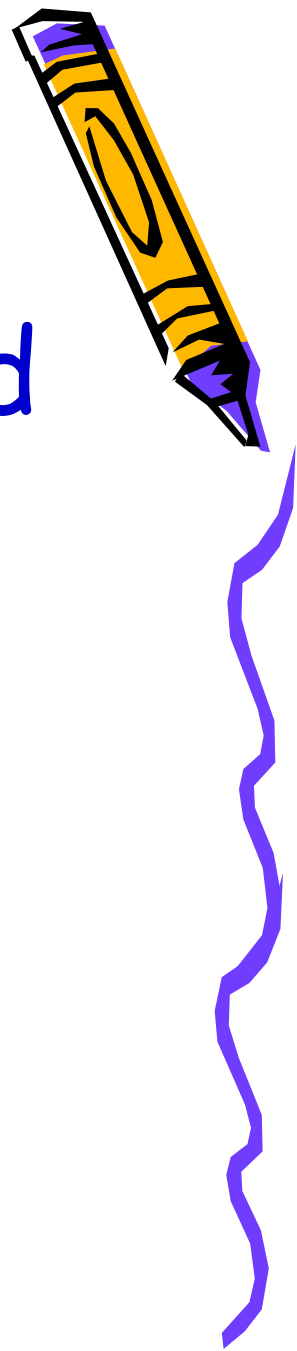


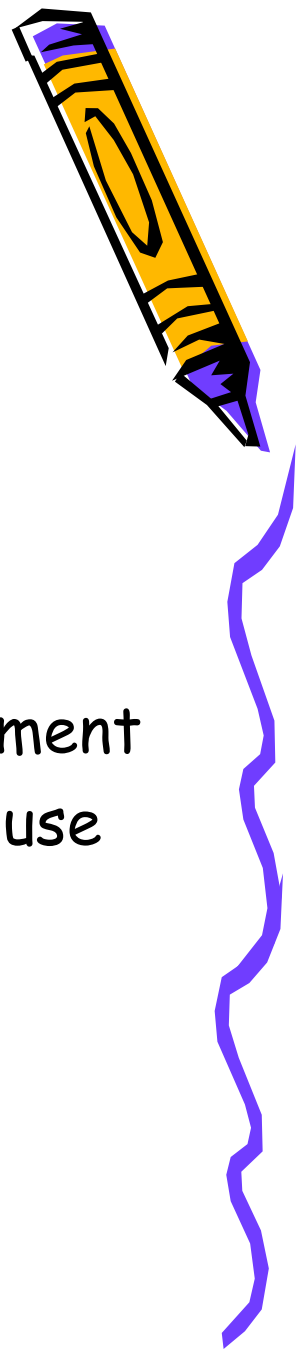
Welcome to our
workshop on Teaching
and Learning Phonics and
Reading at Cranmere
Primary School

Friday 24th February 2017



Aims

- To share how phonics is taught.
- To develop parents' confidence in helping their children with phonics and reading
- To teach the basics of phonics and some useful phonics terms
- To outline the different stages in phonic development
- To show examples of activities and resources we use to teach phonics
- To give parents an opportunity to ask questions



What is phonics and
how can I help my
child at home?



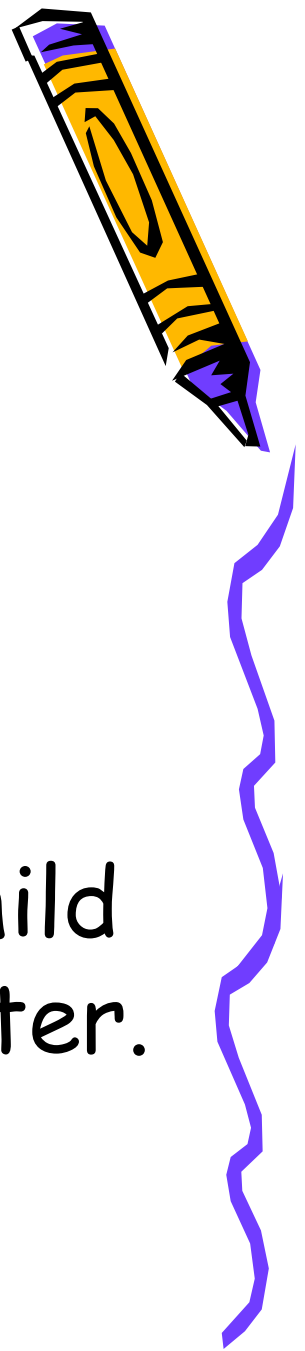
Phonics is all about using ...

