



Phonics Workshop for Parents

Mrs Schooling

Why Teach Phonics?

Helps children develop good reading and spelling skills

Builds confidence

Improves fluency

Vital skill to pave the way for an enjoyable and successful school experience



Why synthetic phonics?

“Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers”

Sir Jim Rose, Rose Review of Reading 2006

- Synthetic phonics is simply the ability to change a letter or letter group into sounds that are then blended together into a word.
- In other words synthesising (put together/build up) sounds and blend together to make a word.



Phonics at Manford

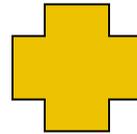
- At Manford Primary School we do not follow an accredited scheme. We follow our own planning and a combination of resources produced by 'Read, Write, Inc and our own adapted resources.
- Children are taught across Reception, Year 1 and 2, by the class teacher and some small groups led by trained support staff.



Phonics at a glance

Phonics is...

**Skills of
segmentation and
blending**



**Knowledge of
the alphabetic
code.**



Some Definitions

A Phoneme:

This is the smallest unit of sound in a word and the sound that letter or group of sounds make



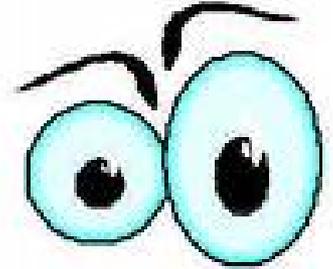
How many phonemes/sounds can you hear
in:

cat? shelf?



A grapheme

The written representation of a phoneme



Children need to practise recognising the grapheme and saying the phoneme that it represents.

The grapheme could be 1 letter, 2 letters or more!

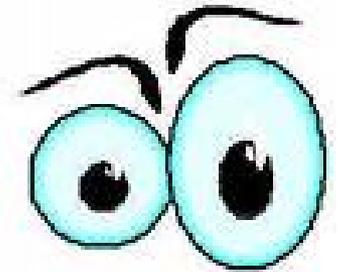
t ai igh



- A phoneme is what you hear



- A grapheme is it written down, you see



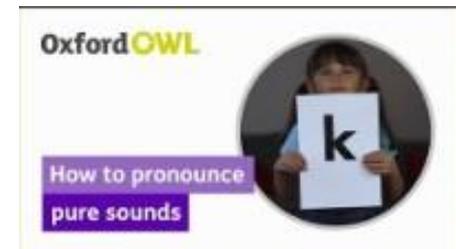
A word always has the same number of phonemes and graphemes!



How to say the sounds

- Saying the sounds correctly with your child is extremely important
- The way we say sound may well be different from when you were at school
- We say the shortest form of the sounds

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	c k click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer



How is your Phonics knowledge?

- Check that you pronounce the sounds correctly.
- Often some sounds are mispronounced and a 'uh' is added such as adding to p, d, c, g or 'fuh' for 'f'. This is called a 'schwa' and should be avoided as it makes sounding and blending harder for children.



This is where it gets tricky!

- Phonemes are represented by graphemes. Children have to learn the grapheme to know the sound.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way (**c**at, **k**ennel, **ch**oir)
- The same grapheme may represent more than one phoneme (**m**e, **m**et)



Blending

- Recognising the letter sounds in a written word, for example

c-u-p

and merging or 'blending' them in the order in which they are written to pronounce the word 'cup'



Segmenting

- 'Breaking apart' the word to spell it out
- The opposite of blending
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word him and stork



Playing alien words can be fun!



osk



blom



gris

Nonsense games like this help to build up blending and segmenting skills – and are fun!



Once children are good with single phonemes...

- Digraph – 2 letters that make 1 sound

ll ss zz oa ai

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

- Trigraphs– 3 letters that make 1 sound

igh air ear ure



Segmenting Activity

- Using 'sound buttons' e.g. **cat** would be: c – a – t
 - . . .
- can you say how many phonemes are in each word.
 - shelf
 - dress
 - sprint
 - string



Did you get it right?

- shelf = sh – e – l – f = 4 phonemes
- dress = d - r - e – ss = 4 phonemes
- sprint = s – p – r – i – n – t = 6 phonemes
- string = s – t – r – i – ng = 5 phonemes



Tricky Words

- Words that are not phonically decodeable
e.g. was, the, I
- Some are 'tricky' to start with but will become decodeable once we have learned the harder phonemes
e.g. out, there,





Letters and Sounds

- *Letters and Sounds* is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children have time to practise and rapidly expand their ability to read and spell words. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.

Lesson format

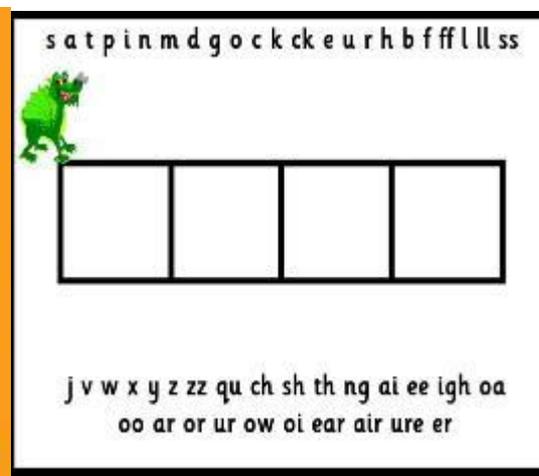
- In each year group, phonic lessons follow the same format:
- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes or high frequency or tricky words will be taught.
- **Practice:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences.



Phonic learning is fun!

