



**Roe Green Infant School**  
**Year 2**  
**Phonics Workshop**

September 2021

# 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?

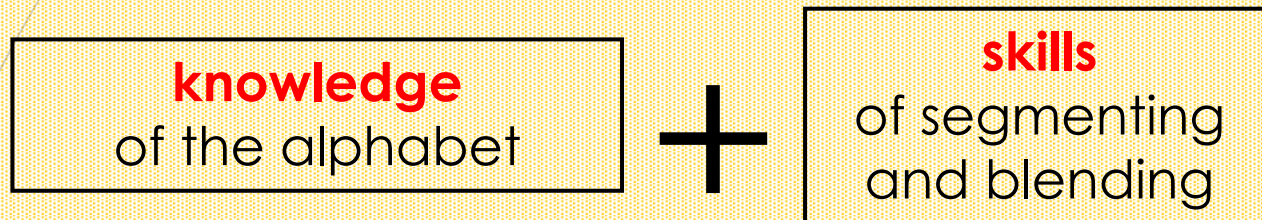
➤ **Phonics is a method for teaching reading and writing – it is currently the main way in which children in British primary schools are taught to read in their earliest years.**

➤ “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**









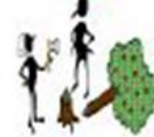




➔ **44 sounds**

➔ **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>

# Phonic Terms

- **Phoneme**: The smallest units of sound that are found within a word i.e. any one of the 44 sounds which make up words in the English language.
- **Grapheme**: How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.
- **Digraph**: Two letters that make one sound when read.
- **Trigraph**: Three letters that make one sound.
- **CVC**: Stands for consonant, vowel, consonant.
- **Segmenting**: Breaking up a word into its sounds.
- **Blending**: Putting the sounds together to read a word.
- **Common exception words**: Words that cannot easily be decoded.



# 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 2, children need to learn to read and write **64 common exception words** (as well as the 45 common exception words in Year 1). **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 and 2 Common Exception Words

### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

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

# How Do We Teach Phonics?

- At Roe Green Infant School, we teach phonics using **Bug Club Phonics**, a synthetic phonics programme.
- 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 'new' National Curriculum in 2014, Phase 6 is more or less obsolete.
- In Year 2, phonics teaching will also incorporate 'Nelson Grammar'.

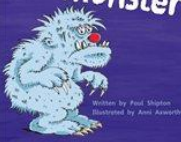


Bug Club  
Phonics

Quick Quiz



The Snow  
Monster



30  
Nelson  
Grammar

Pupil Book 2



OXFORD

# 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 (Autumn Term)

- ▶ 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.
- ▶ Daily intervention sessions take place for some children.
- ▶ Over the Autumn term, phonics checks will be carried out every 6 weeks to monitor children's attainment and progress.
- ▶ All Year 2 children will take the Phonics Check (which they should have completed in June 2021) at the beginning of December.
- ▶ Children who do not pass this check will re-take the Phonics Check in June 2022.

# Phonics Class Teaching (Spring Term →)

- ▶ From the start of the Spring term (January 2022), phonics classes will be streamed according to results obtained from the Phonics Check taken at the end of the Autumn term.
- ▶ Children needing to re-take the Phonics Check in June 2022 will undertake phonics assessments every half term to monitor their attainment and progress.
- ▶ Children who successfully pass the Phonics Check in December 2020 will focus on:
  - ▶ **PHASE 5** (the completion of this phase).
  - ▶ **DESTINATION READER** - an approach to teaching reading. It involves daily sessions incorporating whole class modelling prior to the children applying these skills through partner work and independent reading. Children deepen their understanding of the texts they read through the systematic use of a series of strategies and language stems.

# Phonics Check (December 2021)

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
reb				var			
wup				slirt			
jub				weaf			
eps				pobe			
vuss				flisp			
quop				braint			
zook				scrid			
chack				splote			
skap				twice			
blorn				gloom			
meft				turn			
veems				mode			
chop				blast			
sing				groans			
dart				spray			
shock				strike			
flat				delay			
skill				modern			
gift				saucers			
coins				charming			

# Phonics Check Format

## Section 1

skap



blorn



meft



veems



## Section 2

twice

gloom

turn

mode



**Is there anything I can do at home?**

<b>y</b>	<b>e</b>	<b>s</b>
----------	----------	----------



# 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

--	--	--

<b>c</b>	<b>a</b>	<b>t</b>
----------	----------	----------

• • •

<b>f</b>	<b>i</b>	<b>sh</b>
----------	----------	-----------

• • —



# PHONEME FRAMES ACTIVITY

- ▶ log
- ▶ duck
- ▶ fill
- ▶ thrush

# Answers

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

• • •

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

• •

—

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

• •

—

th	r	u	sh
----	---	---	----

—

• •

—

# SOUND BUTTONS ACTIVITY

➤ mug

➤ blard 

➤ shape

➤ chapter

# SOUND BUTTONS ANSWERS

→ mug



→ blard 



→ shape



→ chapter



# 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**



# 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'.



# 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/>

## CBEBBIES

[www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics](http://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics)

## TOPMARKS

[www.topmarks.co.uk](http://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?**