

Phonic Parent Workshop



► Wednesday 29th November

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 decode new words that they hear or see.
 - ▶ This is the first important step in learning to read and write.



- ▶ The intent behind *Red Rose Letters and Sounds* is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of phonics, and ensure children become enthusiastic and successful readers and writers.

Why 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. It is particularly helpful for children aged 5 to 7.
- ▶ Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.
- ▶ Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia.
- ▶ Phonics **can be** less successful for some pupil but we use our professionalism, expertise and supporting interventions in this scenario.

Useful terms – see handout pics below

- ▶ **Phoneme:** the smallest unit of sound in a word. Example: the word c a t has three phonemes but so does sh i p even though there are 4 letters because when 'sh' are together, it makes one sound.
- ▶ **Grapheme:** how a letter or group of letters is written. We teach children what sound (phoneme) a letter or group of letters makes, then we teach them what it looks like and how it is written
- ▶ **Blend** (for reading): the ability to draw on the individual sounds together to pronounce a word. For example, s n a p when blended together, reads snap.
- ▶ **Segment** (for spelling): we teach the children this method of 'chopping-up' using robot arms or phoneme fingers to split up a word into its individual phonemes in order to spell it. **Di-graph:** two letters that when appear together make one sound. For example, 'sh' as in ship 'ch' as in rich 'th' as in this 'ng' as in ring
- ▶ **Vowel di-graph:** comprise two vowels which together make one sound. For example, in the word 'train' that the children blended just before, 'ai' is one sound. Other examples, 'oo' as in boot 'oa' as in coat.
- ▶ **Tri-graph:** three letters that make one sound. For example, 'igh' as in night 'air' as in chair
- ▶ **CVC, CCVC** – abbreviations for Vowel-Consonant, Consonant-Vowel-Consonant and Consonant-Consonant-Vowel-Consonant which are used to describe the order of letters in words. Examples: h a m (CVC) s p a m (CCVC)

Further Graphemes for Reading and Writing
Phase 5 Week 3: wh ph ew Tricky words: oh t

	Monday	
Revisit/ Review <i>Select specific GPCs, decodable, tricky and HF words to review.</i>	Nice to Meet You Revise: do CCVC and CVCC words containing 'w' twin twig swim wimp weeps	Co Re wh Po 'f' fif
Teach <i>Use sound buttons for blending and phoneme frames for segmenting.</i>	Revisit 'w' within the words web and twin (can come at the start and middle of words) Teach 'wh' (always comes at the start of a word) and discuss that they make the same sound. Model Blending to read: whizz wheel whid Segmenting to spell: whip whisk Teach tricky word: oh	Re fla the wo ma Mo Ble wa Seg alp Te (co
Practise <i>See appendix to select appropriate words for reading and writing.</i>	Popcorn Blend and/or segment whizz when which wheel whirl whip whisk whisper <u>wheelchair whiskers</u> Tricky word: oh	Se Ble ph ele ph Tri (co
Apply <i>Include newly taught graphemes and tricky/HF words combined with previous learning.</i>	Yes/No Read and/or write Can you whisper? Can you spin the wheels on a wheelchair? Are you glad when you see the sun?	Sil Re An do

What a phonics lesson looks like...

- ▶ Revisit & review
- ▶ Teach & model
- ▶ Practise (always in the form of a game)
- ▶ Apply

Phase 1 – usually completed in nursery provision

- ▶ Aspect 1 - General sound discrimination - environmental
- ▶ 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

Phase 2

Phase 2 Overview of GPCs and Tricky Words

Phase 2	GPCs	Tricky Words
Week 1	Teach s a t	
Week 2	Teach p i n	
Week 3	Teach m d g	
Week 4	Consolidate s a t p i n m d g	
Week 5	Teach o c k	Teach the
Week 6	Teach c k e u	Teach I to
Week 7	Teach r h b	Teach no go
Week 8	Consolidate o c k c k e u r h b	Teach into
Week 9	Teach f f l	Consolidate the I to no go into
Week 10	Teach ll ss	Consolidate the I to no go into
Week 11	Consolidate f f l ll ss	Consolidate the I to no go into
Week 12	Consolidate as required	Consolidate Phase 2 Tricky Words as required
	High Frequency Words as is us his has s pronounced /z/	

