

Phonics and Reading Workshop



Aims for today

- To know the progressive stages of phonics
- To understand how we teach your child phonics, reading and writing
- To become more confident with your own knowledge of phonics
- To get ideas of how you can support your child at home

...engage in symbolic play, when a stick can become a wand or a scarf a winding river; I will begin to learn that 'this' can stand for 'that' in the same way that a written word represents a spoken word.



...have lots of opportunities to socialise and talk with others, developing a good oral language and speaking clearly while playing together.



....be read books full of beautiful language, rhymes and rhythms. Hearing new words will broaden and expand my vocabulary and grow my love of books.



BEFORE I CAN LEARN TO READ I MUST ...

....develop fine motor skills to turn pages. Playing with play dough, using tweezers, threading, winding and weaving are just some things that can help me do this.



... have opportunities for pretend play to help me understand stories. Let me dress up so I can develop empathy for different characters and have resources to reenact my favourite parts.



....play games that involve matching to prepare me for learning my letters. Matching animals to pictures in the book or finding matching buttons to make eyes for a picture can be part of my play.



What is Phonics?

- Phonics is a method for teaching reading and writing. We have structured daily lessons and activities in our provision.
- Teaches the ability to hear, recognise and use the sounds within words.
- Children will also be taught other skills, such as whole-word recognition ('tricky words'), book skills, comprehension and a love and enjoyment of reading.

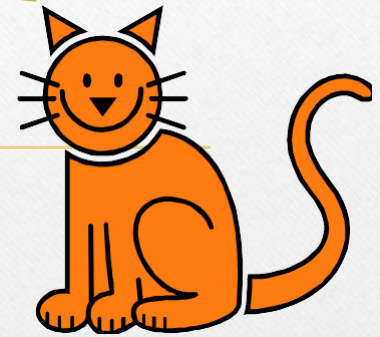
Phase 1

- Phase 1 is all about hearing sounds.
- First children need to 'tune into sounds'.
 - › Hearing sounds in the environment and around them.
 - › Hearing sounds in spoken words
 - Rhyme
 - Rhythm
 - Initial letters and alliteration
 - Oral blending

We play...

c-a-t

- **'I spy'** – initial letter recognition
e.g. I spy something beginning
with 'c'
- **Silly Soup** – I'm making silly soup,
I'm making soup that's silly, I'm
going to put it in the fridge, to
make it nice and chilly!
- **Pairs** – Rhyming games
- Matching sound and picture



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Phase 1 – Your turn

- **Old Macdonald had a farm** – secretly choose an animal, instead of naming the animal, make the noise it would make. Who can guess what animal it is?
- **Shopping list** – in the bag there are different items. If they begin with the same sound you can keep it, if not, it needs to go back in the bag!
- **Clapping sounds** – you have a list of words, choose one and clap each letter c,a,t, and then blend together to say cat.

Phrases you may hear

- **Grapheme** – a letter or sequence of letters that represent a phoneme (sound).
- **Phoneme** – a sound in a word
- **Blending** – putting all the sounds together
- **Segmenting** – breaking down a word into its phonemes (sounds) for writing.
- **Digraph** – two letters making one sound
- **Trigraph** – three letters making one sound
- **Tricky words** (irregular words) – words that cannot be sounded out phonetically e.g. the, me, by

Phase 2

- Linking sounds to letters (saying the phoneme [sound] and recognising the grapheme [letter])
- Blending sounds to make words e.g. c-a-t
- Segmenting words to spell e.g. cat > c-a-t
- Reading and writing tricky words
- Reading and writing simple CVC words and simple 2 syllable words.
- Reading and writing simple captions.

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

- **Blending** – putting the sounds together to read

c-u-p



cup



- **Segmenting** - breaking a word up to spell



cup



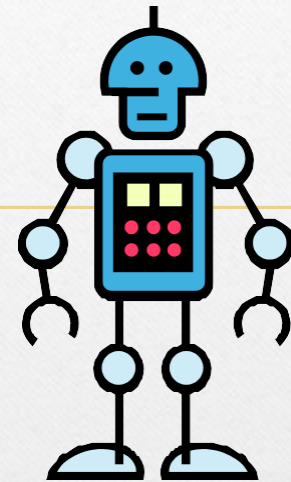
c-u-p

We use...

- Sound buttons c a t



- Robot Sound Talk

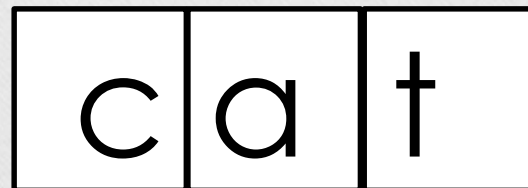


- Phoneme fingers



- Picture and word matching activities

- Phoneme Frames



Phase 2 – Your turn

- **Obb and Bob** – Blending for reading, are they 'alien' or real words.
- **Sound bingo** – Roll the dice, count the spots and match to the corresponding sound
- **Matching Pairs** – encouraging children to match pictures to the correct initial sound or word.

Phase 3

- Children are taught another 25 graphemes.
- The final single-letter sounds are taught, together with more consonant digraphs (e.g. zz, ch) and several vowel digraphs (e.g. ai, ee, oa) and trigraphs
- Children also continue to learn how to blend and segment CVC words using the new sounds, e.g. tail, sheet, night – note that these words still only have three sounds.
- Reading and writing words and sentences.

