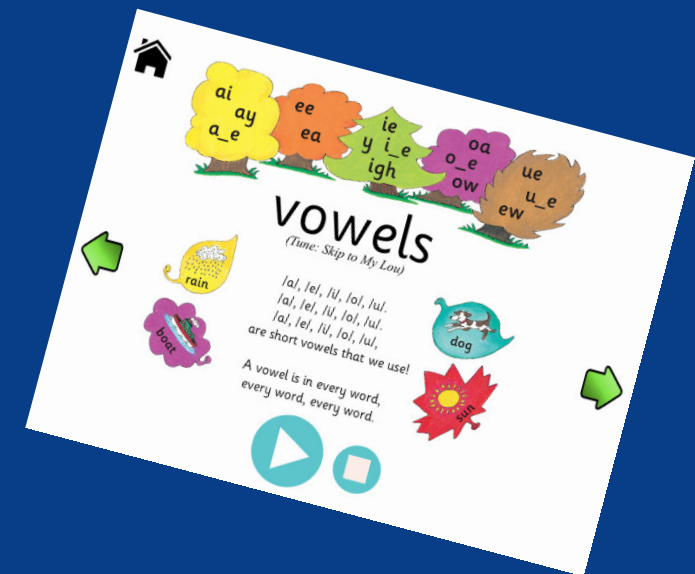
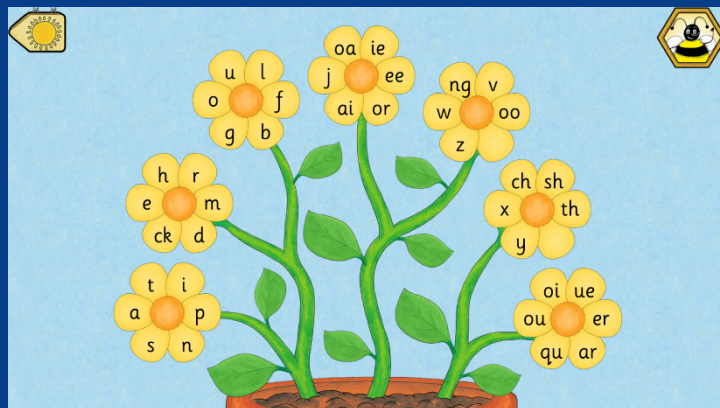


PHONICS WORKSHOP



A Chance to Learn About Phonics Teaching



What is Phonics?



a method of teaching
reading and writing by
matching sounds with
letters of the alphabet.

The 6 Phases of Phonics – EY

Phase 1 – tuning into sounds, hearing and identifying sounds in the environment, music, body percussion and singing, rhyming – nursery rhymes and games, using language – speaking and listening, alliteration, sharing books, oral blending and segmenting

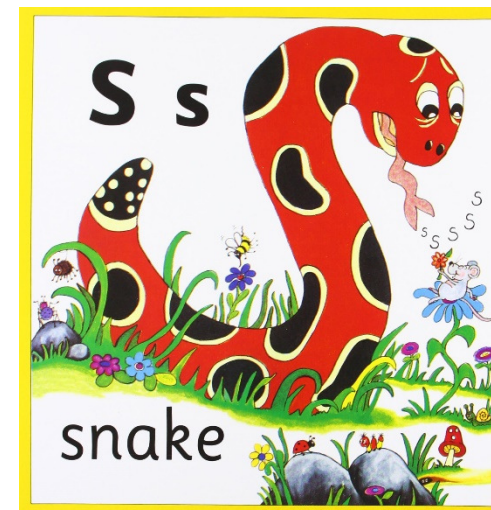


The 6 Phases of Phonics - EY

Phase 2 – learn at least 19 letters and their sounds, move from oral blending and segmenting to visually blending and segmenting. Learn some tricky words.

