



Birdsedge First School

Phonics Workshop and
Information Evening 2019

What is phonics?

Phonics is

- **Knowledge of the alphabetic code**

(26 letters, 44 phonemes, 140 different letter combinations)

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- **Understanding of the skills of segmenting and blending**

Why teach 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.

Systematic synthetic phonics

- At Birdsedg we teach phonics as the route to decode or read.
- We use a systematic approach which has been recommended as the most effective method of teaching reading.
- Lessons are daily sessions lasting about 20 minutes, based on the Letters and Sounds guidance.
- The knowledge and skills children learn are applied in these lessons and throughout the day as they read and write.

The importance of listening skills

- Phonics learning relies on children being able to hear and distinguish the sounds within words.
- Children with poor listening and/or attention skills can struggle with phonics learning.
- Listening skills begin at birth and there are lots of things that parents and carers can do to support these skills.
- Children are also taught listening and attention skills during their early years education (age 0-5).
- The first phase of formal phonics education (Phase 1) also focuses on key listening skills. Without these skills, children may struggle to master the next stage of their phonics learning.

Some definitions

- Phoneme – the smallest unit of sound in a word.
- Grapheme – letter or letters representing a phoneme.
- Digraph – two letters which represent a phoneme – ch, sh, th, ng
- Vowel digraph – two vowels which represent a phoneme – ai, ee, ie, oa oo, ue

Definitions continued

- Split vowel digraph – a-e, e-e, i-e, o-e, u-e as in words such as gate, evening, slide, phone, cube
- Trigraph – three letters which represent one phoneme – igh, air
- Adjacent consonants – also known as consonant blends, introduced during Phase 4. For example: wind, step, list, straw

Graphemes and phonemes

- Letters/graphemes: a b c d e f g h
i j k l m n o p q r s t u v w x y z

- 44 phonemes: /b/ /k/ /d/ /f/ /g/ /h/
/j/ /l/ /m/ /n/ /p/ /r/ /s/ /t/ /v/ /w/
/y/ /z/ /sh/ /ch/ /th/ /th/ /ng/ /zh/

- /a/ /e/ /i/ /o/ /u/ /ai/ /ee/ /igh/
/oa/ /oo/ /oo/ /ow/ /oi/ /ar/ /or/
/ur/ /air/ /ear/ /ure/ /er/

- Some of 140 letter combinations
illustrated in words:

cat, peg, pig, log, put,

pain, day, gate, station

burn, first, term, heard, work,

haul, law, call, slaughter

tried, light, my

Segmenting

- Segmenting is the skill of hearing each separate sound in a word.
We use this skill to spell and write.
- For example the word cat is made up of three phonemes:

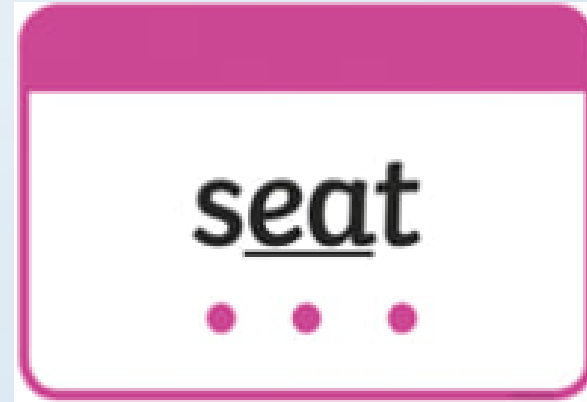
c-a-t

- The word sheep is also made up of three phonemes:

sh-ee-p

Sound buttons

- Sound buttons are dots or dashes which can be used to support reading when written underneath a sound. When you touch the sound button you say the sound aloud.



- Use the word cards to practise adding sound buttons to words.

Blending

- Recognising the letter sounds in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to read the word 'cup'.
- A fun way to learn blending with young children is to talk to them in segmented words, for example
 'Please g – e – t' the 'm – i – l – k' out of the 'f – r – i – dge'.

Blending game

- Can you respond to these instructions by pointing to the correct body part?

Progression in phonics

- We regularly assess children's phonic knowledge and skills as part of our teaching.
- This enables us to pick up on any areas of strength or areas for improvement. Any gaps are quickly spotted and addressed, with targeted interventions put in place to ensure all children have a sound understanding of what is taught, and are able to apply their learning to their reading and writing across the curriculum.
- When children are secure in a phase, they progress to the next stage.

Phases within Letters and Sounds

There are six phases within the Letters and Sounds guidance. Children learn skills from Phase 1 from birth, as we talk and listen to them and as they hear and differentiate between sounds they hear in everyday situations.

