

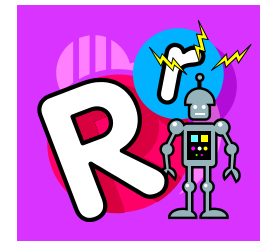
Phonics Workshop

WELCOME TO OUR PHONICS WORKSHOP FOR RECEPTION PARENTS

How do we teach phonics?

- ▶ Taught daily
- ▶ Specific lessons
- ▶ Mixed into everyday teaching
- ▶ Different phases – handout

This is the first important step to learning to read. Research shows that when **phonics** is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of **teaching** young children to read.



Games to play



Common Objects

Collect several objects that begin with the same sound and make a card with this letter sound on it. Make a second group of objects beginning with a different sound and a card to go with those.

Discuss the sounds of the letters on the two cards with your child and shuffle the objects. Separate the cards on the floor and ask your child to put each object near the sound that it starts with. This activity can help your child to "hear" the first sound of a word.

Odd-one Out

Say a number of words, all but one of which begin with the same sound. See if your child can pick out the odd one. It can be helpful to have the corresponding objects there for the child to look at.



I-Spy

For small children the usual way of playing that starts 'I spy with my little eye something that begins with ...' can be too difficult. You can make this easier by providing a clue. 'I spy with my little eye something that barks and begins with d'.

Sounds Scrapbook

Write a letter at the top of each page of a scrapbook. Concentrating on a few letters at a time and collect pictures of objects that begin with those letters. Do not use as examples words where the first sound does not make its normal sound such as in giraffe, ship, cheese, thumb. Stick the pictures on the appropriate pages.



Phase 2 Phonics

- ▶ In Phase 2, children begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. Some are made with two letters, but **in Phase 2, children focus on learning the 19 most common single letter sounds.**
- ▶ Although the order in which sounds are taught differs from school to school, usually, they learn the most commonly used phonemes first, starting with: **/s/, /a/, /t/, /p/, /i/, /n/.**
- ▶ By the end of Phase 2 children should be able to read some vowel-consonant (VC) (e.g. at, in, an, am) and consonant-vowel-consonant (CVC) words (e.g. cat, mop, dot etc.), and to spell them out. They also learn some high frequency 'tricky words' like 'the' and 'go.' This phase usually lasts about six weeks.

Games to play

Fishing for Sounds

You will need a few cards with individual letters. Attach a paper clip to each card. Using a small stick with a string and magnet, your child fishes for letter sounds. If your child can say the sound of the letter he/she wins the card, otherwise you win it.



Sequencing the Letters in your Child's Name

Providing the individual letter cards for each letter of your child's first name can be a useful way to teach the sequence of letters. Remember you will need to write a capital for the first letter and lower case for the rest.

If you want to print out the cards using a word processor use a font such as Century Gothic on PC which has not a. Show your child how to make the name first, before shuffling the cards for him/her to have a try. For a very long name work with the first few and build up a letter at a time.

'What does it start with?' Box

You will need:

A box

Several items each beginning with a different sound

Corresponding letter cards



This game is similar to the common objects game on the previous page, but the emphasis now is on recognising the sounds the letters make. Ask your child to choose an object from the box, to think what its first sound is (remember it is the sound you are looking for rather than the alphabet name) and then to match the object with the relevant card.

Sand Tray or Finger Paints

Children enjoy writing letters with their fingers in a tray of sand or with finger paints. These ways provide good opportunities to teach correct letter formation.

Phase 3 Phonics

- ▶ Phase 3 introduces children to the remaining, more difficult and/or less commonly used phonemes, mainly made up of two letters such as /ch/, /ar/, /ow/ and /ee/.
- ▶ Alongside this, **children are taught to recognise more tricky words, including 'me,' 'was,' 'my,' 'you' and 'they'.**
- ▶ Phase 3 takes most children around 12 weeks. By the end, they should be able to say the sound made by most, or all, Phase 2 and 3 graphemes, blend and read CVC words made from these graphemes, read 12 new tricky words and write letters correctly when given an example to copy.

