



# Phonics Workshop

Wednesday 27<sup>th</sup> September  
2017

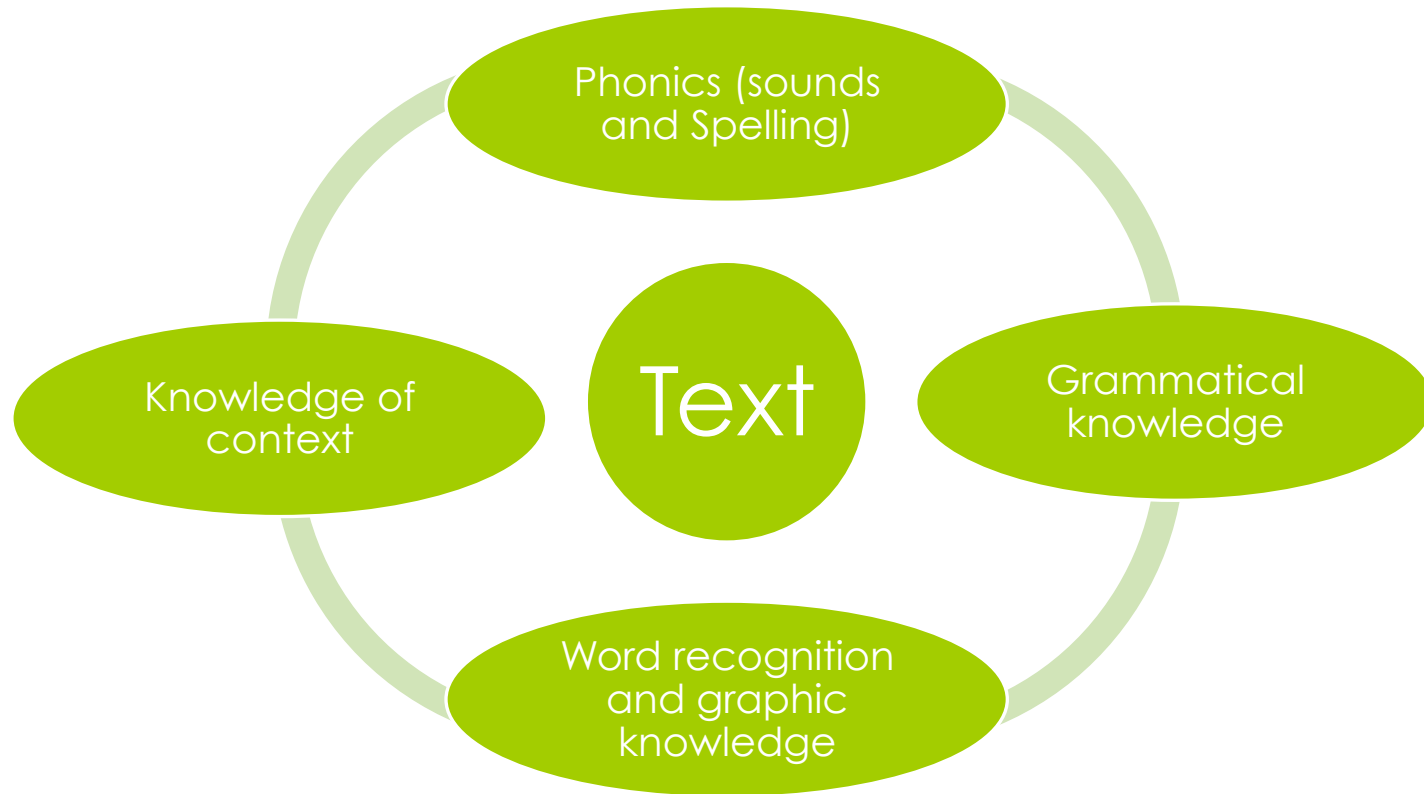
# Aims of the session

- ❑ For parents to have a better understanding of **what** phonics is and **why** we teach it in school.
- ❑ To understand the **language** of phonics.
- ❑ To gain knowledge of the different **phases** in phonics teaching and what your child should be learning in class for each phase.
- ❑ How to **pronounce** different phonemes.
- ❑ The 2 key skills of phonics – **blending** and **segmenting**.
- ❑ The Year 1 **phonics test**.

# What is phonics and why do we teach it?

- ❑ It is widely accepted that to be a **successful** reader you need to have learnt a range of **reading strategies**. The reader uses these as '**cues**' to get to the meaning by predicting the text, checking and cross checking, identifying and correcting errors.
- ❑ There are many aspects to teaching reading and these are still best demonstrated by **the reading searchlights model**.

# How we learn to read



# How we learn to read

- ❑ Successful teaching gives children as many of these 'searchlights' as possible. Each 'searchlight' helps a child to work out the words on a page.
- ❑ All the skills are important so children who rely on one or two of them may struggle as the difficulty of their reading book increases.
- ❑ ***Phonics is important but it is just one aspect of learning to read.***

# What is phonics?

- ❑ **Phonics** = *skills* of segmentation and blending + *knowledge* of the alphabetic code
- ❑ The teaching of phonics and spellings is vitally important for children's reading and writing skills.

