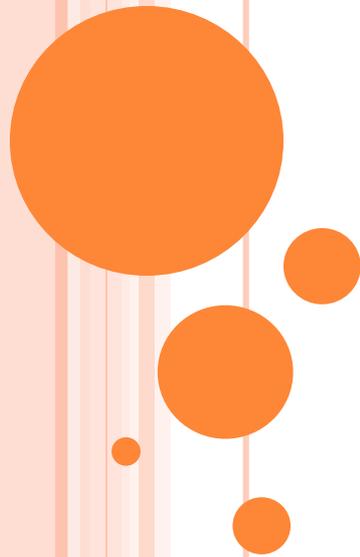


# Phonics Workshop



# AIMS

- To share how phonics is taught.
- To develop parents' confidence in helping their children with phonics and reading
- 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 talk about the Year 1 Phonics Screening Test
- To give YOU an opportunity to ask questions





- Phonics is a method of teaching children to read. Phonics works by breaking words down into its individual sounds. It is generally agreed that there are approximately 44 sounds in English, with some variation dependent on accent and articulation. Learning to read with phonics is therefore a bit like learning a code, after learning just a few sounds, you will be able to use this code to read 100's of words. The more sounds you know, the more words you will be able to work out how to read.



# 44 SOUNDS DESK TOP

## CONSONANT SOUNDS

b	bb	d	dd	-ed	f	ff	ph	gh	g	gg
---	----	---	----	-----	---	----	----	----	---	----

## DIGRAPH SOUNDS

ch	tch
----	-----

Graphemes in black are common spellings.  
Graphemes in grey are rare spellings.

h	wh	j	g	ge	dge	k	c	ck	ch	qu	l	ll	m	mm	mb	mn
---	----	---	---	----	-----	---	---	----	----	----	---	----	---	----	----	----

sh	ti	ch	th
----	----	----	----

wh is a combination of 2 sounds h-w

n	nn	kn	gn	p	pp	qu	r	rr	wr	rh	s	ss	c	ce	se	sc	st
---	----	----	----	---	----	----	---	----	----	----	---	----	---	----	----	----	----

qu is a combination of 2 sounds k-w

s	ss	c	th	the
---	----	---	----	-----

th (voiced)

t	tt	-ed	bt	v	f	w	wh	one	x	y	z	zz	ze	se	ss	x
---	----	-----	----	---	---	---	----	-----	---	---	---	----	----	----	----	---

x is a combination of 2 sounds k-s

ng	n	ngue	zh	s	ge
----	---	------	----	---	----

## SHORT VOWELS

a					
e	ea	a	ai	ay	ie
i	y	o	u	ui	e
o	a	ou			
u	o	o_e	ou	oe	oo
oo	u	oul			

## LONG VOWELS

ai	ay	a_e	a	ey	ea	ei	eigh	aigh		
ee	ea	e	ie	i	ei	eo	ey	y	e_e	
igh	ie	y	i_e	i	l	eigh	eye	ye		
oa	ow	o	oe	o_e	ough	oh	oi	oy		
The 'long a' sound is a combination of 2 sounds y-o										
u	ue	ew	u_e	eau	ow	ou	ough			
oo	ew	ue	u_e	u	ou	o_e	o	ui	ough	wo

## 'R' CONTROLLED VOWELS

ar	a	al	are	ear	au
or	aw	au	ore	al	ar
oar	augh	ough	our	oor	oa
ur	er	ir	or	ear	ere
air	are	ear	ere	eir	
ear	ere	eer	ier		

# 44 SOUNDS DESK TOP

## CONSONANT SOUNDS

b	bb	d	dd	-ed	f	ff	ph	gh	g	gg
---	----	---	----	-----	---	----	----	----	---	----

## DIGRAPH SOUNDS

ch	tch
----	-----

Examples of digraphs and common spellings  
 Consonant digraphs are combinations of two consonants.

