



Reception

Literacy Workshop



October 2017





What is phonics?

Phonics is a way of teaching children to read quickly and skilfully. They are taught how to:

- recognise the sounds that each individual letter makes;
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'; and
- blend these sounds together from left to right to make a word.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

Why phonics?

Most of us were taught to read using a different strategy to the one used today, which is why it can be hard to know how to help your child in the right way. At St Matthew's, children are taught to read and write through phonics. Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. Phonemes (the sound of each letter) and graphemes (what each letter looks like) are now taught in a special order. The phonemes-graphemes are also split into groups called phases. This is to help teachers assess where children are with their phonics.





Phonic Phases

Phase One (YN and YR and beyond)

Phase One activities pave the way for the systematic teaching of phonic work to begin in Phase Two. Phase One activities are designed to underpin and run alongside activities in other phases.

Aspect 1: General sound discrimination – environmental sounds

Aspect 2: General sound discrimination – instrumental sounds

Aspect 3: General sound discrimination – body percussion

Aspect 4: Rhythm and rhyme

Aspect 5: Alliteration

Aspect 6: Voice sounds

Aspect 7: Oral blending and segmenting

Progress Check

By the end of Phase 1:

- Children will have experienced a wealth of listening activities including songs, stories and rhymes.
- They will be able to distinguish between speech sounds and many will be able to blend and segment words orally.
- Some will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming Words, but inability to do this does not prevent moving on to Phase Two as these speaking and listening activities continue.





Phonic Phases

Phase Two (YR)

Letter progression (one set per week)

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

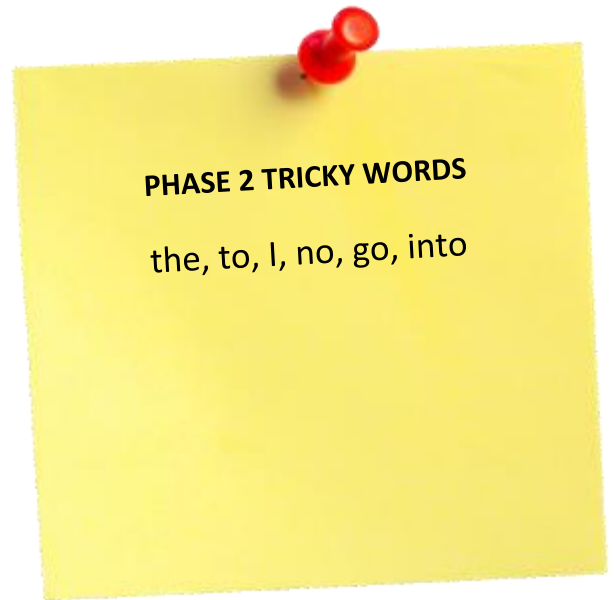
Set 5: h, b, f, ff, l, ll, ss

Progress Check

By the end of Phase 2 children should:

- Give the sound when shown any Phase 2 grapheme, securing first letters s, a, t, p, i, n.
- Find from a display any Phase 2 grapheme, when given the sound
- Orally blend and segment CVC words
- Be able to segment and make phonemically plausible attempts at spelling CVC words
- Blend and segment in order to read and spell (using magnetic letters) VC words such as if, am, on, up and 'silly names' such as ip, ug and ock.
- Be able to read the tricky words from phase 2

Some children will not have fully grasped CVC blending and segmentation but may know all the Phase Two letters. Children's capacity to write letters will depend on their physical maturity. Some children will be able to write all the letters in pencil, correctly formed. Most children should be able to form the letters correctly in the air, in sand or using a paint brush and should be able to control a pencil sufficiently well to write letters such as **l**, **t**, **i** well and **h**, **n** and **m** reasonably well.





Phonic Phases

Phase Three (YR)

Letter progression (one set per week)

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi,
ear, air, ure, er

PHASE 3 TRICKY WORDS

he, she, we, me, be, was, you,
they, all, are, my, her

Progress Check

By the end of Phase 3 children should:

- Give the sound when shown all or most Phase 2 and Phase 3 graphemes
- Find all or most Phase 2 and Phase 3 graphemes from a display when given the sound
- Be able to blend and read CVC words
- Be able to segment and make phonemically plausible attempt at spelling CVC words
- Be able to read the tricky words from phase 3
- Be able to spell the tricky words from phase 2
- Write each letter correctly when following a model





Phonic Phases

Phase Four (YR)

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of HFW containing GPCs not taught at that phase. There are no new GPCs to be learnt in this phase. Phase 4 develops children's knowledge and skills of blending and segmenting words with adjacent consonants. Children are taught blending and segmenting of adjacent consonants and reading and spelling of CVCC words.

