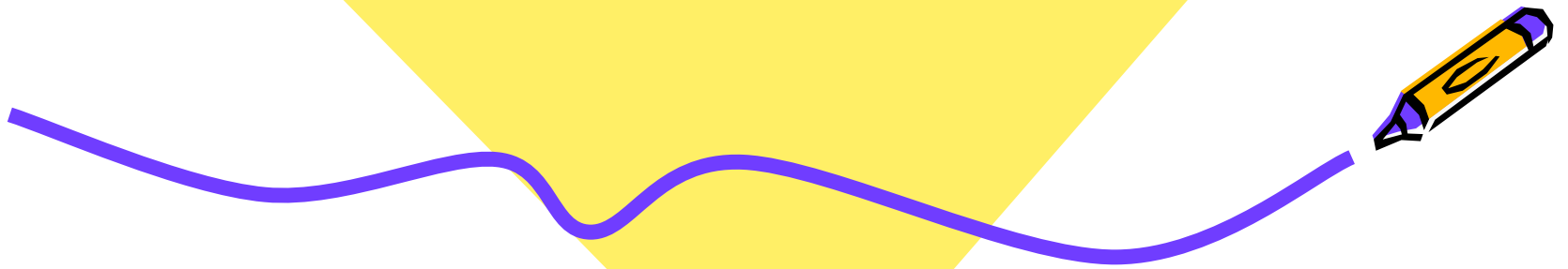


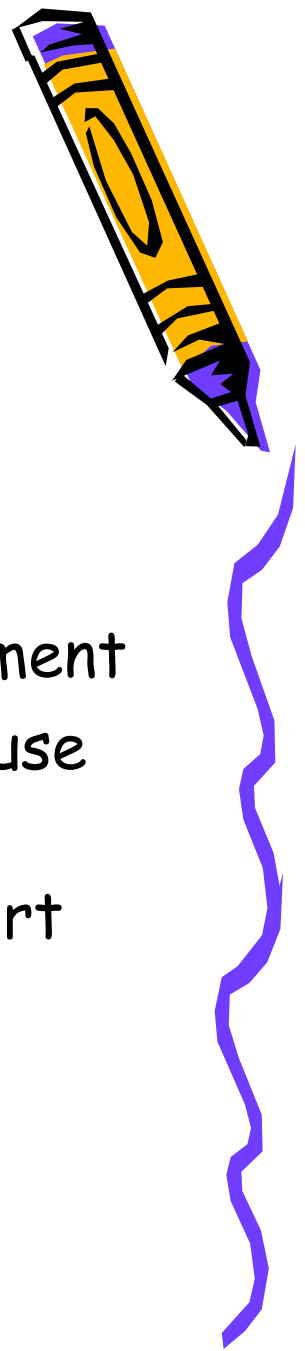


Moldgreen Phonics Workshop



Aims

- To share how phonics is taught at Moldgreen
- To develop parents' confidence in helping their children with phonics and reading
- To teach the basics of phonics and some useful phonics terms
- To outline the different stages in phonic development
- To show examples of activities and resources we use to teach phonics
- To share websites which parents can use to support their children



What is phonics and
how can I help my
child at home?



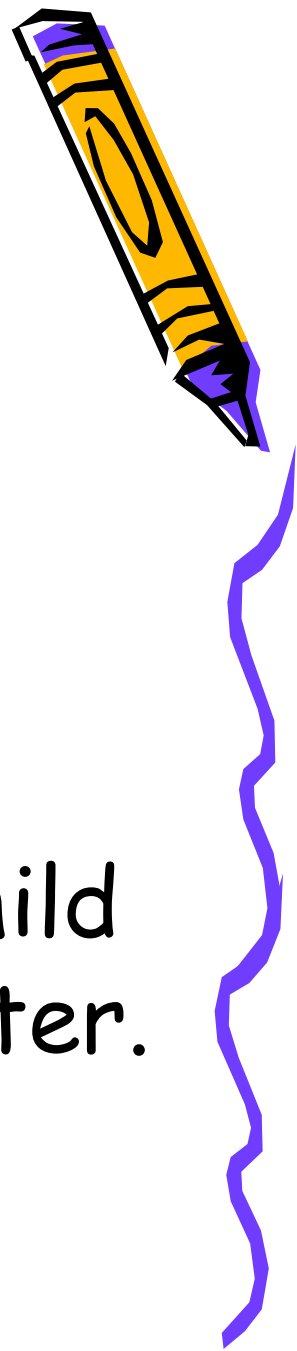
Phonics is all about using ...

skills for
reading and
spelling

+

sounds of
the
alphabet

Learning phonics will help your child
to become a good reader and writer.



