



# Phonics Workshop



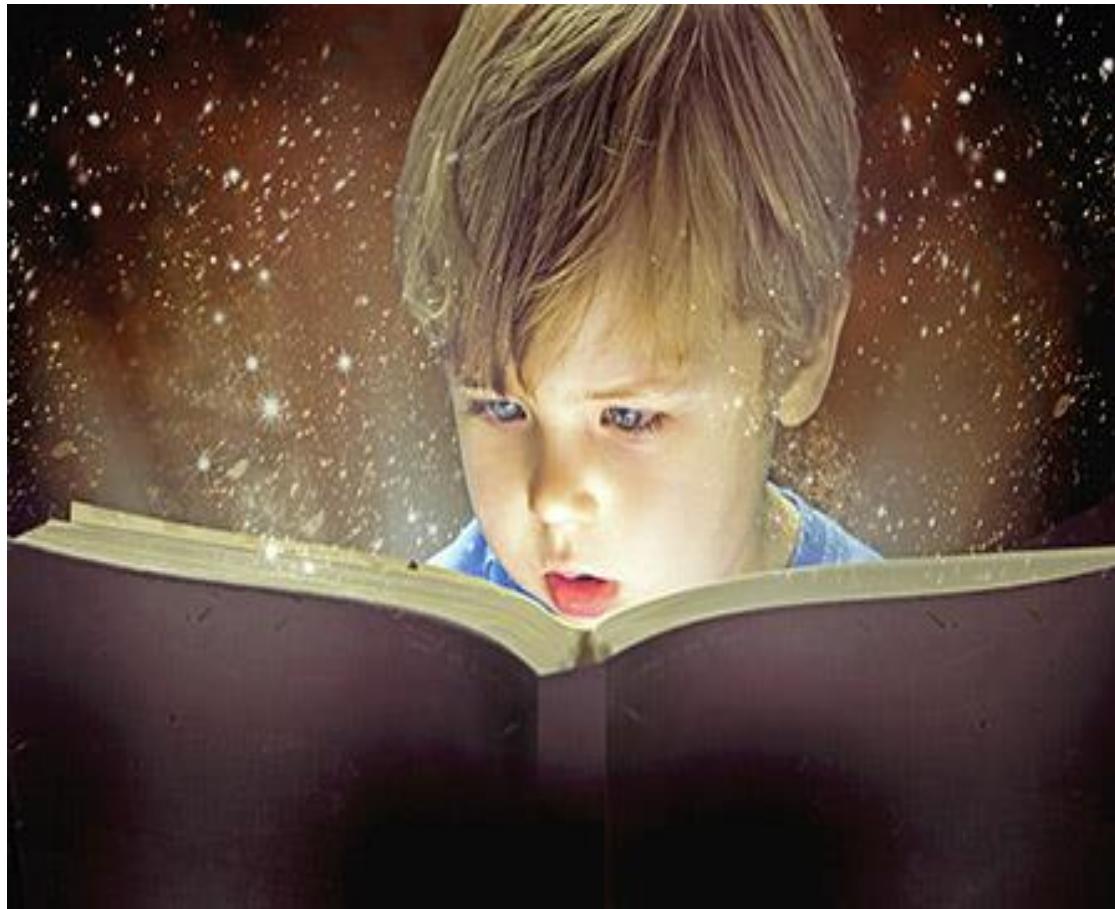
E.Y.F.S. Parent's Coffee Morning

# Welcome!

## Aims of today's workshop

- To enable parents to know how to better support their children in their learning of phonics.
- To answer questions regarding the teaching and learning of phonics.

