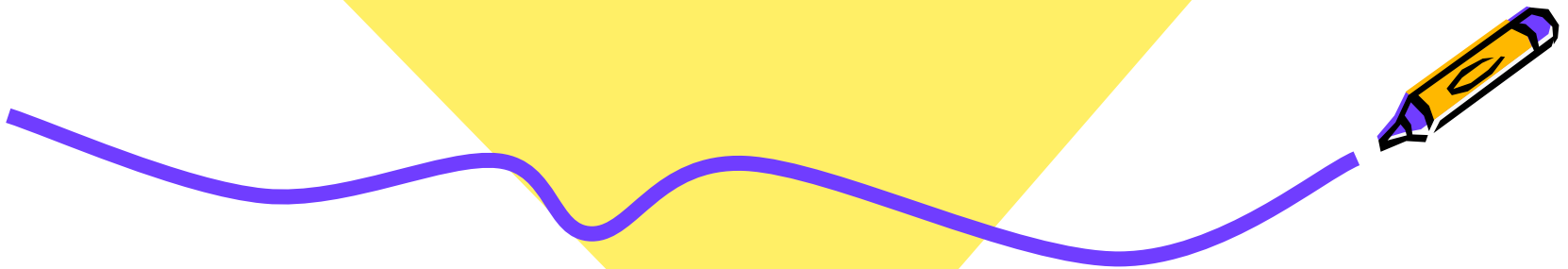




Edgewood Primary School  
*Building skills and values for life*

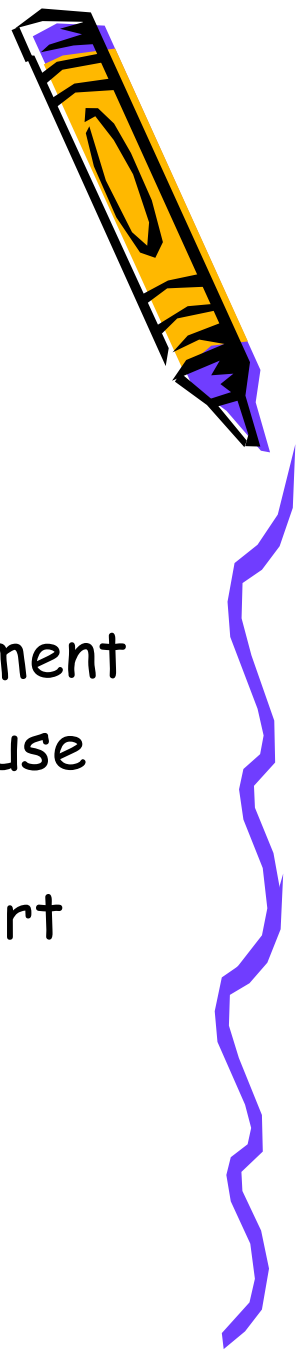


# Phonics Workshop 2015



# Aims

- To share how phonics is taught
- To develop parents' confidence in helping their children with phonics and reading
- To teach the basics of phonics and some useful phonics terms
- To outline the different stages in phonic development
- To show examples of activities and resources we use to teach phonics
- To share websites which parents can use to support their children
- To give parents an opportunity to ask questions



What is phonics and  
how can I help my  
child at home?



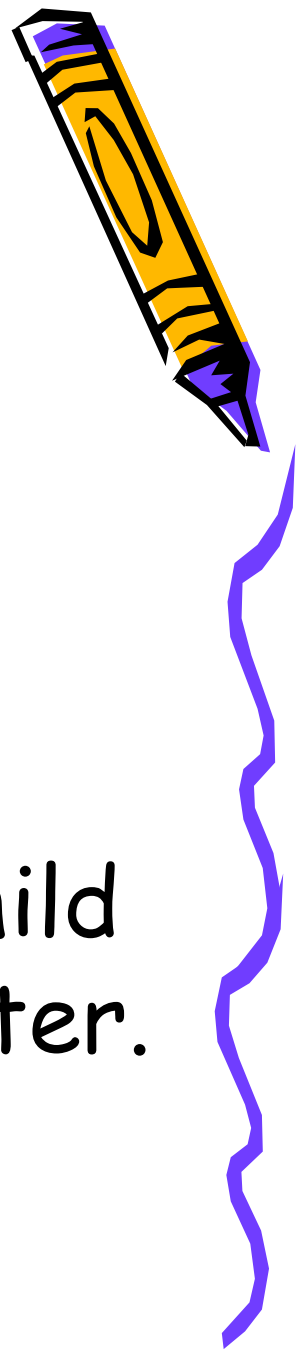
# Phonics is all about using ...

