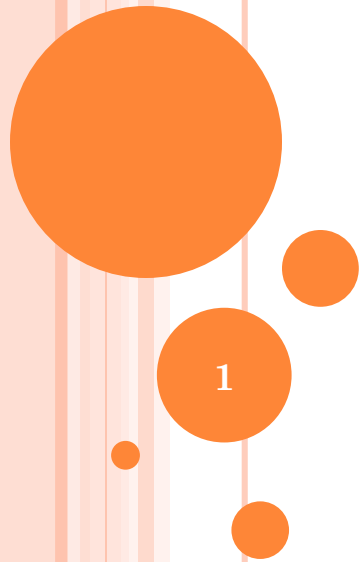


# Parent Workshop - Phonics

Tuesday 17<sup>th</sup>  
September 2024



# AIMS FOR TODAY'S SESSION

- ❖ Welcome to our phonics workshop this afternoon.
- ❖ Thank you for joining us.
- ❖ We hope that today will give you all the information you need, in order to understand why and how we teach your child phonics.
- ❖ We will also give you ideas for how you can support your child at home with phonics.

# 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 graphemes (spelling patterns) that represent them.

Phonics is currently the main way in which children in British primary schools are taught to read in their earliest years.

Children will also be taught other skills, such as whole-word recognition (see 'tricky words'), book skills and a love and enjoyment of reading.

## WHERE DID IT ALL START?

- ❖ Rose Review – Educational Study 2006: ‘High Quality Phonics Work’ needed for a sound base for reading and writing.
- ❖ Introduction of a daily phonics lesson for children.
- ❖ Introduction of ‘Letters and Sounds’ teaching booklet.
- Two dimensions ‘**Word Recognition**’ and ‘**Language Comprehension**’. Language development and phonics working together supports reading development.
- ❖ Key skills – ‘**Segmenting**’ and ‘**Blending**’.

## INTRODUCTION

- We follow the 'Letters and Sounds' programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six key phases.

# TERMINOLOGY

**Phoneme** – the smallest unit of sound in a word.

**Grapheme** – a letter or group of letters that represents a sound (the letter shape).

**Segmenting** – breaking down the sounds (sounding out) and then  
**Blending** - putting all the sounds back together again to say **the**  
**whole word.**

**Digraph** – two letters making one sound, e.g. ch/sh/th/ai/ee.

**Trigraph** – three letters making one sound, e.g. igh/ear.

**Split digraph** – words containing the long vowel sound: a-e, e-e, i-e, o-e, u-e, where the 'e' makes the short vowel sound a long sound instead.

**Abbreviations – 'GPC' grapheme-phoneme correspondence-** the relationship between the letter sounds and their shapes.

# A PHASED APPROACH FOR A RANGE OF LEARNERS: PHASE 1

- Provides a rich and varied language experience, to develop children's word knowledge and command of dialogue.

-There are 7 aspects:

- A1 – Environmental Sounds
- A2 – Instrumental Sounds
- A3 – Body Percussion
- A4 – Rhythm and Rhyme
- A5 – Alliteration
- A6 – Voice Sounds
- A7 – Oral Blending and Segmenting

# PHASE 2 -

- Start of systematic phonic work and teaching of the alphabet. Learning to pronounce sounds in response to letters, read and spell vc words *'it'* and cvc words *'bin'*.
- **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



# PHASE 3

- Learning sounds represented by more than one letter (mainly) and read and spell cvc words **'bag'**.
- **Set 6:** j, v, w, x
- **Set 7:** y, z, zz, qu
- **Consonant Digraphs:** ch, sh, th, ng
- **Vowel Digraphs/Trigraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

# PHASE 4

- Learning to read and spell words with adjacent consonants.
- This phase consolidates all that the children have learnt in the previous three phases.
- Children represent each of the 44 phonemes with a grapheme.
- They will segment and blend phonemes to read and spell cvcc words '**best**', ccvc words '**frog**', ccvcc words '**thank**', **ccvc** '**scrap**' and cccvcc words '**scrunch**'.
- They will also be able to read simple two syllable words, e.g. '**lunchbox**' .

