



Phonics Workshop



It is a **requirement** that reception children are taught 20 mins of letters and sounds per day.

It is **recommended** that Year 1 and 2 children also receive 20mins per day.

At Millbrook, if a child has not completed the 6 phases within 'Letters and Sounds' at Key Stage 2, it will be taught until they are secure.

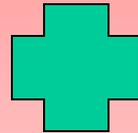
Phonics and reading skills are now taught in 6 distinct phases.

These phases are set out in the letters and sounds document.

Phonics at a glance

Phonics is...

Skills of segmentation and
blending



Knowledge of the
alphabetic code.

Phonics Consists of:

- Identifying sounds in spoken words
- Recognising the common spellings of each phoneme.
- Blending phonemes into words for reading.
- Segmenting words into phonemes for spelling.

The Phases Explained

The 'Letters and Sounds' document is split into 6 distinct phases.

Phase 1 (pre school)

- * Showing an awareness of rhyme and alliteration.
- * Distinguishing between sounds in the environment and phonemes.
- * Exploring and experimenting with sounds and words.
- * Discriminating speech sounds in words.
- * Beginning to orally blend and segment phonemes.

Phase 2 (Reception 6 wks)

- Using common consonants and vowels.
- Blending for reading and segmenting for spelling simple cvc words.
- Understanding that words are constructed from phonemes and that phonemes are represented by graphemes.

Letter sets (phase 2 up to 6wks)

- 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,

Enunciation

- Teaching phonics requires a technical skill in enunciation.
- Phonemes (sounds) should be articulated clearly and precisely.

<http://www.focusonphonics.co.uk/sound.htm>

Phase 3 (Reception up to 12wks)

Knowing one grapheme for each of the 43 phonemes.

There are 43 phonemes in the English language!

Phase 3 cont.

- Reading and spelling a wide range of cvc words.
- Using all letters and less frequent consonant digraphs and some long vowel phonemes.

Graphemes:

ear, air, ure, er, ar, or, ur, ow, oi, ai, ee, igh, oa,
oo

Consonant digraphs:

ch, sh, th, ng.

Letter Progression:

Set 6 - j, v, w, x

Set 7 - y, z, zz, qu

Phase 4 (Reception/Year 1 up to 6wks)

- This is a consolidation unit. There are no new graphemes to learn. Reading and spelling of tricky words continues.
- Segmenting adjacent consonants in words and applying this in spelling.
- Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.

Phase 5 (throughout Year 1)

- Reading phonetically decodable two-syllable and three-syllable words.
- Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.
- Spelling complex words using phonetically plausible attempts.

Graphemes:

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

Alternative graphemes for:

i, o, c, g, u, ow, ie, ea, er, a, y, ch, ou

Phase 6 (Year 2 throughout)

- Recognising phonic irregularities and becoming more secure with less common grapheme – phoneme correspondences.
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.

Phase 6 cont.

- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
- Teaching spelling long words
- Finding and learning the difficult bits in words

In addition to this, each week the children learn 'tricky' spelling words (those that are not spelt phonetically) and key sight vocabulary.

The children always work within the phase that is appropriate to their level of learning.

They are assessed regularly and groupings are sorted accordingly.

Therefore the suggested model of year group and corresponding phase, does not always go hand in hand with the year group that your child is actually in.

Some Definitions

A Phoneme

This is the smallest unit of sound
in a word.

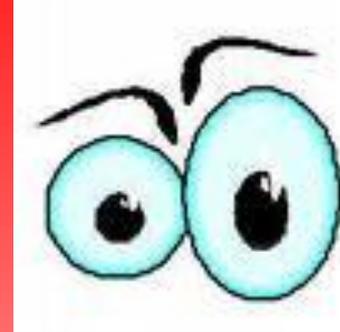


How many phonemes can you hear in

cat?

A grapheme

These are the letters that represent the phoneme.



The grapheme could be 1 letter, 2 letters or more!

We refer to these as **sound buttons**.

t

ai

igh

Put the sound buttons under these words

speed	crayon
slight	toast
broom	foil
crawl	jumper

This is where it gets tricky!

- Phonemes are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way (**c**at, **k**ennel, **ch**oir)
- The same grapheme may represent more than one phoneme (**m**e, **met**)

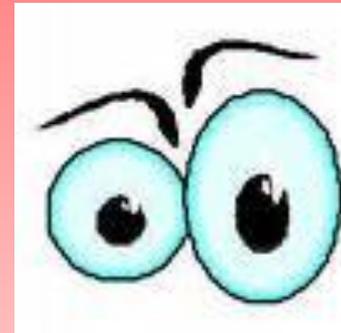
How many phonemes are in each of these words?