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

Tricky Words: to, the, no, go, l

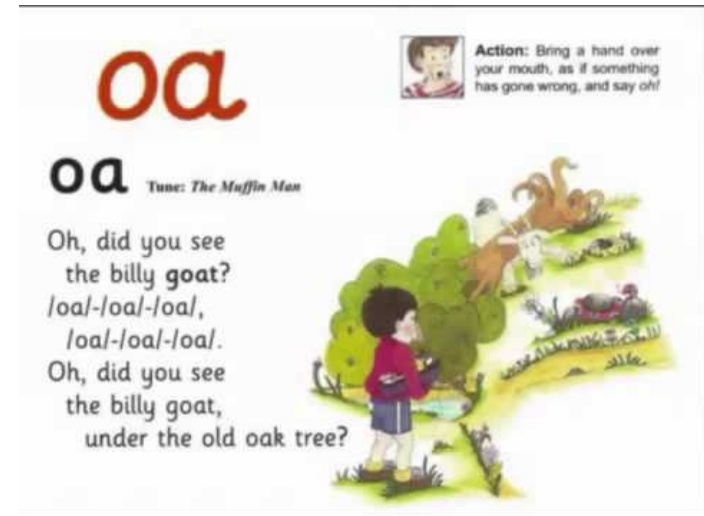


The 6 Phases of Phonics - EY

Phase 3 – learn another 25 letters/combination of letters and their sounds, so that they know one way to represent around 42 sounds in the English language. Learn some more tricky words.

Letters: j,v,w,x,y,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oo,er,ur,ar,or,ow,oi,ear,air,ure

Tricky Words: he,she,we,me,be,was,my,you,they,her, all, are



The 6 Phases of Phonics – EY & Y1

Phase 4 – consolidate all sounds learnt so far. Learn to read and spell CCVC and CVCC words e.g. frog, last. Read and spell two syllable words e.g. lunchbox, sandwich. Learn more tricky words.

Tricky Words: some, one, said, come, do, so, were, when, have, there, out, like, little, what



The 6 Phases of Phonics – Y1

Phase 5 – Introduce other ways of spelling sounds in English e.g. ay – day, wh – when, split digraphs a-e as in cake etc, other ways of pronouncing letters already taught e.g. i – fin and find, ea – eat and bread. Read and write words of two and three syllables. Learn more tricky words and the spellings from the Y1 curriculum.

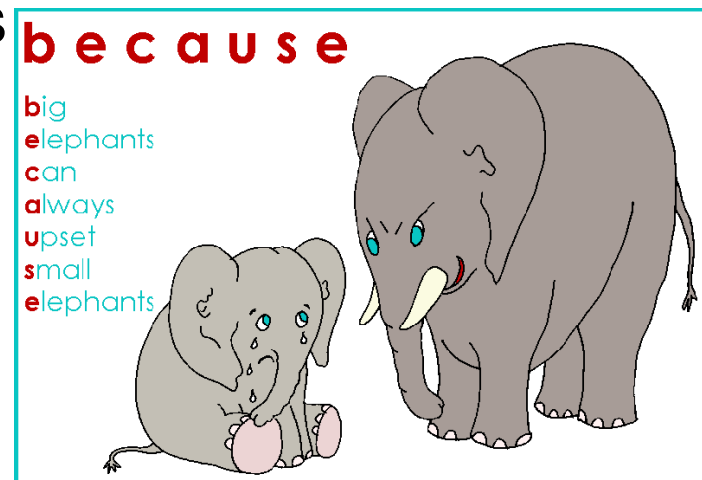
Tricky Words: oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please

ai ay  a-e	ee  ea	ie igh  y i-e
oa ow  o-e	ue ew  u-e	er ir  ur
o au  al aw	oi  oy	ou  ow

The 6 Phases of Phonics – Y2

Phase 6 – Introduces spelling patterns including suffixes - the rules for adding -ing, -ed, -er, -est, -ful, -ly and -y, plurals. Learning how to decide which letter(s) to use to represent sounds. Learn different strategies to help with spelling – breaking words into syllables, finding ‘base words’ e.g. smiling – smile, using words they already know – should, could, use mnemonics because – big elephants can always understand small elephants.

Spellings: linked to the Year 2 curriculum spelling list



Thank you for coming!

Phonics Workshop

Please join your child in their classroom to explore some of the ways we teach phonics or you can help your child with phonics.

You may explore other classrooms in EY/KS1 but children must remain in their classroom.

