

Phonics Parent Workshop



Did you know...?

The English Language has:

26
Letters

44
sounds

Over 100
ways to
spell those
sounds!

igh

i_e

ie

Terminology

Systematic synthetic phonics – the teaching of reading and spelling by breaking down words into the smallest unit of sound.

Phoneme – The sounds which make up words in the English language, e.g. the spoken 'a' in cat.

Grapheme – The sound written down. There can be more than one way to spell a phoneme. E.g. 'ai' can be written differently in 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

Blending – Putting sounds together in a word in order to read it, e.g. d-o-g = dog.

Segmenting – Breaking a word down into its sounds in order to spell it, e.g. dog = d-o-g.

What is Phonics?

- Reading and spelling
- Hearing, recognising and using sounds
- Routine and familiarity
- Focus on breaking down and building up words (blending and segmenting)
- Red words (tricky or common exception words, e.g. 'no' because 'o' makes the 'oa'/'ow' sound rather than the 'o' sound).

The Progression of Phonics

In Nursery, children start to learn Phase 1 Phonics.

We use the Department of Education approved 'Letters and Sounds: Phase One Teaching Programme.'

Letters and Sounds:

Principles and Practice of High Quality Phonics

Phase One Teaching Programme



The National Strategies
Primary

department for
children, schools and families

Ref: 00113-2008BKT-EN

children, schools and families
department for

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Phase One Phonics – The Seven Aspects

Aspect 1 – General sound discrimination – environmental sounds

Aspect 2 – General sound discrimination – instrumental sounds

Aspect 3 – General sound discrimination – body percussion

Aspect 4 – Rhythm and Rhyme

Aspect 5 – Alliteration

Aspect 6 – Voice sounds

Aspect 7 – Oral blending and segmenting

Each aspect is divided into three strands:

- Tuning into sounds
 - Listening and remembering sounds
- Talking about sounds

Fun Activities to support Phase 1

Listening
walks

Instrument
play

Action
songs

Georgie's
Gym

Animal
sounds

Silly Soup

Rhyming
books

Metal
Mike

Nursery
Rhymes

I Spy
game

By the end of Nursery...

A child on track will:

- Recognise familiar words and signs, e.g. their own name, logos and screen icons.
- Handle books carefully and the correct way up.
- Show awareness of rhyme and alliteration.
- Clap or tap the syllables in words.
- Hear and say the initial sound in words.

By the end of Nursery...

A child on track will:

- Be able to write their first name.
- Sometimes give meaning to their drawings and paintings.
- Imitate adults' writing in play by making continuous lines of shapes and symbols.
- Write some letters accurately.

The Progression of Phonics

In Reception, children will start Phase 2 Phonics.

We use Read, Write, Inc. as our Phonics scheme.



Set 1 Sounds

Once children know the first 16 sounds, we begin to read and write simple CVC words using these sounds.

