Reflective Resourceful Brave Resilient Cooperative Respectful

High Oakham Primary School

Phonics Workshop



2021-2022

During this session we will …

- Explain what Phonics is.
- Discuss how it is working at High Oakham School to support the development of reading and writing.
- Introduce you to some of the phonics terminology.
- Go through 'Little Wandle Letters and Sounds Revised' Systematic Synthetic Phonics programme.
- Look at some activities that your child might take part in at school.



Why have you been invited here today?

- As a school we know how committed our parents are to helping their children learn.

- Children are expected to use the correct terminology and we feel if parents are aware of the teaching methodology in school they will be better placed to compliment this at home.

- Feedback from Parents has been that you would like further information on phonics and early reading.



What is Phonics?

Phonics is the teaching of reading and writing through letter sounds. Phonics comes from the word 'Phonemes' which means sounds. Phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

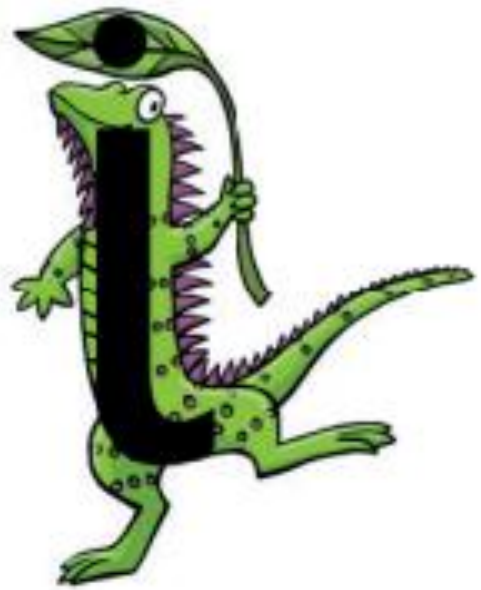
Schools have always taught phonics but in many different ways over the years. As a school we follow the guidance that is given to us from the DfE.

In September 2021, as a school we moved to the DfE validated, Little Wandle Letters and Sounds Revised Phonics programme



Key messages for teaching Phonics

- Daily
- Discrete
- High quality
- Systematic



Little Wandle Letters and Sounds Revised



- *The programme is taught in 'phases'.*
- *In Nursery, children start with 'Foundations for Phonics'*
- *Foundations for Phonics contributes to the provision for 'Communication and language' and 'Literacy' (DfE, 2020)*
- *It should sit alongside a stimulating language-rich provision. Foundations for Phonics sets out the provision that should be in place to ensure children are well prepared to begin grapheme–phoneme correspondence and blending at the start of Reception.*

The provision should include a balance of child-led and adult-led experiences. The most important aspects of Foundations for Phonics to develop in the nursery are:

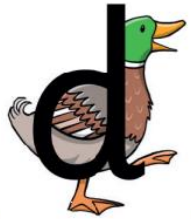
- *sharing high-quality stories and poems with children*
- *learning a range of nursery rhymes and action rhymes*
- *activities that develop focused listening and attention, including oral blending*
- *attention to high-quality language with children*

Little Wandle Letters and Sounds Revised

Little Wandle
LETTERS AND SOUNDS
REVISED
TM

Little Wandle Letters and Sounds Revised

- In Reception or F2, children start with Phase 2 Phonics daily from week 2. During Autumn 1, the children will learn 20 phonemes and 3 'tricky words'. They will start segmenting and blending words containing these phonemes.
- In Autumn 2, they will learn a selection of new phonemes and some new tricky words.



Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k ck e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Little Wandle Letters and Sounds Revised

- *Each grapheme taught, has a mneumonic, a pronunciation phrase and a formation phrase.*
- *These are sent home for parents to see and to support their child.*



Phase 2 grapheme information sheet **Autumn 1**

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
S s	 snake	Show your teeth and and let the **s** hiss out **ssssss ssssss**	Under the snake's chin, slide down and round its tail.

Phase 3

- During the Spring Term, children will move onto Phase 3 where they will learn a selection of new phonemes including some trigraphs and some new tricky words.
- They will learn to read longer words and review all of the tricky words that have been taught so far.



Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo **oo** ar or ur ow oi ear air er • words with double letters • longer words	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end	Review all taught so far

Phase 4

- During the Summer Term, children will move onto Phase 4. During this phase, the children do not learn any new phonemes.
- They will learn some new tricky words and practise reading and writing CVCC, CCVC, CCVCC, CCCVC and CCCVCC words.
- They will also learn how to read and write longer words and compound words.