**skills** for  
reading and  
spelling

+

**knowledge**  
of the  
alphabet

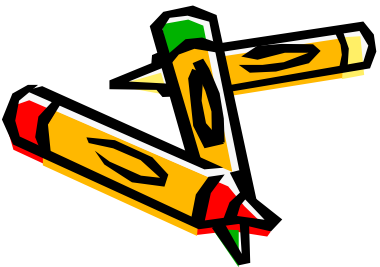
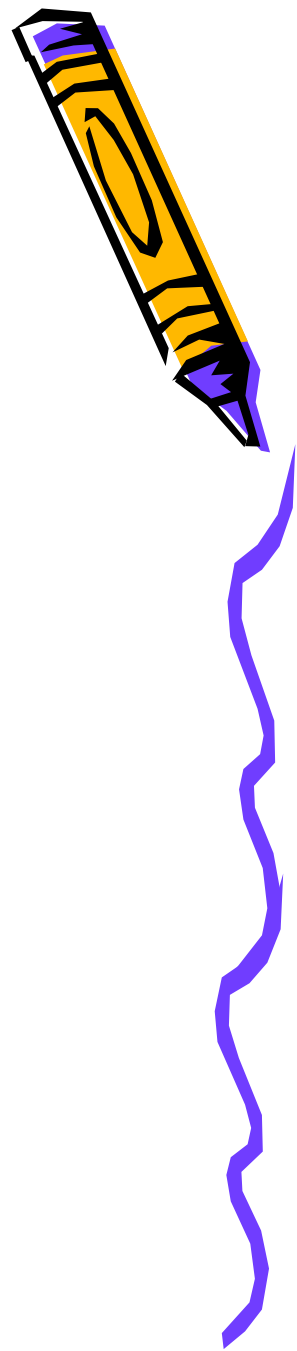
Learning phonics will help your child to become a good reader and writer.



Every child in FS and KS1 learns daily phonics at their level

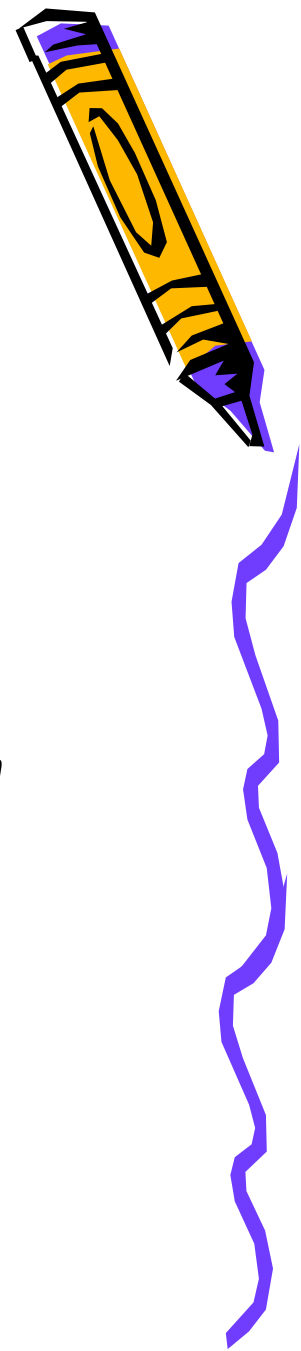
In KS2 children continue to learn phonics

Phonics gradually progresses to learning spellings - rules etc.

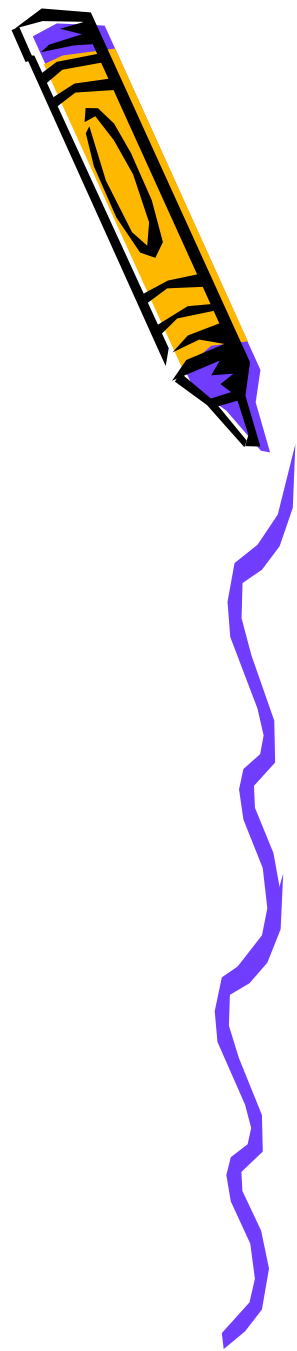


# Daily Phonics

- Every day the children have 20 minute sessions of phonics.
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use the Letters and Sounds planning document to support the teaching of phonics
- There are 6 phonics phases which the children work through at their own pace