Games to play

Blending

Sound out simple words to your child to see if they can work out what the word is e.g. go and get your b...a...g... and hopefully your child will shout out "bag!"

Sound mats

Have some pictures in front of your child and sound out a word e.g. b...i...n. If they have that word on their mat they can cover it with a counter.

Reading cvc words

Using letter cards, foam or magnetic letters ask your child to find the c, the a and the t. Place them on the table in this order. Ask them to say each letter sound in turn. You may need to get faster and faster until the child blends the letters to 'read' the word.



Phase 4 Phonics

By now, children should be confident with each phoneme.

In Phase 4 phonics, children will, among other things:

- ▶ Practise reading and spelling CVCC words ('such,' 'belt,' 'milk' etc)
- ▶ Practise reading and spelling high frequency words
- ▶ Practise reading and writing sentences
- ▶ Learn more tricky words, including 'have,' 'like,' 'some,' 'little'

Children should now be blending confidently to work out new words. They should be starting to be able to read words straight off, rather than having to sound them out. They should also be able to write every letter, mostly correctly. This phase usually takes four to six weeks, and most children will complete it around the end of Reception.

Games to play

Making Sentences

Read the book with your child so he/she is familiar with the story. Then simply use the first sentence from the reading book and copy it out on a strip of paper. Either write it out or if you use a word processor. Leave a double space in between each word. Now cut up the sentence into the individual words. For example:

Ask your child to make the sentence, "This is a dog." using the individual words. At first you will probably need to help. When he/she has made the sentence ask your child to read it to you and encourage him/her to point to each word with a finger.

It is recommended to work on a maximum of five sentences on each reading book.

is dog This a

Phase 5 and 6 Phonics

Phase 5 – Year 1

- ▶ Alternative spellings and pronunciation
- ▶ Split digraphs

Phase 6 – Year 2 and beyond

- ▶ Prefixes and suffixes
- ▶ Apostrophes
- ▶ Spelling rules

Knowing letter sounds

- ▶ Children need to learn to recognise the letters of the alphabet and say the name and the sound.
- ▶ Taught through daily Phonics sessions and Letters and Sounds
- ▶ When helping your child at home you need to start with the sounds of the letters (not the names).
- ▶ This is very important when they come to blend later on.

Saying the letter sounds

- ▶ Pronunciation is really important for when the children start blending sounds together.

<https://www.youtube.com/watch?v=LITw0oiLNys> – Mr Thorne does Phonics

- ▶ Examples of pronunciation
- ▶ Games to play – websites www.phonicsplay.co.uk

So where does this fit in?

30-50 months (reading)

- ▶ Shows awareness of rhyme and alliteration.
- ▶ Knows information can be relayed in the form of print.
- ▶ Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- ▶ Recognises familiar words and signs such as own name and
- ▶ advertising logos.
- ▶ Shows interest in illustrations and print in books and print in the environment.

So where does this fit in?

40-60 months (reading)

- ▶ Hears and says the initial sound in words.
- ▶ Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- ▶ Links sounds to letters, naming and sounding the letters of the alphabet.
- ▶ Begins to read words and simple sentences.

Early Learning Goal (writing)

- ▶ **Children read and understand simple sentences.**
- ▶ **They use phonic knowledge to decode regular words and read them aloud accurately.**
- ▶ **They also read some common irregular words.**

So where does this fit in?

40-60 months (writing)

- ▶ Hears and says the initial sound in words.
- ▶ Can segment the sounds in simple words and blend them together.
- ▶ Links sounds to letters, naming and sounding the letters of the alphabet.
- ▶ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- ▶ Writes own name and other things such as labels, captions.
- ▶ Attempts to write short sentences in meaningful contexts.

So where does this fit in?

Early Learning Goal (writing)

- ▶ Children use their phonic knowledge to write words in ways which match their spoken sounds.
- ▶ They also write some irregular common words.
- ▶ They write simple sentences which can be read by themselves and others.
- ▶ Some words are spelt correctly and others are phonetically plausible.

Any questions?



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