



Roe Green Infant School
Year 1
Phonics Workshop



WHY ARE WE HERE?

- To explain what phonics is.
- To enable parents to know how to better support their children in their learning of phonics.
- To share how phonics is being taught
 - To show examples of activities and resources we use to teach phonics
- To answer questions regarding the teaching of phonics.

WHY DO WE TEACH PHONICS?

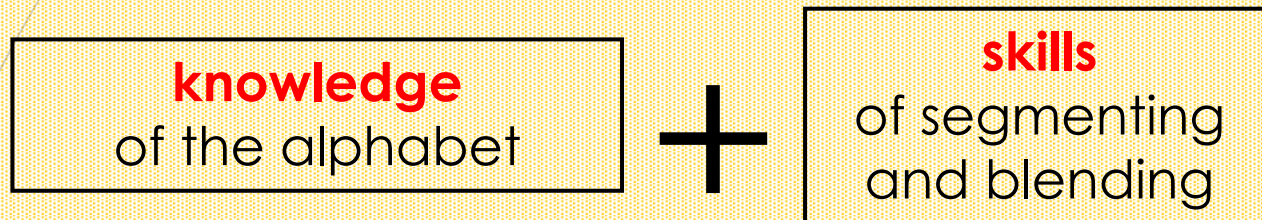
➤ **Phonics is a method for teaching reading and writing – it is currently the main way in which children in British primary schools are taught to read in their earliest years.**

➤ “The evidence is clear that the teaching of systematic synthetic phonics is the most effective way of teaching young children to read, particularly for those at risk of having problems with reading. Unless children have learned to read, the rest of the curriculum is a secret garden to which they will never enjoy access.”

The Importance of Teaching (the schools white paper 2010)

WHAT IS PHONICS?

- Phonics is all about using...



- Children develop awareness that spoken words are made up of different sounds (**phonemes**) and they learn to match these phonemes to letters (**graphemes**)
- Phonics is about children knowing how sounds (**phonemes**) link to letters (**graphemes**)

DID YOU KNOW...?

➔ The English language has:

➔ **26 letters**






➔ **44 sounds**

➔ **Over 100 ways to spell these sounds**



➔ It is one of the most complex languages to learn to read and spell

THE 44 SOUNDS OF THE ENGLISH LANGUAGE

/s/	/a/	/t/	/p/	/i/	/n/	/m/	/d/	/o/
								
snake	ant	ted	pig	pin	net	mat	donkey	pot
/k/	/g/	/r/	/e/	/b/	/h/	/f/	/l/	/j/
								
kitten	grapes	rat	pen	bat	hat	fan	lip	jug
/v/	/w/	/u/	/kw/ (qu)	/ks/ (x)	/y/	/z/	/sh/	/ch/
								
van	wig	hug	queen	box	yes	zip	ship	chop
/th/	/ng/	/ae/	/ee/	/ie/	/oe/	/ue/	/oo/	/oi/
								
bath	king	rain	sheep	pie	toe	statue	book	boil
/ur/	/or/	/ow/	/ure/	/air/	/ar/	/ear/	/zh/	
								
burn	fort	cow	cure	fair	car	fear	treasure	

Saying the sounds

- ▶ Saying the sounds correctly with your child is extremely important.
- ▶ The way we say the sound may well be different from when you were at school.
- ▶ We say the shortest form of the sounds.
- ▶ Sounds should be articulated clearly and precisely.

<https://www.phonicbooks.co.uk/2011/03/13/how-to-say-the-sounds-of-letters-in-synthetic-phonics/>

or

<https://www.youtube.com/watch?v=MOW3pB2KwGA&list=PL7C02D8091C20BA58>

Phonics Terms

Your children will learn to use the term:



Phoneme

➔ This is the smallest unit of sound in a word.

e.g. cat = /c/ /a/ /t/

coin = /c/ /oi/ /n/

tree = /t/ /r/ /ee/



Phonics Terms

Your children will learn to use the term:

Grapheme



- A grapheme is how a phoneme is written down.
- This is where it gets tricky - A grapheme can consist of 1, 2 or more letters.