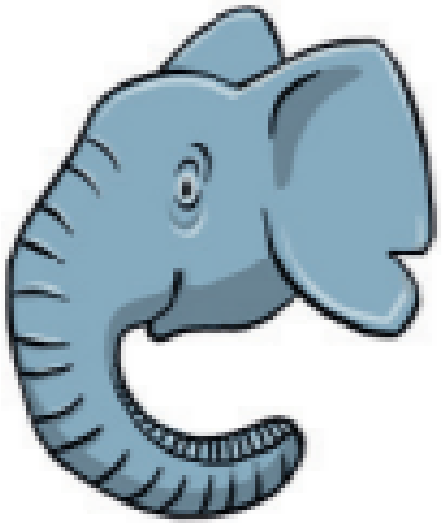


Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words	Review all taught so far

Phonic Terminology

Your child is expected to use the following terminology.



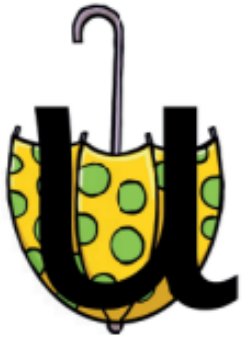
Phoneme



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

e.g. c-a-t

Grapheme



A grapheme is the letter or letters that represent the phoneme (sound).

e.g. sh-o-p

Segmenting



Identifying the individual sounds in a spoken word and writing down or manipulating letters for each sound to form the word.

e.g. h-i-m

If the phoneme contains just 1 letter then we add a sound button underneath. If the phoneme contains more than 1 letter then we add a long sound button.

e.g. sh ar k

Oral Blending



Hearing a series of spoken sounds and merging them together to make a spoken word.

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

This skill is usually taught before visual blending - known as reading printed words.

Phonic Terminology

Your child will be expected to use the following terminology.



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Digraph



Two letters, which make one sound.

A consonant digraph starts with a consonant

sh ck th ll

A vowel digraph contains at least one vowel which must be at the beginning of the grapheme

ai ee ar oy

Trigraph



Three letters, which make one sound

igh **ear** **air**

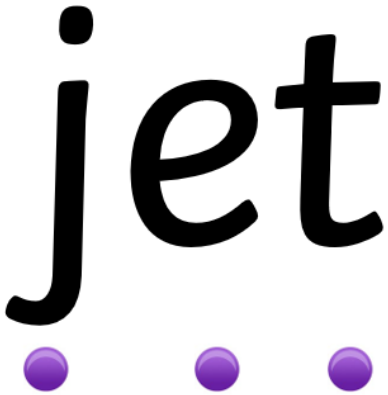
Phase 3 Activity

Adding Sound Buttons

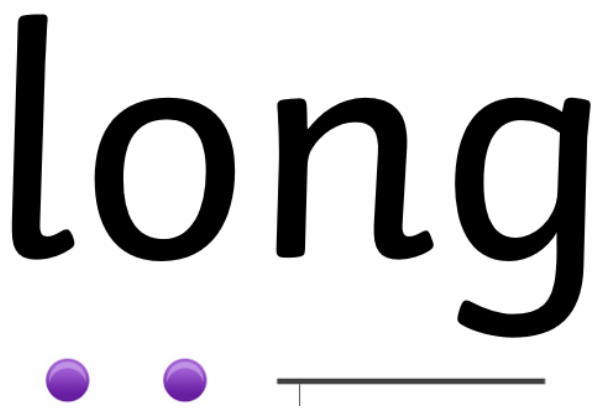
jet chin

long rain

hair dinner

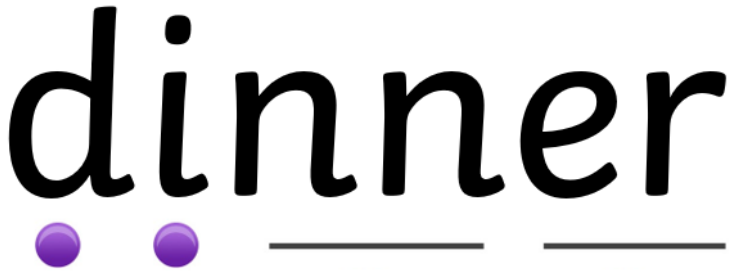

jet


chin


long


rain


hair


dinner

Reading Practice Sessions

Children need to be given regular opportunities to apply the phonics they have learned to reading fully decodable books. The phonic progression in these books must match the progression of Little Wandle Letters and Sounds Revised.

Reading Practice sessions take place three times a week. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody – reading with meaning, stress and intonation
- comprehension – understanding the text.

