

# Reception Phonics Workshop

2021-2022




# New Phonics Scheme


## January 2022




# Introduction

- ▶ As parents and carers, you are your child's first teachers. You have a powerful influence on your child's early learning.
  - ▶ Your understanding of early reading will be really important to your child's development.
  - ▶ Reading is not just about phonics!
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# Spoken Language

- ▶ From a very early age, children develop an awareness of the different sounds in our spoken language(s)
  - ▶ They learn how to use their voices:
    - to make contact with you
    - to let you know what they need
    - to show how they are feeling
  - ▶ As parents and carers, you best understand your child's communications; you are key in helping them to develop their speaking and listening skills.
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# How can you help?

- ▶ Provide your child with lots of different opportunities to speak and listen with others:
    - Preparing meals
    - Tidying up
    - Putting shopping away
    - Getting ready to go out
  - ▶ Have special times where you switch off the TV, radio, iPad and mobile phones
  - ▶ Show you are interested in their conversation
  - ▶ Read stories
  - ▶ Use puppets and toys
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# The importance of speech sounds

- ▶ As children grow older, they will begin to understand the different sounds in languages, and join in with stories, songs, rhymes by clapping, stamping and skipping.
  - ▶ This is an important stage, as the ears are beginning to tune into the important sounds they can hear, and discriminate.
  - ▶ Over time, your child will begin to distinguish between different speech sounds (phonemes), and they will match sounds to letters (graphemes). This is called phonic knowledge.
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# What to do if your child finds some speech sounds difficult

- ▶ Speak to your child's class teacher.
  - ▶ Have a look at a list of sounds that are 'typically' developed around their age. - the iCan website has information about this for parents.
  - ▶ If needed, discuss a referral to Speech and Language support service with the school SENDCo (Mrs Mitchell).
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# Teaching children to read – 'phonics'

- ▶ Different schools use different ways to teach children how to read. The government asks us to teach by a synthetic phonics approach but there are many ways children learn how to read.
- ▶ At Holy Family, we follow the Letters and Sounds programme. We have recently purchased a new scheme based on this called Little Wandle Letters and Sounds. We are due to have training soon to deliver this but as it is based on L&S it is similar to what we have done previously.
- ▶ To support phonics, teachers currently use planning and resources on [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) but when we start using Little Wandle we will use their resources mainly and supplement our teaching with other games and websites.



# Phase 1

Aspect 1 - General sound discrimination - environmental

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



# Phase 1

► Your child will be learning to:

- Have fun with sounds
  - Listen carefully
  - Develop their vocabulary
  - Speak confidently to you, other adults and children
  - Tune into sounds
  - Listen and remember sounds
  - Talk about sounds
  - Understand that spoken words are made up of different sounds
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# Phase 1

Phase 1 is made up of 7 different areas:














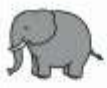









- Environmental sounds
- Instrumental sounds
- Body percussion
- Rhythm and rhyme
- Alliteration (words that begin with the same sound)
- Voice sounds
- Oral blending and segmenting

Phase 1 is taught between the ages of 0-3 and during the Nursery/Pre-School years.




# Phase 2

## My Phase 2 Sound Mat

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


# Phase 2

- ▶ This is started in the Reception year
  - ▶ At Holy Family we recap Phase 1 in September then move on to Phase 2 after October half term.
  - ▶ Children begin to formally learn the sounds in the English language, talking about the letter names (graphemes) and the sounds they make (phonemes)
  - ▶ Phonics sessions are fun sessions involving lots of speaking, listening and games
  - ▶ Phase 2 is a collection of sounds in various 'sets'
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## Phase 2

- ▶ **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
- 
- ▶ The new phonics programme also includes v, j, w, x, y, z and th, sh, ch, nk, ng in Phase 2

# Not all children will learn at the same rate!


- ▶ Your child should be supported *whatever* their rate of learning
  - ▶ There is a very close link between *difficulty with phonics* and *hearing*, so if your child is making progress more slowly than expected, it is worth having their hearing checked.
  - ▶ Hearing is checked at school but your child's teacher may discuss this with you prior to this hearing test if they are concerned.
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# 'Sound Talk'

