



Phonics Workshop

What is phonics?

- The government recommends phonics as the best way to teach children to read and write.
- Phonics teaches children to identify the smallest units of sound within a word (known as phonemes).
- It helps them to begin to decode the words, which means reading a word by blending its sounds together and spelling a word by breaking them down (known as segmenting).





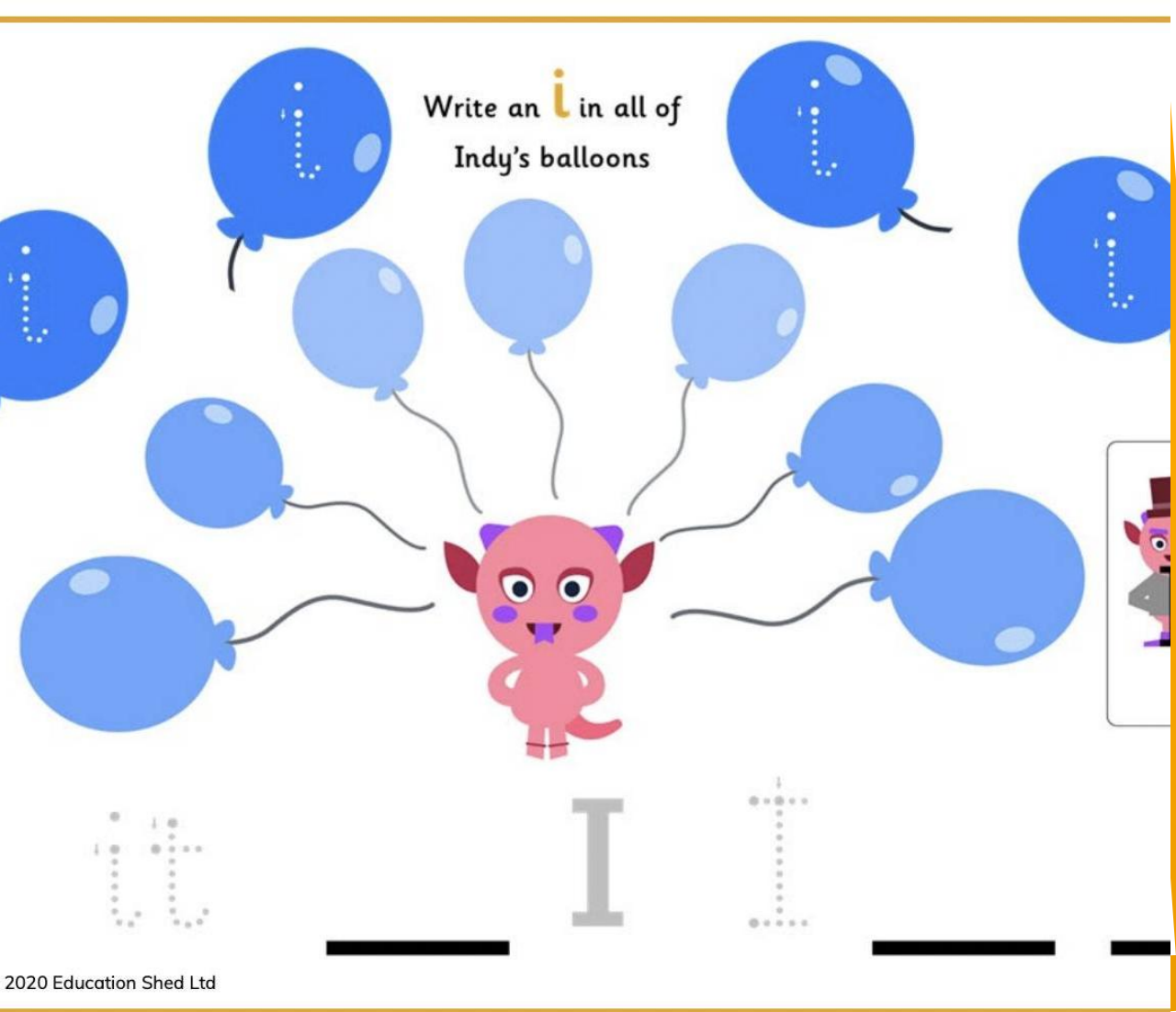
What do we do at Wygate?