Word	Phonemes					
bleed						
flop						
cow						
jumper						
chair						
pencil						

- A phoneme you hear



- A grapheme you see



A word always has the same number of phonemes and graphemes!

Grapheme Key Vocabulary

- Digraph 2 letters making one sound (ai, ee, oo)
- Trigraph 3 letters making one sound (igh , dge)
- Split digraph Where the two letters are not adjacent
(a-e, e-e)

Blending (for reading)

- Recognising the letter sounds in a written word e.g c-u-p sh-ee-p.
- Merging them into the correct order to pronounce the word cup and sheep.

Segmenting (for spelling)

- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k) and writing down letters for each sound (phoneme) to form the word him and stork.

Year 1 Phonics Screening

- **What is the Y1 Phonics screening check?**
- The Phonics Screening Check is meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help. The Department for Education defines the checks as “short, light-touch assessments” that take about four to nine minutes to complete.
- **What's on it?**
- The checks consist of **40 words and non-words** that your child will be asked to read one-on-one with a teacher. Non-words (or nonsense words, or pseudo words) are a collection of letters that will follow phonics rules your child has been taught, but don't mean anything – your child will need to read these with the correct sounds to show that they understand the phonics rules behind them.
- The 40 words and non-words are divided into two sections – one with simple word structures of three or four letters, and one with more complex word structures of five or six letters. The teacher administering the check with your child will give them a few practice words to read first – including some non-words – so they understand more about what they have to do. Each of the non-words is presented with a picture of a monster / alien, as if the word were their name (and so your child doesn't think the word is a mistake because it doesn't make sense!).
- You can download the Department for Education's official [Year 1 Phonics screening check past paper from 2012, 2013 and 2014](#) to get an idea of what your child will be asked to do.

- **When does the Y1 Phonics screening check take place in 2016?**
- Schools will administer the Year 1 Phonics Screening Check the week beginning 13 June 2016.
- **Does my child have to take it?**
- Yes – all students in Year 1 must take the Screening Check.
- **What will my child's score mean?**
- Your child will be scored against a national standard, and the main result will be whether or not they fall below, within or above this standard.
- In 2013, 2014 and 2015 the "pass threshold" was 32, which means children had to read at least 32 words out of 40 correctly. The threshold mark is communicated to schools at the end of June, after the test has been taken, so that teachers can mark the Check.
- You will be told how your child did, but schools' results will not be published. If your child's score falls below the standard, they will be given extra phonics help and can re-take the Phonics screening check in Year 2.
- **How can I help my child prepare?**
- You can help your child prepare for their Phonics Screening Check by going over the phonics they've learned in Reception and Year 1. Read new books and stories with them where they will be introduced to new words that they'll have to sound out, and [review the phonics sounds and rules](#).

Where Can I Go To Find Out More?

www.letters-and-sounds.com



Here are the phases.



www.phonicsplay.co.uk



This is great for some games that you can play at home.

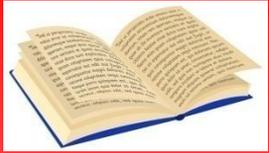
Useful web sites

- www.coxhoe.durham.sch.uk/Curriculum/Literacy.htm
- www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml
- www.ictgames.com/literacy.html

The importance of speaking

- Your child will not be able to write in sentences until they can speak clearly in sentences!
- Speaking and listening are the foundations for reading and writing.
- Even everyday activities such as preparing meals, tidying up, putting shopping away and getting ready to go out offer you the chance to talk to your child, explaining what you are doing. Through these activities, children hear the way language is put together into sentences for a purpose.





The importance of reading

- Books are a rich source of new words for your child; words you would not use in everyday conversations appear in books. Children need to have a wide vocabulary to understand the meaning of books, so read aloud and share books as often as you can. They will enjoy it and it will be useful to them when they come across these words in their own reading later on.





Ways to help at home...

- Listen to your child read as often as you can.
- Share stories with your child, especially at bed time.
- Spot words and letters when you are out and about, e.g. signs when you're driving, labels in the supermarket.
- Encourage your child to sound words out using their phonics rather than saying it for them.
- Talk about the pictures in a story and ask questions.





The importance of writing

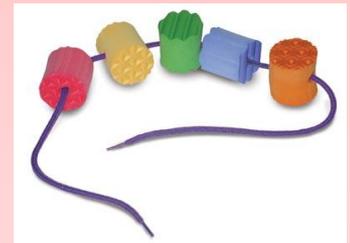
- Writing is a very complex skill. In fact it takes most of us our whole school-life to fully master it. We should try not to underestimate this as we help our young children get started with learning to write.
- A child's ability to form a letter correctly is a separate skill from phonics. Holding a pen or pencil needs considerable co-ordination and practice in making small movements with hands and fingers.