Cracking the Code



- 26 letters of the alphabet
- 44 sounds in the English Language (Jolly Phonic Letter Sound British English)
- 144 different ways we put letters together to represent the sounds.



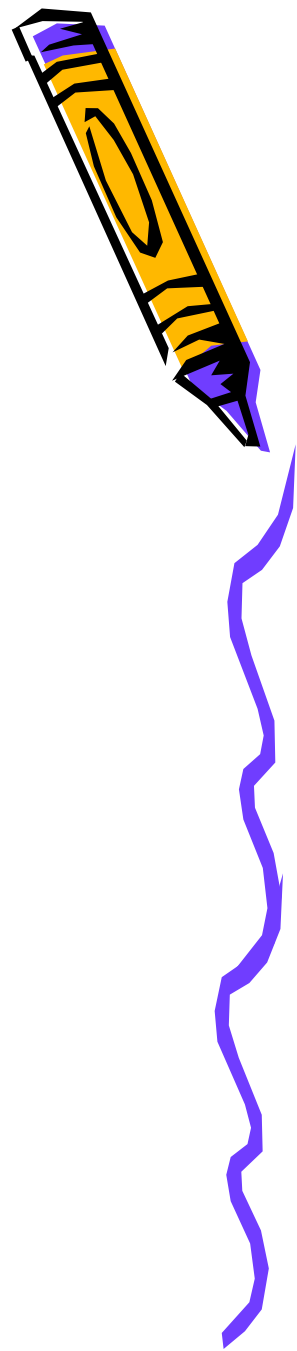
ee ur ow
wh y au



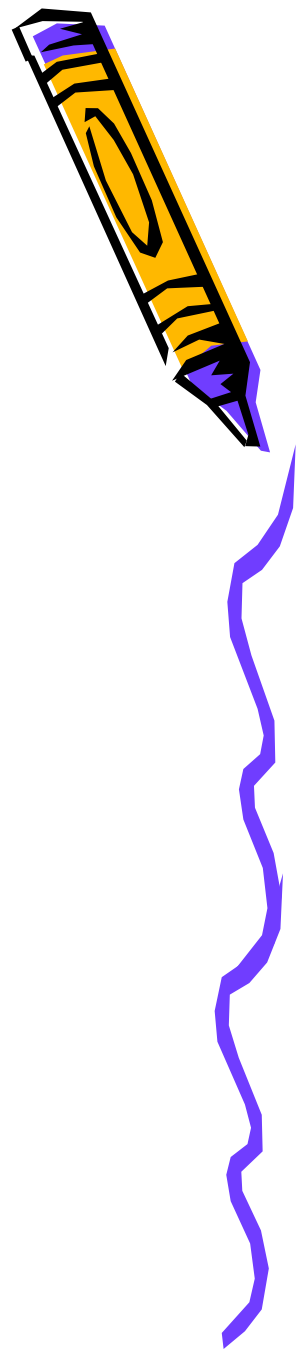
Every child in FS and Y2 learns daily phonics at their level.

In Y1, children learn phonics in whole class situations with focused work for specific children.

In KS2 children continue to learn phonics alongside other spelling rules and patterns.