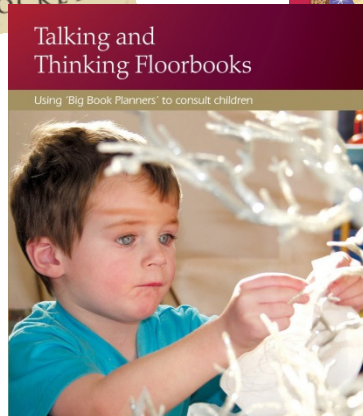
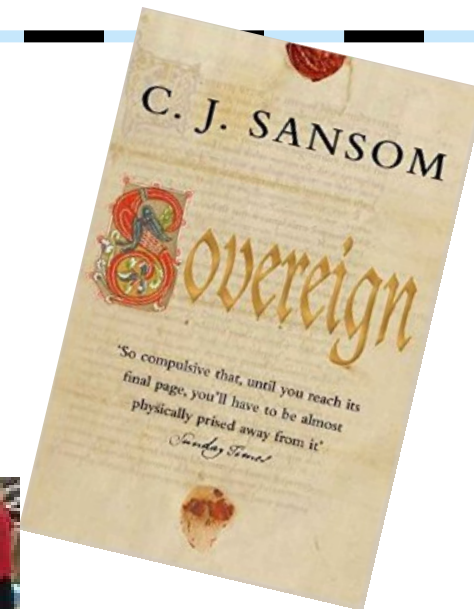
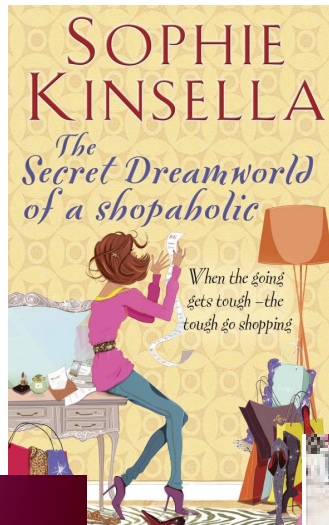
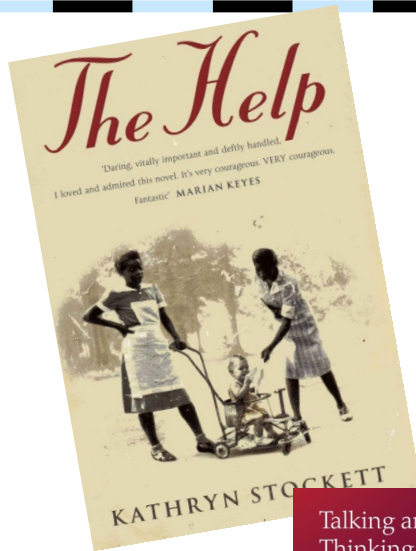
9.40 – EY to return to the hall, other parents may leave.

PHONICS AND READING IN EARLY YEARS

Wednesday 20th September 2017



What are you reading?



Claire Warden

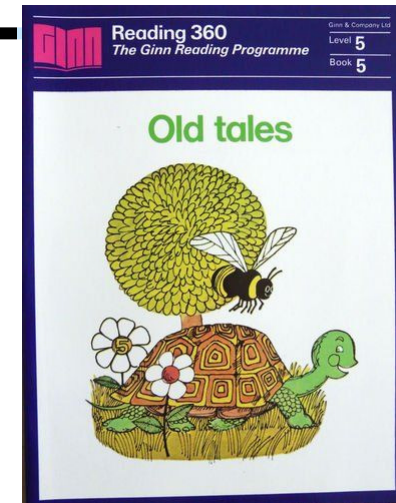
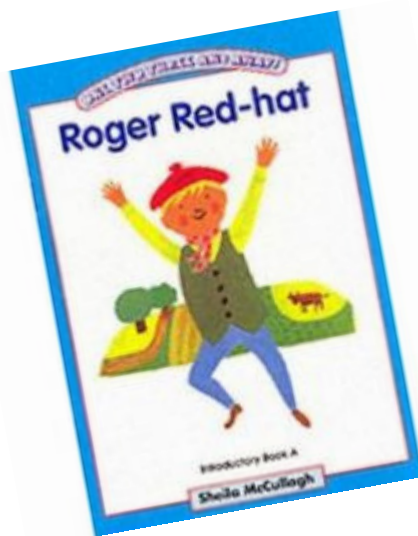


Enjoying and sharing books

- Experience shows that children benefit hugely by exposure to books from an early age.
- Right from the start, lots of opportunities should be provided for children to engage with books that fire their imagination and interest. They should be encouraged to choose and peruse books freely as well as sharing them when read by an adult.
- Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading.



How did you learn to read?



Flashcards, repetition, key words

What is Phonics?

