



# EYFS/KSI Phonics Workshop

Wednesday 6<sup>th</sup> March 2019

Miss Cookson & Miss Dawson



# What is phonics?

- Phonics is a method of teaching children to connect the letters of the alphabet to the sounds that they make and blend them for reading.
- Phonics is a method of teaching children to identify the individual sounds (phonemes) within words and segment them for spelling.
- At Primet, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.



# The sounds

- In English speech sounds are represented by the 26 letters of the alphabet.
- These letters and combinations of these letters make 44 sounds.
- There are about 144 different ways to spell these sounds.



# The sounds

- Speech sounds are called **phonemes**.
- These are the smallest units of sounds within words.
- The letters, or groups of letters which represent phonemes, are called **graphemes**.
- Phonemes can be represented by graphemes of one, two or three letters: t sh (digraph) igh (trigraph)

# Reception

- In Reception we start with Phase 2 – they are mainly the single alphabet letters that make 1 sound.
- 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

# Reception

- We then move onto Phase 3 which completes the alphabet sounds and then uses digraphs and trigraphs.
- 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



# Digraphs and Trigraphs

- Consonant digraphs are made up of two consonants that make one sound:  
sh ch th ck ng ll ss ff wr wh kn gn
- Vowel digraphs are made up of two vowels or a vowel and a consonant that makes one sound:  
oo ee oa ow ou or ar er ue oi ai
- Vowel trigraphs are made up of vowels and consonants that make one sound  
igh air ear ure



# Clear pronunciation

- It is very important that these phonemes are articulated precisely and accurately.
- Phonemes should be enunciated as a pure, clean sound.
- There should be no extra /er/ sound.
- This is known as a schwa. If children hear and say the schwa, it makes blending for reading difficult.
- If a child hears cuh-a-tuh when trying to read cat, the blended word will make no sense.



# Phonics Play

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

- This website has lots of free phonics games to help your child practise the sounds and reading words.
- Have a go at saying the sounds when they flash up.

We will say them with you!





# Segmenting and Blending

- Segmenting and blending are reversible key phonic skills.
- Segmenting ('chopping', 'robot arms') consists of breaking words down into their separate phonemes to spell; s p e ll.
- Blending consists of building words from their separate phonemes s p e ll spell. It is important that children secure the skill of blending in order to become successful readers.

# Decoding

- Decoding is the process of blending each phoneme in a word, in order to read the whole word.

E.g.

c a t

. . .

sh ee p

— — .

ch air

— —



# Sound buttons

- To help recognise the sounds in words we draw sound buttons/lines underneath each sound.
- We use a dot for single letter sounds and lines for digraphs/trigraphs (2/3 letters that make 1 sound)
- E.g. dog                      chip                      beard  
      . . .                      \_ . .                      . \_ .

Write the following words on your whiteboard and put the sound buttons underneath.

# Sound buttons

E.g. dog

. . .

chip

— . .

beard

. — .

- Write the 4 words below on your whiteboard and put the sound buttons underneath.

big hat shop feet

Show me!





# Phonetically plausible writing

Can you read the writing?

- I lighck droring.
- I hav a woblee toof.
- Shee had tee wiv migh mum.



# Tricky Words

- If the word is decodable at the phase the child is working in, they should decode it.
- If not, the word is a tricky word, and is taught in the same way as any other phonic decoding with a focus on the tricky element.

E.g. Oral segmenting with phoneme buttons

s a i d

. — .

- We know /s/ and we know /d/ but the /ai/ is the tricky bit. It says /e/ So the word says s e d (orally segment)
- There are some words which are so tricky, they have to be learned by sight; e.g. one



# Reception

- When the children are confident with segmenting and blending words from Phase 2 & 3 they move to Phase 4.
- Phase 4 teaches polysyllabic words such as:  
lunchbox - lunch/box  
sandpit - sand/pit  
windmill - wind/mill
- Phase 4 also teaches adjacent consonant words such as:  
went      help      band      jump      stop      frog





# Reception/Year 1

- Phase 5 is taught to some Reception children who are confident with Phases 2,3&4.
- 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

# Reception/Year 1

- Throughout Reception and Year 1 the children will read and write real words and nonsense words.

- This is to ensure their phonic skills are used correctly and to prepare the children for the Phonics Screening Test that they will take at the end of Year 1.

steck



hild



quemp



geck



# Year 1

- During the Summer Term in Year 1 the children will take part in the Phonics Screening. These scores are sent to the DfE.
- Children are asked to read 40 decodable words, some are real and some are nonsense (made up).
- The children will do the Phonics Screening with a familiar adult e.g. Mr Howarth.

steck



hild



quemp



geck



# Phonics Play Buried Treasure

<https://www.phonicsplay.co.uk/BuriedTreasure2.html>

- Have a go at reading the words – some are real some are nonsense words.
- You can play a game like this at home with words written on paper or post-it notes. Put the words in separate piles for real/nonsense.





# Phase 6

By the beginning of Phase Six, children should know most of the common grapheme-phoneme correspondences (GPCs).

They should be able to read hundreds of words, doing this in three ways:

1. reading the words automatically if they are very familiar;
2. decoding them quickly and silently because their sounding and blending routine is now well established;
3. decoding them aloud.



# What should children be able to do?

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder.

During this phase, children become fluent readers and increasingly accurate spellers.