h	wh	j	g	ge	dge	k	c	ck	ch	qu	l	ll	m	mm	mb	mn	
n	nn	kn	gn	p	pp	qu	r	rr	wr	rh	s	ss	c	ce	se	sc	st
t	tt	-ed	bt	v	f	w	wh	one	x	y	z	zz	ze	se	ss	x	

sh	ti	ch	th	wh
s	ss	c	th	the
ng	n	nque	s	ge

## SHORT VOWELS

a					
e	ea	a	ai	ay	ie
i	y	o	u	ui	e
o	a	ou			
u	o	o_e	ou	oe	oo
oo	u	oul			

## LONG VOWELS

ai	ay	a_e	a	ey	ea	ei	eigh	8		
ee	ea	e	ie	i	ei	eo	ey	y	e_e	
igh	ie	y	Le	i	i	eigh	eye	ye		
oa	ow	o	oe	o_e	ough	oh	oi	oy		
u	ue	ew	u_e	eau	ow	ou	ough			
oo	ew	ue	u_e	u	ou	o_e	o	ui	ough	wo

## 'R' CONTROLLED VOWELS

ar	a	al	are	ear	au
or	aw	au	ore	al	ar
oar	augh	ough	our	oor	oa
ur	er	ough	4	door	bread
ur	er	ir	or	ear	ere
air	are	ear	ere	eir	
ear	ere	eer	ier		



www.thelab.com.au

Everyday the children have a phonics lesson. In school, we follow the Storytime Phonics Programme. The StoryTime phonics programme has been created with teachers and developed in schools to teach phonics in a way children will love and remember. Wherever implemented, this comprehensive programme brings success and joy to children and teachers alike.



## Why Storytime Phonics?



The keys to its success are:

- Taught using 64 well-loved story books, each with two accompanying videos and a host of online resources.
- Memorable captions and actions linked to every sound which contextualise and embed the learning.
- It follows Letters and Sounds to the end of Phase 5 through systematic, but adaptable daily lesson plans.
- Multi-sensory activities which bring sounds to life and make phonics fun, particularly for those with EAL & SEN



# TERMINOLOGY

**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 read-ch.

**Trigraphs:** Three letters that make one sound-igh.

**Split digraphs:** They are a\_e, e\_e, i\_e, o\_e, u\_e. Two letters work as a team but they aren't directly next to each other

**CVC:** Stands for consonant, vowel, consonant (cat)  
(CCVC = clip/CVCC = camp )

**Segmenting:** breaking up a word into its sounds to write.

**Blending:** Putting the sounds together to read a word.

**Tricky words:** Words that cannot easily be decoded. E.g. was.





### High frequency words/Fairy words

These words are common words, words that appear very often in written texts. They are a mixture of decodable words and tricky / exception words.

### Tricky Troll Words

Words that cannot easily be decoded. E.g. was.



# PHASE 1

Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.

There are 7 aspects with 3 strands. Tuning in to sounds, listening and remembering sounds and talking about sounds.

- A1 - Environmental
- A2 - Instrumental sounds
- A3 - Body Percussion
- A4 - Rhythm and rhyme
- A5 - Alliteration
- A6 - Voice sounds
- A7 - Oral blending and segmenting.



# PHASE 2

- 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

- 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
- 

# PHASE 4

- This phase consolidates all the children have learnt in the previous phases.



# PHASE 5

- Children will be taught new graphemes and alternative pronunciations for these graphemes.
  - Vowel digraphs: wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
  - Split digraphs: a\_e, e\_e, i\_e, o\_e, u\_e
- 

# PHASE 6 - YEAR 2

- The focus is on learning spelling rules for suffixes.

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



# SAYING THE SOUNDS



sh



*Caption:* sh, sh, we have a plan

*Action:* Hold index finger to your lips to say sh then beckon using a whisper voice.

share, shell, shop, shudder, fish, wish

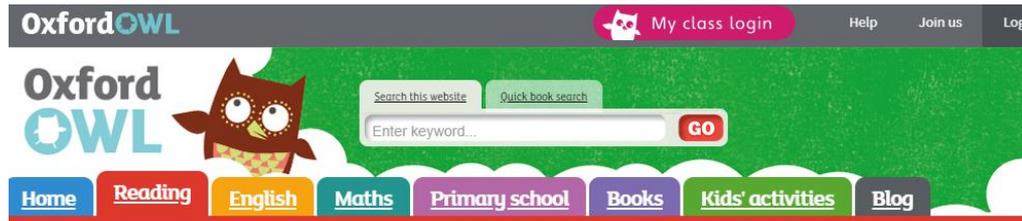
## SHORTEST WAY POSSIBLE!