Content and Structure

Content and structure

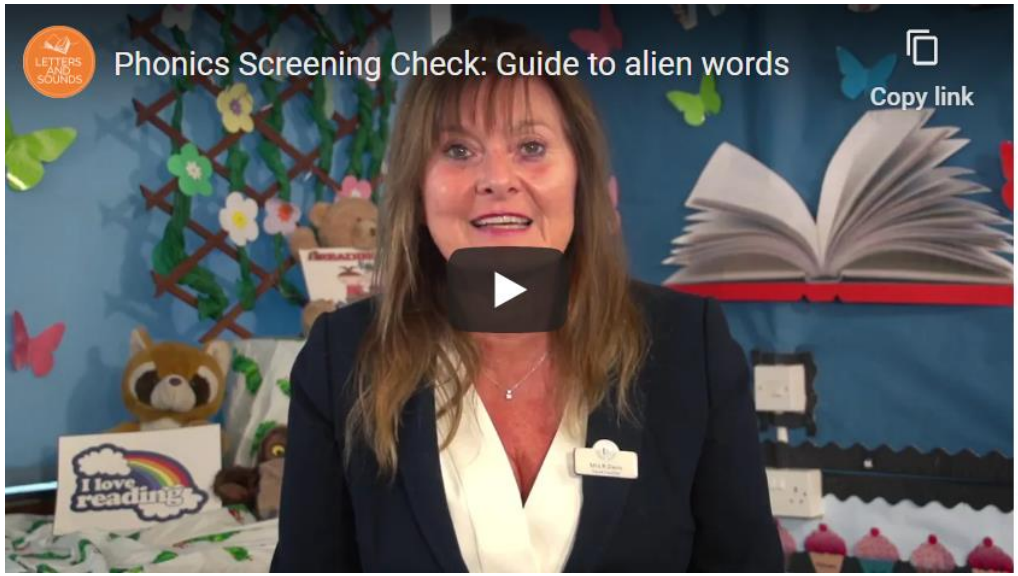
The reading practice sessions have a clear structure:

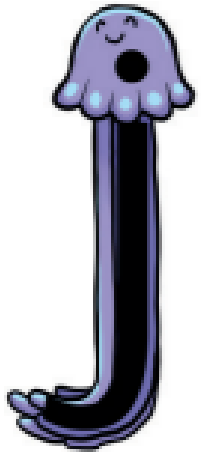
- Pre-read: Revisit and review
- Reading practice: Practise and apply
- Review: Pacey review of any misconceptions and explanation of what is expected for home reading.



