

Phonics Workshop November 2022





Teach reading: change lives

Parent workshop: Phonics and early reading

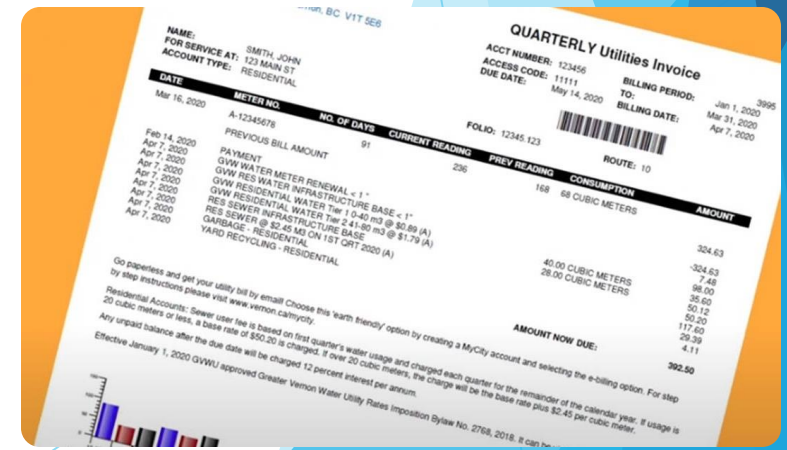
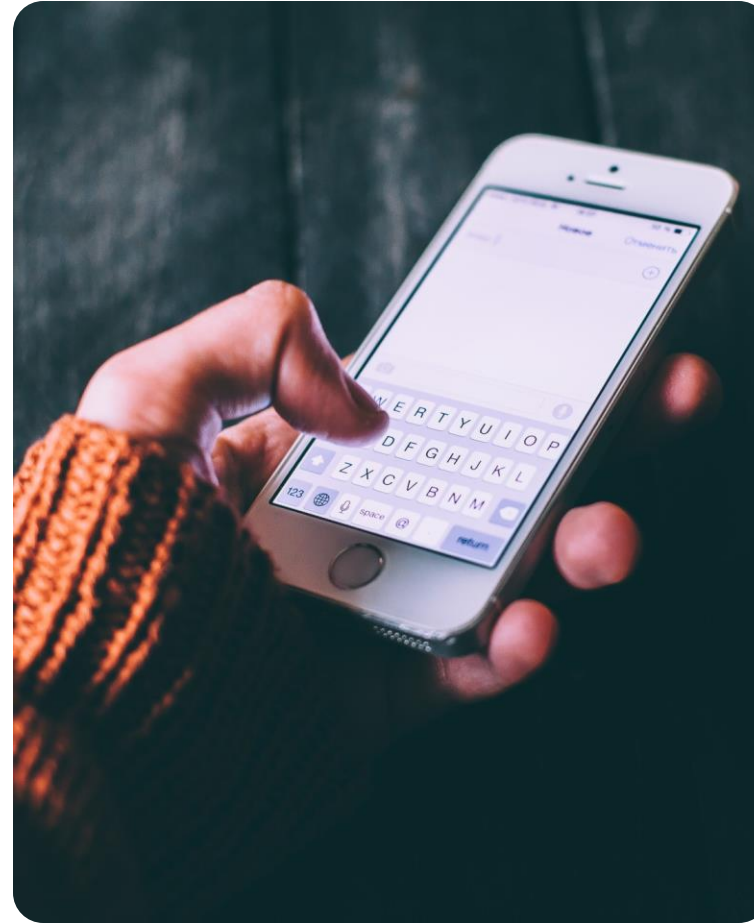
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**A love of reading is the biggest
indicator of future academic
success.**

OECD (The Organisation for Economic Co-operation and Development)

”

How many times have you already read today?





Phonics

“

Phonics is:
making connections between the
sounds of our spoken words and the
letters that are used to write them
down.

”

Terminology

Phoneme

Grapheme

Digraph

Trigraph

Split vowel digraph

Blend

Segment

Blending to read words



What are the different phases?

Phase 1: concentrates on developing children's speaking and listening skills

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 most common single letter sounds

Phase 3: teaching trigraphs and digraphs

Teaching order - phase 2













Phase 2 grapheme information sheet

Autumn 1







Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
 t t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p p	 penguin	Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.
 i i	 iguana	Pull your lips back and make the i sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 m m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Phase 2 grapheme information sheet









Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say jjj	All the way down the jellyfish. Dot on its head.
 v v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv	Down to the bottom of the volcano and back up to the top.
 w w	 wave	Pucker your lips and keep them small as you say ww	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x x	 box	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 y y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down and round the yo-yo, then follow the string round.
 z z	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Zip across, zag down and across the zebra.