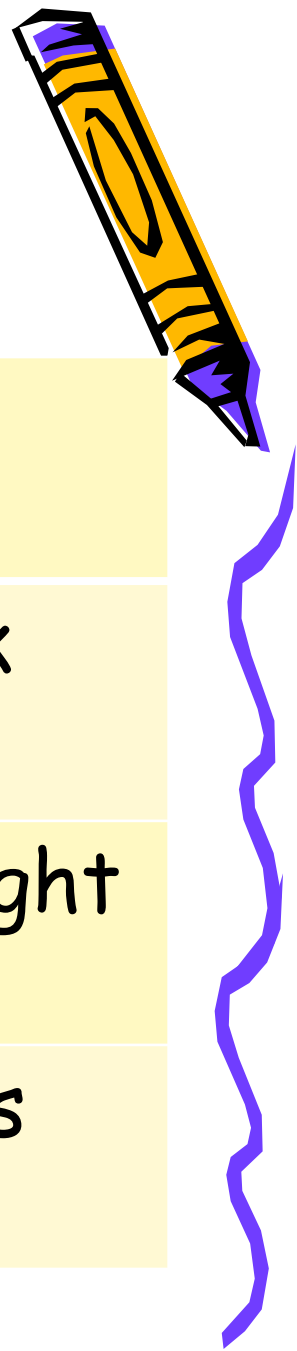
Daily Phonics



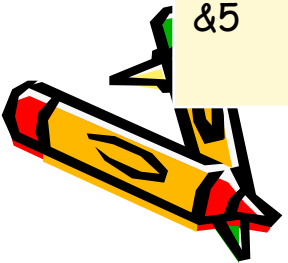
- Every day the children have 20 minute sessions of phonics plus additional interventions where needed.
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use the Letters and Sounds planning document to support the teaching of phonics, alongside Jolly Phonics actions.
- There are 6 phonics phases which the children work through.



Word structure



VC phase 2	on	eat	off
CVC phase 2 & 3	dog	boat	chick
CCVC phase 4 &5	trip	train	brought
CVCC phase 4 &5	tent	paint	yards



Glossary:

- Phonemes: The smallest units of sound that are found within a word.
- Grapheme: The spelling of the sound e.g. th.
- Digraph: Two letters that make one sound when read.
- Trigraphs: Three letters that make one sound.
- CVC: Stands for consonant, vowel, consonant.
- Blending : Putting the sounds together (to read a word).
- Segmenting: Breaking up a word into its sounds (to spell).
- Tricky words: Words that cannot easily be decoded.



Phonics Words

Your children will learn to use the term:

phoneme

Phonemes are sounds that can be heard in words

e.g. c-a-t



Phonics Words

Your children will learn to use
the term:

grapheme

This is how a
phoneme is written
down



Saying the sounds

- Sounds should be articulated clearly and precisely.
- It is important to say the sounds precisely, and not 'grunt' extra sounds at the end of a phoneme.
- Oxford Owl website - Ruth Miskin Ten Top Tips 1



Phonics Words

Your children will learn to use the term:

Blending

- Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word .



How can I help at home?



Blending:

Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say 'b-u-s', and your child says 'bus'.

Oxford Owls Website: Ruth Miskin Ten Top Tips 5



Blending



/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

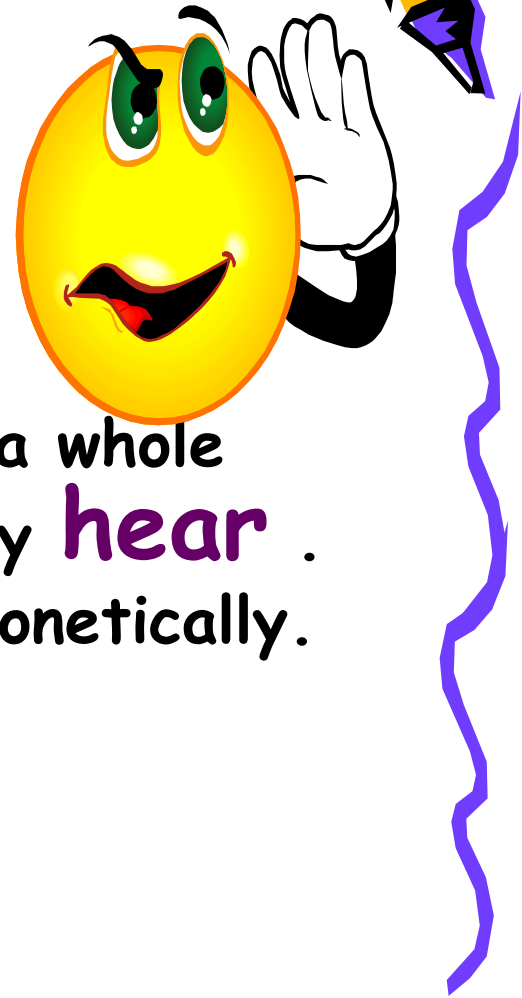
/m/ /u/ /g/ = mug



Phonics Words

Your children will learn to use the term:

Segmenting



- Children need to be able to **hear** a whole word and **say** every sound that they **hear**.
- This will help them to spell words phonetically.