# Reading

- At this stage many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and for pleasure.
- Children need to learn some of the rarer GPCs and be able to use them accurately in their reading.
- A few children may be less fluent and confident, often because their recognition of graphemes consisting of two or more letters is not automatic enough. Such children may still try to use phonics by sounding out each letter individually and then attempting to blend these sounds (for instance /c/-/h/-/a/-/r/-/g/-/e/ instead of /ch/-/ar/-/ge/).

# Reading

## Important information to note!

As children find that they can decode words quickly and independently, they will read more and more so that the number of words they can read automatically builds up. These words are associated with the high frequency words.

Increasing the pace of reading is an important objective.

Children should be encouraged to read aloud as well as silently for themselves.



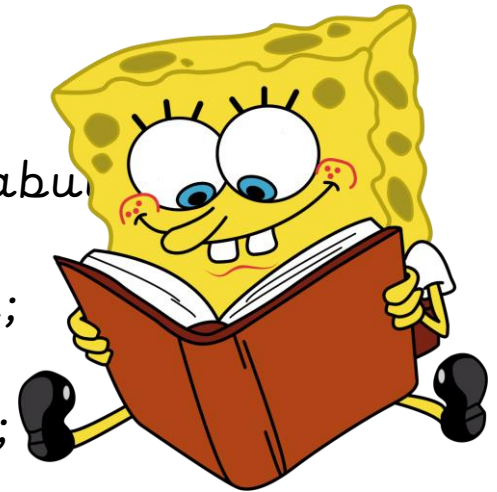


# Understanding Texts

Children need to be taught to go beyond literal interpretation and recall, to explore the greater complexities of texts through inference and deduction.

Over time they need to develop self-regulated comprehension strategies:

- activating prior knowledge;
- clarifying meanings - with a focus on vocabulary;
- generating questions, interrogating the text;
- constructing mental images during reading;
- summarising



# Spelling

In phase six children are taught various spelling rules including;

- Past tense
- Suffixes ( words ending in s, es, ing, ed, er, est, ness, ment, less, ful, ly)
- Prefixes (un/pre- year 1 object
- Punctuation contracted forms.



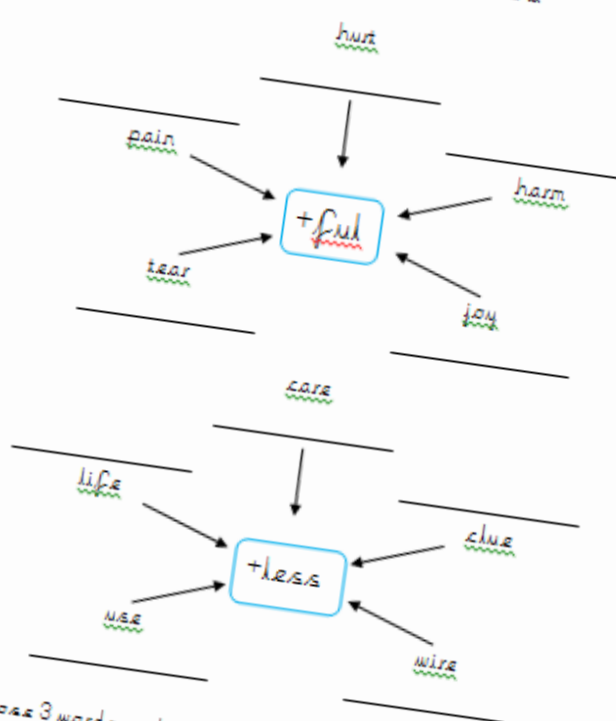
# Suffixes

Add **ful** and  
**less** to make  
new words.

Use these  
new words to  
write 3  
sentences.

Adding 'ful' and 'less' Activity

Add 'ful' and 'less' to the words below to make a



Now choose 3 words ending in 'ful' and 3 words ending in 'less'. Put each word in to a new sentence. Don't forget to use capital letters and full stops!

# The 'ing' suffix game

## Instructions:

Use counters and a dice to play this fun '-ing' suffix game. Each player rolls the dice and moves their counter along the board.

Each time a player lands on a word, they must write down the new form of that word using the '-ing' suffix.

Be careful, as sometimes the new '-ing' suffix might need you to take away the 'e' at the end of the word, or it might need an extra consonant.

Good luck!



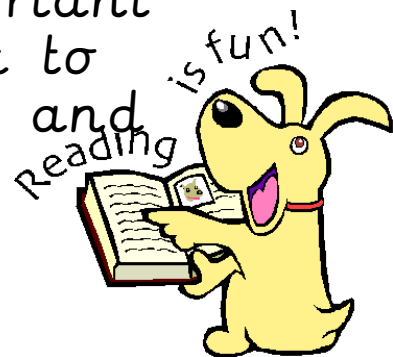


# Why is reading at a young age so important?

From an early stage, children need to be encouraged to read with phrasing and fluency, and to take account of punctuation to aid meaning.

Much of the reading now will be silent and children will be gaining reading stamina as they attempt longer texts.

As children read with growing independence, they will engage with and respond to texts; they will choose and justify their choice of texts and will begin to critically evaluate them. It is important that children continue to have opportunities to listen to experienced readers reading aloud and that they develop a love of reading.





Thankyou for coming to our  
Phonic workshop.

If you have any  
further questions please  
don't hesitate to ask any of  
the EYFS and key stage 1  
team.