(And how do we teach it?)

- ☐ teaching the 44 sounds (phonemes) in the English language
- ☐ Main way we teach reading and writing
- ☐ daily phonics session
- ☐ Activities and reading books
- ☐ Guided reading sessions

Terminology

Phonics - a method for teaching speakers of English to read and write their language. It involves connecting the sounds of spoken English with letters or groups of letters.

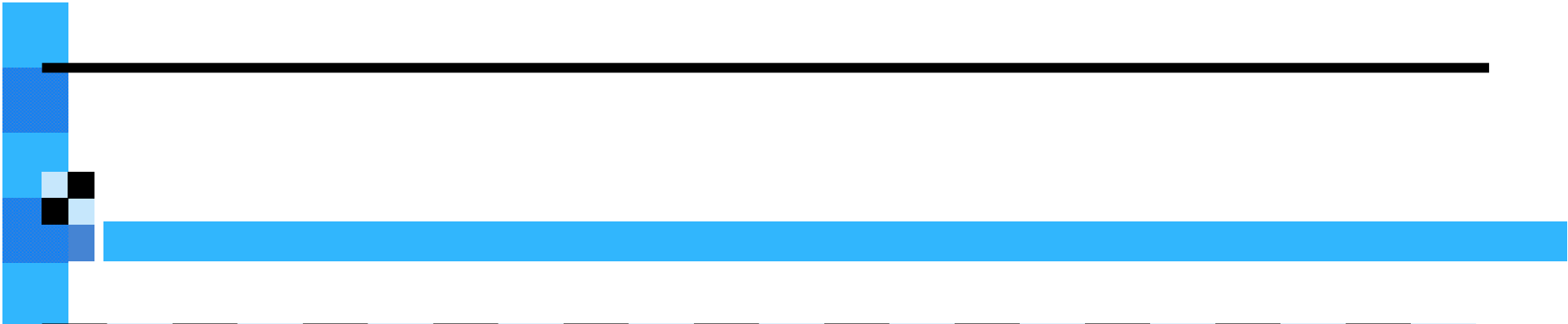
phoneme - the smallest single identifiable sound

grapheme - a letter or a group of letters representing one sound

digraph - two letters making one sound, e.g. sh, ch, th, ph.

vowel digraphs - comprise of two vowels which, together, make one sound, e.g. ai, oo, ow

cluster - two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster



blend (vb) — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap

segment (vb) — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/

VC, CVC, CCVC — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, which are used to describe the order of letters in words, e.g. am, ham, slam.

'tricky words' – words that cannot be decoded by blending or spelt by segmenting e.g. the to an no



Letters & Sounds and the Phases of Development



Phase One –

Children learn to ‘tune in’ to sounds

- Environmental
- Voice
- Sound effects
- Rhyme and rhythm
- Alliteration

Phase Two

Children learn to...

- ❑ Blend to read e.g. t-i-n =tin,
- ❑ Segment to spell e.g. tap = t-a-p
- ❑ Recognise key letters – their sound and name
- ❑ Read small words and captions by blending the sounds
- ❑ Write small words by segmenting
- ❑ Learn to read and spell 'tricky' words
I, the, to, go, no, into



Phases Three to Six

- **Phase Three** completes the alphabet and sounds represented by more than one letter e.g. **sh, ay, ear, igh.**
- **Phases Four** consonant clusters e.g. **stop, milk, stairs**
- **Phase Five** alternative spellings e.g. **ee, ea, e-e, y, ey** and alternative pronunciations e.g. **key, they**
- **Phase Six** is infinite and includes irregular spellings, suffixes and prefixes



Early Years - Phase 2, 3 and 4

Year 1 – revisits 3 and 4, phase 5

Year 2 – revisits phase 5, phase 6

A decorative graphic on the left side of the slide. It features a vertical bar composed of alternating light blue and dark blue horizontal segments. To the right of this bar, there are several horizontal elements: a solid black line at the top, a small 2x2 grid of black and white squares, a solid light blue line, and a dashed line with alternating black and light blue segments.

How we say the sounds

Let's have a go!

 Songbirds

Phonics

y penfras
mawr



Julia
Donaldson



Oxford
Reading
Tree

Dynfad Dad a dynfad.