skills for
reading and
spelling

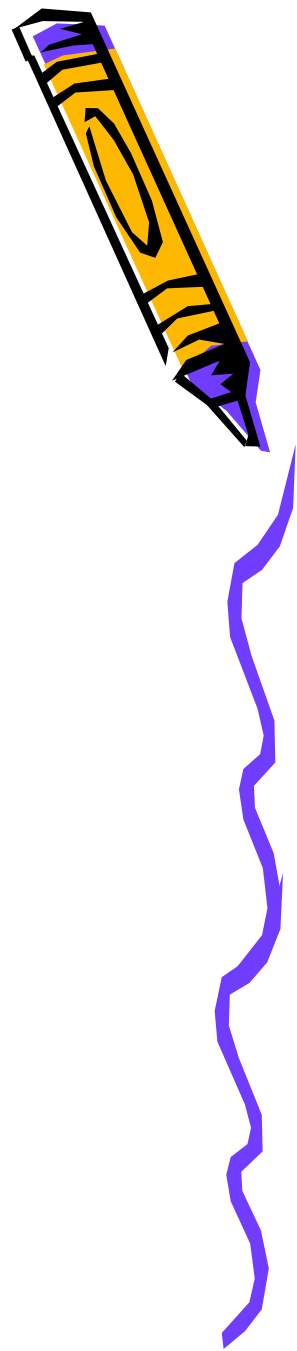
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knowledge
of the
alphabet

Learning phonics will help your child to become a good reader and writer.



Daily Phonics



- Every day the children have 20 minute sessions of phonics.
- Fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use the Letters and Sounds planning document to support the teaching of phonics and Jolly Phonics as a resource.
- There are 6 phonics phases which the children work through at their own pace



Phase 1: Getting ready for phonics

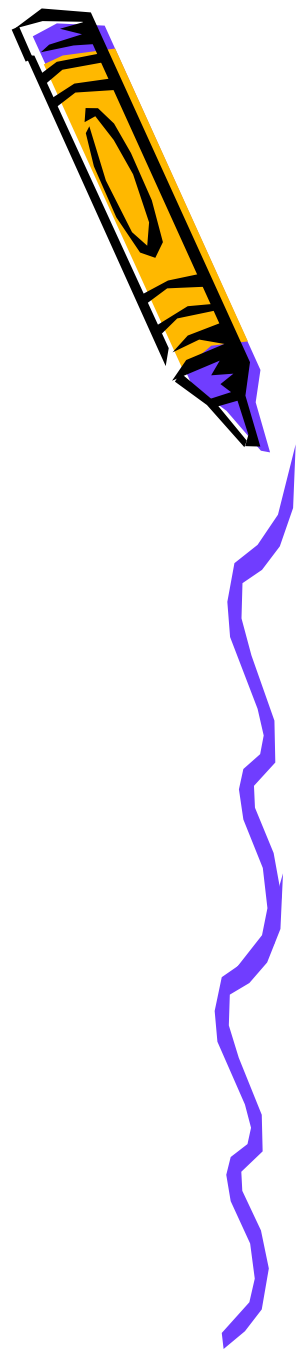
1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds

Music and movement

Rhythm and rhyme

Sound effects

Speaking and listening skills



Phase 2:

Learning phonemes to read and write simple words



- Children will learn their first 19 phonemes:

Set 1: s a t p Set 2: i n m d

Set 3: g o c k Set 4: ck (as in duck) e u r

Set 5: h b l f ff (as in puff) ll (as in hill)
ss (as in hiss)

- They will use these phonemes to read and spell simple "consonant-vowel-consonant" (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phonemes.



Phase 3:

Learning the long vowel phonemes

- Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.
- They will learn another 26 phonemes:
- j, v, w, x, y, z, zz, qu
- ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- They will use these phonemes (and the ones from Phase 2) to read and spell words:

chip, shop, thin, ring, pain, feet, night,
boat, boot, look, farm, fork, burn,
town, coin, dear, fair, sure



Phonic terms your child will learn at school



- **Phonemes:** The smallest units of sound that are found within a word
- **Grapheme:** The spelling of the sound e.g. th
- **Digraph:** Two letters that make one sound when read
- **Trigraphs:** Three letters that make one sound
- **CVC:** Stands for consonant, vowel, consonant.
- **Segmenting** is breaking up a word into its sounds.
- **Blending** : Putting the sounds together to read a word
- **Tricky words:** Words that cannot easily be decoded.



Saying the sounds

Sounds should be articulated
clearly and precisely.



Phonics Words

Your children will learn to use the term:



Blending

- Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word .