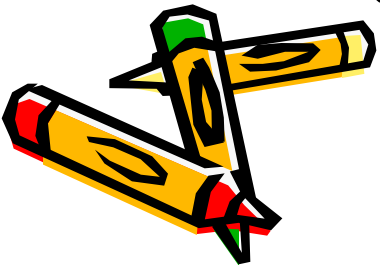


Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/



Phonics Words

Your children will learn to use the term:

digraph

This means that the
phoneme comprises of
two letters

e.g. ll, ff, ck, ss



Phoneme Frames

Sound lines and
sound buttons

c	a	t
---	---	---

• • •



f	i	sh
---	---	----

• • —



How many phonemes?

log

duck

fill



Answers

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

• • •

d	u	ck
---	---	----

• • —

f	i	ll
---	---	----

• • —



Phonics Words

Your children will learn to use the term:

Trigraph

This means that the phoneme comprises of three letters

e.g. igh , ear, ure



How many phonemes?

pure chick

night



Answers

p	ure
---	-----

.

—

ch	i	ck
----	---	----

—

.

—

n	igh	t
---	-----	---

.

—

.



Phase 1: Getting ready for phonics

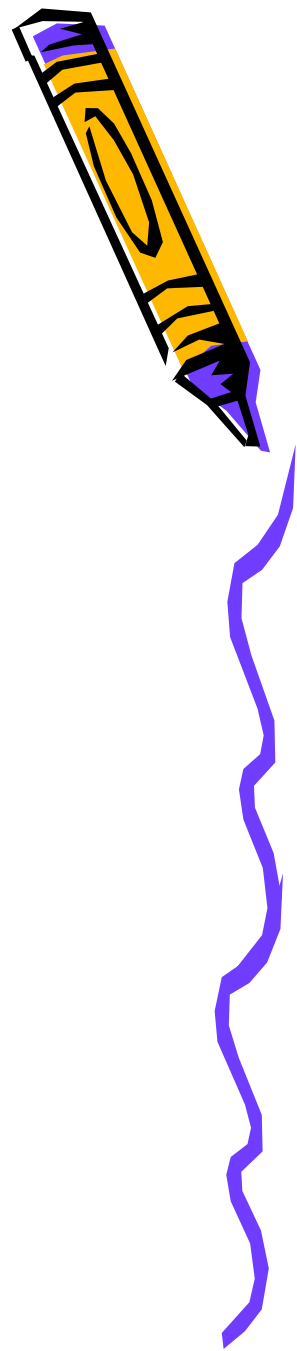
1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds

Music and movement

Rhythm and rhyme

Sound effects

Speaking and listening skills



How can I help at home?

- Nursery rhymes, songs, action rhymes.
- Add sound effects to stories.
- Music and movement: rhythm, guess the instrument.
- Talking about sounds: listening walks, loud/soft, high/low, silly noises.
- Speaking & listening: silly sentences "Happy Harry hops", mimics, animal sounds.



Phase 2:

Learning phonemes to read and write simple words



- Children will learn their first 19 phonemes:

Set 1: s a t p Set 2: i n m d

Set 3: g o c k Set 4: ck (as in duck) e u r

Set 5: h b l f ff (as in puff) ll (as in hill)
ss (as in hiss)

- They will use these phonemes to read and spell simple "consonant-vowel-consonant" (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phonemes.



Jolly Phonics



- Actions are taught for each phoneme/grapheme correspondence at this stage.
- You can find all of the actions on the School Website.
- <http://www.moldgreenprimary.co.uk/page/?title=English&pid=107>



Tricky Words

There are many words that **cannot** be blended or segmented because they are irregular.

the **was** **said** **you** **some**

These words are taught in a variety of ways - flash cards, regular practice, mnemonics, matching games etc.

Oxford Owl Website: Ruth Miskin Ten Top Tips 6



Phase 3:

Learning the long vowel phonemes

- Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.
- They will learn another 26 phonemes:
- j, v, w, x, y, z, zz, qu
- ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- They will use these phonemes (and the ones from Phase 2) to read and spell words:

chip, shop, thin, ring, pain, feet, night,
boat, boot, look, farm, fork, burn,
town, coin, dear, fair, sure



Phase 4:

Introducing consonant clusters: reading and spelling words with four or more phonemes

- Children move into phase 4 to consolidate all the phonemes learnt in phases 2 and 3.
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have **consonant clusters** at the beginning:
spot, trip, clap, green, clown
...or at the end: **tent, mend, damp, burnt**
...or at the beginning and end! **trust, spend,**
twist



Phase 5

- Teach new graphemes for reading
 - ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,
 - a-e, e-e, i-e, o-e, u-e

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

fin/find, cat/cent, got/giant, cow/blow,
tie/field, eat/bread, hat/what,
yes/by/very, chin/school/chef,
out/shoulder/could/you.