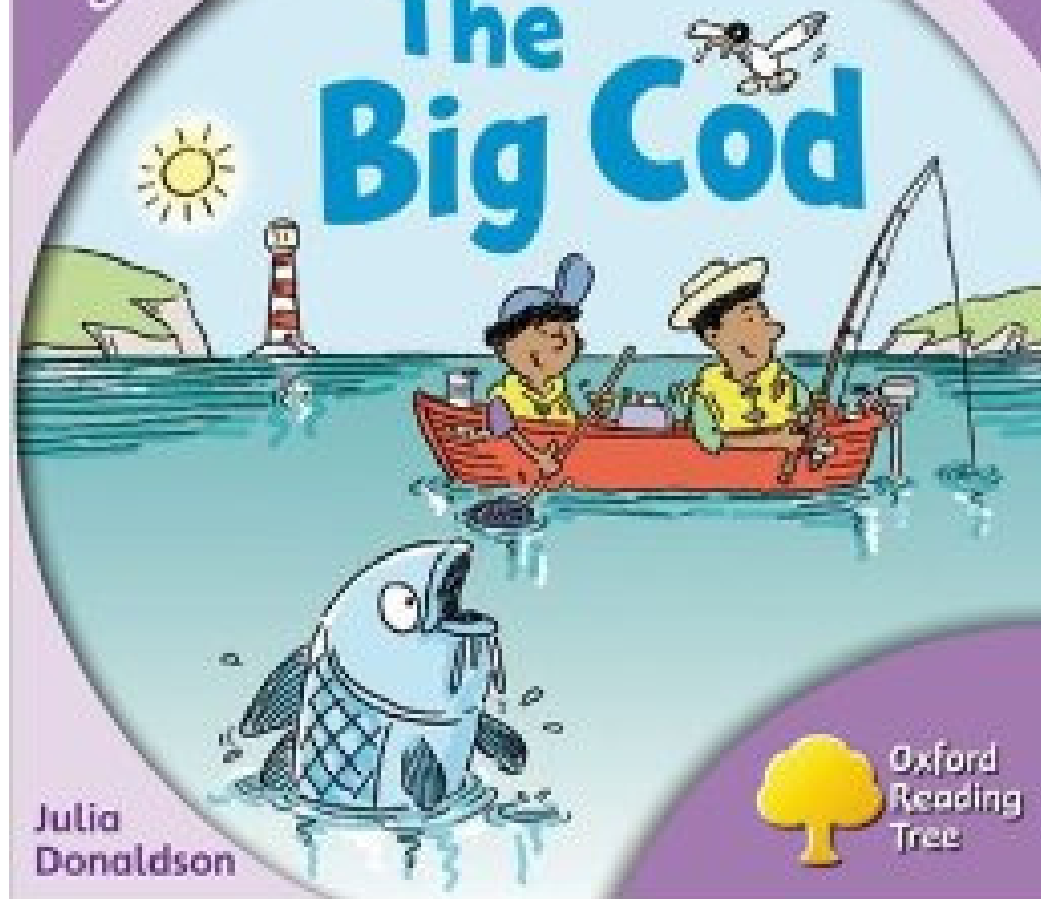
Mae'r dynfad penfras a
dynfad .