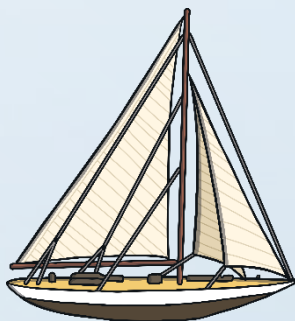
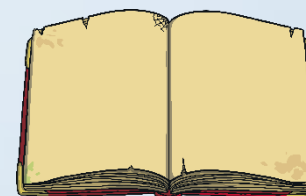
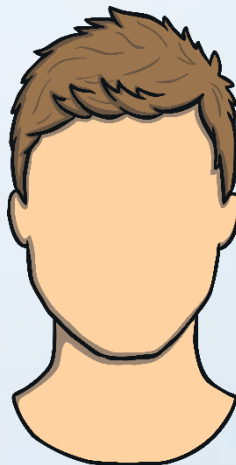
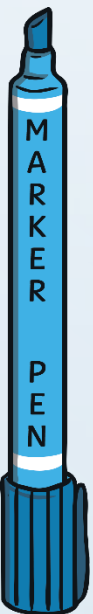
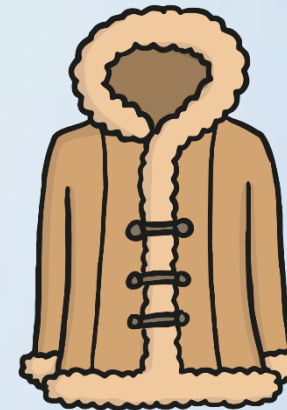
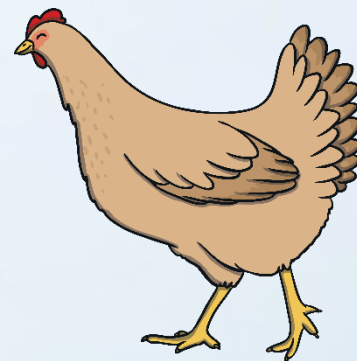


Phase 1 – birth onwards

Phase 1 has seven aspects, with a focus on listening skills:

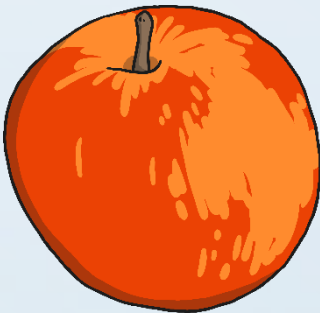
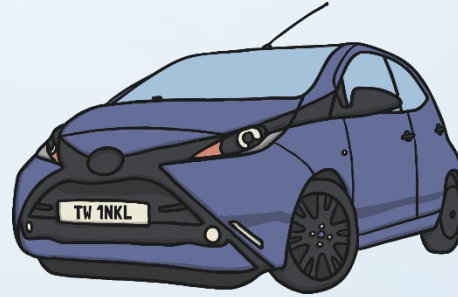
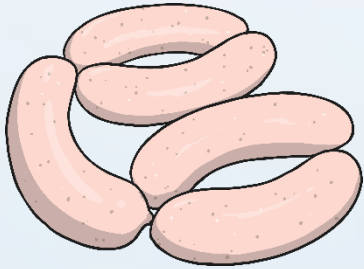
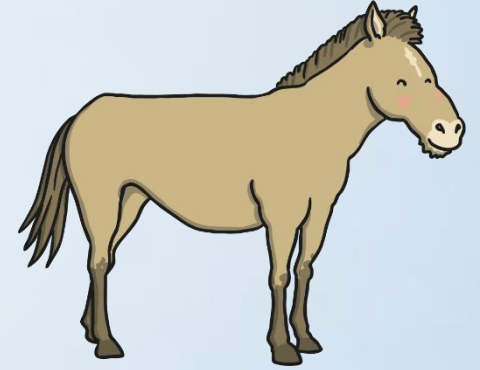
- 1. Environmental sounds
- 2. Instrumental sounds
- 3. Body percussion
- 4. Rhythm and rhyme
- 5. Alliteration
- 6. Voice sounds
- 7. Oral blending and segmenting

Find the rhymes



Find the initial sounds

- Can you find three objects beginning with “s”?
- How many objects begin with “h”?



Phase 2 – Reception (Autumn/Spring terms)

- In Phase 2, children begin to learn some letter sounds and to match them to graphemes.
- Children also begin to blend the sounds to make words. By the end of Phase 2, children will be able to read some vowel-consonant (vc) and consonant-vowel-consonant (cvc) words e.g. up, cat, pin.
- Children will also learn to read the tricky words I, no, go, to the and into.

