Phonics Workshop
March 2019

What is phonics?

A method of teaching people to read by correlating sounds with symbols in an alphabetic writing system.

Phoneme.

A phoneme is the smallest unit of comprehensible sound. Words are made up from phonemes and each word can be broken down or segmented into phonemes.

Some examples

dog **fish** **shark**

Graphemes

Graphemes are the written representation of a sound. Letter do not 'make' sounds, we do, this important to children as they learn the different combinations of graphemes and phonemes.

Graphemes can be made up from 1, 2, 3 or 4 letters.

Some examples:

dog has 3 graphemes – **d o g**

Shark has 3 graphemes – **sh ar k**

Diagraphs.

A diagraph is a phoneme represented by a 2 letter grapheme.

There are two types of diagraphs: consonant diagraphs, learnt in reception and vowel diagraphs learnt through years 1 and 2.

Consonant Diagraphs

ck th ch sh

Some common words these can be found in are:

sock

chin

shop

that

Vowel Diagraphs

ai ea ie oe ue

These vowel diagraphs can be found in words such as:

rain sea tie toe clue

Through Sounds Write children will learn these as "two letters one sound"

Split Diagraphs

A split diagraph is a vowel diagraph that has been divided by a consonant.

Example:

home slide flute

Segmenting and blending

Through the course of phonics, children will learn the skills to blend sounds together, this is follows identifying the sounds to create a word.

Sh-i-p ship

Children will also learn to segment sounds which is where they will identify the sounds within a word.

park P-ar-k

Why Phonics?

Ofsted (2010), *Reading by six*:

Too many children in England do not read or write well enough by the time they leave primary school. The proportion of 11-year-olds that reach the expected level (Level 4 of the National Curriculum) in English has stalled at around 80%.

Excellence in reading is characterised by:

- establishing phonic knowledge and skills and their application through reading, writing and comprehension of what they are reading
- broadening and extending the range and quality of reading
- enhancing the teaching of reading by its application across the wider curriculum.

Why are the children being screened?

- Every Year 1 child in the country will be taking the phonics screening check in the same week in June.
- The aim of the check is to ensure that all children are able to read by the end of year two.
- This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in year 2.

Year 1 Phonics Screening Check

- It is designed to give teachers and parents information on how the child is progressing in phonics
- There are two sections in this 40-word check and it will assess phonics skills and knowledge learned through Reception and Year 1. Takes 5-10 minutes per child
- It is a school-based check to make sure that the child receives any additional support promptly- practice time is given, not stressful for children

What will the children be expected to do?

The check is very similar to tasks the children already complete during phonics lessons.

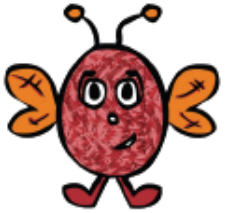
Children will be asked to 'sound out' a word and blend the sounds together.eg d-o-g – dog

d o g

The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up 'nonsense' words.

THIS IS NOT A READING TEST

Examples of words:

in	ot
at	vap
beg	osk 
sum	ect

Making progress

- The check is not about passing or failing but checking appropriate progress is being made. If children do not reach the required standard, then the teacher will discuss plans and offer additional, tailored support to ensure that children are able to catch up.

Helping your child with decoding unfamiliar words

- Say each sound in the word from left to right.
- Blend the sounds by pointing to each letter, i.e. /b/ in bat, or letter group, i.e. /igh/ in sigh, as you say the sound, then run your finger under the whole word as you say it.
- Try to ensure that you enunciate the sound accurately.
- Talk about the meaning if your child does not understand the word they have read.
- Work at your child's pace.
- Always be positive and give lots of praise and encouragement.

What can I do at home to support my child to read and write?

Reading

•Practise saying the sounds together. Begin by using the sound's saying to support the sound recognition, until your child is able to read the sounds fluently and automatically without the saying.

•When reading together, always ask your child to sound out unfamiliar words. There will, almost always, be part of the word that he or she can read unaided, e.g. in the word 'sort', your child will be able to sound out 's' and 't', even if they cannot remember how to say 'or'. Give the unfamiliar phoneme and then ask him or her to sound out the whole word again.

Writing

•If your child does not know how to spell a word, say the word together, using exaggerated pronunciation.

•Count the phonemes in the word and write down the sound buttons.

•Write the word and then read it back to check it is phonetically plausible.

•Use the sound chart to help support writing.

Which websites could I use?

- https://www.sounds-write.co.uk/page-84-downloads-links-for-parents-teachers.aspx
- www.starfall.com
- www.bbc.co.uk/learningzone/clips

 - type 'phonics' in the search box.

- www.phonicsplay.co.uk
- www.twinkl.co.uk
- www.woodlands-junior.kent.sch.uk
- www.focusonphonics.co.uk

Questions?