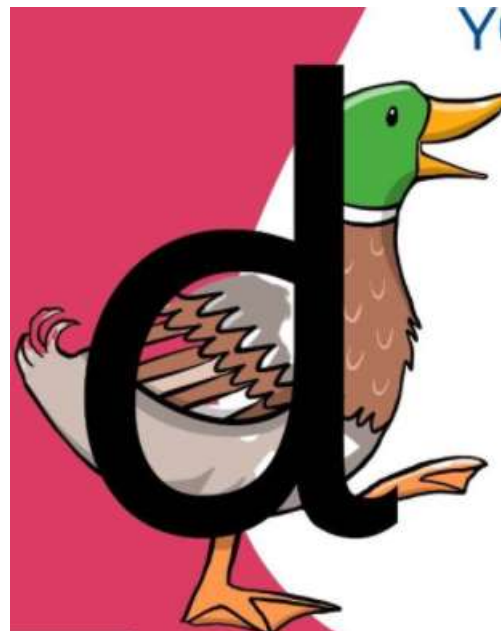
- ▶ The separate sounds (phonemes) are spoken aloud, in order, all through the word are then merged together into the whole word
  - ▶ The merging of these sounds is a vital skill for reading. This is called **blending**. eg: c-a-t = cat
  - ▶ Children will also learn to do this the other way round. eg: cat = c-a-t This is called **segmenting**.
  - ▶ Segmenting is a vital skill for spelling.
- 




# Learning the phonemes

- ▶ Children will learn a new phonemes from that particular phase on a daily basis
  - ▶ They will also learn that some phonemes are made up of more than one letter,  
eg: /ll/ as in b-e-ll
  - ▶ We use actions to help to remember the phonemes based on the Jolly Phonics songs and also with the new phonics programme Little Wandle, there are pictures that help the children to remember the sounds.
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# Pictures for phonemes




# Saying the sounds

- ▶ Your child will be taught how to pronounce the sounds (phonemes) correctly to make blending easier
  - ▶ Sounds should be sustained where possible (eg, sss, mmm, fff)
  - ▶ If not, 'uh' sounds after consonants should be reduced where possible (eg, try to avoid saying 'n-uh', 'm-uh' instead say nnn and mmm)
- 


# VC and CVC words

- ▶ C = consonant, V = vowel
- ▶ VC words are those consisting of a vowel and then a consonant, eg: *at, in, up*
- ▶ CVC words follow the pattern consonant, vowel, consonant, eg: *cat, dog, pet*
- ▶ Words such as *tick* or *bell* also count as CVC words; although they contain four letters, they only have three sounds


# Making words

- ▶ Now the children will be *seeing* letters and words, as well as hearing them
  - ▶ They will be shown how to make whole words by:
    - Putting letters together to form words eg magnetic letters
    - Reading words on the board and in the continuous provision
    - Breaking up words into individual sounds
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# Tricky Words


- ▶ Your child will also learn several tricky words in each phase
  - ▶ Tricky words are words that cannot be phonetically sounded out
  - ▶ Phase 2 tricky words are: the, to, I, go, no, into
  - ▶ These words are always real words that children have to 'train their brain' to remember on sight
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# Phase 3

- ▶ The main individual letter phonemes have now been learnt, and children are reading CVC words independently
  - ▶ Phase 3 teaches children to learn the graphemes (written sounds), made up of more than one letter, eg: 'oa' as in boat
  - ▶ Your child will also learn all the letter names in the alphabet (graphemes) and begin to learn how to form them correctly
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# Phase 3

## My Phase 3 Sound Mat


j 	v 	w 	x 	y 	z 	zz 	qu 	
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 	
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 	
air 	ure 	er 						*Pure




# Phase 3

- ▶ **(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,**
  - ▶ **Trigraphs: ear, air, ure, er**
- ▶ The new phonics scheme has some other sounds in addition to these.

# Phase 3




















- ▶ In Phase 3 children will read more tricky words and begin to spell some of them
  - ▶ Begin to read and write words in phrases and sentences
  - ▶ Learn about trigraphs (3 letters making 1 sound eg. igh in light)
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# Phase 4

- ▶ This phase consolidates all the children have learnt in the previous phases.
  - ▶ Children will read words that are cvcc (eg. camp) and ccvc (e.g trap) words
  - ▶ Phase 4 tricky words are: said, have, like, so, do, some, come, were, there, little, one, when, out, what
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# Phase 5

## My Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e* 	i-e 	o-e 	u-e 	u-e 		

\*even

# Phase 5

- ▶ 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
- ▶ Split digraphs are words that have an e at the end and a letter in between e.g tape, slice, tone, tube

## Phase 6

- ▶ The focus for Phase 6 is on learning spelling rules for suffixes.

