



Roe Green Infant School
Year 2
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?

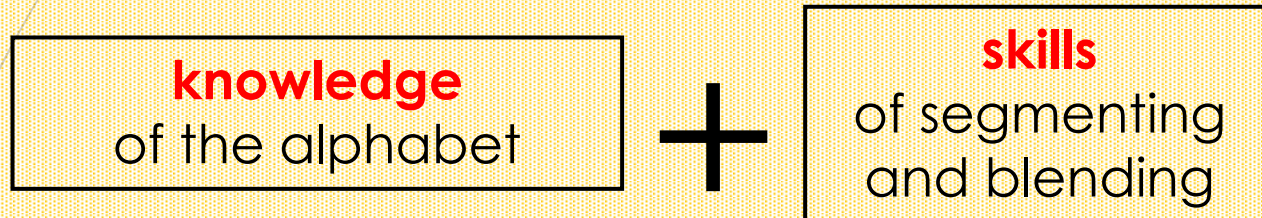
➤ **Phonics is a method for teaching reading and writing – it is currently the main way in which children in British primary schools are taught to read in their earliest years.**

➤ “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	 teddy	 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.youtube.com/watch?v=MOW3pB2KwGA&list=PL7C02D8091C20BA58>

or

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

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

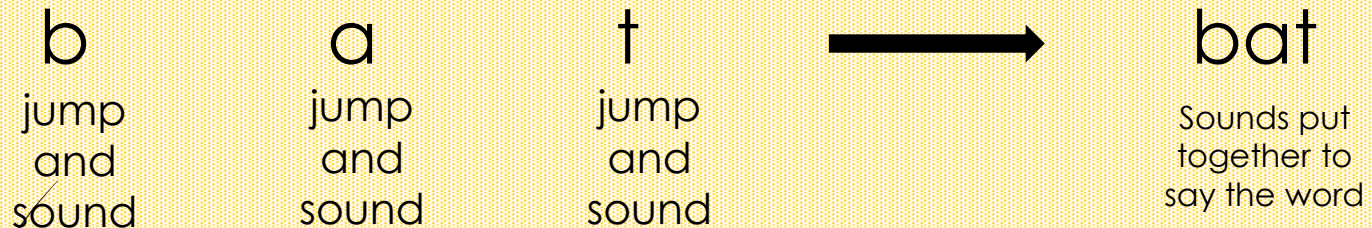


/c/ /l/ /o/ /ck/ = clock

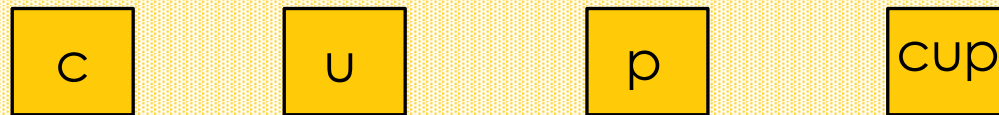


Strategies to Help With Blending

- ▶ 3 Jumps: one for each sound and then sitting on the chair as the word is blended



- ▶ Hop on a small mat for each sound and jump to blend the word on the last mat.



- ▶ Clap each sound and tap knees to blend the word
- ▶ Onset and rime

EXAMPLES OF ONSET AND RIME

You identify the initial phoneme (sound) and then say the remaining phonemes together.

For example, with the word 'dog' you would break it down as follows:

d **og**

p **lay**

h **and**

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 and then in Year 2 they need to learn to read and write another 64 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 and 2 Common Exception Words

Year 1

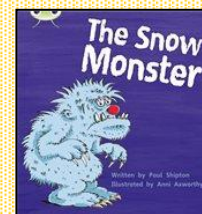
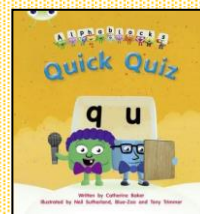
the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

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 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 are sub-divided into sets.



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

https://www.activelearnprimary.co.uk/planning#bugclub_phonics

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 (NURSERY): 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 (RECEPTION):

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 (RECEPTION): 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 (RECEPTION/YEAR 1):

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 (YEAR 1 and YEAR 2):

- 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

- ▶ 1 daily session:
 - *morning (20 - 25 minutes) – revising previously learned graphemes and phonemes as well as learning new ones
- ▶ Fast paced approach.
- ▶ Lessons encompass a range of games, songs and rhymes.
- ▶ Mrs Lobo will take children for intervention sessions.
- ▶ Over the year, phonics checks will be carried out every half term to monitor children's attainment and progress.
- ▶ All Year 2 children who did not sit or did not pass the Phonics Check in June 2022, will re-take the Phonics Check in the week beginning 12th June 2023.

Phonics Check

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?

y	e	s
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How can I help at home?

- ▶ Access ACTIVE LEARN every day and read the allocated phonics and reading books with your child
- ▶ 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**

How can I help at home?

ACTIVE LEARN

- ▶ As part of their learning, children are allocated books on Active Learn that correspond to where they are in their learning of phonics.
- ▶ This means that your child should be familiar with the graphemes and corresponding phonemes that are used in each of the books that they need to read.

https://www.activelearnprimary.co.uk/resources#bugclub_phonics



Princes Avenue,
Kingsbury, London,
NW9 9JL

Telephone: 020 8204 3531
Email: admin@rgreeninf.brent.sch.uk
www.rgreeninf.brent.sch.uk

Date

Dear Parent/Carer of: «Name» Class : «Class»

I have been listening to your child read as part of the additional support that we are providing in school to help to develop their reading skills.

It is very important that your child continues to practise their reading both at school and at home. We would therefore like you to go onto your Active Learn Bug Club account and access the following book:

BOOK TITLE

This is the book that we have been reading together in school. By also reading it at home, your child will be able to reinforce what we have been working on, which should further enhance the progress that they make with their reading.

Your child will also need to remember to complete the questions which accompany the online book by clicking on the Bug link button.

If you do not remember you log in details they are below. If you have any problems accessing the technology/platform please let us know at the school.

Website : https://www.activelearnprimary.co.uk/login?e=-1&c=0
Username : «Username»
Password : «Password»
School Code : rgi

Thank you for your support with your child's reading.

Yours faithfully

Mrs Lobo
Senior Leadership Team



How can I help at home?

- Use phoneme frames and sound buttons

--	--	--

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
-----------	----------	----------	-----------



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?

Mr Thorne does Phonics

➤ A guide to segmenting and blending:

<https://www.youtube.com/watch?v=5wGfNiweEkl&list=PL7C02D8091C20BA58&index=3>

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>

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?