- We use the validated scheme, Phonics Shed.
- This links with the Spelling Shed programme that we use throughout the school to teach the new spelling rules.
- Phonics Shed is the phonics programme used in school to teach your child how to read and write. It includes daily 30-minute sessions to teach essential skills for reading and writing.
- The Phonics Shed programme is narrative based, with lots of fun and engaging characters, songs and stories to help develop a love of reading and writing alongside the other basic skills it teaches. It is split into four chapters and is mostly used from ages 3 to 7.

This all sounds very complicated!

- Written language is like a code. Phonics teaches children to crack that code and then use it to read and write.
- Children learn the simplest letters and sounds first and then progress to get the hang of trickier ones later.
- Each lesson uses a variety of activities and plenty of repetition to help the children master phonics.





How does it work?

- Phonics starts as soon as your child begins school in Reception and continues throughout KS1 and sometimes into KS2 to support children in becoming fluent readers and spellers.
- Children in Reception will recap skills from Chapter 1 and then learn new sounds within Chapter 2 and Chapter 3.
- Children in Year 1 will learn Chapter 4a and 4b.
- Children in Year 2 will learn Chapter 4b.

Chapter 1

- Chapter 1 activities will begin in nursery.
- These include listening games, including listening to environmental and instrumental sounds.
- Development of motor skills begins.
- Recognition of initial sounds in words.
- This continues into the early stages of Reception.



Chapter 2

- Chapter 2 begins in Reception.
- We learn GPC's for all letters of the alphabet and begin looking at double letters (digraphs).
- The first group of high frequency words is taught.
- Children begin blending and segmenting words with the sounds they have learnt

Chapter 2 Sound Mat



Chapter 3

- Chapter 3 is taught in Reception from the end of Spring term.
- We learn new digraphs and trigraphs to broaden the children's reading knowledge.
- A new set of high frequency words are introduced.
- Support continues for blending and segmenting.



Chapter 3 Sound Mat



Phonics Shed

Chapter 4a-4c

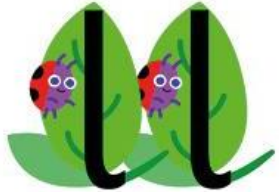
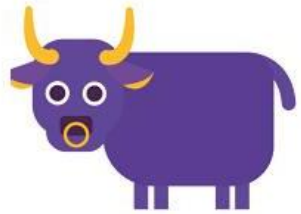
- Chapter 4a, 4b and 4c continue into Year 1 and Year 2.
- We learn the alternative graphemes that make the same sound and begin to look at spelling patterns.
- A new set of high frequency words are introduced.
- Support continues for blending and segmenting.



Phonics Shed

are learning:

Double Letters - C



still



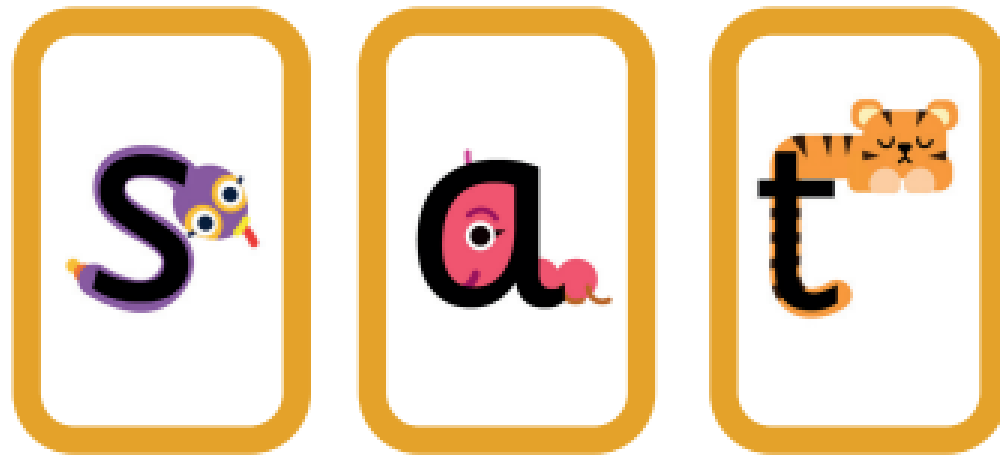
miss

Key Vocabulary

- The children are taught a range of key vocabulary during phonics that helps to improve their understanding of reading.
- Here are some of the key words you may hear your child talking about.