Learning all the variations!

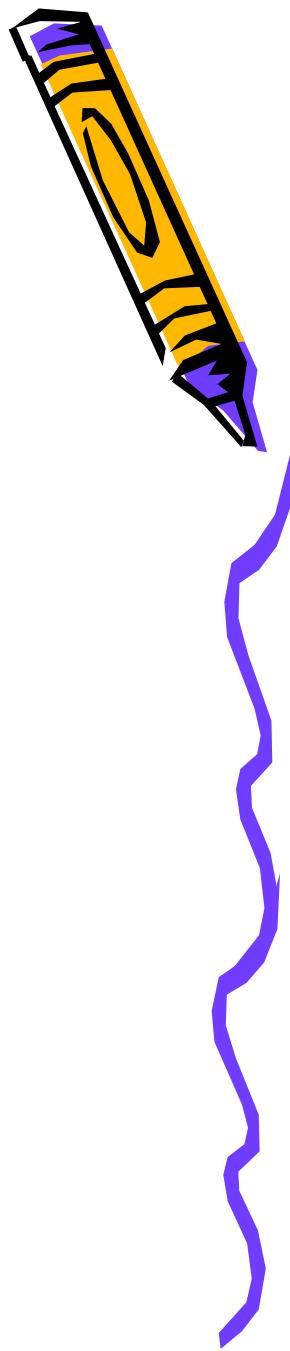
Learning that the same phoneme
can be represented in more
than one way: *burn*

first

term

heard

work



Learning all the variations!

Learning that the same grapheme can represent more than one phoneme:

meat

bread

he

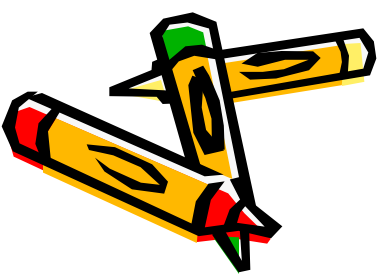
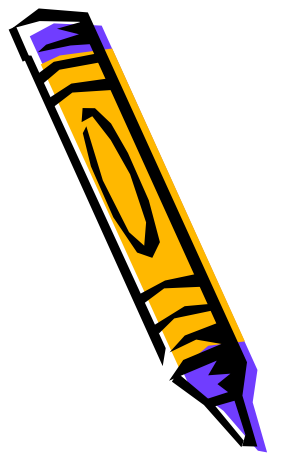
bed

bear

hear

cow

low



Teaching the split digraph

tie

time

toe

tone

cue

cube

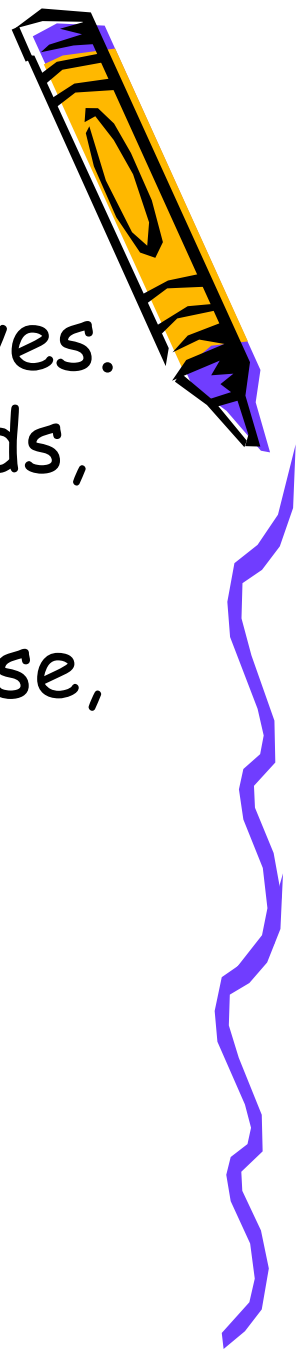
pie

pine



Phase 6

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.
- Children might learn about past tense, rules for adding 'ing' and irregular verbs
- 'tion' and 'sion' words



Y1 Phonics check



- The National phonics screening check is a statutory assessment that was introduced in 2012 to all Year 1 pupils and is a quick and easy check of your child's phonics knowledge.
- It comprises of a list of 40 words and nonsense words. It will assess phonics skills and knowledge learnt through reception and year 1.
- Downloadable practice phonics screening check papers <http://www.sats-papers.co.uk/phonics-screening-check.php>