# PHASE 5

- Children will be taught new phonemes and many alternative graphemes and pronunciations for phonemes taught in Phase 3.
- **Vowel Digraphs:** wh(w), ph(f), ay/ai, ou/ow, ie/igh, ea/ee, oy/oi, ir/ur, aw/au, ew/ue, ow/oe.
- **Split Digraphs:** a\_e, e\_e, i\_e, o\_e, u\_e

# PHASE 6

- The focus is on securing the reading and spelling of Phase 5 words and progressing to the learning of spelling rules for suffixes (word endings).
- This continues in to and throughout Year 2.

**-s    -es            -ing            -ed**  
**-er   -est                    -y            -en**  
**-ful            -ly                    -ment**  
**-ness**

LET'S HAVE A LISTEN TO THE SOUNDS...

<https://www.youtube.com/watch?v=UCI2mu7URBc>

# SEGMENTING

Breaking down the individual sounds/digraphs for speaking, reading and spelling a word.


cat

c a t

# SEGMENTING

chart

ch ar t



# BLENDING

Putting all the sounds back together again,  
to say/read/spell the whole word.

c a t




cat



# BLENDING

ch ar t



chart

# WHAT DOES A HIGH QUALITY PHONICS SESSION LOOK LIKE AT RUSSELL LOWER?

<b>Revisit/Revise</b>	Songs and flashcards to practice phonemes/graphemes learnt so far.
<b>Teach</b>	Teach new phoneme, e.g. ' <b>air</b> '
<b>Practice</b>	Read and Spell, e.g. play 'Buried Treasure' – identify real and non- words containing the focus phoneme: <b>air, <u>zair</u>, fair, hair, lair, pair, <u>vair</u>, <u>sair</u>, <u>thair</u></b>
<b>Apply</b>  <b>Assess and Review</b>	<p>- Read and write sentences with focus phoneme/s:</p> <p><b><i>The girl had a long <u>hair</u>.</i></b></p> <p><b><i>The boy played hook a duck at the <u>fair</u>.</i></b></p> <p>- Check knowledge and understanding of the teaching and learning focus via games and fun techniques.</p>

## OFSTED FINDINGS— ‘THE BEST SCHOOLS...’

- Ensure active involvement from pupils – make sure each session is varied and fun .
- Detailed assessments and tracking in place, half termly.
- A consistent and organised approach.
- Opportunities to develop reading, writing and spelling within a session.
- Successful sessions have...clear structure, fast pace, praise and reinforcement.
- A 'committed' whole school approach, e.g. all teachers follow the same lesson structure and games.

Russell Book band colours	Letters and sounds phase	What the book provides		Assessment/ expectation to progress to the next level
		Word level	Comprehension	
<b>Purple (FS)</b>	Phase 1	No words I can locate title and front cover. I will learn how to handle books appropriately e.g. left page comes before right, able to turn the pages appropriately. (A range of 'I spy' alphabet books)	I can use the pictures to retell the story. I can relate it to my own experiences.	I am able to recognise these phase 2 phonemes (s,a,t,p,l,n,m,d). I am becoming more confident when telling a story using my own words/ideas.
<b>Silver (FS)</b>	Phase 1 and 2	I can read (using my phonic skills) VC/CVC words (including these phonemes - s,a,t,p,l,n,m,d)  I can use pictures and the initial sound to work out an unfamiliar word in the sentence.	I can use the pictures to retell the story. I can relate it to my own experiences.	I am able to blend VC/CVC words with limited support.
<b>Orange (FS)</b>	Phase 2	I can read (using my phonic skills) CVC words within phase 2 (including these phonemes - g,o,c,k, ck, e, u, r, h, b, f, ff, l, ll, ss) Phase 2 HF words.	I can describe the main events in the simple stories I have read. I can discuss/predict what the book may be about using the front cover.	I am able to stretch and blend CVC words with phase 2 digraphs. I am beginning to recognise some HF words.
<b>Brown (FS)</b>	Phase 2 and 3	I can recognise 4-5 high frequency words (phase 2 letters and sounds) I can recognise all phase 2 digraphs and begin to recognise some Phase 3 digraphs - j, v, w, x, y, z, zz, qu, sh, th, ch, ng. Phase 2 and 3 HF words.	I can describe the main events in the simple stories I have read. With support I can say what I like/don't like about a text.	I am recognising more phase 2 and 3 HF words by sight. I am stretching and blending more confidently using some phase 3 digraphs. I am able to discuss what I have read and give my opinion about the text.
<b>White (FS/Year 1)</b>	Phase 3	I can recognise most phase 3 digraphs including ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er, and blend with limited support. Phase 3 HF words.	I can say what I like/don't like about a text and give my reason/s.	My reading is now becoming more fluent - I am able to read a sentence which includes HF words and phonetic words with minimal sounding out.

