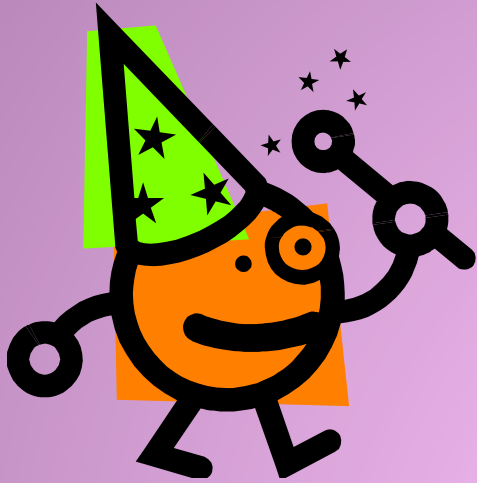


Phonics Workshop





WALT

- Improve your phonic knowledge.
- Understand how we teach phonics at Lydgate Infants.
- Gather ideas to support your child.

What is phonics?

Words are made up from units of sound called phonemes. Phonics teaches the relationship between letters and these sounds.



Year 1 Phonics Screening

- Every Year 1 child in the country will be taking the phonics screening.
- Children will be asked to say or 'sound out' a word and blend the sounds e.g. b-oa-t - boat
- The screening will contain a mixture of 40 words and non-words.
- Teachers will conduct the screening 1:1.
- To 'pass' children have to successfully blend a given number of words. This number can vary from year to year. (Previously it has been 32)

Phonics Lessons

- Daily 20 min discrete phonics session
- Children grouped by the phonics phase they are working on
- 4 groups



Phonics Lessons

Monday	Introduce	We are learning a new graphemes i_e
	Revisit	Practise GPCs particularly any that the assessments showed children struggling with. Use the games Flashcards or Quickwrite Graphemes Flashcards: Speed Trial, Flashcards: Time Challenge
	Teach	Introduce split digraph i_e – follow instructions on p135
	Practise	Play Quickwrite. Words: shine, slide, prize, nice, inside, invite
	Apply	Hold up sentence on card or whiteboard. Ask children to read aloud to a partner and figure out the sentence together. Then the class read aloud together. Will you invite me inside? Can a slide shine all the time? Is it time to get my nice prize yet? Sentences
	Assess	Make notes on assessment sheet.























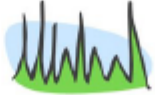


Warning!!!

Phonics is about pure sounds. Please do not add 'uh' onto the end of sounds.

Don't forget about letter names and capital letters.

Phase 2

My Phase 2 sound mat

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

Phase 3

- Teach more sounds
- Most of which are made of two letters called digraphs

J j

V v

W w

X x

Y y

Z z

zz

qu

Consonant
digraphs

ch

sh

th

ng

Vowel
digraphs

ai

ee

igh

oa

oo oo

ar

or

ur

ow

oi

ear

air

ure

er

Phase 3

- some of these are made of three letters these are called ...

Trigraphs

Phase 3

- Orally blend and segment a wider set of words

Robot talk or sound talk

chip

fizz

sheep

light

hear



Phase 3

- Learn letter names and form them correctly
- Read more tricky words and begin to spell
- Read and write words in phrases and sentences applying their phonic knowledge



Phase 4

- Children continue to apply knowledge from previous phases and extend using consonant clusters

phase 3
digraph/
trigraph

ow

air

phase 3 word

cow

chair

phase 4 word

crown

stair

Phase 4

- Orally blend and segment words like went, frog, stand.
- Learn to read and write CVCC words: tent, toast, chimp.
- CCVC words: swim, plum, spoon.
- Learn to read and write sentences together.
- Read more tricky words.
- Compound words - windmill, evergreen.

Phase 5

- This is an important phase during Year 1 and children are expected to be working within it as they move into Year 2.
- They will broaden their knowledge of sounds used in reading and spelling.


Phase 5

- Alternative spellings for sounds are taught.

ai

ay

a_e



Phase 5

As good lessons contain interaction and participation with the pupils...

Can you write down as many different ways of spelling 'igh' as you can. You can work with a partner if you like!!!



Please pick up your pen and board.



Phase 5

How did you do? Would you like to share with the group?

igh ie i_e

I y

Phase 5

Now can you do the same thing
with the ee sound?

ea ey e_e

e y

Phase 5

Last one!

This time with the sound or

aw au ore augh

our oor al

Let's play

Test your phonics!!!

Phase 5



ay ou ie ea oy ir

ue aw wh ph ew oe

au ey a_e e_e i_e

o_e u_e ore are

Alternative pronunciations
of sounds are also taught in
phase 5.

Short i as in pin or long i as in wild

g as in glum or g as in giant

c as in crown or c as in circus

Phase 5

- Read and spell phonetically decodable two and three syllable words.
- Read automatically/on sight the first 100 high frequency words.
- Accurately spell most of the 100 high frequency words.
- Form all letters correctly.
- Read and write sentences.

Reading

- Know most of the common phonemes.
- Read hundreds of words
 - Automatically, by sight.
 - Decode aloud.
 - Decode silently having established blending and segmenting skills.