Blending



/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug



Phonics Words

Your children will learn to use the term:

Segmenting

- Children need to be able to **hear** a whole word and **say** every sound that they **hear** .



Segmenting

bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/



Phonics words

Phoneme frame and sound buttons



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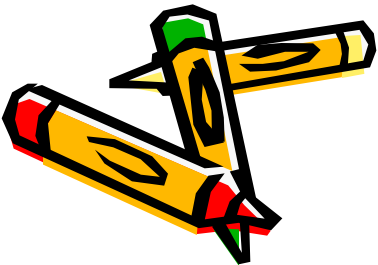


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Tricky Words



There are many words that **cannot** be blended or segmented because they are irregular.

the

was

said

you

some





Phase 4:

Introducing consonant clusters: reading and spelling words with four or more phonemes

- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have **consonant clusters** at the beginning:
spot, trip, clap, green, clown

...or at the end: **tent, mend, damp, burnt**

...or at the beginning and end! **trust, spend,**

twist

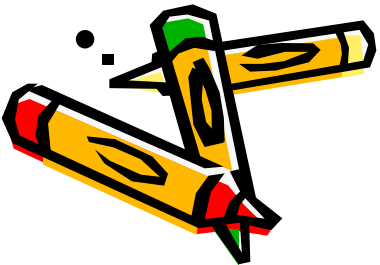


Phase 5

- Teach new graphemes for reading
- ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,
- a-e, e-e, i-e, o-e, u-e

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant,
but/put, cow/blow, tie/field, eat/bread,
farmer/her, hat/what, yes/by/very,
chin/school/chef, out/shoulder/could/you.



Teaching the split digraph

tie

time

toe

tone

cue

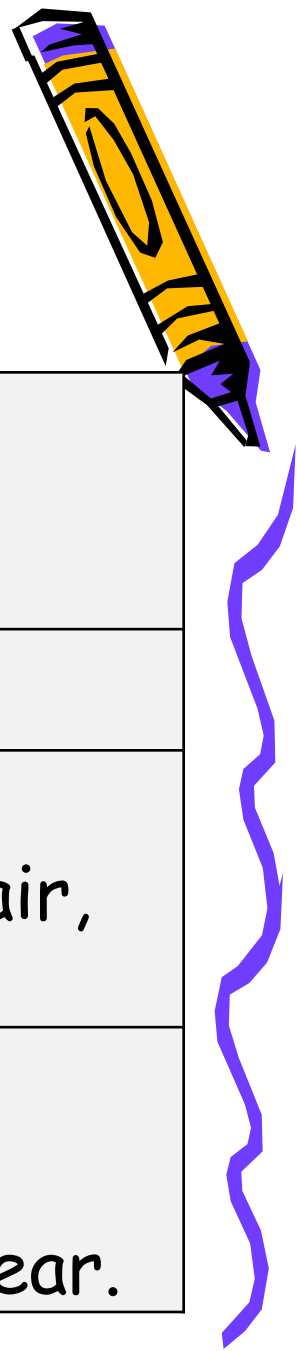
cube

pie

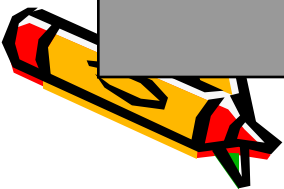
pine



What does a Phonics lesson look like?