PHASE 4 TRICKY WORDS

said, have, like, so, do, some,
come, were, there, little, one,
when, out, what

Progress Check

By the end of Phase 4 children should:

- give the sound when shown any Phase Two and Phase Three grapheme;
- find any Phase Two and Phase Three grapheme, from a display, when given the sound;
- be able to blend and read words containing adjacent consonants;
- be able to segment and spell words containing adjacent consonants;
- be able to read the tricky words **some, one, said, come, do, so, were, when, have, there, out, like, little, what;**
- be able to spell the tricky words **he, she, we, me, be, was, my, you, her, they, all, are;**
- write each letter, usually correctly.





Phonic Phases

Phase Five (Y1)

Practise recognition and recall of Phase 2, 3 & 5 graphemes as learnt.

Learn new phonemes:

/zh/ (treasure), ay (day), ou (out), ie (tie), ea (eat), oy (boy),
ir (girl), ue (blue), aw (saw), wh (when), ph (photo), ew (new),
oe (toe), au (Paul),

Split digraphs: a-e (make), e-e (these), i-e (like), o-e (home), u-e (rule).

Teach alternative pronunciations for graphemes i, o, c, g, u, ow,
ie, ea, er, a, y, ch, ou.

Teach alternative spellings for phonemes

Progress Check

By the end of Phase 5 children should:

- give the sound when shown any grapheme that has been taught;
- for any given sound, write the common graphemes;
- apply phonic knowledge and skill as the prime approach to reading and spelling
- unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all the words in the list of 100 high-frequency words;
- accurately spell most of the words in the list of 100 high-frequency words;
- form each letter correctly.

PHASE 5 TRICKY WORDS

oh, their, people, Mr, Mrs,
looked, called, asked, could





Phonic Phases

Phase Six (Y2)

Develops children's knowledge of GPCs, their skills of blending and segmenting with letters and recognition of high frequency words containing GPCs not taught at that phase. Increases fluency of the blending of words encountered for the first time in reading and accuracy of spelling choices.

Investigate and learn how to add suffixes (-s, -es, -ing, -ed, -s, -er, -est, -y, -en, -ful, -ly, -ment, -ness).

Teach spelling of long words.

Introduce and teach the past tense.

Learning and practising spelling.

Syllables.

Base words.

Analogy.

Mnemonics.

Progress Check

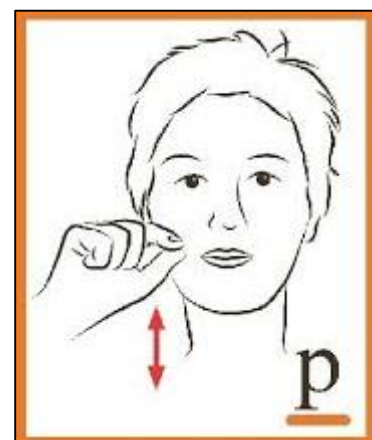
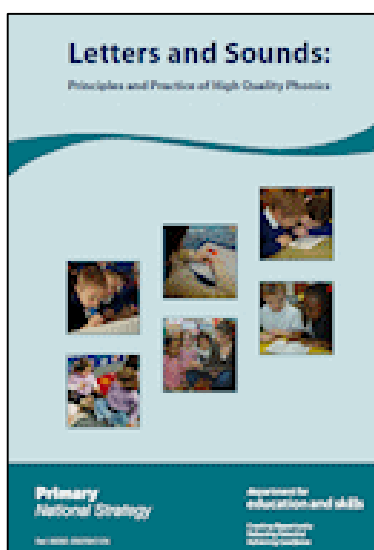
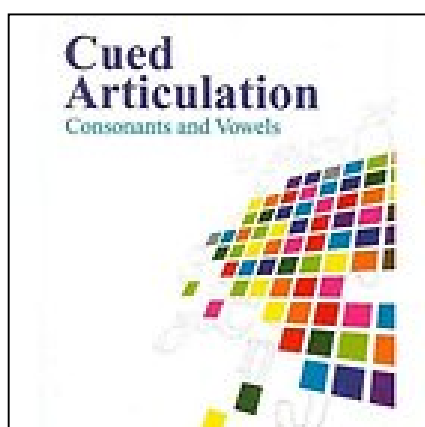
During this phase 6, children become fluent readers and increasingly accurate spellers.