# What is phonics?

- Through phonics we should be teaching children to:
  - **Identify** sounds in spoken words (phonological awareness)
  - **Recognise** the common spellings for each phoneme (phoneme-grapheme correspondence)
  - **Blend** phonemes into words for reading
  - **Segment** words into phonemes for spelling

# The language of phonics

Term	Meaning	Example
<b>Phoneme</b>	The smallest unit of sound that you can hear in a word. The word phoneme refers to the sound NOT the letter (s) which represent the sound in writing	c-a-t = 3 phonemes th-e-n = 3 phonemes ch-air=2 phonemes ough-t=2 phonemes



# The language of phonics

Term	Meaning	Example
<b>Grapheme</b>	A grapheme is symbol of a phoneme, that is, a letter or group of letters representing a sound. There is NOT always the same number of graphemes in a word as phonemes	Phoneme 'ai' can be represented in many ways e.g. ay (may) a-e (came) eigh (neigh) ey (they) aigh (straight)

# The language of phonics

Term	Meaning	Example
<b>Digraphs and trigraphs and four-letter graphemes</b>	Two or more letters (consonants or vowels) that go together to make one single phoneme	<b>th</b> en, ch <b>air</b> , str <b>aight</b> , <b>ou</b> ght

# The language of phonics

Term	Meaning	Example
<b>Split digraphs</b>	Where a consonant is dropped in between the digraph	<b>came, Pete, like, bone, cube</b>

# The language of phonics

Term	Meaning	Example
To <b>Segment</b>	To split a word into its separate phonemes, as an aid to spelling	Use as a strategy to spell unknown words

# The language of phonics

Term	Meaning	Example
To <b>Blend</b>	To read the phonemes within a word and put together quickly and smoothly to form the word	Taught as a strategy for reading unknown words

# The different phases of phonics teaching

- ❑ In school we use the '**Letters and Sounds**' document to teach phonics. It is a progressive phonics scheme.
- ❑ Phonics teaching begins in Nursery with **Phase 1**. This phase looks at general sound discrimination. This includes identifying sounds in the environment, instrumental sounds, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting.

## The different phases of phonics teaching

- ❑ In **Reception** we move onto **Phase 2**. This is where the children are introduced to 19 letters (1 set a week). They learn the sound (phoneme) each letter makes and move on to blending and segmenting with these letters.
- ❑ Letters covered and pronunciation of each phoneme.

## 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**



## The different phases of phonics teaching

- As children progress through **Reception**, and they are ready, we move into **Phase 3**. This is where the children are introduced to a further 25 phonemes/graphemes.

## Phase 3

Set 6: **j, v, w, x**

Set 7: **y, z, zz, qu**

The following graphemes are then introduced:

**ch, sh, th, ng, ai, ee, igh,  
oa, oo, ar, or, ur, ow, oi,  
ear, air, ure, er**

# Phase 4

- ❑ Phase **4** is a phase where children **consolidate** the phonemes and graphemes they have already learnt.
- ❑ They continue to practice reading and spelling words containing the taught phonemes.
- ❑ Children continue to learn to read and spell some **tricky** words e.g. **some, were.**

# Phase 5

- ❑ In this phase children will learn some new phonemes and graphemes.
- ❑ They will also learn different ways of pronouncing the same grapheme.

## Phase 5

The following graphemes are introduced:

**ay, ou, ie, ea, oy, ir, ue, aw,  
wh, ph, ew, oe, au.**

Children are then introduced to split digraphs:

**a-e, e-e, i-e, o-e, u-e**

e.g. **cake, fine, bone**

## Phase 5

- Children are then introduced to the concept of alternative pronunciations for known graphemes e.g.

i – fin, find

o – hot, cold

c – cat, cent

g – got, giant

ch – chin, school, chef

## Phase 5

- Children are then taught alternative spellings for phonemes e.g.

ai – **rain**, **day**, **cake**, **eight**, **they**

igh – **high**, **fry**, **pie**, **line**

# Across the phases...

In all the different phases children are continually practising reading words and spelling words using the phonemes and graphemes they have been taught.



# Segmenting and Blending

## ***Blending***

Merging phonemes together to pronounce a word. In order to read an unfamiliar word, a child must attribute a phoneme to each letter or letter combination in the word and merge them together quickly and smoothly to pronounce the sound.

**Sound Buttons game.**

# Segmenting and Blending

## ***Segmenting***

Hearing individual phonemes within a word.

In order to spell, a child must segment a word into its component phonemes and choose a letter or letter combination to represent the phonemes.

Example: crash has 4 phonemes c-r-a-sh

**Blending and segmenting are reversible skills**

# The Year 1 Phonics Test

- ❑ Towards the end of Year 1 your child will have to take a phonics test.
- ❑ This is called the **Phonics screening check**.
- ❑ It normally takes place around mid June.
- ❑ The test consists of reading a range of 'real' and 'alien' words. All words contain the phonemes that have been taught over Reception and Year 1.