<https://www.gov.uk/government/publications/phonics-screening-check-2015-materials>



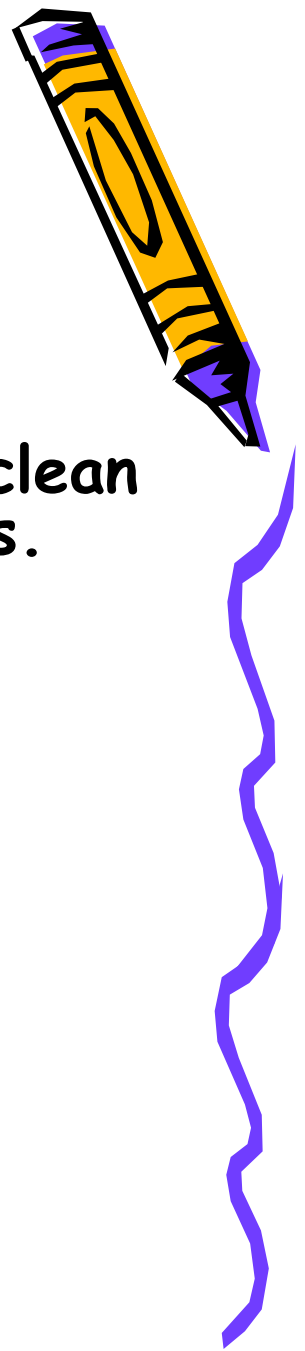
Is there anything I can
do at home?



y	e	s
---	---	---



How can I help at home?



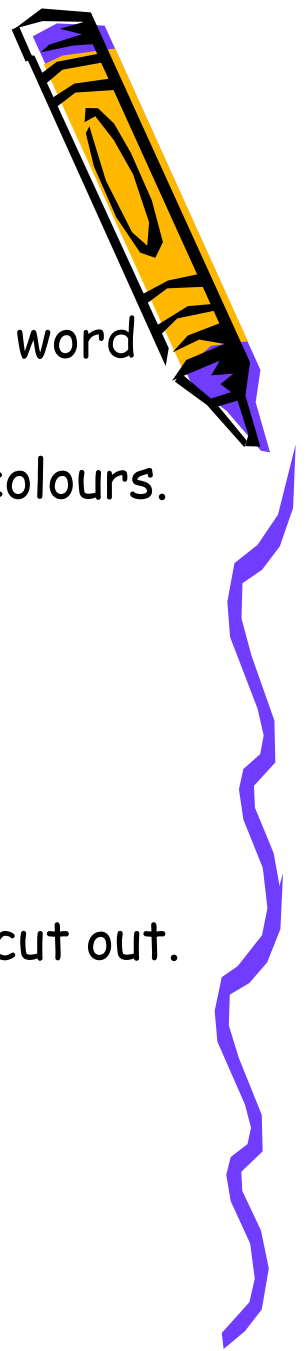
- When spelling, encourage your child to think about what “looks right”.
- Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.

- tray
- rain
- boil
- boy
- throat
- snow

- trai
- rayn
- boyl
- boi
- throwt
- snoa



Teaching tricky words



- Write the word on paper, cut out each letter and put the word back together.
- Write the word three times. Trace over it in different colours.
- Look, say, cover, visualise, write, check.
- Play bingo with the words.
- Small word inside the word
- Write the word in a nonsense sentence.
- Find words with similar patterns. e.g. the, them, they
- Write the word, draw around the shape of the word and cut out.
- Can you add **ing** or **s** to any words.
- Put words into alphabetical order.



At home...



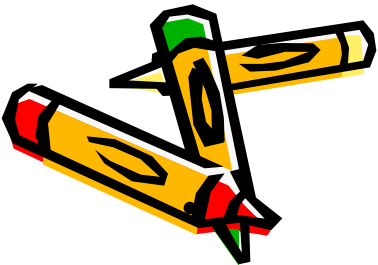
- Practise the phonemes together.
- Use them to make different words at home and play phonics games
- Read every day with your child
- Visit the school website, it has many useful links to phonics games online.
- Useful websites:

www.oxfordowl.co.uk

www.mumsnet.com

www.phonicsplay.co.uk

www.moldgreenprimary.co.uk



Don't forget...

Learning to read and
spell should be fun
for both children and
parents!