How we teach phonics at St Matthew's

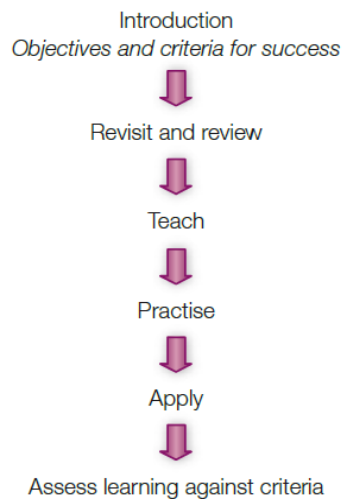
We follow 'Letters and Sounds' which is recommended by the government to be used as a guide to the pace and progression of when we teach the phonemes and graphemes. There are many phonic schemes which support the 'Letters and Sounds' progression; Jolly Phonics and Read, Write Inc. to name just a few. We use the signs from the programme 'Cued Articulation' to help the children remember the different phonemes. Cued Articulation was originally devised by Jane Passy to help children with severe speech and language difficulties, by seeing a sound and hearing a letter by the use of easy and logical hand cues. It is used today by speech and language therapists, remedial and reading recovery teachers and primary teachers who find the approach helpful in showing phoneme-grapheme relationships, and use it in the classroom to teach children the sounds of speech.





Structure to our phonics sessions

Sequence of teaching in a discrete phonics session



Revisit and review

- Practise previously learned graphemes
- Practise blending and segmentation

Teach

- Teach new graphemes
- Teach tricky words

Practise

- Practise blending and reading words with the new GPC
- Practise segmenting and spelling words with the new GPC

Apply

- Read or write a sentence using one or more high-frequency words and words containing the new graphemes





Pronunciation

What differs now from when most of us were children, is the very short sounds that letters make. You may remember being taught /t/ as a “ter”. Now it is taught as a very short and snappy /t/ - if you whisper it, it’s easier to make the sound. Another tricky one is /r/ not “rer” as you might think, but more of a growling “rrr” sound. When you say a letter, think how it actually sounds in a word, for example /f/ might come out as “fer” but in a word it has a very short /f/ sound, like in “fluff”, if you think that /f/ is said “fer” then this word would become “ferluffer”.

For quite a lot of letters, there is a temptation to put an “er” on the end, /h/ ,/m/ ,/n/ and /l/ being a few examples. This added “er” is called a ‘schwa’. It’s really important to keep the sounds really short, as when children are blending (which means putting the sounds together to make a word), it won’t work if all the letters end with an “er” sound. For example if “cat” were pronounced incorrectly it would be “ceratter”, whereas with the short whispered sounds it’s far easier to blend the letters to make “cat”.

The way that we pronounce words also has an impact on the way that we spell them. For example, the word “ham” could be incorrectly spelt as “hamer” because of the over pronunciation of /m/. As children are taught that /er/ is a separate sound as in “ladder”, when they say or hear the /er/ as a schwa, it is also included in their written words.

For the DfE guidance on how to articulate the ‘pure’ units of sound (phonemes) please go to:

https://www.youtube.com/watch?v=BqhXUW_v-1s

For a child-friendly introduction on how to pronounce phonemes, ‘Alphablocks’ on Cbeebies has lots of great activities to support children in phonics:

<http://www.bbc.co.uk/cbeebies/shows/alphablocks>

Alternatively, please feel free to come and ask us!





Helping your child with phonics

Phonics works best when children are given plenty of encouragement and learn to enjoy reading and books. Parents play a very important part in helping with this. Here are some simple steps to help your child learn to read through phonics:

- Ask your child which sounds they have been covering each week. You will then be able to reinforce this at home.
- Highlight these new sounds when you read with your child. Teaching how sounds match with letters is likely to start with individual letters such as 's', 'a' and 't' and then will move on to two-letter sounds such as 'ee', 'ch' and 'ck'.
- With all books, encourage your child to 'sound out' unfamiliar words and then blend the sounds together from left to right. Once your child has read an unfamiliar word you can talk about what it means and help him or her to follow the story.
- Try to make time to read with your child every day. Grandparents and older brothers or sisters can help too. Encourage your child to blend the sounds all the way through a word.
- Word games like 'I-spy' can also be an enjoyable way of teaching children about sounds and letters. You can also encourage your child to read words from your shopping list or road signs to practise phonics.





Supporting your child with reading

I spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a...? How many ... can you see?

Ask questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Be seen

Make sure you are seen reading. Keep books and magazines at easy reach.

Get out

Go to your public library regularly. Find the books you loved as a child and read them together.

Create

Use reading to inspire drawings or new stories.

Go online

Look online and in app stores for appropriate word & spelling games.

Make space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...

Anything that is close to hand!





