

Phonics Workshop for Supporting Parents with Early Reading.

Supporting your child with phonics and reading



Mrs Crick
Mrs Mackenzie



Purpose:

- To understand the importance of phonics.
- To get an idea of how phonics is taught in school.
- To understand the **progression** through phonic phases and how to support and develop children's learning.
- What you can do at home to support your child.



Why Phonics?

- The aim is to secure **essential phonics knowledge** and skills so that children can progress quickly to become **independent readers and writers**.
- Reading and writing are like a code: phonics is teaching the child to crack the code.
- Gives us the skills of blending sounds for reading and segmenting words into sounds for spelling.



Phase I (introduction and practiced throughout all phonics teaching)

- To develop language and increase vocabulary through speaking and listening activities.
- To develop phonological awareness.
- To distinguish between sounds.
- To speak clearly and audibly with confidence and control.
- To become familiar with rhyme, rhythm and alliteration.
- Use **sound talk** to segment words into phonemes.

How we teach phonics...

- Each phonics lesson is aimed at a group of children who are at the same stage of learning.
- Each phoneme or individual sound is taught using an action and song (Jolly Phonics on youtube).
- We use games and activities to support the learning.
- As soon as children have learnt some sounds they begin to blend them and have reading books to support their knowledge at home.
- They use a blending arm

s a t

Phase 2 (all single sounds and double consonants)

To introduce grapheme-phoneme correspondences

- Children know that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters).
- They blend them together in reading simple CVC words and segment them to support spelling.

Tricky Words

- Words that can't be sounded out.

For example - **the, I, me, my, to, go, was, be, he**

Phase 4

To teach children to read and spell words containing adjacent consonants (sp, nt, br etc.).

- This is done through lots of practice and using only single sounds and double consonants.
- It allows children to increase their blending skills and therefore their reading fluency.
- It gives them the opportunity to read longer words (polysyllabic).
- Children now have the ability to blend and segment therefore they are moving beyond simple cvc words to cvcc, ccvc, ccvcc and cccvc.



Phase 3

To teach children digraphs (two letters making one sound)

- Naming and sounding letters of the alphabet.
- Recognise letter shapes and say a sound for each
- Hear and say sounds in the order in which they occur, and read simple words by sounding out and blending.
- Recognise common digraphs and read some high frequency words.

Phase 5 (Year 1 for most children)

To teach children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.

- Teaching all of the ways to write one sound
e.g. ai, a-e, ay
- Choose the **appropriate graphemes (letters)** to represent phonemes when spelling words.
- Read and spell phonetically decodable **2/3 syllable** words e.g. bleating, frogspawn, shopkeeper.
- Seeing themselves as writers!



Year 1 Phonics Screening

- A screening check for year one to encourage schools to pursue a rigorous phonics programme.
- Aimed at identifying the children who need extra help and ensuring they are given support.
- Assesses decoding skills using phonics
- 40 items to be read (20 real words, 20 pseudo words)
- If children do not pass in Year 1 they have to retake the test at the end of Year 2.

- What does it look like?

Year 1 Phonics Test

grit

start

best

hooks

blan



steck



hild



quemp





Tracking and Progress

- Children are assessed at the end of each phase/term or after so many sounds have been taught, to ensure understanding and good progression.
- Children are assessed against a progress tracking grid.
- Children move teaching groups to accommodate their need and ability.
- End of phase progress checks/mock phonics test.
- Year 1 Phonics screening check.



How can I help? - Reading Books

- Your child will bring home a reading book that contains sounds that they have been taught along with tricky words.
- Use the actions to encourage your child to remember the sound rather than telling them it.
- Encourage them to read and make reading a positive experience.
- Chose the right time to read!