<b>Yellow (Year 1)</b>	Phase 3 and 4	<p>I can recognise phase 3 digraphs 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, and blend confidently.</p> <p>Many irregular but high frequency words. I can begin to read words which have adjacent consonants with short vowel phonemes, such as trap, string and milk.</p> <p>Phase 3 and 4 HF words.</p>	<p>I can describe what happens at the beginning, middle and end of a story I have read.</p> <p>I can discuss how a character is feeling and why.</p> <p>I can begin to recall information I have learnt from an information text (non-fiction).</p>	<p>I am able to confidently recognise phase 2 and 3 phonemes.</p> <p>I can read phase 2 and 3 HF words.</p> <p>I am beginning to read more complex sentences with minimal sounding out.</p> <p>I can begin to read words which have adjacent consonants with short vowel phonemes, such as trap, string and milk.</p> <p>I am making phonetically plausible attempts of unfamiliar words.</p>
<b>Pink (Year 1)</b>	Phase 4	<p>I can recognise phase 3 digraphs.</p> <p>I can read words which have adjacent consonants with short and long vowel phonemes, such as trap, string, milk, scoop, train, tree.</p> <p>I am beginning to read simple 2 syllable words e.g. helper.</p> <p>Phase 4 HF words.</p>	<p>I can link what I have heard or read to my own experiences.</p> <p>I can retell key stories orally using narrative language I can talk about the main characters within a well-known story.</p> <p>I can identify some features of fiction and non-fiction texts.</p>	<p>I am confidently reading words which have adjacent consonants with short and long vowel phonemes, such as trap, string, milk, scoop, train, tree.</p> <p>I can confidently read words with or more syllables.</p> <p>I can read by sight all phase 3 and some phase 4 HF words.</p> <p>I am starting to show some fluency in my reading.</p>
<b>Green (Year 1)</b>	Phase 4 and 5	<p>I can blend sounds in unfamiliar words.</p> <p>I can read common exception words.</p> <p>I can divide words into syllables.</p> <p>I can read compound words.</p> <p>Phase 4 and 5 HF words.</p> <p>I know 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.</p> <p>I can read words with contractions and understand that the apostrophe represents the missing letters.</p> <p>I can read phonetically decodable words.</p> <p>I can read words that end with 's, -ing, -ed, -est</p> <p>Phase 5 HF words.</p>	<p>I can make comment on why some words have been used in a text e.g. use of adjectives.</p> <p>I can identify features of text e.g. explain why a book is fiction/non-fiction, explain what a contents page is for.</p> <p>I can learn some poems and rhymes by heart.</p> <p>I can use what I already know to understand texts.</p> <p>I can check that my reading makes sense and go back to correct when it doesn't.</p>	<p>I can read by sight all phase 4 HF words.</p> <p>I am beginning to read by sight some phase 5 HF words.</p> <p>I am able to read some common exception words by sight.</p> <p>I can read words which include some phase 5 phonemes.</p> <p>I am able to read with fluency and am beginning to use expression in my reading e.g. when a character is speaking.</p>

