it easier when the children transfer into joined up writing.

Writing: Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.

They write simple sentences which can be read by themselves & others. Some words are spelt correctly & others are phonetically plausible.





The Development Phases

Phase 1

Speaking and listening skills

➤ Phase One activities are arranged under the following seven aspects.

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting

Activities within the seven aspects are designed to help children:

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate phonemes;
- reproduce audibly the phonemes they hear, in order, all through the word;
- use sound-talk to segment words into phonemes.



Phase 2

- Initial sounds are taught. Children will learn how to apply these when reading and to have a go at constructing words when writing.

sat tin red



Phase 3

- Digraphs and trigraphs are taught.
- Children will learn how to use these confidently in their writing to spell phonetically.

hous

flor

cair

diner



Phase 4

This phase is a recap of prior phases.

It helps children to consolidate their learning before moving to tricky phases.



Phase 5

Phase 5 introduces children to some tricky alternatives.

This is where correct spellings become more important.

Children discuss where different versions of a sound appear within a word.

The boy had to boil the veg

Phase 6

Children learn how to spell using prefixes, suffixes and other spelling rules.

Strategies	Explanations
1. Syllables	To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber , ba-by)
2. Base words	To learn my word I can find its base word (e.g. Smiling – base smile + ing , e.g. women = wo + men)
3. Analogy	To learn my word I can use words that I already know to help me (e.g. could : would , should)
4. Mnemonics	To learn my word I can make up a sentence to help me remember it (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants)



Why is Reading important

There is strong research evidence showing the positive difference it makes when parents and family members get involved in a child's education and that parental involvement in encouraging reading is key.

The Literacy Trust

<https://www.youtube.com/watch?v=Orb6xXPPBKo>

What we do at school to promote reading?

- *Guided reading*
- *Shared reading*
- *Individual reading*
- *Differentiated Phonics sessions*
- *Grammar/SPAG sessions*
- *Reading in other areas of the curriculum*
- *Book corners in the classes*
- *Labels within the classroom*
- *Pie Corbett story telling*
- *Library Sessions*
- *In class reading challenges*
- *Interest based books available World Book Day celebrations*
- *Vocabulary pinching*
- *New book stocks*
- *Book snuggle*
- *Teaching children to read their own writing back to check it*
- *Encouragement!*



Reading: Early Learning Goal

Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.



Home learning

- Try to spend 10 minutes each evening practising phonics at home.
- Review the sounds learnt so far.
- Remember to practise blending for reading and segmenting for writing.
- Be careful to choose words which contain the sounds the children already know.
- Refer to home learning grid
- Useful websites:

www.focusonphonics.co.uk/sound.htm

www.phonicsplay.co.uk



Reading at home

Before you start

- *Get comfy*
- *Look at front and back covers*
- *Make predictions*
- *Fiction / non-fiction?*



We've read, what next?

- *Look at high frequency and tricky words*
- *Discussion and questions*
- *Focus on phonics*
- *Favourite bits?*
- *Who else would like this book?*
- *Sometimes just reading for pleasure is essential.*



Please Remember...

It is not a competition about what colour book band your child is on or who knows their digraphs/split digraphs or not.

*We teach the children it is about their AMG
(aggregation of marginal gain)- making the small steps that will have a big impact on their reading, writing, confidence, attitude towards learning and the value they place on them.*

Key Messages

- ▶ Please don't rush the speaking and listening process. Children need very good speaking, listening and comprehension skills so they are ready for fast pace Phonics in Reception. Speaking and listening should be a key focus in preschool settings.
- ▶ Sound games are very helpful for early readers.
E.g. I spy with my little eye something that sounds like c-ar-b-or-d
- ▶ Try not to add a 'uh' to the end of sounds. Keep stretchy sounds like /s/ long, and bouncy sounds like /b/ short and clear.
- ▶ Tricky words cannot be sounded out completely. These simply need to be practised until the children know them well. You can discuss the tricky bit within the word. E.g. Within 'so' the 'o' makes an 'oa'.
- ▶ Some children may be reluctant readers. If this is the case, read a page each, keep reading sessions short but productive and choose a time of day to read that suits you and your family.
- ▶ Don't do all the work. Remind the children to use their phonics and to have a go.

Thank you for attending ...

Any questions?