# Phonic terms your child will learn at school



- Phoneme
- Grapheme
- Blending
- Segmenting
- Digraph
- Trigraph
- Phoneme frame
- Sound button
- Tricky words
- CVC



# Glossary:

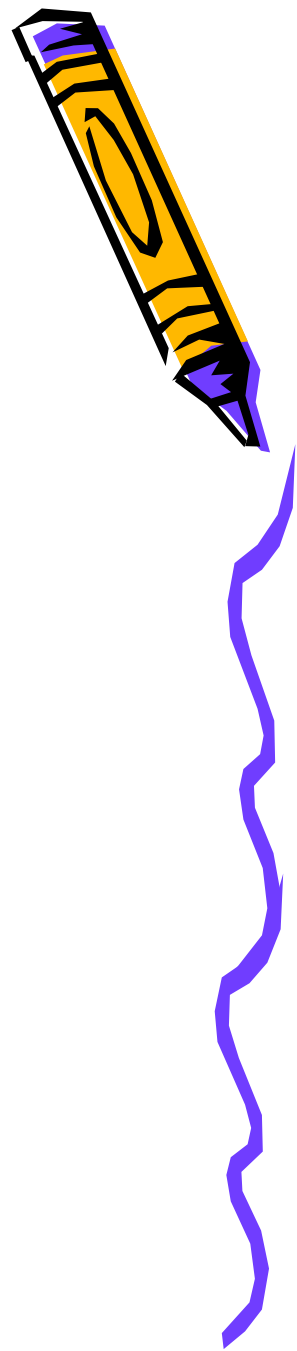
- **Phonemes:** The smallest units of sound that are found within a word
- **Grapheme:** The spelling of the sound e.g. th
- **Digraph:** Two letters that make one sound when reading
- **Trigraphs:** Three letters that make one sound
- **CVC:** Stands for consonant, vowel, consonant.
- **Segmenting** is breaking up a word into its sounds.
- **Blending** : Putting the sounds together to read a word
- **Tricky words:** Words that cannot easily be decoded.





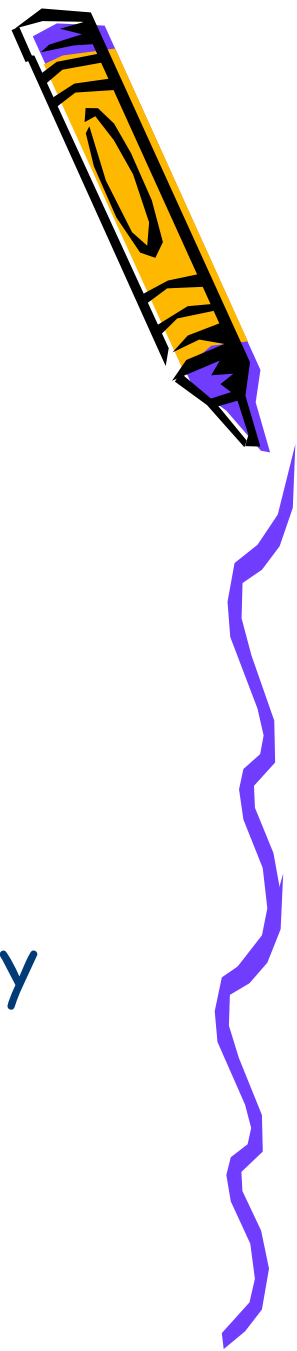
# Phase 1: Getting ready for phonics

1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds
  - Music and movement
  - Rhythm and rhyme
  - Sound effects
  - Speaking and listening skills



# How can I help at home?

- Nursery rhymes, songs, action rhymes.
- Add sound effects to stories.
- Music and movement: rhythm, guess the instrument.
- Talking about sounds: listening walks, loud/soft, high/low, silly noises.
- Speaking & listening: silly sentences "Happy Harry hops", mimics, animal sounds.