# What happens when a child reads?

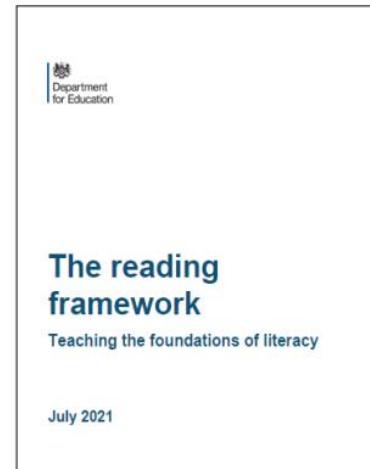


# Importance of Reading

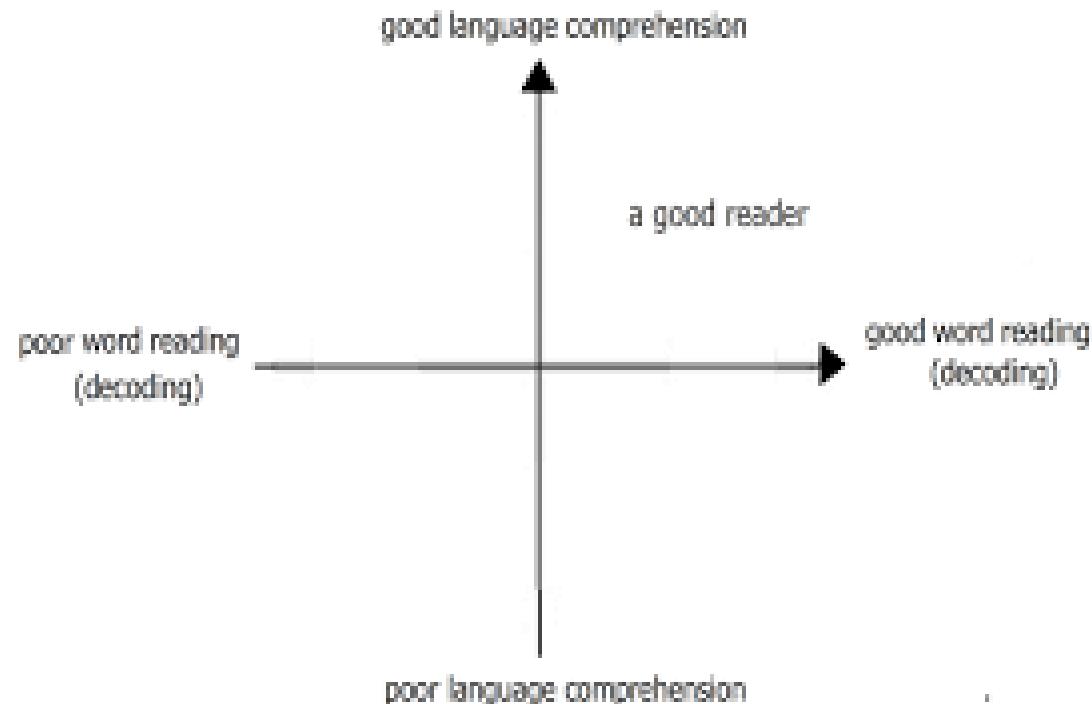
- **All talk is useful!**
- **Adult interactions (school and home) bring huge benefits in supporting children to become committed and enthusiastic readers**
- **Book-related talk introduces children to language they might not hear in ordinary conversation but all opportunities for conversation are essential!**

## Parents reading with children by 5 years old

- **Never read to, 4,662 words**
- **1-2 times per week, 63, 570 words**
- **3-5 times per week, 169, 520 words**
- **Daily, 296, 660 words**
- **5 books a day, 1, 483, 300 words**



## A Simple View of Reading



# Phonics



## The reading framework

Teaching the foundations of literacy

July 2021

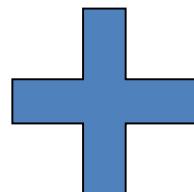
- The prime approach to reading and writing
- Whenever children meet new words in either reading or writing, they should be taught to use their phonic skills and knowledge first to decode or spell the word.

The evidence is clear that the teaching of systematic synthetic phonics is the most effective way of teaching young children to read, particularly for those at risk of having problems with reading. Unless children have learned to read, **the rest of the curriculum is a secret garden to which they will never enjoy access.**

*The Importance of Teaching: The Schools White Paper 2010*

# Phonics at a glance

## Phonics is...



**Knowledge** of  
the alphabetic  
code.

**Skills** of  
segmentation and  
blending

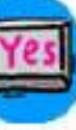
# The Alphabetic Code

How many letters in the alphabet?

**26**

How many speech sounds (phonemes) make up the English language?

