

Mrs Ambrose and Miss McKeon

Phonics Workshop Welcome


Everything starts with reading

Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

(‘Letters and Sounds’ Principles and Practice of High Quality Phonics)

The Rose Review

The independent review of early reading, conducted by Jim Rose, confirmed that 'high quality phonic work' should be the prime means for teaching beginner readers to learn to read (and spell).



The review also highlighted the importance of developing, from the earliest stages, children's speaking and listening skills - ensuring that beginner readers are ready to get off to a good start in phonic work.



It iz tiem too gow
hoam sed v kator pilla.
But iy doat wont 2 gow
howm sed th butt or
flie. Iy wot to staiy
heyr.



What is phonics?

Phonics is the link between letters (graphemes) and the sounds (phonemes) they make.

Using a highly structured programme working through 6 progressive phases, children are taught:

The full range of common letter/ sound correspondences.

To hear separate sounds within words.

To blend sounds together.

Learn to spell regular words

What are speech sounds?

- Although there are 26 letters in the English alphabet, there are 44 phonemes.

s ss a t p i n m d g
u c k ck e o r h b f ff l
ll j v w x y z zz qu
sh th ng ae ee ie oa oo ar
or er ur ow oi ear air ure zh wh

Phase 1

Most children coming into reception would have already started phase 1.

Phase 1 supports linking sounds and letters of the alphabet. It also draws on and promotes other areas of learning for example, music plays a key part in developing children's language.

One of the most important features of Phase 1 is to model good listening and clear speaking.

There are 7 aspects within phase 1.

Environmental sounds, Instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, and oral blending and segmenting.

Phase 2

The purpose of this phase is to teach the first 19 graphemes and move children on from oral blending and segmentation to the written equivalent.

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

By the end of the phase most children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards.

In this phase the children will be taught to read some high frequency 'tricky' words.

the, no, go, I, to

Phase 3

The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters that make one sound.

Set 6	j	v	w	x
Set 7	y	z,zz	qu	

Digraphs and Trigraphs

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

And the high frequency 'tricky' words.

he, she, we, me, my, be, they, was

Phase 4

- The purpose of this phase is to consolidate children's learning.
- It particularly focuses on their ability to blend words confidently.
- They will also learn the high frequency 'tricky' words:
said, have, like, some, you, so, come, were, there, little, one, do, when, out, what
- The children will also learn to say two-syllable words such as desktop and lunchbox.

Some definitions

Phoneme - The smallest unit of sound in a word.

Grapheme - What we write to represent a sound/ phoneme - for some phonemes, this could be more than one letter.

e.g. **t** **ai** as in rain **igh** as in high

Oral Blending

Hearing a series of spoken sounds and merging (blending) them together to make a spoken word - no text is used.

For example, when a teacher calls out /b/u/s, the children say bus.

The skill is usually taught before blending using printed words.

Blending

Recognising the letter sounds in a written word, for example c- u- p, and blending them in the order which they are written, to read the word 'cup'

Sound buttons

s i t
• • •

l e g
• • •

s h o p
• • •

c a n
• • •

s i n g
• • •



d o g

Phoneme Frame

l	o	g
---	---	---

Digraph

Two letters which make one sound.

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

Examples of consonant digraphs

ll

ss

ff

zz

hill

mess

puff

fizz

sh

ch

th

ship

chat

thin

ck

ng

qu

chick

sing

quick

Examples of vowel digraphs

• (Vowel digraphs need to contain at least one vowel and make one sound.)

• ai

ee

igh

oa

oo

• rain

meet

might

coat

zoo/book

• ar

or

ur

ow

oi

• car

for

burn

cow/ blow

coin

Segment these words in a Phoneme Frame

chill

fort

duck

that

wait

shed

Trigraph

Three letters, which make one sound.

e.g. s igh t
○

f ear
○

ch air
○

Systematic Teaching

- 1.Revisit
- 2.Teach
- 3.Practice
- 4.Apply

www.phonicsplay.co.uk

Word	Graphemes					
Shelf	Sh	e	l	f		
dress	d	r	e	ss		
think	th	l	n	k		
string	s	t	r	l	ng	
Sprint	s	p	r	l	n	t
Flick	f	l	l	ck		

Some words can not be sounded out or blended and need to be recognised as a whole - children need to have understanding of the phoneme/grapheme correspondence e.g.

said the eyes

These are taught as **tricky words**.

Children develop their ability to do this over time by remembering the tricky part of the word and the spelling.

Quiz

What is a phoneme?

How many phonemes are there in the word strap?

What is a digraph?

Give an example of two letters next to each other but which don't make a digraph.

Write strict on your whiteboard and add the sound buttons/ lines.

Quiz

What is a phoneme? Smallest unit of sound in a word

How many phonemes are there in the word strap? 5

What is a digraph? Two letters next to each other that make one sound
ai, oo, ee, ow

Give an example of two letters next to each other but which don't make a digraph. fl, tr, st

Write strict on your whiteboard and add the sound buttons/ lines.

s t r i c t
● ● ● ● ● ●

Useful

Mr Thorne does phonics

Alpha blocks

Pocket Phonics