The children learn and practise their phonemes in lots of fun ways:

- Sound talking and rhyming.
- Playing games – table games or interactive games on the computer.
- Using phoneme frames, “sound buttons” and whiteboards to spell words.
- Sorting phonemes.
- Making words with phonemes.
- Being phoneme “detectives”.
- Reading and writing sentences. Silly sentences are great fun!



Phase 1 – Nursery and throughout school

Taught through speaking and listening activities

Split into 7 aspects:

1. General sound discrimination – environmental.
2. General sound discrimination – instrumental.
3. General sound discrimination – body.
4. Rhythm & rhyme.
5. Alliteration (e.g. silly sausages sizzle slowly).
6. Make your own voice sounds (e.g. going down a slide/ keep everyone quiet/ buzz like a bee).
7. Oral blending (ready to read) & segmenting (ready to write).



Phase 2 - Reception

- In this phase children will continue practising what they have learned from phase 1, including 'sound-talk'. They will also be taught the phonemes (*sounds*) for a number of graphemes (*letters*).
- This phase teaches blending to read & segmenting to spell.



Phase 2

- Sounds are introduced in sets
 - ❖ Set 1: s a t p
 - ❖ Set 2: i n m d
 - ❖ Set 3: g o c k
 - ❖ Set 4: ck e u r
 - ❖ Set 5: h b f ff l ll ss

Children begin with learning to blend Vowel consonant (VC) & consonant vowel consonant (CVC) words.

They learn to read some tricky words:

the to l no go into



Children can now begin to form real words

s a t p i n m d

Make as many consonant vowel consonant
(CVC) & vowel consonant (VC) words as you
can!



Phase 3 – Reception and Year 1 recap

The purpose of this phase is to:

- teach more graphemes, most of which are made of two letters, for example, 'oa' as in **boat**
- **Set 6:** j, v, w, x
- **Set 7:** y, z, zz, qu
- **Consonant digraphs:** ch, sh, th, ng
- **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- practise blending and segmenting a wider set of CVC words, for example, **fizz, chip, sheep, light**
- learn all letter names and begin to form them correctly
- read more tricky words and begin to spell some of them
- read and write words in phrases and sentences.



Phase 4 –Year 1

- Children continue to practise previously learned graphemes and phonemes and learn how to read and write:

No further sounds taught at this phase.

Reading & spelling words containing adjacent consonants e.g.
crunch, float, groan.

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

stop frog pond best twist scrunch street

- **CVCC** words: **tent, damp, toast, chimp**
- For example, in the word **'toast'**,
- **t = consonant, oa = vowel, s = consonant, t = consonant.**
and **CCVC** words: **swim, plum, sport, cream, spoon**

Reading & spelling multi syllable words; **banana, helicopter**

Learning some tricky words:

Tricky words

**said, so, do, have, like, some, come, were,
there, little, one, when, out, what**



Phase 5 – Year 1

Children entering Phase 5 will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.

In Phase 5, children will learn more graphemes and phonemes. For example, they already know **ai** as in rain, but now they will be introduced to **ay** as in day and **a-e** as in make.

Alternative pronunciations for graphemes will also be introduced:

e.g. **ea** in tea, head and break, **ow** in town/ grow



Phase 5

The Phonemes in phase 5 are:

**ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,
a_e, e_e, i_e, o_e, u-e.**

With practice, speed at recognising and blending graphemes will improve.

Word and spelling knowledge will be worked on extensively.

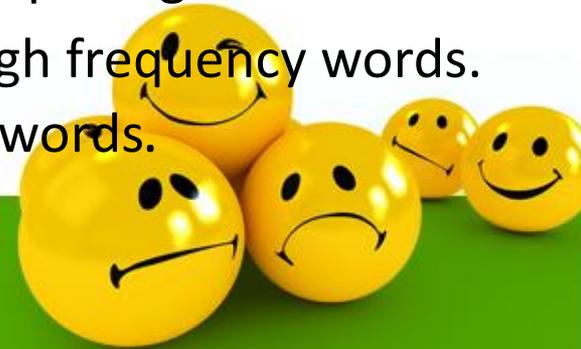
The children will learn new graphemes for reading and spelling.

Alternative spellings for phonemes, e.g. rain hay make eight

Children will become more automatic at reading & spelling words

Expectation: To automatically read all of the 100 high frequency words.

To accurately spell most of the 100 high frequency words.



Phase 6 – Year 2

- Recognising phonic irregularities and becoming more secure with less common grapheme – phoneme correspondences.
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.
- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
- Teaching spelling long words
- Finding and learning the difficult bits in words



How can you help?

- Sing an alphabet song together
- Play 'I spy'
- Continue to play with letters (milk bottle tops with sounds written on them), using some two-grapheme (letter) combinations, eg: ***r-ai-n = rain*** blending for reading
rain = r-ai-n segmenting for spelling
- Praise your child for trying out words
- Look at tricky words
- Look for phonic games
- Play pairs with words and pictures



REMEMBER: Phonics is not the only thing needed to become a fluent reader.

• Please continue to read with your child each night and encourage them to:

- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.

And most importantly **ENJOY READING!**

“Children fall in love with books because of the memories created when they snuggle up and read with someone they love.” – Raising readers



Useful website addresses and apps

www.phonicsplay.co.uk

www.oxfordowl.co.uk

Apps

Hairy phonics (free)

Hairy letters (charged)

Read with Phonics (free)

Cbeebies Little Learners (free)

Writing Wizard- Handwriting (free)



Remember.....

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”

— Dr. Seuss, I Can Read With My Eyes Shut!





Have a go!

Please feel free to have a go at some of the activities that your children enjoy in their phonic sessions.

Thank you.