**44**

/s/	/a/	/t/	/p/	/ɪ/	/n/	/m/	/d/	/ɔ/
								
<b>snake</b>	<b>ant</b>	<b>ted</b>	<b>pig</b>	<b>pin</b>	<b>net</b>	<b>mat</b>	<b>donkey</b>	<b>pot</b>
/k/	/g/	/r/	/e/	/b/	/h/	/f/	/u/	/j/
								
<b>kitten</b>	<b>grapes</b>	<b>rat</b>	<b>pen</b>	<b>bat</b>	<b>hat</b>	<b>fan</b>	<b>lip</b>	<b>jug</b>
/v/	/w/	/l/	/kw/ (qu)	/ks/ (x)	/y/	/z/	/sh/	/ch/
								
<b>van</b>	<b>wig</b>	<b>hug</b>	<b>queen</b>	<b>box</b>	<b>yes</b>	<b>zip</b>	<b>ship</b>	<b>chop</b>
/θ/	/ŋ/	/æ/	/e/	/i/	/ə/	/ʊ/	/o/	/ɔ:/
								
<b>bath</b>	<b>king</b>	<b>rain</b>	<b>sheep</b>	<b>pie</b>	<b>toe</b>	<b>statue</b>	<b>book</b>	<b>boil</b>
/ur/	/ɔ:/	/əʊ/	/ʌr/	/aɪr/	/ər/	/eər/	/ɪzh/	
								
<b>burn</b>	<b>fort</b>	<b>cow</b>	<b>cure</b>	<b>fair</b>	<b>car</b>	<b>fear</b>	<b>treasure</b>	





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## Phonics and Early Reading

At Carr Head Primary School, we give a high priority to the teaching of phonics because we know that reading is a lifelong skill that unlocks all learning. Our aim is for all pupils to leave our school being able to read fluently and have a love of reading. Therefore, we are dedicated to ensuring that early reading, through phonics, is taught effectively every day.

### Approach

It is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background. Our systematic, synthetic phonics programme follows **Red Rose Letters and Sounds** and begins soon after the children start school in EYFS. Red Rose Letters and Sounds provides a rigorous and thorough planning programme which strengthens the teaching and learning of phonics, and ensures children become enthusiastic and successful readers and writers. Synthetic phonics is the process of sounding out the individual sounds in an unknown word and then blending these sounds together in order to read the word. The programme teaches the sounds in an order which allows them to quickly begin to put sounds together to read words. For example, many words can be created from the letters SATPIN, whereas very few could be built using the initial letters of the alphabet ABCDE.



**Listen to the clip for  
the correct  
pronunciation.**

# A Phoneme

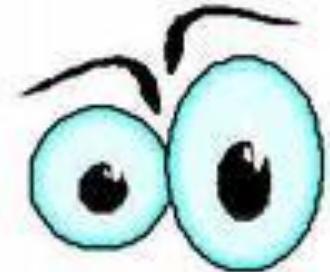
This is the  
smallest unit of  
sound in a word.



How many phonemes  
can you hear in cat?

## A Grapheme

These are the letter/s that represent the phoneme.



Children need to practise recognising the grapheme and saying the phoneme that it represents.

# This is where it gets tricky!

- Phonemes are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way (cat, kennel, choir)
- The same grapheme may represent more than one phoneme (me, met)

# Blending - a key skill for reading

- Recognising the letter sounds in a written word, for example:

c-u-p

and then synthesising or 'blending' them in the order in which they are written to pronounce the word 'cup'.

# Segmenting - a key skill for writing

- 'Chopping up' the word to spell it out
- The opposite of blending
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word.

Once children are good with single phonemes...

- DIGRAPHS - 2 letters that make 1 sound  
    ||   ss   zz   oa   ai
- TRIGRAPHS - 3 letters that make 1 sound  
    igh   ure

# Segmenting Activity

- Using 'sound buttons' can you say how many phonemes are in each word.
  - shelf
  - dress
  - sprint
  - string

# Did you get it right?

- shelf = sh - e - l - f = 4 phonemes
- dress = d - r - e - ss = 4 phonemes
- sprint = s - p - r - i - n - t = 6 phonemes
- string = s - t - r - i - ng = 5 phonemes



# Red Rose Phonics



The Red Rose Phonics scheme is divided into five phases, with each phase building on the skills and knowledge of previous learning.

Children have time to practise and rapidly expand their ability to read and spell words.

They are also taught to read and spell 'tricky words', which are words with spellings that are unusual.