Word time

1.1 – at, dad, mat, sad, sat

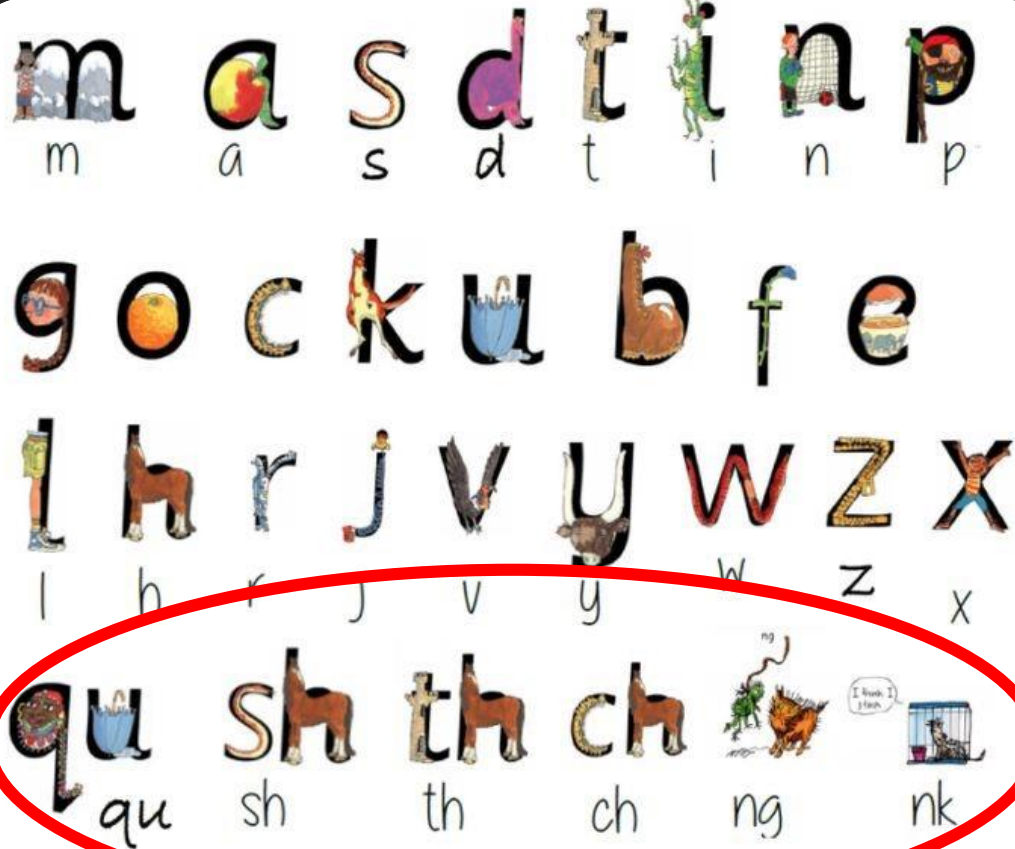
1.2 – an, and, dog, dig, gap, got, in, it, on, pan, pat, pin, sit, tip, top

1.3 – bad, bin, can, cat, cot, cup, kit, mud, up

1.4 – bed, fan, fat, fun, get, had, hen, hit, let, lip, log, met...



Set 1 Special Friends



We also introduce children to some common 'special friends' in Set 1.

Special friends are digraphs or trigraphs.

Digraph – two letters that make one sound, e.g. 'sh'

Trigraph – three letters that make one sound, e.g. 'igh'

Set 2 Sounds

When children can confidently recognise the Set 1 sounds and blend CVC words, we introduce them to Set 2.

When children begin to read these sounds they will also start to read Ditty books with their group.

They will have a Ditty book sent home that matches their reading level.

Set 2 Speed Sound Map

ay

may I play?



ee

what can you see?



igh

fly high



ow

blow the snow



oo

poo at the zoo



oo

look at a book



ar

start the car



or

shut the door



air

that's not fair



ir

whirl and twirl



ou

shout it out



oy

toy to enjoy



	Group A	Group B	Group C	Ditty	Red	Green	Purple	Pink
Baseline	ARE							
End of Autumn 1		ARE						
End of Autumn 2			ARE					
End of Spring 1				ARE				
End of Spring 2					ARE			
End of Summer 1						ARE		
End of Summer 2						ARE	ARE	

By the end of Reception...

A child on track will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common expectation words.

By the end of Reception...

A child on track will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Phonics Screening Check

In Year 1, children will complete the Phonics screening check.

In this children will be expected to read a mixture of real and nonsense words.

Nonsense words are designed to test pure phonic ability rather than a knowledge of words.
E.g. 'leet', 'gip', 'stooft'.



What next?

Please take home one of the booklets we have made. This contains lots of lovely activities and ideas that you can do at home.

Visit: <https://www.ruthmiskin.com/parentsandcarers/>

Feel free to ask a member of staff any questions you have!

Thank you so much for attending. Happy reading and writing!



T H A N K Y O U !