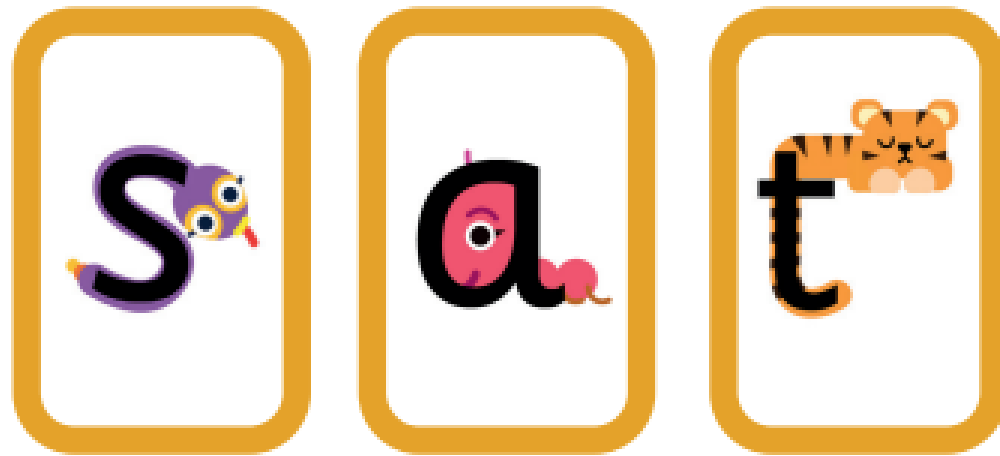
Phoneme

- This is the technical word for the sound a letter makes.



Grapheme

- This is the written letters that are used to make a sound.





GPC



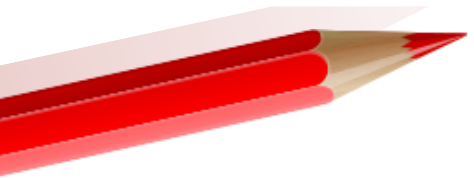
- This stands for 'Grapheme-Phoneme Correspondence'. This simply means that children are taught all of the phonemes (sounds) in the English language and which letters (graphemes) make those sounds.
- In Phonics Shed, each GPC has a special character and an action to help children to remember it



Digraph



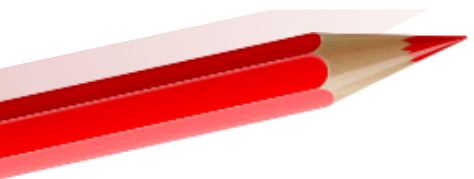
- Sometimes more than one letter makes a sound: A digraph is when two letters make a sound.
- For example 'ch' and 'ck' in 'chicken'.



Trigraph



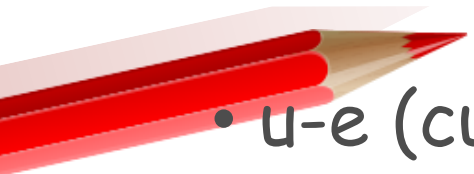
- A trigraph is when three letters make one sound.
- For example 'igh' in 'night' or 'ear' in 'hear'.



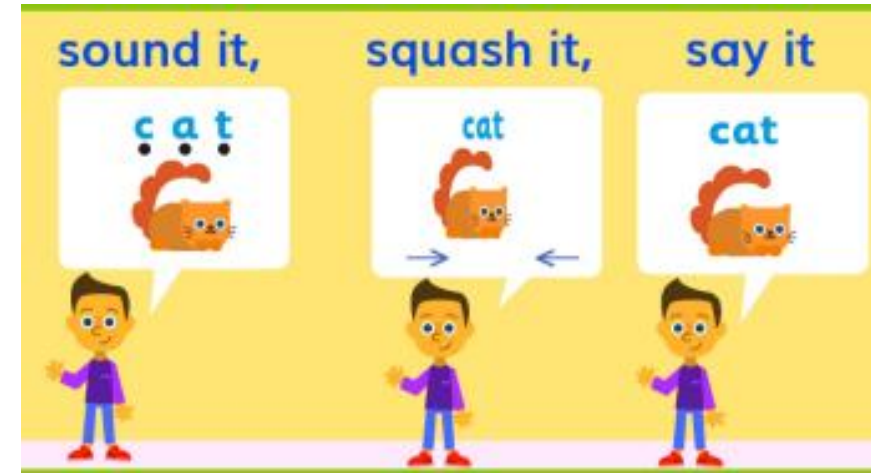
Split Digraph



- A split digraph is when there is a constant in the middle of two vowels that make a long vowel sound.
- a-e (make, take)
- e-e (swede, complete)
- i-e (time, slime)
- u-e (cube, cute)
- o-e (bone, stone)