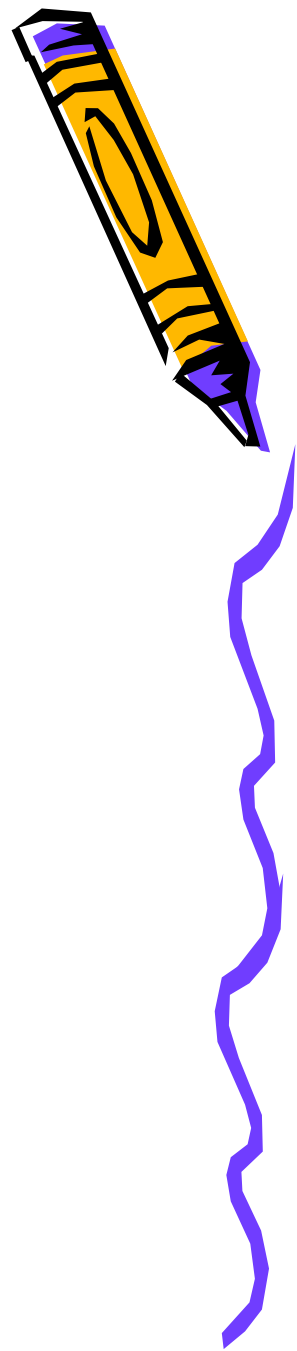


# Saying the sounds

- Sounds should be articulated clearly and precisely.
- Pay attention to

f, r, l, m, n, s, t, x

<http://www.teachfind.com/national-strategies/letter-and-sounds-%E2%80%93-articulation-phonemes-vowels-and-consonants>

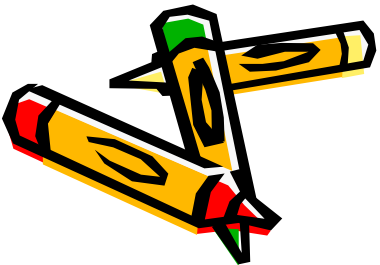


# Phonics Words

Your children will learn to use the term:

## Blending

- Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word .



# Blending

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug



# Phonics Words

Your children will learn to use the term:

## Segmenting

- Children need to be able to **hear** a whole word and **say** every sound that they **hear** .



# Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/



# How can I help at home?



## Oral blending: the robot game

Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say 'b-u-s', and your child says 'bus'.

"What's in the box?" is a great game for practising this skill.





## Phase 2:

# Learning phonemes to read and write simple words



- 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)

- They will use these phonemes to read and spell simple "consonant-vowel-consonant" (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phonemes.



# Phonics Words

Your children will learn to use the term:

**phoneme**

Phonemes are sounds that can be heard in words

e.g. c-a-t



# Phonics Words

Your children will learn to use  
the term:

grapheme

This is how a  
phoneme is written  
down



# Phonics Words

Your children will learn to use the term:

**digraph**

This means that the  
phoneme comprises of  
two letters

e.g. ll, ff, ck, ss



# Phonics words

## Phoneme frame and sound buttons

c	a	t
---	---	---

• • •



f	i	sh
---	---	----

• • —



# Tricky Words



There are many words that **cannot** be blended or segmented because they are irregular.

the

was

said

you

some



## Phase 3:

### Learning the long vowel phonemes

- 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
- They will use these phonemes (and the ones from Phase 2) to read and spell words:

chip, shop, thin, ring, pain, feet, night,  
boat, boot, look, farm, fork, burn,  
town, coin, dear, fair, sure



# Phonics Words

Your children will learn to use the term:

## Trigraph

This means that the phoneme comprises of three letters

e.g. igh , ear, ure





Draw a phoneme frame and  
write these words

ring chick

night



# Answers



r	i	ng
---	---	----

•      •      —

ch	i	ck
----	---	----

—      •      —

n	igh	t
---	-----	---

•      —      •



## Phase 4:

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

- Children move into 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

- 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

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

Fin/find, hot/cold, cat/cent, got/giant,  
but/put, cow/blow, tie/field, eat/bread,  
farmer/her, hat/what, yes/by/very,  
chin/school/chef, out/shoulder/could/you.



