



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?

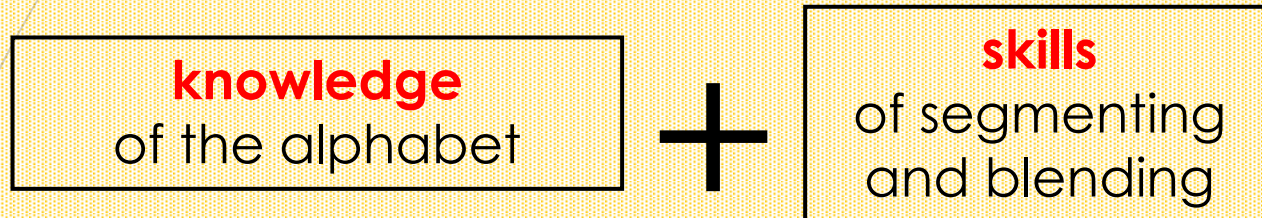
➤ **Phonics is a method for teaching reading and writing – it is currently the main way in which children in British primary schools are taught to read in their earliest years.**

➤ “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	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.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 terms:

- **Phoneme** - the smallest unit of sound in a word
- **Grapheme** - how a phoneme is written down (1, 2 or more letters)
- **Digraph** - the phoneme comprises of two letters e.g. ea, oi, ay, ur
- **Trigraph** - the phoneme comprises of three letters e.g. air, ure, ear
- **Segmenting** - identifying the individual sounds in a spoken word
- **Blending** - putting the individual sounds together to **say** the word.

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

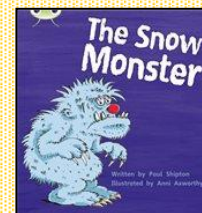
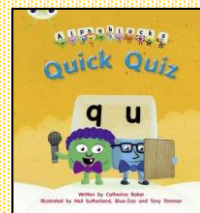
the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

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

- **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)

- **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

• Phase 4 (RECEPTION/YEAR 1): Introducing consonant clusters: reading and spelling words with four or more phonemes

Children will focus on reading and spelling longer words with the phonemes they already know. These words have **consonant clusters**

- ▶ at the beginning e.g. **spot, trip, clap, green, clown**
- ▶ at the end e.g. **tent, mend, damp, burnt**
- ▶ at the beginning and end e.g. **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.
- ▶ Members of the SLT 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 2024, will re-take the Phonics Check in the week beginning 9th June 2025.

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

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





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?

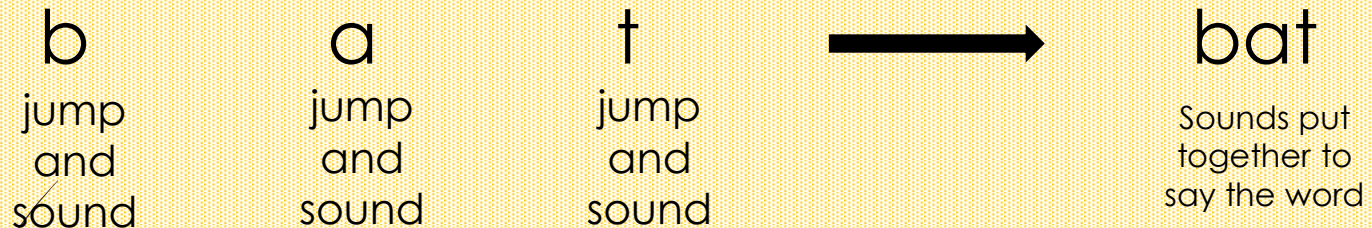
Mr Thorne does Phonics

➤ A guide to segmenting and blending:

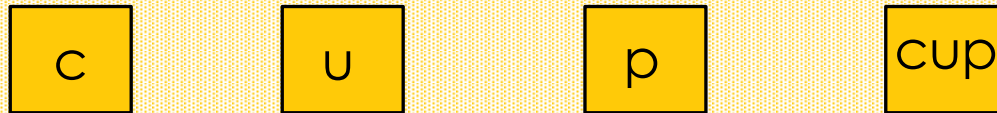
<https://www.youtube.com/watch?v=5wGfNiweEkl&list=PL7C02D8091C20BA58&index=3>

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

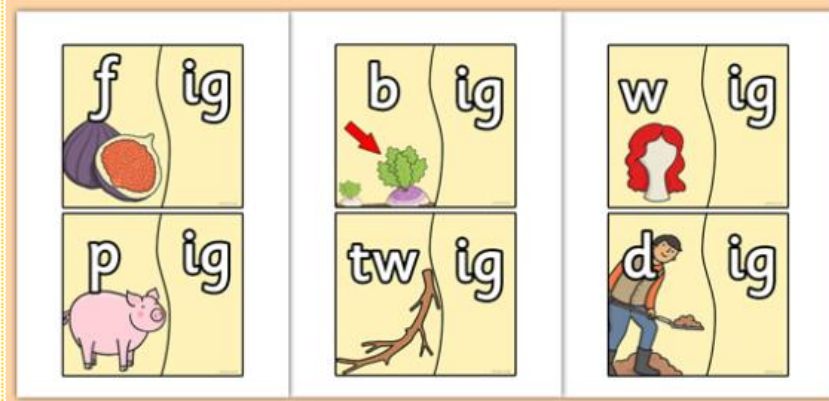
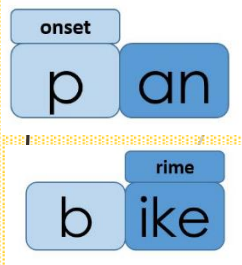
Onset and Rime

Onset and rime are terms that technically describe the phonological units of a spoken syllable. Syllables are normally split up into two parts, the onset and the rime.

- Onset - the initial phonological unit of any word which contains the initial consonant or consonant blend.
- Rime - the string of letters that follow the onset, which contains the vowel and any final consonants.

Onset-rime segmentation is the process of breaking or separating words into two parts: the onset, which is the consonant or cluster of consonants at the start of a syllable, and the rime, the remainder of the syllable.

For example, in the word 'climb', cl- is the onset and -imb is the rime.



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>

➤ **CBEEBIES/ALPHABLOCKS**

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

➤ **PHONICS PLAY**

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

➤ **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?