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 3 – Your turn

- **Word washing line**- can you rearrange the pegs to make a word?
- **Sounds and Ladders** – roll the dice, think of a word that contains the sound you land on and then put a counter down.
- **Dragon's Den** – sort the eggs by blending to read the words and giving them to the correct Dragon.

[Dragons Den \(phonicsplay.co.uk\)](http://phonicsplay.co.uk)

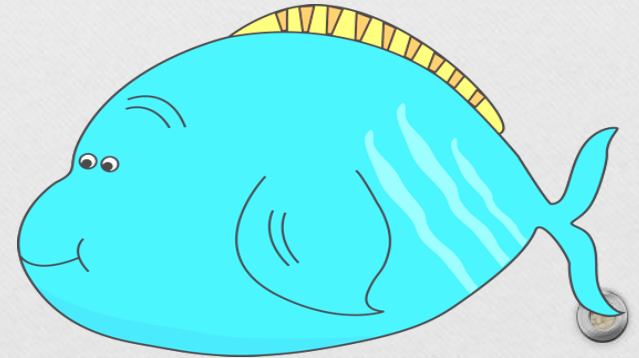
Phase 4

- No new sounds are taught
- Consolidating knowledge of;
 - › CVCC (Consonant, vowel, consonant, consonant) e.g. lamp
 - › CCVC e.g. stop
 - › CCVCC e.g. spent
- Reading and writing tricky words

Phase 4 – Your turn

- **Buried treasure**- which words are treasure and which ones are rubbish?
- **Phonic fishing** – walk around the pond, when the music stops, catch a fish and read out the tricky word.
- **Dice games** – using the dice with initial or final sounds to create your own words.

[Buried Treasure \(phonicsplay.co.uk\)](http://phonicsplay.co.uk)



Phase 5

- Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.
- In Phase Five, children will learn more graphemes and phonemes. For example, they already know 'ai' as in rain, but now they will be introduced to 'ay' as in day and 'a-e' as in make.
- Alternative pronunciations for graphemes will also be introduced, e.g. 'ea' in tea, head and break.

Phase 5 – Your turn

- Investigating alternative spellings games on <https://www.phonicsplay.co.uk/>
- **Cheeky Chimps** – Which way should the grapheme be pronounced in each word?
- This phase will involve the children recognising and blending graphemes. Word and spelling knowledge will be worked on extensively.

<https://www.phonicsplay.co.uk/member-only/CheekyChimps.html>

Phase 6

The goal is for children to become confident spellers, although spelling typically lags behind reading as it is usually more difficult for children to grasp. During this phase, children will start to spell more complex words. They will continue to work on spellings and skills which are more difficult, for example:

- **Using suffixes to indicate tenses**
- **the rules for adding -ing, -ed, -er, -est, -ful, -ly and -y**
- **Plural spelling**
- **Using prefixes to change words**

Guidance for Reading at Home

- Making sense of text and comprehension skills
- Learning new information
- Expanding vocabulary
- Using inference and skills of deduction (reading between the lines)
- Oxford Reading Buddy
- Reading record comments
- Reading should be **FUN!**



Early stages of writing

- **Giving meaning to marks**
- Write in front of your child e.g. shopping lists
- When your child has made marks – ask them what it says!
 - **Understanding that print has a meaning.**
 - › Point out print in the environment and read what it says.

- **Fine motor skills and strength.**

- Pegs, tweezers, threading, keys, wind up toys, playdough, weaving, bottles and tops, lego, puzzles

- **Pencil grip and control – this can only be achieved effectively if your child has good fine motor control and strength.**

- Consistently remind and correct pencil grip – bad habits are hard to break!

Developing Writing

- **Letter formation**
 - › Magic writing fingers - sand, flour, glitter, jelly, baked beans, sauce
 - › Emphasise and correct letter formation - bad habits are hard to break!
- **Using phonics** – representing initial sounds in writing. Segmenting to spell simple words. Writing tricky words.

- **Writing sentences** – children often need to say their sentence before they write it or the words blend into one or get muddled!
- **Punctuation e.g. Full stops, capital letter at the beginning, finger spaces.**
 - > Model when you are writing – talk through the punctuation used
 - > Remind them!

How you can support your child

- **Be positive! Mistakes can mean learning.**
 - › Use whiteboards or messy play – there is less fear because mistakes can be rubbed out easily.
- **Write for a purpose**
 - › E.g. shopping lists, birthday cards, letters, emails, homework feedback! Children will see the value in knowing how to write if they can see a reason behind it.

Resource Pack

- **Phase 2 sound mat**
- **Phase 3 sound mat**
- **Letter formation sheet**
- **Tricky/HFW words for Phase 2-5**
- **Phoneme frame**

**Resources will be sent out via e-mail
and can be found on our website.**

Useful Sites

[https://www.youtube.com/watch?v=UCI2mu7](https://www.youtube.com/watch?v=UCI2mu7URBc)

[URBc](https://www.youtube.com/watch?v=UCI2mu7URBc) – how to pronounce ‘pure’ sounds

www.phonicsplay.co.uk - Select your child's phase. Some games are free others require registration.

<http://www.letters-and-sounds.com> - Select your child's phase and choose games.

<https://www.teachyourmonstertoread.com/>

**Thank-you
and Questions**