# Learning all the variations!

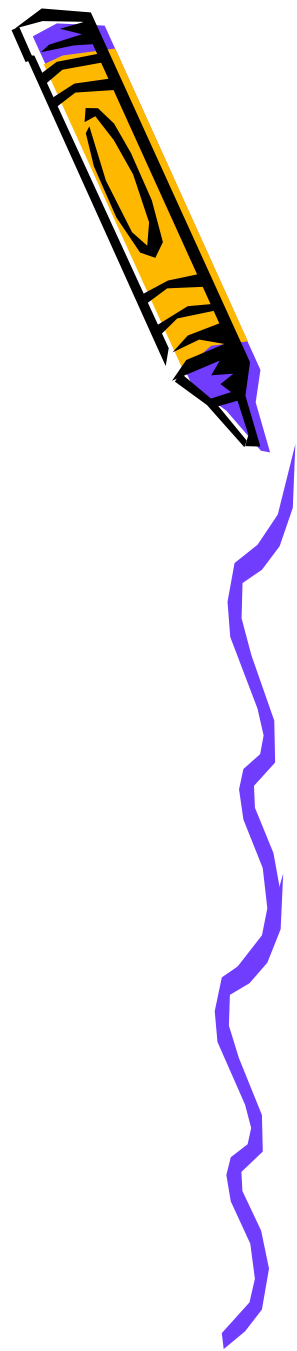
Learning that the same phoneme  
can be represented in more  
than one way: *burn*

*first*

*term*

*heard*

*work*



# Learning all the variations!

Learning that the same grapheme can represent more than one phoneme:

meat

bread

he

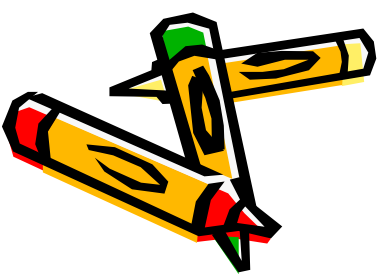
bed

bear

hear

cow

low



# Teaching the split digraph

tie

time

toe

tone

cue

cube

pie

pine



## A Real Treat!

Tom was very happy. It was the weekend and he was off to the beach with his mum and dad, his puppy and baby Pete.

'Help me pack the green bag,' said Mum. 'We need sun cream and lots to eat'.

Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep! At the end of the street there was a big truck. It had lost a wheel. 'Oh, no,' said Tom. 'We'll be here for a week!'

Dad went to speak to the driver to see if he could help. They put the wheel back on. Then Dad said, 'I must hurry, we need to get to the beach'.

At last they got to the sea. Tom and Pete had an ice cream. Mum and Dad had a cup of tea. The puppy went to sleep under a tree.





# Phase 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.
- Children might learn about past tense, rules for adding 'ing' and irregular verbs
- 'tion' and 'sion' words

[\Phonics\T-L-234-Memory-Strategies-For-Spelling-Display-Posters.pdf](#)



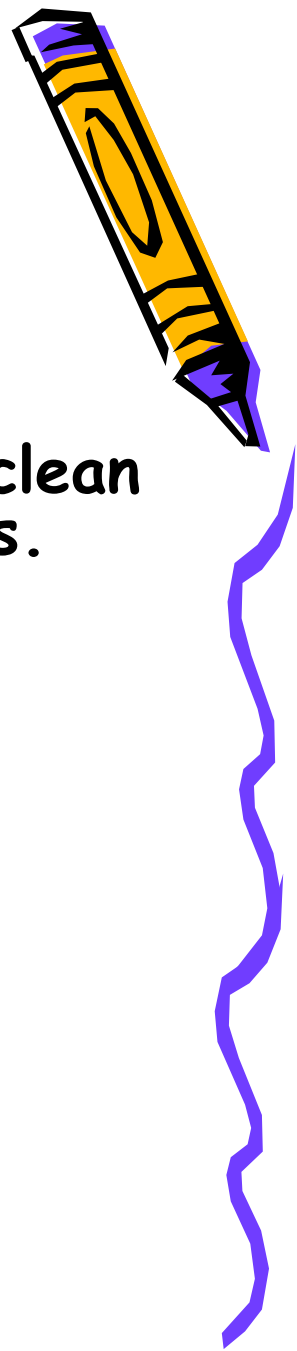
Is there anything I can  
do at home?



y	e	s
---	---	---



# How can I help at home?



- When spelling, encourage your child to think about what “looks right”.
- Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.

- tray
- rain
- boil
- boy
- throat
- snow

- trai
- rayn
- boyl
- boi
- throwt
- snoa



# At home



- Practise the phonemes together.
- Use them to make different words at home and play phonics games
- Read everyday with your child if possible
- Practise making words with letters - using chalk or magnetic letters
- Practise spelling keywords and look for them in the environment
- Useful websites [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.sparklebox.co.uk](http://www.sparklebox.co.uk)

[www.starfall.com/n/level-a/learn-to-read/load.htm?f](http://www.starfall.com/n/level-a/learn-to-read/load.htm?f)

[www.theclassroomkit.com/classroom-links-cvc-words.html](http://www.theclassroomkit.com/classroom-links-cvc-words.html)



Don't forget...

Learning to read  
should be fun for  
both children and  
parents.