 Songbirds

Phonics

The Big Cod



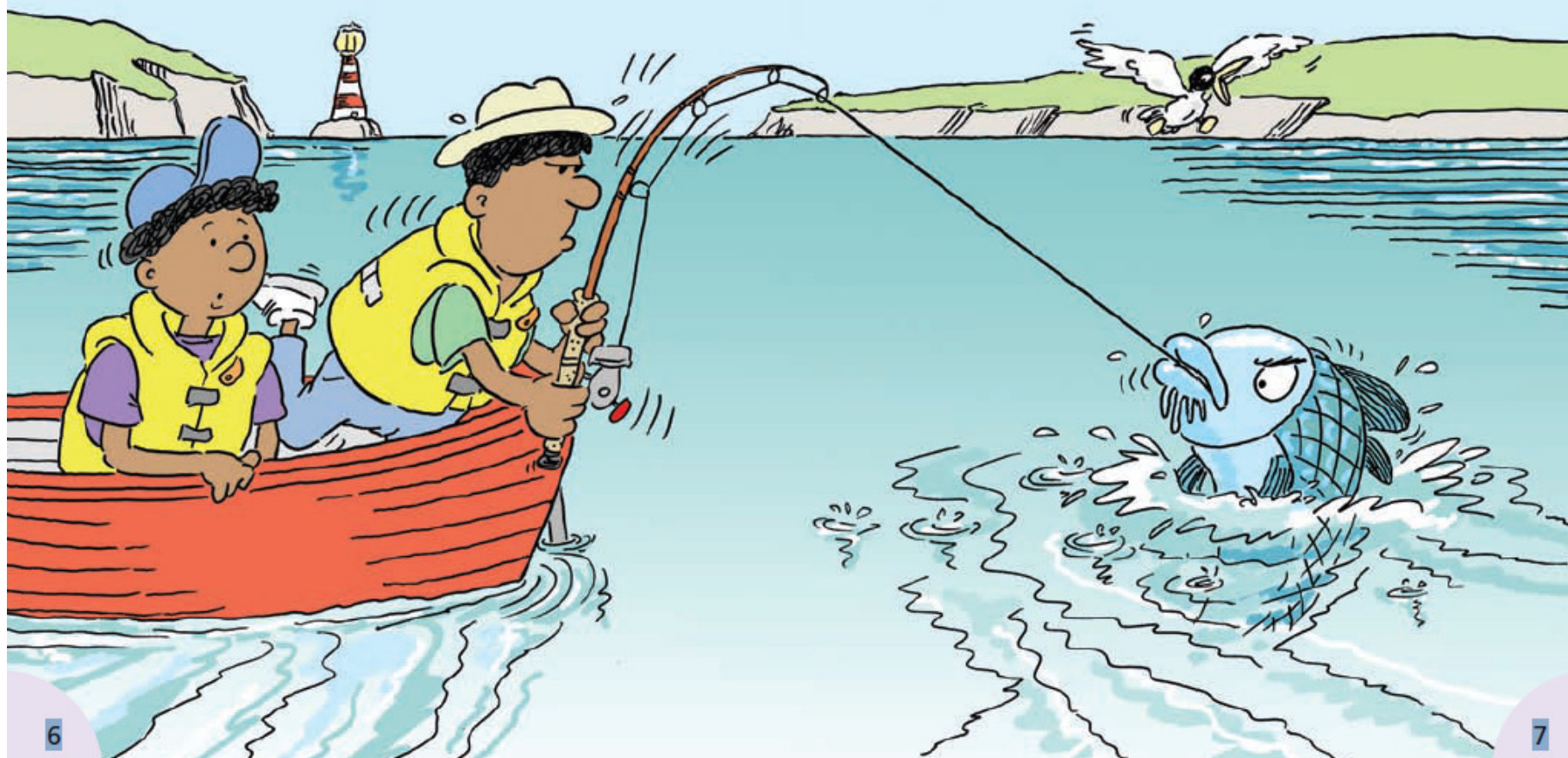
Julia
Donaldson



Oxford
Reading
Tree

Dad tugs and tugs.

The cod tugs and tugs.



A decorative graphic on the left side of the slide. It features a vertical bar composed of alternating light blue and dark blue horizontal segments. To the right of this bar, there are three horizontal lines: a solid black line at the top, a solid light blue line in the middle, and a dashed black line at the bottom. A small black and white checkerboard pattern is located at the intersection of the vertical bar and the middle blue line.

Why do we teach reading?

Why do we read?

Why do we read?

- To find things out - information, instructions, facts
- For enjoyment

Phonics is the **way** we teach children to read, not **why** we teach children to read.

Understanding is vital!



Home Reading Books

Purpose:

- To foster a love of reading
- To support the teaching of reading done at school
- To practise what the children know

Therefore children should be able to read a book fairly independently (maybe not straight away) - it shouldn't be difficult.

They should read it more than once.



Home Reading Books

When, where and how often?

- *At a time that is good for you and your child – this will be different for each family.*
- In a comfortable, quiet place.
- *As much or as little as you or your child can manage.*

Home Reading Books

What do we do?

- .The bookmarks give guidance on how to approach different types of books. (The books have guidance on the inside covers.)*
- .Talk about the story and characters for understanding and enjoyment.*
- .Support decoding by helping your child blend and re-read words and sentences.*



Using the Planner

- Date, title, comment
- Planners will be checked, and books changed, twice a week (on different days) – this provides the opportunity to get the most from each book

**THANK YOU FOR YOUR
SUPPORT!**