		Year 1 common exception words.		To read phase 5 HF words and many year 1 common exception words by sight. To check what I have read makes sense.
<b>Red (Year 1)</b>	Phase 5 (alternative pronunciations) Phase 5 (alternative spellings)	<p>I can read words which start with un-</p> <p>I can add -ing, -ed and -er to verbs. (Where no change is needed to the root word)</p> <p>I can read words of more than one syllable that contain taught GPCs</p> <p>Phase 5 HF words.</p> <p>Year 1 common exception words.</p> <p>I know/recognise alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh.</p> <p>I can decode automatically and fluently without overt sounding or blending.</p> <p>I can read most common exception words.</p> <p>I can read and comment on unusual correspondence between grapheme and phoneme.</p> <p>I can sound out most unfamiliar words quickly and accurately.</p> <p>I can read most suitable books accurately, showing fluency and confidence.</p> <p>Phase 5 HF words.</p> <p>Year 1 common exception words.</p>	<p>I can draw inferences from the text and/or the illustrations (beginning).</p> <p>I can make sensible predictions about the events in the text using what I have already read.</p> <p>I can explain what I think a text is about.</p> <p>I can recognise full stops, question marks and exclamation marks and use them when reading</p>	<p>I am able to recognise all HF words phase 2-5 and the Year 1 common exception words. I am starting to learn/recognise Year 2 common exception words.</p> <p>I can discuss the text I have read, commenting on features of fiction and non-fiction texts. I can identify punctuation and use this in my reading (demonstration I understand why they are used).</p> <p>I can read with greater fluency and expression making my reading more interesting to the listener.</p>
<b>AR (Year 2)</b>	Phase 6 onwards	<p>As above</p> <p>I can comment on the plot, setting and character in familiar and unfamiliar stories.</p> <p>I can comment on features of non-fiction texts.</p> <p>I can make inferences on the basis of what is said and done.</p> <p>I can predict what might happen on the basis of what has been read so far.</p> <p>I can make links between the book I am reading and other books I have read.</p>	<p>I can talk about and give an opinion on a range of texts.</p> <p>I can discuss the sequence of events in books and how they relate to each other.</p> <p>I use prior knowledge, including context and vocabulary, to understand texts.</p> <p>I can retell stories, including fairy stories and traditional tales.</p> <p>I can read for meaning and check that the text makes sense.</p>	All of the above.

# YEAR 1 PHONIC SCREENING CHECK

- The Phonic Screening Check is a statutory 'test' designed to allow schools to assess whether children have made the expected progress within their phonics learning. It helps to identify those children who are on track and those who need extra support.
- The screening check will be in June 2025 (usually the second week after May half term). The check contains 40 words – 20 real and 20 nonsense. The check is administered by the class teacher.
- If any children do not meet the expected standard in Year 1 they will then take the test again in Year 2.

