



Welcome to our Phonics Workshop



Our Aim

To explain our approach to teaching phonics and early reading, enabling you as a parent/carer to support your child more easily and more effectively at home.

Phonics Explained



Letters and Sounds

“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)

Some Definitions

A *phoneme* is the smallest unit of sound in a word

Grapheme

Letter(s) representing a phoneme

t ai igh

Blending

Recognising the letter sounds in a word
and merging or synthesising them in the
order in which they are written to
pronounce the word “cup”

.

Some Definitions

Oral blending

Hearing a series of spoken sounds and – merging them together to make a spoken word – no text is used

For example, when a teacher calls out 'b-u-s', the children say 'bus'

– This skill is usually taught before blending and reading printed words

Segmenting

Identifying the individual sounds in a spoken word (e.g. h-i-m) and writing down or manipulating letters for each sound to form the word “him”.

Some Definitions

Digraph

Two letters, which make one sound

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy

Trigraph

Three letters, which make one sound

igh dge

Split digraph

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

How do we teach Phonics?

Using a highly structured programme called '**Letters and Sounds**' working through **6 progressive phases**, children are taught:

- The full range of common letter/ sound correspondences.
- To hear separate sounds within words.
- To blend sounds together.

Letters and Sounds

6 Phases

Phase 1 (Nursery)

Phase 2-4 (Reception)

Phase 4-5 (Year 1)

Phase 6 (Year 2)

Phase 5 and 6 are continued to be taught in each year group throughout the Key Stages.

Can you read this?

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.

Letters and Sounds

Phase One: Aspects

1. Environmental Sounds
2. Instrumental Sounds
3. Body Percussion
4. Rhythm and Rhyme
5. Alliteration
6. Voice Sounds
7. Oral Blending and segmenting

Letters and Sounds

How can you support Phase One at home?

- Nursery rhymes
- Storytelling
- Listening tapes
- Robot talk
- Be aware of your own enunciation – practise together in the mirror!
- Skipping/clapping rhymes
anddon't skip this bit!

Letters and Sounds

Enunciation

- Stretchy sounds - e.g. ssssss, mmmmmm, llllllll, nnnnnn, shhhhhh, rrrrrrr, zzzzzzzz, vvvvvvv
- Bouncy sounds - e.g. /c/ /t/ /p/ /b/ /d/ /g/
- Unvoiced - /c/, /t/, /h/ and /p/
- **No schwa-ing! c not “cuh”**

Letters and Sounds

Phase Two

To introduce grapheme-phoneme (letter sound) correspondences.
























(about 6 weeks, from about 5 years of age)

Only a few letters.

We start with s a t p i n m d, then secure blending /segmenting if needed.

Don't be tempted to learn too many letters too soon!

Letters and Sounds

s	a	t	p	i	n	m	d	g	o	c
										
k	ck	e	u	r	h	b	f	ff	l	ll
										
ss										
										

Pronouncing the phonemes correctly is very important.

eg the letter s is pronounced sssss and not suh.

We all need to use the same language at home and at school.

Website

Jolly Phonics Songs in co x Sounds of the English Ph x Dorridge Primary School x SMART Ink

www.dorridge.solihull.sch.uk/index.asp

Apps EYFS (2) Pinterest www.solgrid.org.uk High Frequency Word Dorridge Primary Sch Baseline Other bookmarks

DORRIDGE
PRIMARY SCHOOL

Together we play, learn and succeed.

Happy,
healthy
and safe

SCHOOL AIMS

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Welcome to Dorridge Primary School

Dorridge is a large, three-form entry, community Primary School maintained by Solihull MBC. In addition, we have a 40 place Nursery offering both morning and afternoon sessions. We pride ourselves on providing a nurturing environment, where children can develop into confident young people with a real thirst for learning.

16:16
27/09/2016

Letters and Sounds

Phoneme Frames

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One grapheme in each box.



Letters and Sounds

cat

stay

singing

fantastic

caution

Letters and Sounds

cat

● ● ●

stay

● ● —

singing

● ● — ● —

fantastic

● ● ● ● ● ● ● ●

caution

● — —

Letters and Sounds

Phase Three

To teach children one Grapheme for each of the 44 phonemes in order to read and spell simple regular words.

(about 12 weeks)

Letter names are introduced through alphabet songs in Phase 3

Tricky words are taught

Letters and Sounds

- **Tricky Words**

- Words that are not phonically decodable.

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.

Letters and Sounds



Letters and Sounds

Phase 4

No new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Letters and Sounds

Phase 5

To teach children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.

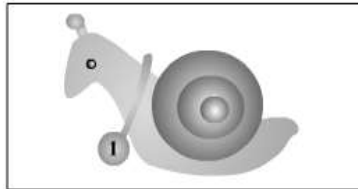
Eg: 'ai' as in rain, play, make, break,

Phoneme Spotter

The great snail race

Yesterday's great race was bravely won by Crazy Dave.

The start of the race was delayed by rain. The crowd became frustrated but just eighty minutes later the grey clouds rolled away. Crazy Dave (aged eight) has been training hard since he was a tiny baby snail.



He left all the other snails trailing behind him. We asked Lazy Daisy (who came eighth) if she had anything to say. She stated, "Dave is my mate and I think he is great but I hate it when he beats me."

How many different graphemes can you find for the /ai/ phoneme?

Reveal Graphemes

Countdown



(Taken from support for spelling Phase 5 games)

Have a focus phoneme. Give children a selection of sounds.

Give them one minute to make the best word they can.

s

g

n

t

ai

r

h

p

e



Letters and Sounds

Phase 6

The shift from phonics to reading to meaning, as children become more fluent. The aim is to develop “automaticity”.

- Reading
- Spelling
 - Teaching spelling
 - Learning and practising spellings
 - Application of spelling in writing
 - Knowledge of the spelling system

Letters and Sounds

Phonics Screen

- Summer term of Year 1
- tests decoding of words and non-words
- does not test understanding
- standardised across UK



stip



prool



darps



thand



Letters and Sounds

Questions?

The whole world opened to me
◊ when I learned to read. ◊

-Mary Mcleod Bethune

READING

is to the

MIND

what
exercise

is to the **BODY.**

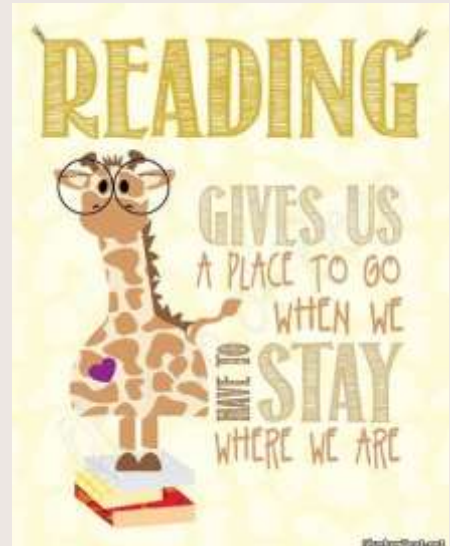
By Richard Dawkins

READ

"Everyone is
a reader..."



Some just haven't
found their favorite
book yet."



The **MORE** that you **READ**,
the more **THINGS** you will **KNOW**.
The **MORE** you **LEARN**,
the more **PLACES** you'll **GO!**

~ Dr. Seuss