Supporting your child with writing

- Build a climate of words at home. The basis of good writing is good talk, and younger children grow into stronger control of language when adults share experiences and talk about these experiences. Before a child can write it, they have to be able to say it!
- Let your child see you write often.
- Be as helpful as you can when supporting your child to write. Talk through their ideas with them, help them discover what they want to say. Remind them where they can look to find the letters that they are unsure of. Rejoice in their efforts and delight in their ideas!
- Provide a suitable place for your child to write. Any flat surface with elbow room will do. Trying different positions to write is also useful. Lying on their tummies and writing onto a clipboard is just as good for them as sitting up at a table.
- Provide lots of tools and encourage others to give the gifts associated with writing: different kinds of pens and pencils, pads of paper, envelopes, old stamps, old diaries etc
- Encourage (but do not demand) frequent writing. Be patient with any reluctance to write. Get your child to help you write your shopping list. They can write the initial letter /s/ for Satsuma for example if they are still in the early stages or are reluctant. Get your child to use the shopping list as they will then associate their writing efforts with a purpose.
- Share letters and cards from friends and relatives. Encourage friends and relatives to write notes and letters to the child no matter how brief. Writing is especially rewarding when the child gets a response.
- Use as many different opportunities as possible to involve your child in writing. E.g. shopping lists, holiday and birthday cards, taking down telephone messages, writing notes to friends, helping plan trips by writing for information and preparing invitations for birthdays or family get-togethers.
- Provide lots of opportunities for your child to develop their fine motor skills e.g. putting together nuts and bolts, chaining together paper clips and picking up small objects using tweezers.





Game ideas to play at home

- **I spy with my little eye, something with the phoneme...** There are lots of fun variations to this game!
- **What's the missing sound?** Label objects but omit a sound. Can they figure out the missing sound? Child to say or write the missing sound.
- **Post-it-note objects.** Write a GPC onto a post-it-note and stick it onto an object that has the phoneme in its name.
- **Matching phoneme cards with objects.** Make your own phoneme cards using card from a cereal box. Write a phoneme on one side with a felt tip pen.
- **Word building with phoneme cards or magnetic letters.** Making words with phonemes based on the phonemes taught in school that week. Or any other word your child would like to make!
- **Word jumble.** Write a word onto paper, cut out the individual letters and mix it up. Child to put the word into the correct order again.
- **Sentence scramble.** Write a sentence onto paper, cut out the individual words and mix it up. Child to put the sentence into the correct order again.
- **Real word / Pseudo word.** Sound talk a word that is either real or made up. Child to blend the sounds together to make the word. They then tell you whether the word is a real one or a pseudo word.
- **Buried Treasure.** A variation of the game above. Make some coins out of paper and write a word on the back of it. If it is a real word it goes into the treasure chest. If it is a pseudo word it goes into the bin! Treasure chest and bin can be drawn onto a piece of paper (unless you have a little treasure chest and mini bin available)
- **Name an alien.** Get your child to make up their own picture aliens and then make up a word for them. The sillier the better!
- **Silly rhymes.** Say a word and take it in turns with your child to come up with a word that rhymes. The words don't have to be real. They can be silly!





Game ideas to play at home

- **Barrier games.** Lots of variations using phoneme mats and word mats.
- **Colour by phoneme.** Label a colouring sheet with different phonemes and direct your child to e.g colour /s/ red, /ch/ yellow, /j/ blue etc
- **Phoneme Spotter.** Pick a phoneme (could be one they have learnt that day or one they find hard to remember) and 'spot' it / look for it in books, signs, magazines, newspapers, lists, you name it! This game can also be played with your child's school reading books.
- **Count the phonemes / words in a sentence.** Using any book, ask your child to count how many phonemes are in a word. Once they have got used to this, ask them how many words are in each sentence.
- **Sound and picture matching.** Get your child to draw pictures for objects that start with the same sound as the phoneme cards. Get the children to match their picture cards to the correct phoneme card.
- **Word jigsaw.** Make your own word jigsaws out of some old card. If there is a tricky word that they are finding hard to remember, make it into a jigsaw and get your child to put it back together again.
- **Sound dice nets.** Many variations to this.... Roll a die and name the sound that's face up, roll a die and think of an object being beginning with the sound displayed, roll a die and write a word beginning with the sound displayed or a word with that phoneme in a word (beginning, middle or end of a word).
- **Play dough letters.** Make some play dough together and then form letters out of it.
- **HFW snakes and ladders.** Snakes and ladders but if you land on a word you have to read it!
- **Cark Park blending.** Place some sticky labels onto the top of a toy car. Say a word and ask your child to find the sounds that make that word. They can then 'park' them into their space in the correct letter order to make the word.
- **Odd one out.** Say some words that rhyme and include a word that doesn't rhyme. Can they spot the odd one out? Write the words onto paper – can they spot the word that looks different?





Phonics Glossary

Phoneme - The smallest unit of sound. Phonemes can be put together to make words.

Grapheme – The written representation of a phoneme.

GPC - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

Digraph - A grapheme containing two letters that makes just one sound (phoneme).

Trigraph - A grapheme containing three letters that makes just one sound (phoneme).

Oral Blending - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they are able to blend written words.

Blending- This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

Oral Segmenting - This is the act of hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they are able to segment words to spell them.

Segmenting - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.