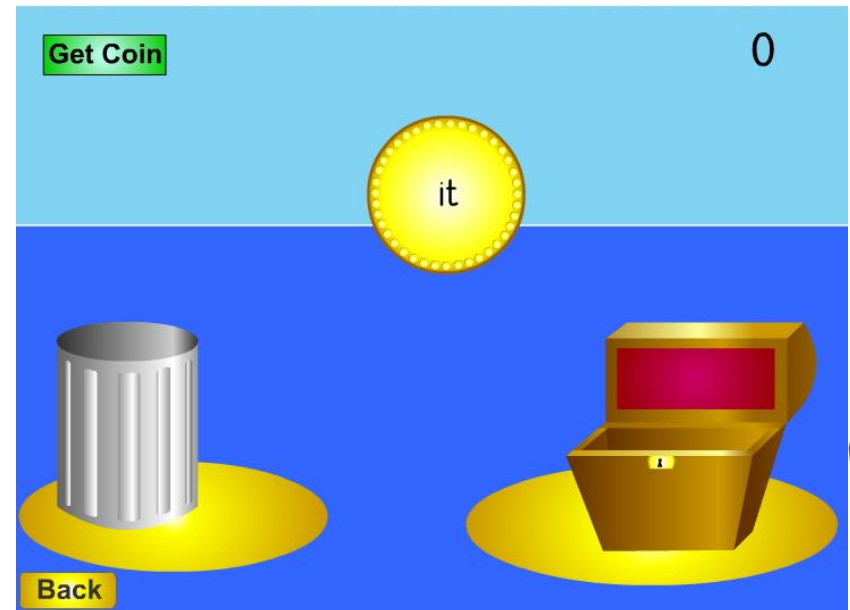
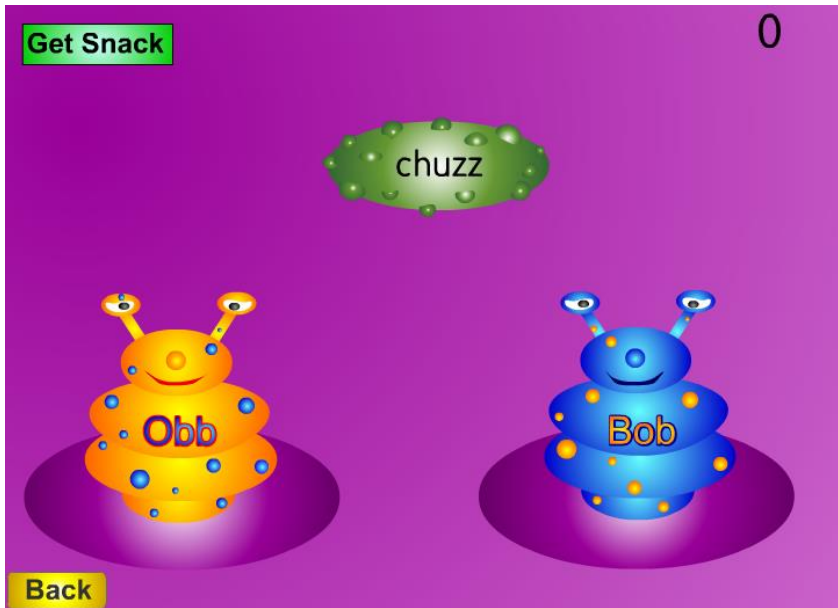
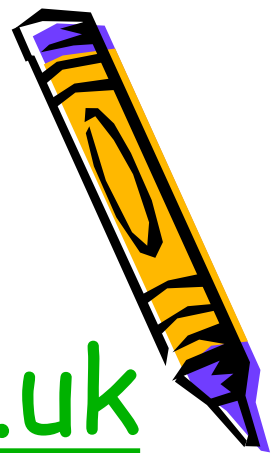


Revisit/review	Flashcards to practice phonemes learnt so far.
Teach	Teach new phoneme air
Practice	Buried treasure Air, zair, fair, hair, lair, pair, vair, sair, thair
Apply	Read captions: The goat had a long beard. The quack was right in his ear.



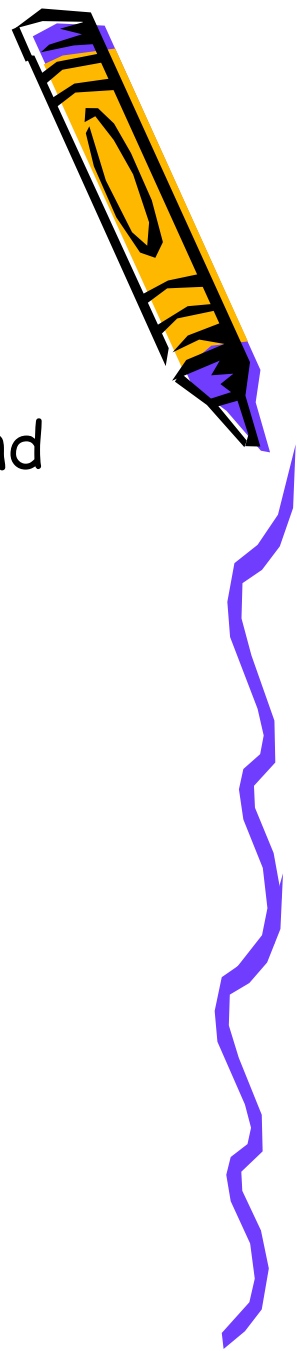
Resources

<http://www.phonicsplay.co.uk>



<https://www.youtube.com/watch?v=Xj1fqe3y/WY>

At home



- Practise the phonemes together.
- Use them to make different words at home and play phonics games
- Read everyday with your child if possible (not necessarily their reading books all the time).



Don't forget...

Learning to read
should be fun for
both children and
parents.