# YEAR 1 PHONICS SCREENING SAMPLE

meck



few

shig



fried

joil



beak

chort



cute



# CLASSROOM RESOURCES AND SUPPORT

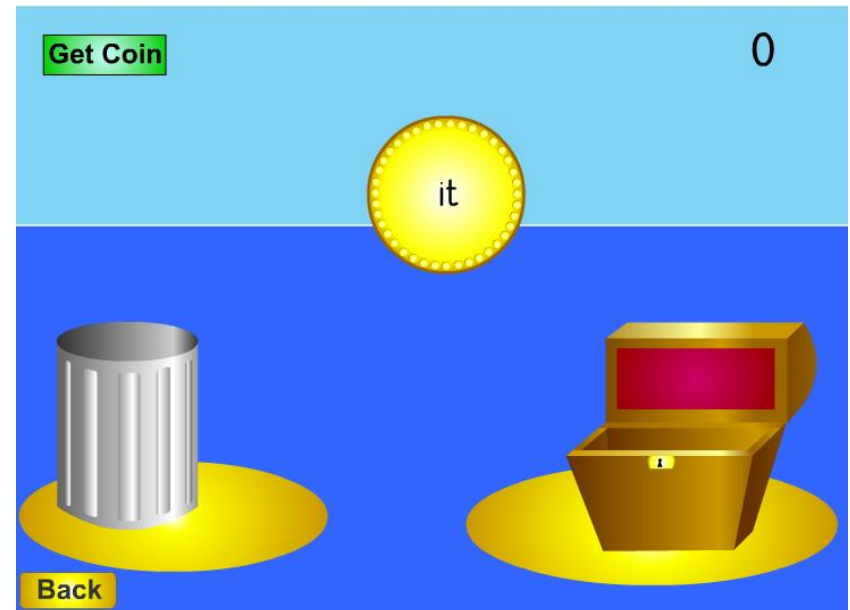
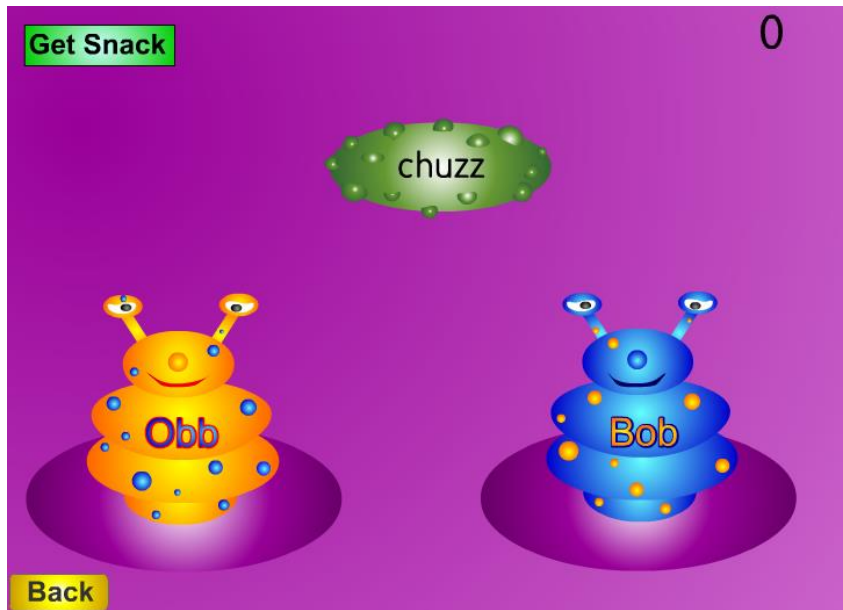


# USEFUL RESOURCES FOR HOME

- Whiteboards/Pens
- Magnetic Letters
- Phoneme Cards/Mats
- Key Word Flashcards
- Timer
- Colour Pencils
- Games/Fun Activities
- Reading Books

# USEFUL ONLINE RESOURCES

<http://www.phonicsplay.co.uk>



## CONTINUED...

- <http://www.twinkl.co.uk/> – useful resources, e.g. phoneme and word cards and mats
- <http://www.phonicsplay.co.uk> – fun games which link to Letters and Sounds

## Phonic screening resources

- <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#phonics-screening-check-resources>
- <http://ictgames.com/literacy.html>

# FINALLY...

- As a school we have worked on researching and purchasing new reading books which now all link more closely to each phonic phase.
- We ask from you as parents/carers, to encourage your child to read 4 times a week – please sign the reading diary so we know they have read and when they need to change their reading book.
- As teachers, we will aim to hear every child in class read once a fortnight and your child will also be heard read by another adult in school. This means your child should be heard read at least once a week in school
- Please remember to read to your child – this will encourage their love of books as well as having the opportunity to hear sentences read with fluency and expression.



❖ **THANK YOU FOR LISTENING**

❖ **DO YOU HAVE ANY  
QUESTIONS?**