-s	-es	-ing	-ed
-er	-est	-y	-en
-ful	-ly	-ment	-ness

# Sound Buttons

- ▶ A sound button is the dot underneath that helps us to segment and blend words.

c a t



# Sound Buttons

- ▶ Sound buttons under digraphs and trigraphs need to stretch underneath the letters that make the sounds.

qu



ee




n






# Blending

- ▶ After saying the individual sounds, children need to then blend those sounds together to say the word they are reading. It may help for the children to say the sounds slowly and then faster to hear the blended sounds.
  - ▶ Children will need to say the sounds themselves to hear the blend rather than hearing an adult say the sounds.
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# What does a daily phonics lesson look like?

<b>Recap/Revisit</b>	Flashcards to practice phonemes learnt so far
<b>Teach</b>	Teach new phoneme e.g. 't'
<b>Practise</b>	Playing a game e.g Buried Treasure Reading real and fake words e.g top, tad, tat, tip, tul
<b>Apply</b>	Read captions and/or sentences:  The tap is on.

# Resources

- ▶ Phonics Play [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
  - ▶ Phonics Bloom [www.phonicsbloom.co.uk](http://www.phonicsbloom.co.uk)
  - ▶ Jolly Phonics - songs on YouTube
  - ▶ Alphablocks - BBC iPlayer
  - ▶ Epic Phonics [www.epicphonics.com](http://www.epicphonics.com)
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# Year 1 Phonics Test

grit

start

best

hooks

blan



steck




hild



quemp




# Year 1 Phonics Screening Check

- ▶ The Year 1 phonics screening check is not a formal test, but a way for teachers to ensure that children are making sufficient progress with their phonics skills
  - ▶ It happens in Y1 in June
  - ▶ Children read 40 words - a mix of real and nonsense words, also known as alien words
  - ▶ Teachers administer the check one-to-one with the children
  - ▶ Teachers report this progress to parents
  - ▶ Phonics Screening Check results are published by the DfE
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# How can parents help?

- ▶ Sing an alphabet song together
- ▶ Play 'I spy'
- ▶ Continue to play with magnetic letters, using some two-grapheme (letter) combinations, eg: *r-ai-n = rain* blending for reading  
*rain = r-ai-n* segmenting for spelling
- ▶ Praise your child for trying out words
- ▶ Use resources given by school
- ▶ Play phonics games together
- ▶ Read your child's reading book 2-3 times a week.
- ▶ Continue to read with your child to build their knowledge and encourage them to read for pleasure

# Progress

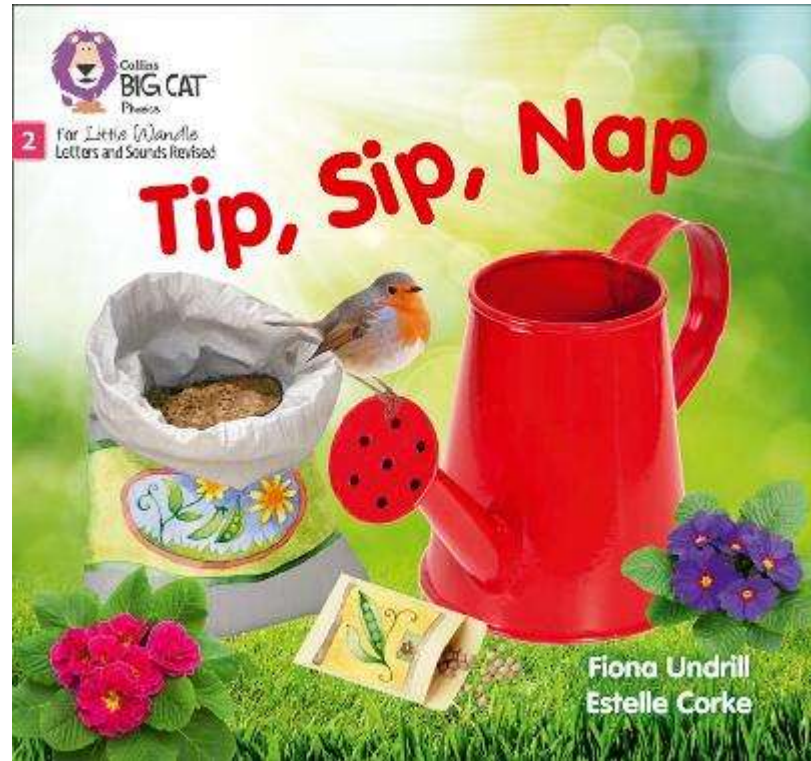
- ▶ Don't worry - all children progress at different rates
  - ▶ These sounds and words are hard to remember and need plenty of practise
  - ▶ Children who do not make progress in phonics may need support for a number of reasons e.g. hearing, auditory memory
  - ▶ If your child's teacher has concerns, they will discuss these with you (usually Spring parents evening)
  - ▶ Usually concerns are evident if a child does not make progress with Phase 2 Letters and Sounds
  - ▶ They may need additional support in school and at home or they may need a referral to support memory or speech concerns
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# Reading Books

