



# Phonics Workshop

Wednesday 29<sup>th</sup> September 2021

Abbots Ripton CE School

# Phonics



We teach phonics through a systematic synthetic approach which is a structured approach to teaching children to read. This method of reading helps children to learn the relationships between the sounds (phonemes) of spoken language and the letter symbols (graphemes) of the written language.

We use a scheme called ' Story Time Phonics' to teach the letters and sounds. This is a fun, innovative way of teaching the sounds, each of which are introduced by the Phonic Fairy in the context of real picture books.

# TERMINOLOGY

Grapheme

Segmenting and blending

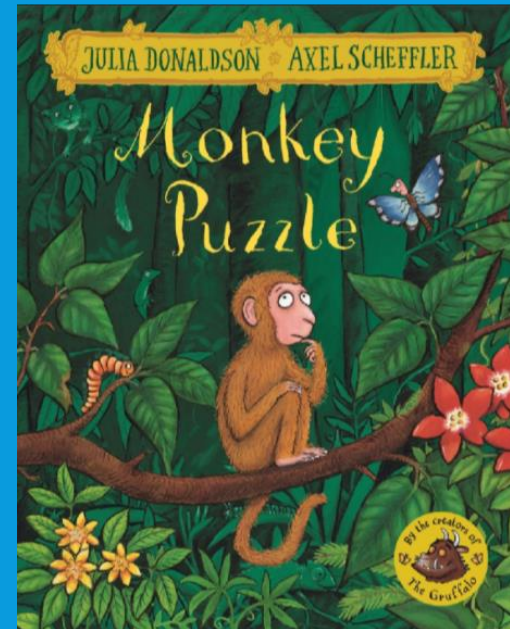
Digraph

Trigraph

Split digraph

# PHASE 1

- A1 – Environmental sounds
- A2 – Instrumental sounds
- A3 – Body Percussion
- A4 – Rhythm and rhyme
- A5 – Alliteration
- A6 – Voice sounds
- A7 – Oral blending and segmenting. A child needs to be able to blend the individual sounds into words.



# SEGMENTING

Breaking down words for spelling

cat

c a t



# SEGMENTING

queen

qu ee n



# BLENDING

Building words from phonemes to read.



The diagram illustrates the blending process for the word 'cat'. It shows three individual phonemes, 'c', 'a', and 't', arranged horizontally. Each letter is white and has a small yellow dot positioned directly beneath it. Below this row of three letters, the word 'cat' is written in a single, continuous white font, demonstrating how the individual sounds are combined into a whole word.

# BLENDING

qu ee n

• • •  
queen



# PHASE 2-FOUNDATION

- **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
- **'Tricky Words';** I, no, to, go, into



# PHASE 3-FOUNDATION

- **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
- **Tricky Words:** we, he, me, she, be, was, my, you, they, her, all, are

# PHASE 4-FOUNDATION

- This phase consolidates all the children have learnt in phases 2 and 3, and helps them use and apply their reading and spelling skills.

# PHASE 5-YEAR 1

- Children will be taught new graphemes and alternative pronunciations for these graphemes.
- **Vowel digraphs:** wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
- **Split digraphs:** a\_e, e\_e, i\_e, o\_e, u\_e

# PHASE 6-YEAR 2

- The focus is on learning spelling rules for suffixes.

-s

-es

-ing

-ed

-er

-est

-y

-en

-ful

-ly

-ment

-ness

# SAYING THE SOUNDS

- <http://www.oxfordowl.co.uk/for-home/reading-owl/expert-help/phonics-made-easy>
- Website

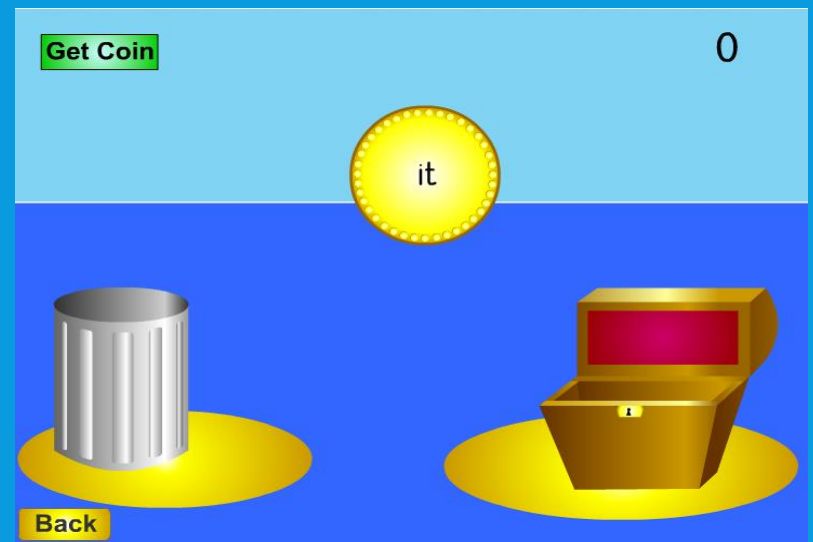
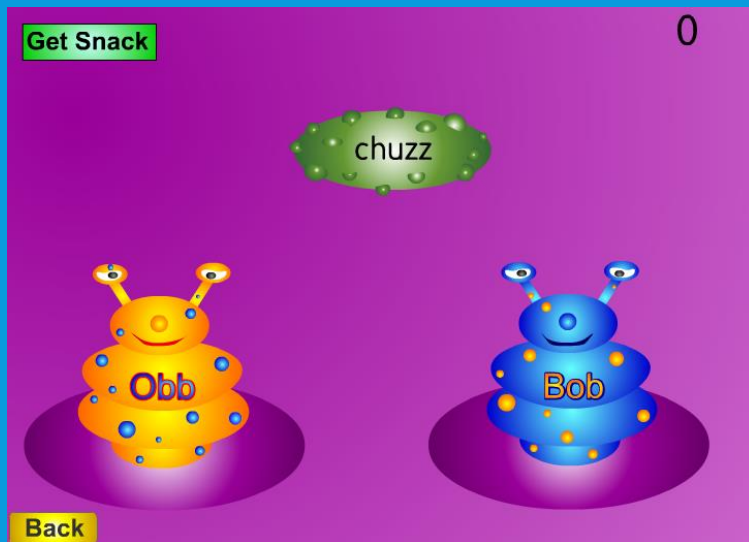
# WHAT DOES A PHONICS LESSON LOOK LIKE?

Revisit/review	A selection of sounds is chosen to review each with their 'caption action'
Teach	The sound is introduced through the Phonic Fairy and the reading of a new book.
Practise	The sound is practised for reading and writing.
Apply	The children then read or write words in different ways

# RESOURCES

School Website and phonic journal

<http://www.phonicsplay.co.uk>





# YEAR 1 PHONIC CHECK

grit

start

best

hooks

blan



steck



hild



quemp



# READING AT HOME

- Read in some format everyday
- Go through the sounds or tricky words in the Phonic Journal
- Encourage children to look at the pictures first and talk about the story. Can they predict what may happen?
- Sound out words and blend them back together again
- If your child is tired, share the reading together by doing a page each, reading a speech bubble or by completing the book for them
- Books may come home more than once to support fluency
- Read to your child for pleasure to foster a love of reading