

Phonics Workshop- Autumn 2021

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.

The Terminology

We use these words with the children in their lessons.

Phoneme

A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 44 phonemes.

Grapheme

A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

Segmenting and blending

Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

Digraph

This is when two letters come together to make a phoneme. For example, /oa/ makes the sound in 'boat' and is also known as a **vowel digraph**. There are also **consonant digraphs**, for example, /sh/ and /ch/.

Trigraph

This is when three letters come together to make one phoneme, for example /igh/.

Split digraph

A digraph in which the two letters are not adjacent - e.g. make

Phase 1

Phase One of concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. This academic year, we have spent more time focussing on this phase before starting Phase 2.

Phase 1 is divided into seven aspects.

Each aspect contains three strands:

- Tuning in to sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

This phase is covered within the pre-school setting and is continued throughout the Foundation year.

Phase 2

In Phase 2, letters and their sounds are introduced one at a time. Each phoneme has a 'Caption Action' which supports the learning of the sound. A set of letters is taught each week, in the following sequence:

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

The children begin to learn to blend and segment to help begin reading and spelling. This begins with simple consonant- vowel- consonant words such as 'sun' and 'cat'.

They also begin to learn words which cannot be sounded out and these are known as tricky words. In Story Time phonics, 'Tricky Troll' introduces the tricky words. Tricky words cannot be decoded and need to be learnt by rote.

Tricky Words

to	the	no	go	I
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Phase 3

By the time children reach Phase 3, they be able to blend and segment words containing the 19 letters taught in Phase 2. The next set of phonemes are more complex and are both consonant and vowel digraphs.

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	me	be	was	no	go
my	you	they	her	all	are

Phase 4

By Phase 4, children will be able to represent each of 44 phonemes with a grapheme. They will blend phonemes to read CVC words and segment CVC words for spelling. They will also be able to read two syllable words. They will be able to read all the tricky words learnt so far and will be able to spell some of them. This phase consolidates all the children have learnt in the previous phases and no new phonemes are taught.

Tricky words:

said	so	she	he	have	like
some	come	were	there	little	one
they	all	are	do	when	out
what	my	her			

Phase 5

Children will be taught new graphemes and alternative pronunciations for these graphemes, as well as graphemes they already know. This is taught in Year 1. They will begin to learn to choose the appropriate grapheme when spelling.

New graphemes for reading:

Sound	Word example	Sound	Word example	Sound	Word example	Sound	Word example
ay	day	oy	boy	wh	when	a_e	make
ou	out	ir	girl	ph	photo	e_e	these
ie	tie	ue	blue	ew	new	i_e	like
ea	eat	aw	saw	oe	toe	o_e	home
				au	Paul	u_e	rule

Tricky words:

oh	their	people	Mr	Mrs	looked
called	asked	water	where	who	again
thought	through	work	mouse	many	laughed
because	different	any	eyes	friends	once
please					

Phase 6

In phase 6, the focus is on learning spelling rules for word endings (these are known as suffixes). This is taught in Year 2. The children will learn how words change when you add certain letters. There are 12 different suffixes taught:

-s	-es	-ing	-ed
-er	-est	-y	-en
-ful	-ly	-ment	-ness

Phonics at home

Tips for teaching your child the sounds:

- ♦ It is important for a child to learn lower case or small letters rather than capital letters at first. Most early books and games use lower case letters and your child will learn these first at school. However we do teach the capital letters alongside the lower case letters as children have to learn that they still represent the same sound.
- ♦ When you talk about letters to your child, remember to use the letter sounds: **a buh cuh duh e ...** rather than the alphabet names of the letters: **ay bee see dee ee** . Sounding out words is practically impossible if you use the alphabet names. **eg. cat, would sound like: see ay tee** .
- ♦ Use the Oxford Owl link below to hear the sounds to support your child in their learning.
- ♦ When saying the sounds of **b, d, g, j** and **w** you will notice the 'uh' sound which follows each, for example buh, duh... You cannot say the sound without it, however, try to emphasise the main letter sound. Use the Oxford Owl link below to hear the sounds to support your child in their learning.
- ♦ Children need to practise sounds and tricky words regularly. We will send home the phonemes and caption actions taught each week on a Friday, so these can be practised at home.
- ♦ Continue to read with your child daily

Useful web links:

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

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