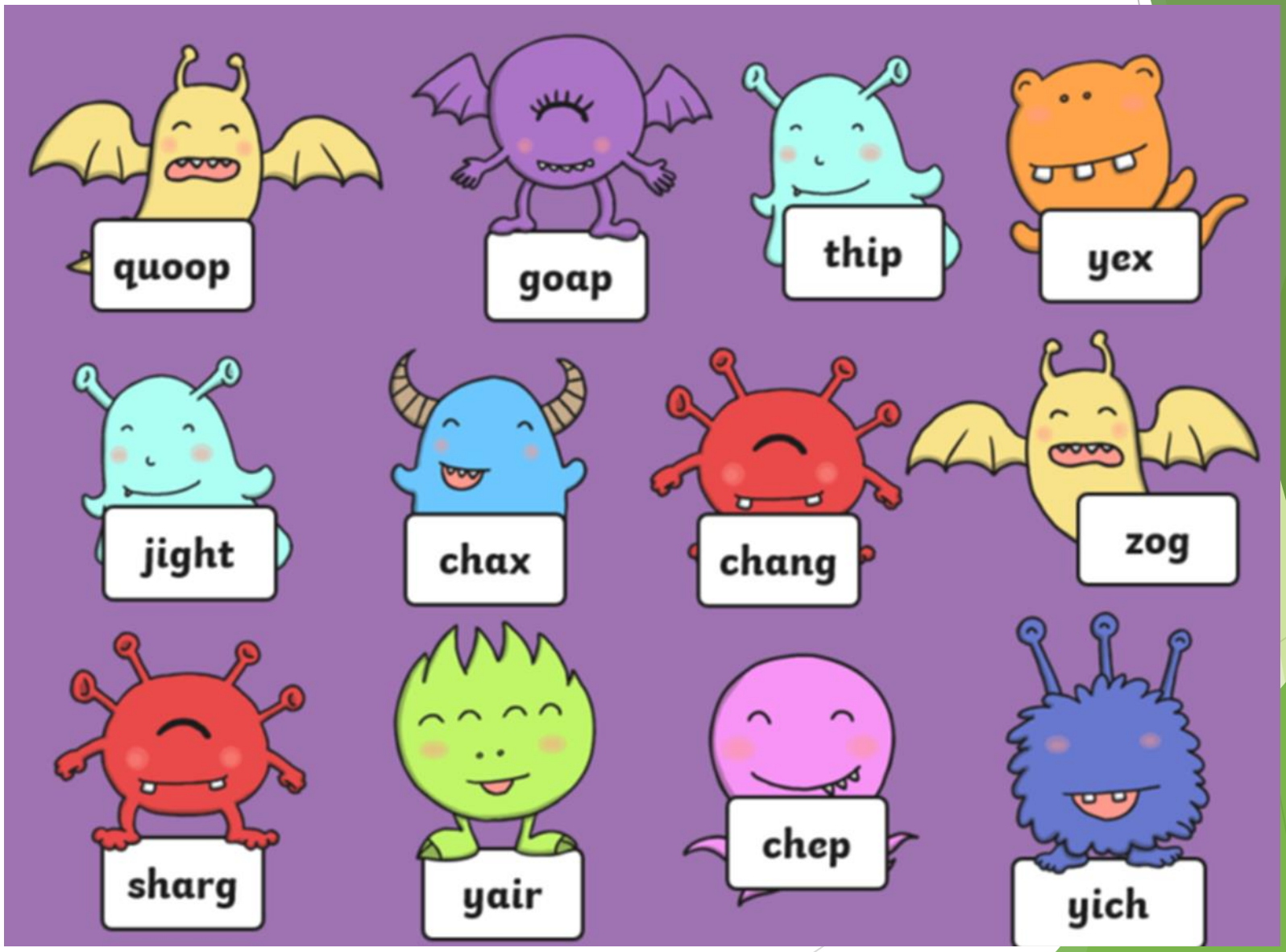
Alien Words

We ask the children to read nonsense or pseudo words in order to check which phonemes they recognise and if they are able to segment and blend words that are not familiar to them.





Alien Words Activity



Phase 4



During Phase 4 they will practise reading and writing CVCC and CCVC words independently. We consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

C V C C	C C V C
p o n d	t r u ck
b e n ch	c l ow n

Adjacent Consonants

More than one consonant next to each other in a word making more than one phoneme.

e.g. ‘st’ ‘pl’ ‘tr’

train

stop



plum

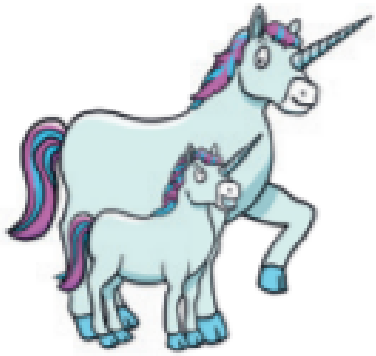
Phase 5

Children begin Phase 5 in Year 1 at the end of the Autumn term. The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling.

Children will learn that there are a variety of graphemes that represent one phoneme. We call these **'alternative graphemes'**.

For example;

- burn
- first
- term
- heard
- work



Growing the Code…

Grow the code grapheme mat **Phase 2, 3 and 5**

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

Grow the code grapheme mat **Phase 2, 3 and 5**

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 **oo** u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	oi oy	ear ere eer	air are ere ear	zh su si	

*depending on regional accent

Split Digraph

A digraph in which the two letters are not next to each other (e.g. c**a**k**e**).

The two letters are 'split' and another letter is in between them.



https://www.youtube.com/watch?v=uCvtMzUL0lw



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Year 1 Phonics Screening Check

- The Year 1 Phonics Screening Check was introduced by the Government back in 2012.
- The test is designed to assess if your child has reached the 'age appropriate' standard of decoding words by the end of Year 1.
- Children in Year 1 throughout the country will all be taking part in the test during the same week. Children in Year 2 will also take the check if they did not achieve the required benchmark score when in Year 1.
- This takes place from the week commencing **Monday 6th June 2022.**
- **If your child is currently in Year 2, they will take part in the screening during the week commencing Monday 6th December 2021**

Year 1 Phonics Screening Check

- *The check is completed by the child on a 1:1 basis with a teacher. It usually takes 5-10 minutes to complete, however there is no time limit and the children can take as long as they need.*

- *Every half term since starting in Year 1, your child will have completed a practise test so they are familiar with the process. This also enables us to monitor and track progress and the results inform our Phonics planning and support.*

- *The check contains 40 words. 20 real words and 20 pseudo (made up/nonsense) words. The words are presented in the form of a booklet with four large words on each page.*

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Year 1 Phonics Screening Check

shed

long

soil

chart

fip



pon



hab



ulb



Year 1 Phonics Screening Check

- *The ultimate aim of teaching Phonics is that the children progress from decoding each word, to automatic recognition of words (fluent reading).*
- *However, even as adults, we still need to be able to decode unfamiliar words. The ability to decode unfamiliar words will help your child to read increasingly more difficult texts and help them to further develop their vocabulary.*
- *The pseudo words allow the teacher to ensure the child is able to decode unfamiliar words and not just read them from memory.*

Thank you for listening!

We hope that you have found this information useful and that you have a greater insight into how your child is learning to read and spell through their daily Phonics sessions.

If you have any questions, please contact your child's class teacher or Mrs Boaler or Phonics Lead.