Phase 3

Phase 3 Overview of GPCs and Tricky Words

Phase 3	GPCs	Tricky Words
Week 1	Teach j v w	Teach he she
Week 2	Teach x y z zz	Teach we be me
Week 3	Teach qu ch sh	Teach was my
Week 4	Teach th th ng	Teach you they
Week 5	Consolidate qu ch sh th th ng	Consolidate he she we be me was my you they
Week 6	Teach ai ee	Teach her all
Week 7	Teach igh oa Teach two-syllable words	Teach are like (Phase 4)
Week 8	Teach oo oo Teach two-syllable words	Teach said when
Week 9	Teach ar or Teach two-syllable words	Teach have one
Week 10	Consolidate ai ee igh oa oo oo ar or	Consolidate her all are like said when have one
Week 11	Teach ur ow	Teach come do
Week 12	Teach oi ear Introduce pseudo words	Teach so were
Week 13	Teach air ure er Introduce pseudo words	Teach some there
Week 14	Consolidate ur ow oi ear air ure er	Teach out little what
Week 15	Consolidate as required	Consolidate Phase 3/4 Tricky Words as required

Phase 4

Phase 4 Overview and Tricky Words

Phase 4	Adjacent Consonants	Tricky Words
Week 1	Teach CVCC and CCV	Teach said so have like
Week 2	Teach CCVC and CCVCC	Teach some come were there
Week 3	Teach CCCVC and CCCVCC	Teach little do one when
Week 4	Teach Polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants.	Teach out what it's

Phase 5

Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Further Graphemes for Reading and Writing		Tricky Words and High Frequency Words
Week 1	Teach ay (day) ou (about) ie (tie) ea (eat)	Teach Mr Mrs people
Week 2	Teach oy (enjoy) ir (girl) ue (blue) ue /y(oo)/ (cue) aw (claw)	Teach looked called asked
Week 3	Teach wh (which) ph (dolphin) ew (flew) ew /y(oo)/ (stew)	Teach oh their could
Week 4	Teach oe (toe) au (Paul) a-e (made) e-e (swede)	Teach water where who
Week 5	Teach i-e (time) o-e (stone) u-e (flute) u-e /y(oo)/ (cube)	Teach high frequency words again thought through
Alternative Pronunciations for Graphemes		High Frequency Words
Week 6	Teach i (find) o (both) o (other) c (cell) g (ginger)	Teach high frequency words work mouse many
Week 7	Teach u (music) ow (snow) ie (chief) ea (bread)	Teach high frequency words laughed because different
Week 8	Teach er (fern) ch (school) ch (chef) a (want) a (acorn)	Teach high frequency words any eyes friends
Week 9	Teach e (remind) y (try) y (baby) ou (group) ou (touch)	Teach high frequency words once please
Alternative Spellings for Phonemes		High Frequency Words
Week 10	Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (theme) y (baby) e (remind) Teach ey (key)	Teach high frequency words I'm I'll let's
Week 11	Consolidate /ee/ ee (street) ea (cream) ie (field) e-e (swede) y (baby) ey (key) e (remind)	Teach high frequency words small great before

Phase 5 continued

Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Alternative Spellings for Phonemes		High Frequency Words
Week 12	Consolidate /oo/ oo (spoon) ew (flew) u-e (flute) /y(oo)/ (cute) ue (blue) /y(oo)/ (rescue) Teach ui (fruit)	Teach high frequency words jumped stopped pulled
Week 13	Consolidate /ai/ ai (train) ay (day) a-e (made) a (acorn) Teach ey (grey) eigh (neigh) ea (steak)	Teach high frequency words gone we're
Week 14	Consolidate /igh/ igh (flight) ie (tie) i-e (time) y (try) i (find)	Revise/re-teach tricky words and high frequency words from above as needed.
Week 15	Consolidate /oa/ oa (float) ow (snow) oe (toe) o-e (stone) o (both) Teach ol (cold) oul (shoulder)	
Week 16	Consolidate /ow/ ow (cow) ou (about) Teach ough (plough) Consolidate /oi/ oi (coin) oy (boy)	
Week 17	Consolidate /ar/ ar (farm) Teach a (father) al (half) Consolidate /u/ u (cup) oo (good) Teach oul (could)	
Week 18	Consolidate /or/ or (fork) aw (claw) au (Paul) Teach oor (door) ore (more) al (walk) our (four) oar (roar) augh (caught) ough (thought)	
Week 19	Consolidate /ur/ ur (fur) ir (girl) er (germ) Teach or (work) ear (learn)	