Develop

- Fluency
- Expression
- Comprehension - shift from learning to read to reading to learn.



Spelling



- Learn how to use the past tense.
- Investigate and learn how to add suffixes.

These are examples of common suffixes suitable for Phase Six:

- **-s** and **-es**: added to nouns and verbs, as in **cats, runs, bushes, catches**;
- **-ed** and **-ing**: added to verbs, as in **hopped, hopping, hoped, hoping**;
- **-ful**: added to nouns, as in **careful, painful, playful, restful, mouthful**;
- **-er**: added to verbs to denote the person doing the action and to adjectives to give the comparative form, as in **runner, reader, writer, bigger, slower**;
- **-est**: added to adjectives, as in **biggest, slowest, happiest, latest**;
- **-ly**: added to adjectives to form adverbs, as in **sadly, happily, brightly, lately**;
- **-ment**: added to verbs to form nouns, as in **payment, advertisement, development**;
- **-ness**: added to adjectives to form nouns, as in **darkness, happiness, sadness**;
- **-y**: added to nouns to form adjectives, as in **funny, smoky, sandy**.

The spelling of a suffix is always the same, except in the case of **-s** and **-es**.

Spelling

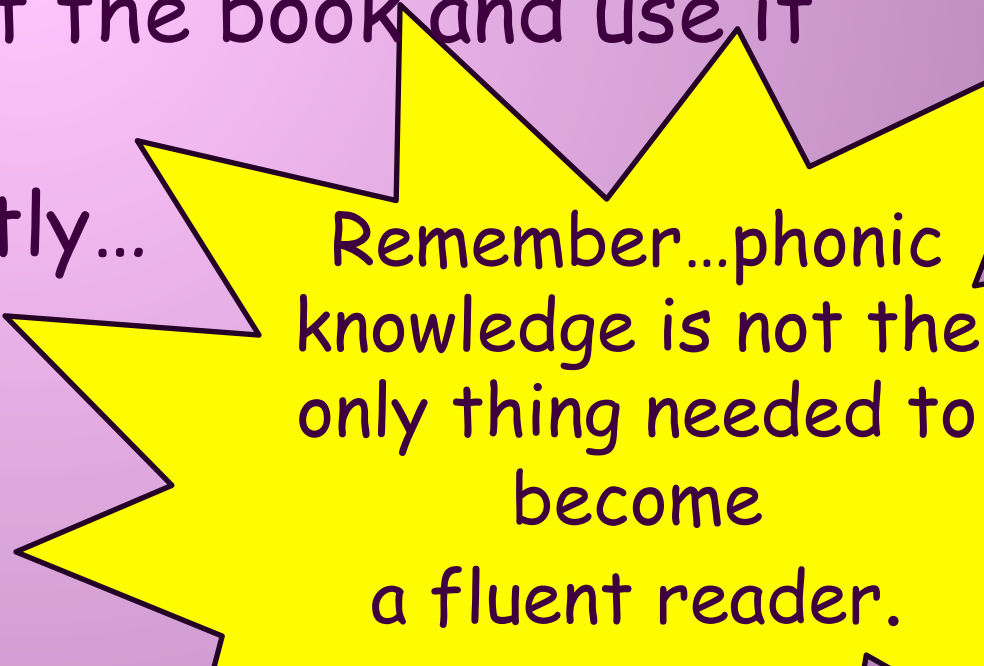
- Learn how to spell longer words.
- Find and learn the difficult bits in words.
- Apply spelling in writing.
- Should be phonetically accurate, although may still be a little unconventional at times!

How to help your child

- Play lots of games where they have to sound out a word or you sound a word and can they tell you what it is.
- Play pairs games, bingo, snap, memory game looking at words and sounds.
- Learn to read key words and spell them correctly.
- Make up and write silly sentences, alien names and nonsense words using phonemes.
- Use whiteboards and magnetic letters to build words.
- Play interactive games on the internet.

Please continue to read with your child every day and encourage them to ...

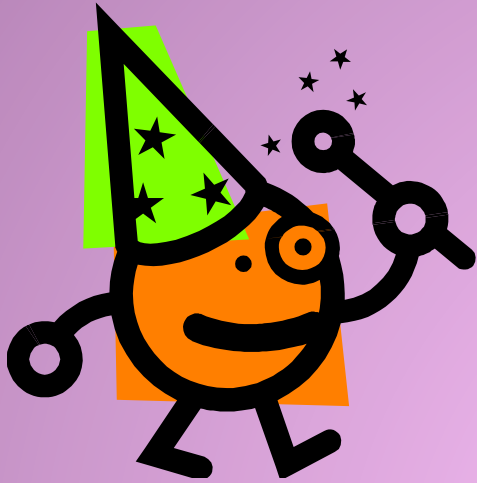
- Sound out and blend
- Reread and check it makes sense.
- Use picture for clues.
- Ask questions about the book and use it to find information
- And most importantly...



Remember...phonic knowledge is not the only thing needed to become a fluent reader.

Enjoy Reading!!!





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