- ▶ Your child will receive a reading book based on our assessment of where they are at in Phase 2.
  - ▶ In school, your child will read more challenging texts. At home, your role is to build up the confidence of your child, this may be by re-reading the same book throughout the week to ensure their fluency.
  - ▶ We assess the children regularly and check their reading level/phoneme progression. We match the books they read depending on these assessments.
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# Reading Books

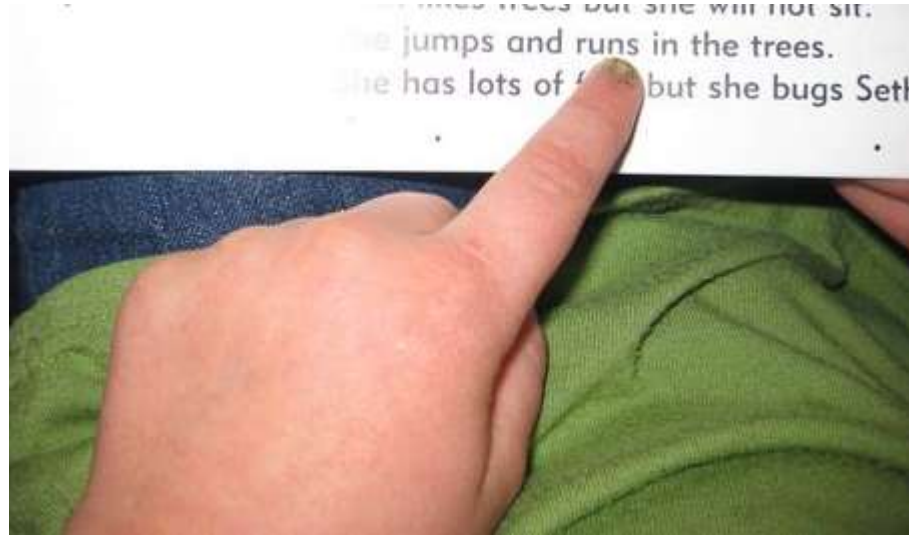


# Guided Read



- ▶ When your child reads with their teacher, they come together to read in groups. This is called Guided Read and everyone will have an opportunity to do this twice a week.
- ▶ Children will all read the same book together and talk through the story to develop their phonics skills.

# Magic Pointy Finger!



- ▶ The magic pointy finger helps your child to trace their finger along the word they are reading. They will need to say each sound and then blend the sounds together to say the word. Then they will need to recap the words in the sentence before finally reading the whole thing.

For example...












































**A set of ten pens.**



# Little Wandle Letters and Sounds


## Grapheme chart

## Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr	 h	 b bb	 f ff	 l ll	 j	 v vv
 w	 x	 y	 z zz s	 qu	 ch	 sh	 th	 ng	 nk	 a	 e	 i	 o	 u
 ai	 ee	 igh	 oa	 oo	 oo	 ar	 or	 ur	 er	 ow	 oi	 ear	 air	



# Terminology

- ▶ **Phoneme** - the sound a letter makes
  - ▶ **Grapheme** - the name of the letter
  - ▶ **Digraph** - two letters that work together to make the same sound (ch, sh, ck)
  - ▶ **Trigraph** - three letters that work together to make the same sound (igh, air, ear)
  - ▶ **Split digraph** (sometimes called 'magic e') - two letters that work together to make the same sound, separated by another letter in the same word. This enables children to understand the difference in vowel sounds between, for example, grip/gripe, rag/rage, tap/tape.
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# Finally...

- ▶ Synthetic phonics is not the only way children learn to read!
  - ▶ Children must also be able to verbally tell a story and develop sound comprehension skills when understanding story structure
  - ▶ If your child needs support, please don't worry, be patient, learning (and teaching!!) phonics can be challenging - they may just need time 😊
- 