Phase 5 continued

Phase 5 Overview of GPCs, Tricky Words and High Frequency Words

Week 20	Consolidate /ear/ ear (clear) Teach eer (cheer) ere (here)	Revise/re-teach tricky words and high frequency words from above as needed.
Week 21	Consolidate /air/ air (chair) Teach ear (bear) are (share) ere (where)	
Week 22	Teach /l/ le (uncle) al (medal) Teach /z/ se (cheese) ze (freeze) Teach /zh/ s (usual) si (vision)	
Week 23	Teach /n/ kn (knee) gn (sign) Teach /r/ wr (wrist)	
Week 24	Consolidate /j/ g (magic) Teach ge (large) dge (fridge) Consolidate /s/ c (place) Teach /s/ se (house) ce (pence) sc (scent) st (listen)	
Week 25	Consolidate /sh/ ch (chef) Teach ti (action) ssi (mission) si (mansion) ci (special) s (sugar) ss (tissue) ce (ocean)	
Week 26	Teach /m/ mb (thumb) Teach /v/ ve (love) Teach /ch/ tch (catch) ture (picture)	
Week 27 +	Consolidate where necessary	

Phase 6 Year 2 Spelling scheme

Red Rose Y2 Spelling Programme - Overview Autumn 1

Autumn 1	Alternative Graphemes for Phonemes	High Frequency Words and Common Exception Words
Week 1	/ee/ alternative graphemes ee (speech) ea (season) y (very) ey (turkey) e-e (these) ie (field) e (began)	been sea tea eat began these even really people because before any many every pretty busy money key baby very everyone everybody he's
Week 2	/oo/ alternative graphemes oo (spoon) ui (fruit) ew (grew) ue (blue) u-e (flute) ou (group) /y(oo)/ alternative graphemes u (music) ew (new) ue (rescue) u-e (amuse)	room soon food too moon new use who you move prove improve
Week 3	/ai/ alternative graphemes ai (wait) ay (spray) a-e (plate) a (April) ey (they) eigh (neigh) ea (steak)	again day say may way play away today take made came gave make place they steak break great
Week 4	/igh/ alternative graphemes igh (fright) ie (cried) i-e (inside) y (why) i (find)	night right cried liked time live white inside why by fly child behind kind find mind wild climb buy eye
Week 5	/oa/ alternative graphemes oa (coach) ow (snow) oe (goes) o-e (cone) o (most) ol (told) oul (shoulder)	boat snow grow window know home whole clothes both only most over old cold gold told hold
Week 6	/ow/ alternative graphemes ow (cow) ou (about) /oi/ alternative graphemes oi (coin) oy (boy) /ar/ alternative graphemes ar (farm) a (father) al (half)	now how town down our hour about found round around boy boys car park dark hard can't father half
Consolidation	Consolidate any graphemes as required. Consolidate any High Frequency or Common Exception Words as required.	

Phase 6 Year 2 Spelling scheme

Red Rose Y2 Spelling Programme - Overview Autumn 2

Autumn 2	Alternative Graphemes for Phonemes	High Frequency Words and Common Exception Words
Week 1	/u/ alternative graphemes u (cup) oo (good) oul (could) /or/ alternative graphemes or (fork) oor (floor) aw (claw) au (Paul) al (walk) ore (more) oar (roar)	under sugar took good look looks looking book other another coming mother could should would <u>couldn't shouldn't wouldn't</u> horse or for morning door floor poor more saw small your four
Week 2	/ur/ alternative graphemes ur (fur) ir (girl) er (germ) /air/ alternative graphemes air (chair) ear (bear) are (share) ere (where)	bird birds girl first her work air bear parents there's where here
	Y2 National Curriculum Spelling	High Frequency Words and Common Exception Words
Week 3	Word Endings and Suffixes - Add -ing -ed -er -est to words where no change is needed to the root. - Add the suffix -ly to words where no change is needed to the root.	poor (poorer poorest) kind (kinder kindest) wild (wilder wildest) climb (climbing climbed climber) old (older) cold (colder coldest) hold (holding, holder) great (greater greatest) break (breaking) fast (faster fastest) plant (planting, planted, planter) water (watered watering)
Week 4	Words with contracted forms , e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll, they're.</i>	can't <u>couldn't</u> don't he's I've I'm I'll that's there's let's it's Mr Mrs Children people
Week 5	Silent letters and homophones - Spell correctly, distinguish between homophones, e.g. <i>no/know, not/knot, new/knew</i> /n/ sound spelt kn and gn at the beginning, e.g. <i>knee, gnat.</i> /n/ gn within words, e.g. <i>design</i>	no new know Christmas beautiful sure