For example,  
It's not peeeer for 'p'  
We pop bubbles very  
quickly saying 'p' 'p'.



# PRONUNCIATION WEBSITE

- o <https://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy>



[Reading](#) > Phonics made easy

## Phonics made easy



### Learning to read using phonics

## Reading

### Phonics made easy

Making sounds into words

Sounds (phonemes)	Listen to the sounds	Letters that represent the sounds (graphemes)	Examples of the sounds in words	Listen to the sounds in words
a		a	ant	
ai		a, ai, ay, a-e, ey, ei, eigh, aigh	apron, rain, day, make, they, veil, weigh, straight	

# SEGMENTING

- Breaking down words for spelling.

cat

c a t

# SEGMENTING

queen

qu ee n



# BLENDING

Building words from phonemes to read.

c a t

cat

# BLENDING

qu ee n

queen

# WHAT DOES A PHONICS LESSON LOOK LIKE?

<b>Revisit/review</b>	Flashcards to practice sounds learnt so far. Review HFW and Tricky words
<b>Teach</b>	Teach new sound
<b>Practice</b>	Practise forming new sound Sorting real and Beegu words
<b>Apply</b>	Read captions

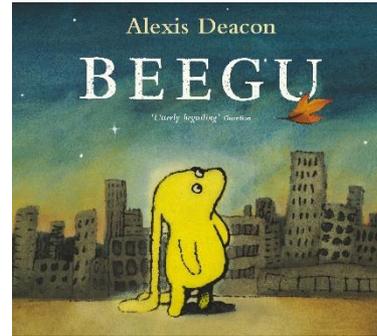
# WHAT IS THE PHONICS SCREENING CHECK?

- The Phonics screening check is a compulsory assessment that all children in Year 1 in England must take. It is used to assess a student's phonic decoding skills. To pass a student must correctly read around 32/40 words correctly.
- The often confusing thing about the screening check is that 20/40 of the words that children are expected to read are 'nonsense words', alien words that have no meaning. This is so that the check tests a child's ability to phonetically decode words and to ensure they don't just know the word in the check already.



# YEAR 1 PHONICS TEST

## Beegu Words



grit

blan



start

steck



best

hild



hooks

quemp



# READING – MAKES YOU BRAINY, BRAINY, BRAINY!

- Comprehension is the understanding and interpretation of what is read.
- To be able to accurately understand written material, children need to be able to:
  1. Decode what they read
  2. Make connections between what they read and what they already know
  3. Think deeply about what they have read.



## What parents can do to help at home

- Hold a conversation and discuss what your child has read. Ask your child probing questions about the book and connect the events to his or her own life. For example, say "I wonder why that girl did that?" or "How do you think he felt? Why?" and "So, what lesson can we learn here?".
- Help your child make connections between what he or she reads and similar experiences he has felt, saw in a movie, or read in another book.
- Help your child monitor his or her understanding. Teach her to continually ask herself whether she understands what she's reading.
- Help your child go back to the text to support his or her answers.
- Discuss the meanings of unknown words, both those he reads and those he hears.
- Read material in short sections, making sure your child understands each step of the way.
- Discuss what your child has learned from reading informational text.



## How to help your child at home

Enjoy reading lots of stories, poems and nonfiction texts together, as well as singing songs and rhymes. Support your child in sounding out unknown words and blending the sounds accurately to read.

Encourage them to recognise repeated words on sight and the common high frequency words for their phase (Tricky Troll and Fairy Words).



Involve your child in writing for real purposes at home, such as writing shopping lists, cards or a diary entry. Encourage them to segment the sounds in the words to make attempts at spelling. Over time, they will be able to write an increasing number of common words correctly.

### Useful Websites:

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

[www.ictgames.com/literacy.html](http://www.ictgames.com/literacy.html)

[www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds](http://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds)

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



Look out for words and letters on signs around your local area.



# Helping your child learn to read with



<https://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics>



# RESOURCES

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