Teaching order - phase 3

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ur	 curl the fur	Open your mouth in a relaxed way, push your tongue down and say ur ur ur	ear	 get near to hear	Smile with your lips apart, push your tongue to your teeth as you say ear ear ear
ow	 wow owl	Open your mouth wide then move your lips together as you say ow ow ow	air	 chair in the air	Open your mouth wide, push your tongue down as you say air air air
oi	 boing boing	Make an 'o' with your mouth then move your lips out as you say oi oi oi	er	 a bigger digger	Open your mouth in a relaxed way, push your tongue down and say ur ur ur

How to say the Phase 3 sounds

Grapheme	Catchphrase	Pronunciation phrase	Grapheme	Catchphrase	Pronunciation phrase
ai	 tail in the rain	Open your mouth wide and say ai ai ai	oo	 hook a book	Pucker your lips and keep them small as you say oo oo oo
ee	 sheep in a jeep	Smile with your lips apart and say ee ee ee	oo	 zoom to the moon	Open your mouth just a bit, put your hand on your tummy, pull your tummy in and say oo oo oo
igh	 a light in the night	Open your mouth in a relaxed way and say igh igh igh	ar	 march in the dark	Open your mouth wide, push your tongue down and say ar ar ar
oa	 soap that goat	Make an 'o' with your mouth and say oa oa oa	or	 born with a horn	Make an 'o' with your mouth, push your tongue down and say or or or

Teaching order








Phase 4: children explore more polysyllabic words (words containing more than one syllable)

Phase 5: children learn alternative graphemes for sounds introduced in phase 2 and 3

How to say the Phase 5 sounds

At Phase 5, children learn alternative graphemes for sounds introduced in Phases 2 and 3.

Sounds introduced in Phase 2

Grapheme and mnemonic	Pronunciation phrase	Phase 5 Graphemes
	Show your teeth and let the s hiss out ssssss ssssss	c se ce st sc
	Open your lips a bit; put your tongue behind your teeth and make the nnnnn sound nnnnn	kn gn
	Put your lips together and make the mmmmm sound mmmmm	mb
	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say ccc	ch
	Show me your teeth to make a rrrrr sound rrrrr	wr
	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff	ph
	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lllll lllll	le al

Gradually your child learns the entire alphabetic code:

Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVC longer words and compound words words ending in suffixes: 	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /aɪ/ ay play /oʊ/ ou cloud /ɔɪ/ oy toy /eə/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

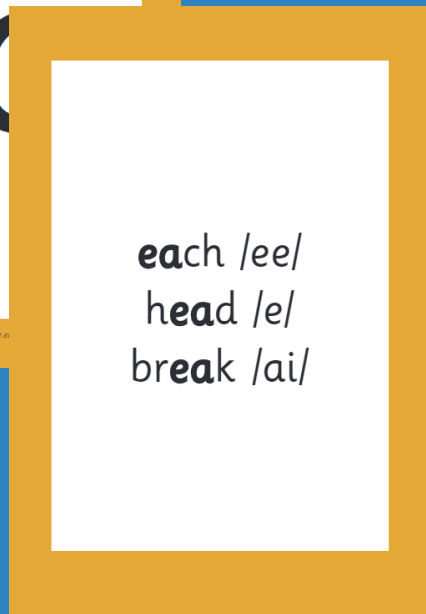
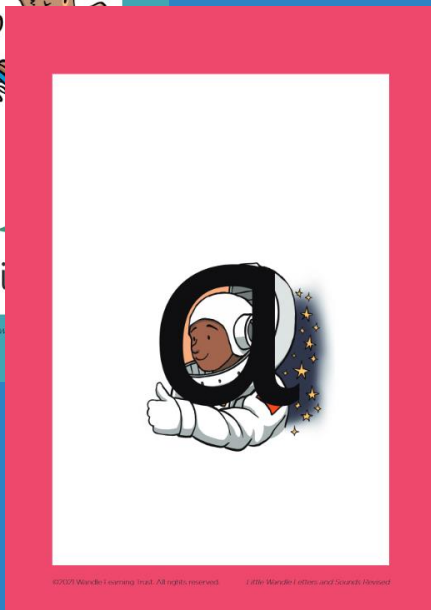
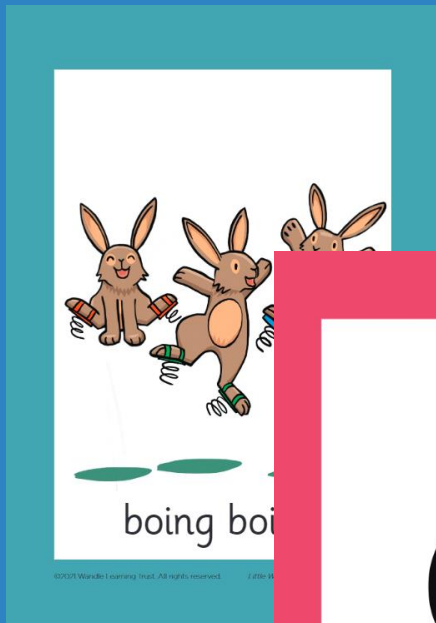
*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ʊr/ ir bird /iə/ ie pie /oʊ/ /yoʊ/ ue blue rescue /yoʊ/ u unicorn /oʊ/ o go /iə/ i tiger /aɪ/ a paper /eə/ e he /aɪ/ a-e shake /iə/ i-e time /oʊ/ o-e home /oʊ/ /yoʊ/ u-e rude cute /eə/ e-e these /oʊ/ /yoʊ/ ew chew new /eə/ ie shield /ɔr/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/eə/ y funny /e/ ea head /w/ wh wheel /oʊ/ ae ou toe shoulder /iə/ y fly /oʊ/ ow snow	any many again who whole where two school call different thought through friend work