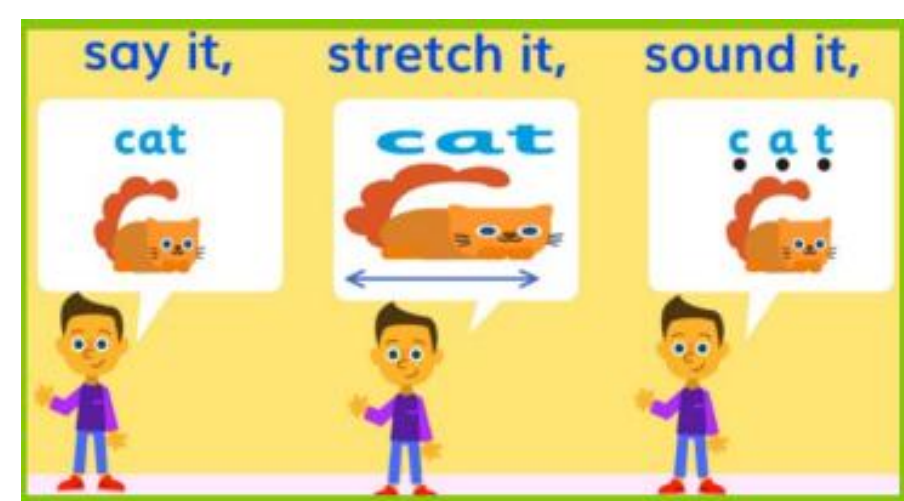


Blending



- Your child will be taught to say the sounds that make up a word and then merge the sounds together until they can hear what the word is.
- The method used to teach this is Sound it, Squash it, Say it:
- Sound the word out, e.g. c-a-t. Using pure sounds and the sounds rather than letter names.
- Squash the sounds together by saying them in order faster than before.
- Say the word that is made by squashing the sounds together. Your child will start with shorter words (known as CVC or consonant-vowel-consonant words, like 'cat' or 'dog') and progress to longer words.

Segmenting



- This is the opposite of blending - breaking up the sounds so that they can spell the words.
- The method used to teach this is Say it, Stretch it, Sound it:
- Say the word.
- Split it up into its individual sounds. Saying it slowly will help.
- Say the sounds that make up the word.

High Frequency Words

Key Vocabulary

High Frequency Words

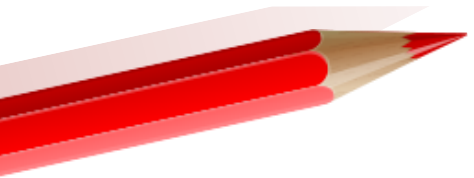
got	to
in	the
a	up
get	not

- There are a small number of words that occur very regularly in English. These are known as High Frequency Words (or HFWs).
- These words will be focused on during lessons when they become decodable in the scheme.
- However, some of these words have rare spellings so that they are not fully-decodable. For example, 'of', 'the', 'to' and 'so' are so common that they are handy to know before they are decodable.

Sound Buttons



- The children use sound buttons to help them identify the different graphemes within a word before they read it aloud. We use dots for single letter graphemes and lines for digraphs and trigraphs.



cat
•••

raining
• — •• —

explode
•••••
U

Reading Books

- Your child will come home with decodable books alongside the phonics programme.
- These match the sounds taught in school and your child's reading level.
- These will match your child's fluency to help improve their reading.
- It is important these are practised and re-read each night, not just once.



Reading Fluency

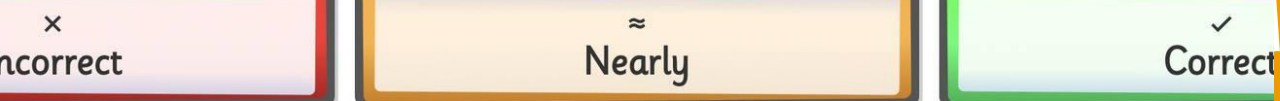
- Children should be reading their phonics books with 90% fluency.
- Children should re-read the same book multiple times to help develop this fluency.
- Some books may seem 'easy' - it is at the right stage for their reading development.



chack



Ask your pupil to say this word and score their comprehension below.



Phonics Screening

- In Year 1, the children take part in a statutory assessment called the Phonics Screening check.
- The children have 40 words, ranging in difficulty.
- Some are real words, some are alien words.
- Assesses the ability to decode.