Phonics Terms

Your children will learn to use the term:

Digraph

➤ A digraph means that the phoneme comprises of two letters.

e.g. ll, ck, ss, ay, ow, er, oi, au, ph

Phonics Terms

Your children will learn to use the term:

Trigraph

➤ A trigraph means that the phoneme comprises of **three** letters.

e.g. air, ure, ear

Phonics Terms

Your children will learn to use the term:

Segmenting

- ▶ 'Chopping up' the word to spell it out
- ▶ The opposite of blending
- ▶ Identifying the individual sounds in a spoken word and writing down letters for each sound (phoneme) to form the word.
- ▶ Children need to be able to **hear** a whole word and **say** every sound that they **hear** .

e.g. bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/

chair = /ch/ /air/

thrush = /th/ /r/ /u/ /sh/

Phonics Terms

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.

e.g. /c/ /u/ /p/ = cup



/d/ /o/ /g/ = dog



/s/ /t/ /ar/ = star



/c/ /l/ /o/ /ck/ = clock



Common Exception Words

Not all words in the English language, however, can be easily decoded. These words are called 'common exception words' or 'tricky words'.

In Year 1, children need to learn to read and write 45 common exception words

They will be assessed termly to monitor their progress and attainment. It is very important that they learn to recognise these words in the books that they read and to spell them correctly.

Common Exception Words

Year 1 common exception words

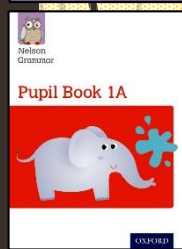
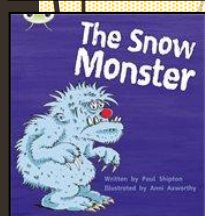
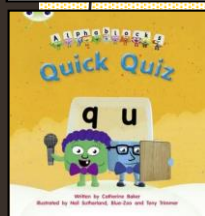
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How Do We Teach Phonics?

- At Roe Green Infant School, we teach phonics using **Bug Club Phonics**, a synthetic phonics program.
- Bug Club Phonics is one of the DfE's approved phonics teaching programmes and aims to help all children in your school learn to read by the age of six in a fun and accessible way.
- The whole school programme matches the National Curriculum and Early Learning Goals.
- Like many synthetic phonics programs, Bug Club Phonics divides the teaching of graphemes and phonemes into phases, which originated in the 2007 government issued document, Letters and Sounds.
- Originally, Letters and Sounds had 6 Phases but since the amended National Curriculum in 2014, Phase 6 is obsolete.
- In Year 1, phonics teaching will also incorporate 'Nelson Grammar'.



BUG CLUB PHONICS

Unit and Session Select Menu

Tour Help Back Exit

Phonics Bug

Unit	Session
Unit 8	Phoneme /ar/
Unit 9	Phoneme /or/
Unit 10	Phoneme /ur/
Unit 11	Phoneme /ow/
Unit 12	Phoneme /oi/

Revision

Lesson

Pupil Games Print Material Magnetic Board

TEACHING SEQUENCE

- The following diagram illustrates the Bug Club Phonics lesson structure.
- **Revise**: The children will revise previous learning.
- **Teach**: New phonemes or high frequency or tricky words will be taught.
- **Practise**: The children will practise the new learning by reading and/or writing the words.
- **Apply**: The children will apply their new learning by reading or writing sentences.



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*

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

- Children are taught the following 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
- They will also learn alternative pronunciations of graphemes, for example:
fin/find, hot/cold, cat/cent, got/giant,
cow/blow, tie/field, eat/bread, hammer/her,
hat/what, yes/by/very, chin/school/chef,
- Even up to 4 sounds for one grapheme!
out/shoulder/could/you

LEARNING ALL THE VARIATIONS!