Ways to help at home...

- A good start is for your child to write their name correctly, starting with a capital letter followed by lower-case letters.
- **Using their whole body** - For handwriting children need to be well co-ordinated through their whole body, not just their hands and fingers. Games that help co-ordination include throwing balls at a target, under-arm and over-arm, and bouncing balls – also skipping on the spot, throwing a Frisbee, picking up pebbles from the beach and throwing them into the sea. Have fun!
- **Hand–eye co-ordination** - Pouring water into jugs and cups of different sizes, sweeping up with a dustpan and brush, cutting, sticking, tracing, threading beads, completing puzzles, peeling off stickers and sticking them in the right place – these all help hand–eye co-ordination.



A few more ideas...

- **Pencil hold** - The 'pincer' movement needs to be practised. This is important as it enables children to hold a pencil properly as they write. Provide them with kitchen tongs and see if they can pick up small objects. Move on to challenging them to pick up smaller things, for example, little cubes, sugar lumps, dried peas, lentils, first with chopsticks, then with tweezers.
- Ask children to peg objects to a washing line.
- Provide plenty of different types of pen and pencil; hold their hand to practise the correct grip.



Writing opportunities outside of school...

- Try to provide a small writing and drawing area (an upturned box?) for your child somewhere in your home. Ideally they are able to sit at this whenever they want, and have access to scrap paper, pencils, crayons, felt-tips, scissors, sellotape™ or glue. You will be surprised how much time children will spend at this writing 'table'.
- Even the most reluctant writers enjoy new kinds of writing. You can draw on the ground outside with chalk, or on windows with special window-crayons, or even use bath crayons. Likewise, make it possible for your child to write or draw as part of his play - after all pirates often need treasure maps, footballers need results tables and every astronaut could use a well kitted-out cardboard rocket.

Grammar

- In Years 1 and 2, children will be taught grammar during English lessons. The government say 'Explicit knowledge of grammar is very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking.' Children have a number of grammatical skills that they need to know by the end of each year. At the end of Year 2, children will be tested on these through two spelling, grammar and punctuation papers.

Year 1

By the end of Year 1 children need to know:

Word level

- Whether to add s or es to a word to make it plural.
- How to add the suffixes ed, ing and er to a verb – e.g. Helped, helping, helper.
- How to use the prefix **un** to change the meaning of a verb or adjective – e.g. change happy to unhappy.

Sentence level

- How words can combine to make sentences.
- How to use **and** to join two clauses.

Text level

How to sequence sentences to form short narratives.

Punctuation level:

- To separate words with finger spaces.
- To use capital letters, full stops, question marks and exclamation marks to demarcate **sentences**.
- To use Capital letters for names and for the personal **pronoun I**.

They also need to be able to spell the following words correctly (as well as applying their phonic skills to spell others):

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house and our. As well as words ending with a y. E.g. Funny.

Year 2

By the end of Year 2, children also have to be able to:

Word level:

- Use the suffixes **ness, er, less, ful, est, ly.**
- To identify **adjectives (describing words – e.g. sunny), nouns (things, person or a place - .e.g pen), verbs (action/doing words – e.g. run) and adverbs (modifies the meaning of a verb – e.g. quickly)** in a sentence.

Sentence level:

- Use Subordination (using *when, if, that, because*) and co-ordination (using *or, and, but*)
- Expanded noun phrases using adjectives – e.g. **the blue butterfly, plain flour, the man in the moon**
- Identify **statements, questions, exclamations or commands.**

Text level:

- Choose, and use consistently, the **present tense and past tense throughout writing** .
- Use the **progressive form of verbs in the present and past tense to mark actions in progress** [for example, *she is drumming, he was shouting*]

Punctuation level

- Use **capital letters, full stops, question marks and exclamation marks to demarcate sentences** .
- Use commas to separate items in a list - e.g. She bought beans, eggs and sugar.
- Use **apostrophes** to mark where letters are missing (contractions) in spelling – e.g. Do not becomes don't.
- Use **apostrophes** to mark singular possession in nouns – e.g. **The girl's name.**

In addition to this, children must spell many words correctly, including the following words:

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents and Christmas.

Here are some links to some fun grammar games to help your children to practise:

<http://www.bbc.co.uk/bitesize/ks1/literacy/>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>