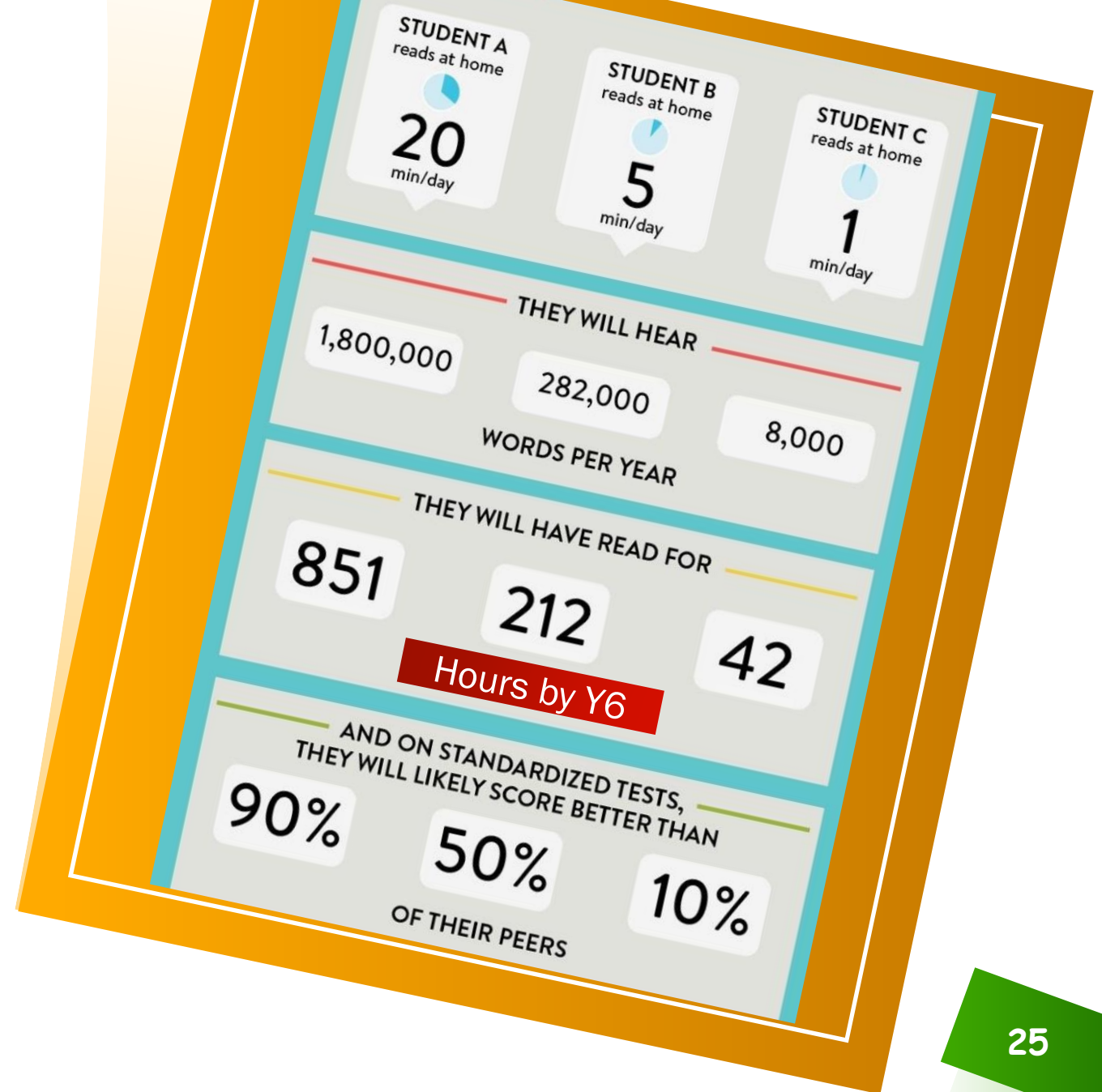
How can I support my child at home?

- Reading every night - at least 3 times per week.
- Pronunciation of sounds - guidance document to follow.
- Practising recall of the high frequency words.
- Encouraging reading when out and about.
- Spelling practice each week.
- Reading for pleasure - modelling good reading habits.
- Attendance is key!



How can I support my child at home?

- Simply reading aloud ensures children make progress.
- The progress is made when sticking points are addressed.
- Only 32% of British children are read to daily by an adult.
- Most parents stop reading to their children by the age of 8.





Thank You!