Learning that the same phoneme can be represented in more than one way. Examples of this include:

- burn, first, term, heard, work
- meat , bread
- he , bed
- bear, hear
- cow, low

PHONICS CLASS TEACHING

- ▶ Following phonic baseline assessments, children will be streamed for the teaching of phonics – these classes will remain fluid.
- ▶ 2 daily sessions:
 - *morning (25 minutes) – learning new letters and sounds
 - *afternoon (20 minutes) – revision of letters and sounds learned
- ▶ Fast paced approach.
- ▶ Lessons encompass a range of games, songs and rhymes.
- ▶ Intervention sessions take place for some children.
- ▶ Over the year, phonics checks will be carried out every half term to monitor children's attainment and progress.
- ▶ All Year 1, children will take the Phonics Check in the week beginning 6th June 2022.
- ▶ Children who do not pass this check will re-take the Phonics Check in June 2023, when they are in Year 2.

Phonics Check

Section 1			
Word	Correct	Incorrect	Comment
reb			
wup			
jub			
eps			
vuss			
quop			
zook			
chack			
skap			
blorn			
meft			
veems			
chop			
sing			
dart			
shock			
flat			
skill			
gift			
coins			

Section 2			
Word	Correct	Incorrect	Comment
var			
slirt			
weaf			
pobe			
flisp			
braint			
scrid			
splote			
twice			
gloom			
turn			
mode			
blast			
groans			
spray			
strike			
delay			
modern			
saucers			
charming			

Phonics Check Format

Section 1

skap



blorn



meft



veems



Section 2

twice

gloom

turn

mode



Is there anything I can do at home?

y	e	s
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How can I help at home?

- Practise the phonemes together.
- Use them to make different words at home and play phonics games
- Keep the Phase sound mats handy – regularly discuss the “best guess”
- Read everyday with your child (approximately 10 minutes)
- Phoneme frames and sounds buttons (one phoneme (sound) per box)
- ‘Alien Words’ - use phonemes to make up imaginative nonsense words e.g. glurg, sprong (helps children to practise and apply their phonics skills and to filter new vocabulary)
- **N.B. Phonics packs may be sent home by class teachers for any phonemes and graphemes that your child is finding difficult to learn**

Phonics words

Phoneme frame and sound buttons

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c	a	t
----------	----------	----------



f	i	sh
----------	----------	-----------



PHONEME FRAMES ACTIVITY

- ▶ log
- ▶ duck
- ▶ fill
- ▶ thrush

Answers

l	o	g
---	---	---

• • •

d	u	ck
---	---	----

• •

—

f	i	ll
---	---	----

• •

—

th	r	u	sh
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• •

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SOUND BUTTONS ACTIVITY

➤ mug

➤ blard 

➤ shape

➤ chapter

SOUND BUTTONS ANSWERS

→ mug



→ blard 



→ shape



→ chapter





HOW CAN I HELP AT HOME?

Oral blending: the robot game

Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say 'b-u-s', and your child says 'bus'.

HOW CAN I HELP AT HOME?

- ▶ When spelling, encourage your child to think about what “looks right”.
- ▶ Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.

- ▶ **tray** **trai**
- ▶ **rain** **rayn**
- ▶ **boil** **boyl**
- ▶ **boy** **boi**
- ▶ **throat** **throwt**
- ▶ **snow** **snoa**

USEFUL WEBSITES

MR T's PHONICS (VIA YOUTUBE)

<https://www.youtube.com/c/MrTsPhonics/featured>

PHONICS PLAY

<https://www.phonicsplay.co.uk/resources>

LETTERS & SOUNDS

<http://www.letters-and-sounds.com/>

CBEEBIES

www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics

TOPMARKS

www.topmarks.co.uk



REMEMBER: Phonics is not the only thing needed to become a fluent reader and writer.

Please continue to read with your child each night and encourage them to:

- **Sound out**
- **Re-read to check it makes sense.**
- **Use pictures for clues.**
- **Ask questions and talk about the book.**
- **And most importantly ENJOY READING!**



QUESTIONS?