Phonics screening check

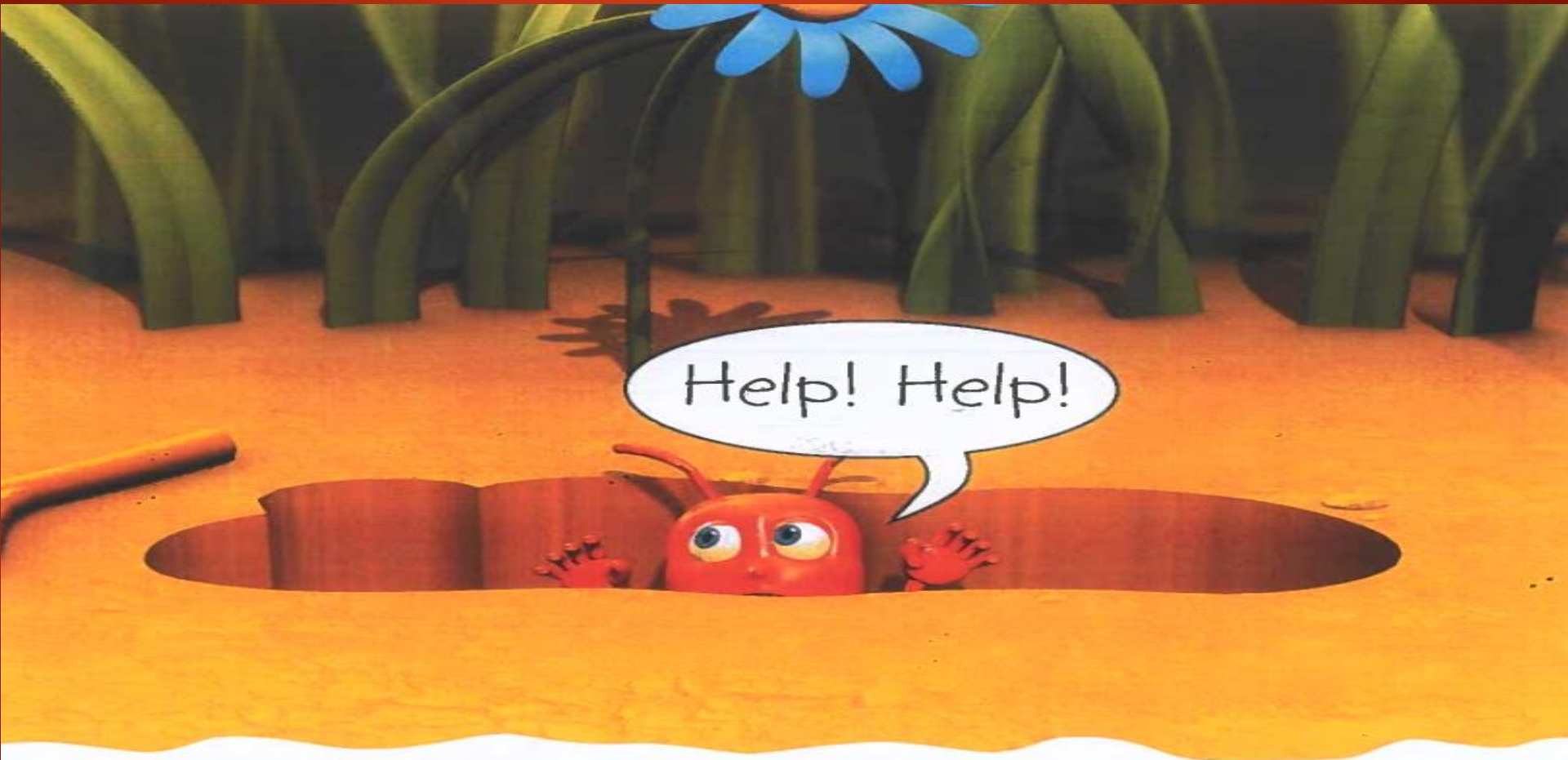
- ▶ Children in Year 1 throughout the country all take part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before.
- ▶ The phonics screening check is designed to confirm whether individual children have learnt phonic decoding and blending skills to an appropriate standard.
- ▶ The test contains 40 words. The test will take approximately 10 - 15 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense/alien words).
- ▶ Results will be sent home to parents at the end of the summer term. These will tell you the result and confirm if the child has met the standard threshold. Children who do not achieve the expected level will retake the test when they are in Year 2.

Real words and Pseudo words (alien words)

Children will be taught to read real words and pseudo (alien) words during each phase. These will link to the sounds they have been learning. When reading pseudo words they have to use their decoding skills. It is a fair way to assess their ability to decode and they will have to do this in the Phonics Screening Test which is undertaken at the end of Year 1.