How we make learning stick - phonics lesson





Reading and spelling

Reading and spelling



ea

each /ee/
head /e/
break /ai/

Tricky words



Say the word.
Segment the sounds.
Count the sounds.
Write them down.



Reading

Reading books are matched to your child's phonic knowledge.

Recommended to read the same book three times a week - why?

1. First time decoding the words
2. Work on expression of reading
3. Comprehension

Reading a book at the right level

This means that your child should:

Know all the sounds and tricky words in their phonics book well

Read many of the words by silent blending (in their head) - their reading will be automatic

Only need to stop and sound out about 5% of the words - but they should be able to do this on their own.



The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

understand words and sentences

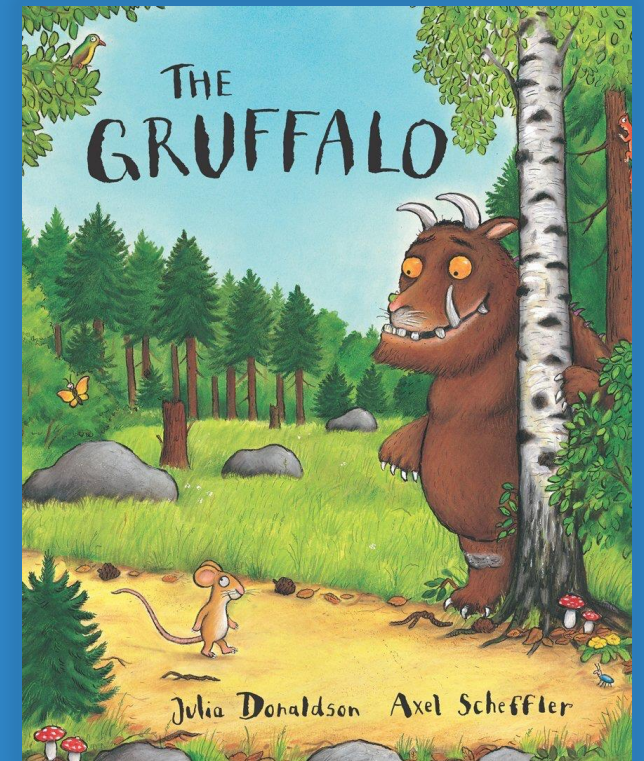
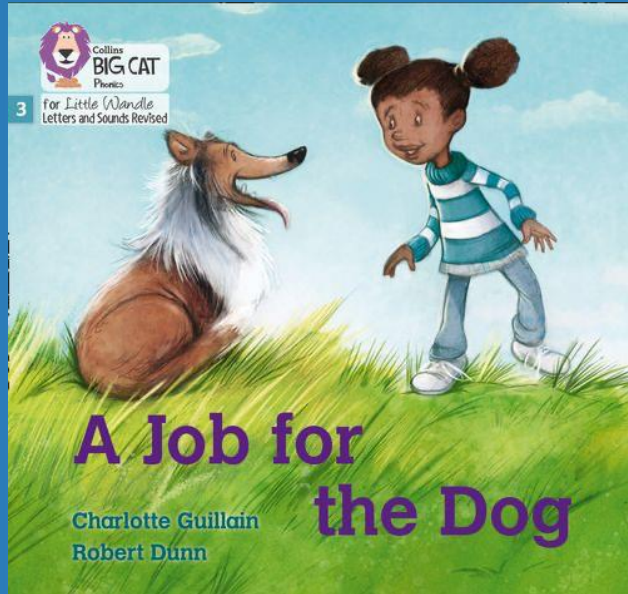
use a wide range of vocabulary

develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Books going home



Supporting your child with phonics



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

Read to your child

The shared book is for **YOU** to read:

Make the story sound as exciting as you can by changing your voice.

Talk with your child as much as you can:

- Introduce new and exciting language
- Encourage your child to use new vocabulary
- Make up sentences together
- Find different words to use
- Describe things you see.



Any questions?