Phase 3 – Reception (Spring/Summer terms)

- Phase 3 usually lasts around 12-14 weeks. Children are taught another 25 graphemes.
- The final single letter sounds are taught, together with more consonant digraphs and several vowel digraphs.
- Children also learn how to blend and segment cvc words using the new sounds, e.g. tail, chip, night.
- Children then move on to blending and segmenting two-syllable words e.g. cooker, rocket, hairbrush. They begin to read captions and continue to be taught tricky words.

Phase 4 – Reception (Summer term)

- By Phase 4 children are able to represent each of the 42 phonemes with a grapheme.
- Phase 4 provides opportunities for consolidation of children's knowledge and skills, with application in new contexts.
- Children are taught blending and segmenting using adjacent consonants, e.g. st, sp, tr, br, spr, str in words such as stop, spoon, train, brown, spring, straw.
- Phonics teaching continues to take place daily, with skills and knowledge being applied in reading and writing opportunities across the curriculum.



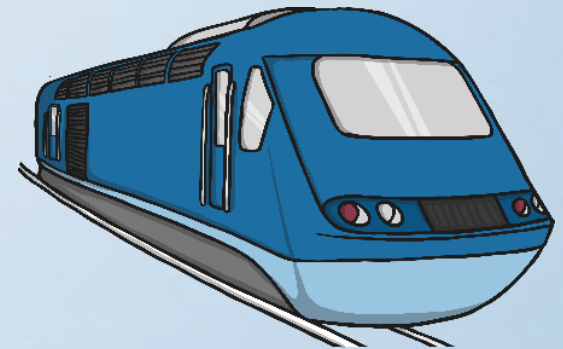
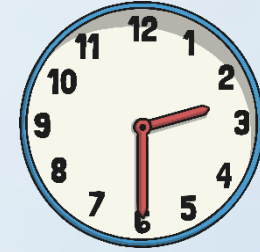
Buried Treasure

What have the pirates hidden in the chest?



Yes or No?

- Can a clock clap hands?
- Can a spoon grab a fork?
- Do trains run on tracks?



Phase 5 – Year 1

- During Phase 5 children broaden their knowledge of graphemes and phonemes.
- They learn alternative spellings for phonemes they have already learnt.
- They learn strategies to help them select the correct grapheme for spelling.
- Children read with increasing fluency as they decode automatically and no longer need to sound out most familiar words.

Year 1 phonics screening check

- In June, all year 1 children are expected to complete the year 1 phonics screening check.
- The aim is to check that a child is making progress in phonics. They are expected to read a mixture of real words and 'nonsense' words.
- If a child has not reached the expected standard, schools must give additional support to help the child to make progress in year 2.

Phase 6 and beyond...

- Phase 6 is mainly taught as children progress through year 2 (age 6-7).
- Children are becoming fluent readers and more accurate spellers. They learn more spelling patterns such as the use of prefixes and suffixes, contracted forms of words (e.g. can't, won't) and other words in common usage such as days of the week.
- At this stage, children can read hundreds of words automatically. They are now reading for pleasure and reading to learn rather than learning to read.
- They can decode words quickly and silently and only need to sound out longer or more unfamiliar words.

Best bet

- As children learn the correct spellings of words, they may make a “best bet”. This is an educated guess based on their knowledge of spelling rules.
- For example, the best bets for representing /ae/ at the beginning and in the middle of a word are a-e and ai

age, rain

- The best bet for representing /ae/ at the end of a word is ay


day, stay

So what can I do to help my child?

- Work on listening skills.
- Practise segmenting and blending.
- Look for familiar sounds and words in everyday situations.
- Support your child to complete their homework.
- Practise new sounds and graphemes.
- Read to and with your child every day – do the voices, act out stories, ask questions about what you read together.

Four key principles of phonics

- Phonemes are represented by graphemes.
- A phoneme can be represented by one or more letters, e.g. ee, igh
- The same phoneme can be represented/spelled in more than one way, e.g. rain, cake, stay, eight, station
- The same spelling may represent more than one phoneme, e.g. snow/now, they/donkey, screw/few



Ok – quiz time!

1. What is a phoneme?
2. How many phonemes are in the word '**Birdsedge**'?
3. a) What is a digraph? b) Give an example.
4. Write a word and add in the sound buttons.
5. a) What is a 'trigraph'? b) Give an example.
6. Write a word containing a split vowel digraph.

Answers...

1. A phoneme is the smallest unit of sound in a word.
2. B-ir-d-s-e-dge = 6
3. a) two letters that represent a phoneme; b) sh, ch, th, ng, ai, ee, oi etc.
4. Your words...
5. a) three letters that represent a phoneme; b) ear, air, igh, ure, dge
6. Your split vowel digraph words...



Thank you for coming!

We hope you have found the session useful and informative.

Please ask any further questions you may have about phonics or the teaching of reading and writing at Birdsedg First School.

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Add a Slide Title - 3

Add a Slide Title - 4

Add a Slide Title - 5