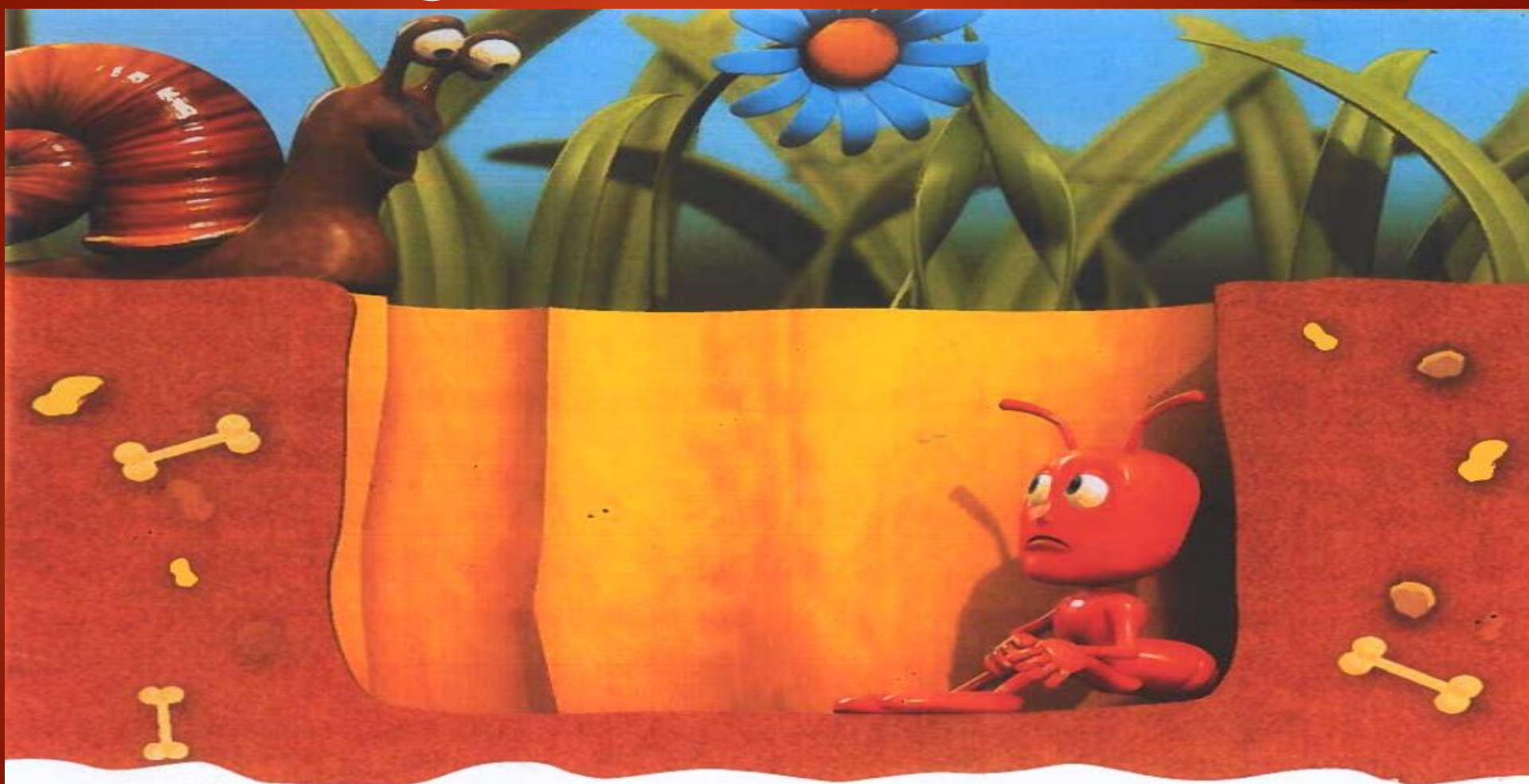
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	sloam
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Reading example



Ant was stuck in the pit.

Reading example



Snail got to the top
of the pit at last.

How you can help at home...

- ▶ 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 – smooth reading.
- ▶ Re-read a book more than once – this will help with fluency and tricky word recognition.
- ▶ 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.

How you can help at home...

- ▶ 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.
- ▶ Talk to us at school if there is any issues with reading, writing, spelling, etc.
- ▶ Practice spellings each week (and previous weeks).
- ▶ Access the sound mats on our website, or via google, for phase 2-5.

Learning time



Questions



THANK YOU FOR LISTENING