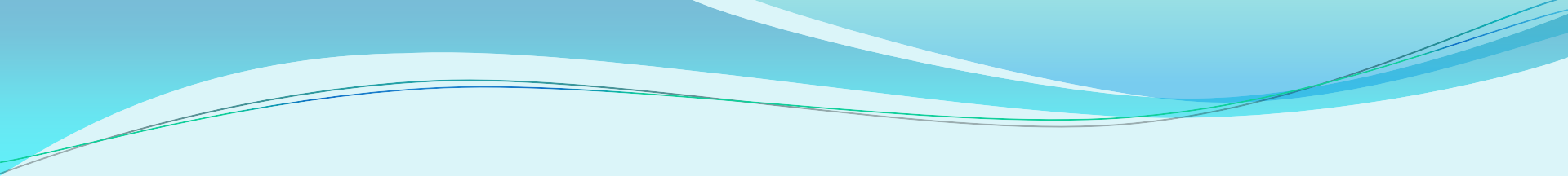




Phonics Workshop

Tuesday 28th February 2017



Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.

(‘Letters and Sounds’ Principles and Practice of High Quality Phonics)

Aims of the Session

- To share how phonics is taught
- To share some of the phonics terminology
- To look at the Letters and Sounds overview of phonic phases
- Familiarise ourselves with phases 2, 3 and 4
- Explore ways of supporting phonics in the home

It iz tiem too gow hoam sed
v kator pilla.

But iy doat wont 2 gow
howm sed th butt or flie.

Iy wot to staiy heyr.

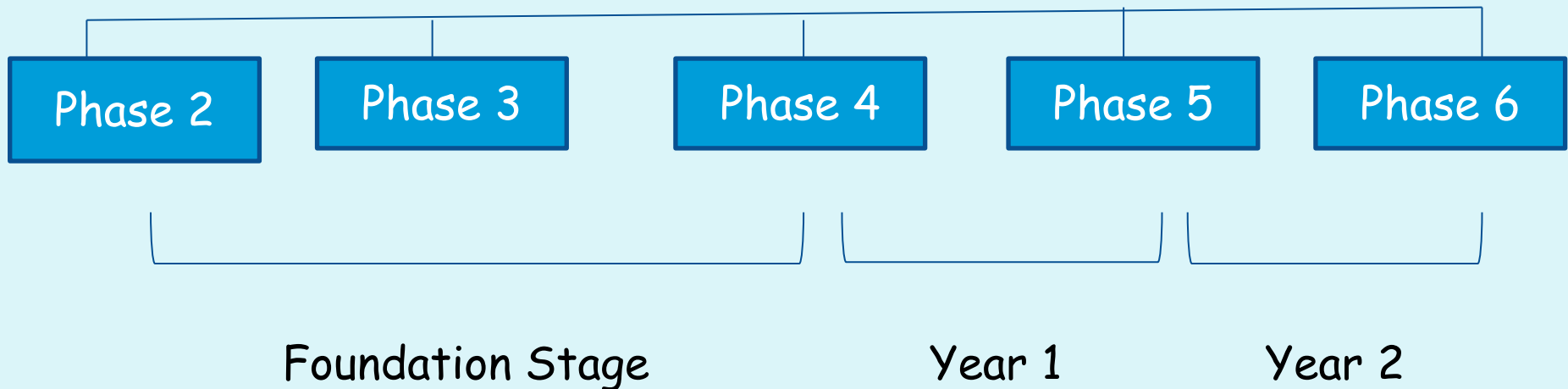
Why do we do phonics?

The Rose Review

- The independent review of early reading, conducted by Jim Rose, confirmed that 'high quality phonic work' should be the prime means for teaching beginner readers to learn to read (and spell).
- The review also highlighted the importance of developing, from the earliest stages, children's speaking and listening skills - ensuring that beginner readers are ready to get off to a good start in phonic work.

Overview of the Phonics Phases

Phase 1 and maybe phase 2 of the Letters and Sounds programme begins prior to starting school at pre-school.



How is phonics organised at Cuddington and Dinton School?

- 20 minutes daily
- All classes at the same time
- Children work within the phase that is appropriate to them
- Sessions are fast-paced following the same format
- Children are assessed and reviewed regularly

Phonics Terminology

phoneme

digraph

grapheme

trigraph

Tricky words

Decodable words

Saying the Sounds

- The sounds need to be articulated clearly and precisely.

Phase 2

Children will learn their first 23 phonemes:

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 l f ff ll ss

The children will use these phonemes to read and write simple c- v- c (consonant-vowel-consonant) words.

Dog, log, fish, huff, bell, hiss.

Phase 3

- The children continue to build on their sounds. The new sounds include vowel digraphs and some sounds with alternative sounds -

j v x y z zz qu

ch sh th ng

ai ee igh oa oo oo

ar or ur ow oi

ear air ure er

Phase 4

- By Phase 4 children are able to represent each of 42 phonemes by a grapheme.
- Children will be able to blend and segment CVC words for reading and spelling.
- Phase 4 is consolidation of children's knowledge.
- Children are encouraged to practice blending for reading and segmenting for spelling of adjacent consonants.

What can I do to support my child at home?

- Practice the phonemes together
- Word build using sound cards, foam letters, magnetic letters.
 - Play phonic games - snap, pairs
 - Read school reading book daily
 - Spot sounds in everyday items
- Talk about words - what letters can you hear/see/write?
- Lots of encouragement to have-a-go
 - Make it fun!

Any questions

Opportunity to explore and have-a-go

Don't forget that learning to read should be fun for both the children and parents!