P  
H  
A  
S  
E

# Letters and Sounds Overview

Phase 2

Phase 3

Phase 4

Phase 5

Phase 6/SFS

Letters and Sounds Overview Phase 6/SFS

Phase 6a (10 items - 10 seconds)

Item	Score	Total
1	2.41.1.1	2.41.1.1
2	2.41.1.2	2.41.1.2
3	2.41.1.3	2.41.1.3
4	2.41.1.4	2.41.1.4
5	2.41.1.5	2.41.1.5
6	2.41.1.6	2.41.1.6
7	2.41.1.7	2.41.1.7
8	2.41.1.8	2.41.1.8
9	2.41.1.9	2.41.1.9
10	2.41.1.10	2.41.1.10

Phase 6b (10 items - 10 seconds)

Item	Score	Total
1	2.41.2.1	2.41.2.1
2	2.41.2.2	2.41.2.2
3	2.41.2.3	2.41.2.3
4	2.41.2.4	2.41.2.4
5	2.41.2.5	2.41.2.5
6	2.41.2.6	2.41.2.6
7	2.41.2.7	2.41.2.7
8	2.41.2.8	2.41.2.8
9	2.41.2.9	2.41.2.9
10	2.41.2.10	2.41.2.10

Phase 6c (10 items - 10 seconds)

Item	Score	Total
1	2.41.3.1	2.41.3.1
2	2.41.3.2	2.41.3.2
3	2.41.3.3	2.41.3.3
4	2.41.3.4	2.41.3.4
5	2.41.3.5	2.41.3.5
6	2.41.3.6	2.41.3.6
7	2.41.3.7	2.41.3.7
8	2.41.3.8	2.41.3.8
9	2.41.3.9	2.41.3.9
10	2.41.3.10	2.41.3.10

Score 0

Score 0

1

Simple to the Complex

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# Tricky Words

- Words that are not phonically decodeable  
e.g. was, the, I
- Some are 'tricky' to start with but will become decodable once we have learned the harder phonemes  
e.g. out, there

# Lesson format

In each year group, phonic lessons follow the same format:

- **Revise:** The children will revise previous learning.
- **Teach:** New phonemes or high frequency or tricky words will be taught.
- **Practise:** The children will practise the new learning by reading and/or writing the words.
- **Apply:** The children will apply their new learning by reading or writing sentences.

# What does quality phonics learning look like in school?

- Daily
- Fast pace
- Inclusive
- Varied multi-sensory activities
- Clear and correct enunciation of phonemes
- Timely and appropriate feedback
- Consistency of vocabulary eg sound buttons, split digraphs, phonemes, letter names etc.

## How can I help?

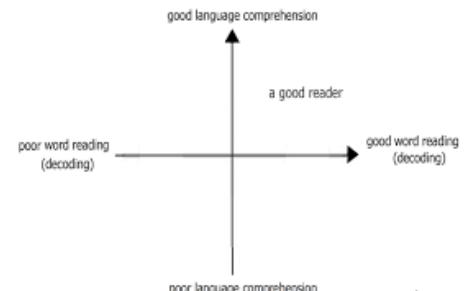
- Reading! Be a role model. Use lots of different types of books. Talk! Pause, prompt, praise.
- Talk, talk, talk. Let your child hear and say new words.
- Sing songs, rhymes, nursery rhymes.
- Play games such as 'I spy'
- Play with magnetic letters, using some two-grapheme (letter) combinations, eg: **r-ai-n** = **rain** blending for reading  
**rain** = **r-ai-n** segmenting for spelling
- Help your child learn their spellings (play dough, paint, posters, water, pasta, sand)
- Spot graphemes in books
- Help your child learn the tricky words by playing games eg. pairs
- Play pairs with words and pictures
- Use the internet and games/apps
- Join the library

**REMEMBER:** Phonics is not the only thing needed to become a fluent reader and writer.

Please continue to read with your child each night and encourage them to:

- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions and talk about the book.

And most importantly ENJOY READING!



## Useful websites

[www.letters-and-sounds.com](http://www.letters-and-sounds.com)

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics](http://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics)

[www.topmarks.co.uk](http://www.topmarks.co.uk)

To hear how to pronounce sounds try this website:

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

# Websites

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

**PhonicsPlay.co.uk**

[www.mrthorne.com](http://www.mrthorne.com)



[www.ltcl.co.uk](http://www.ltcl.co.uk)

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