

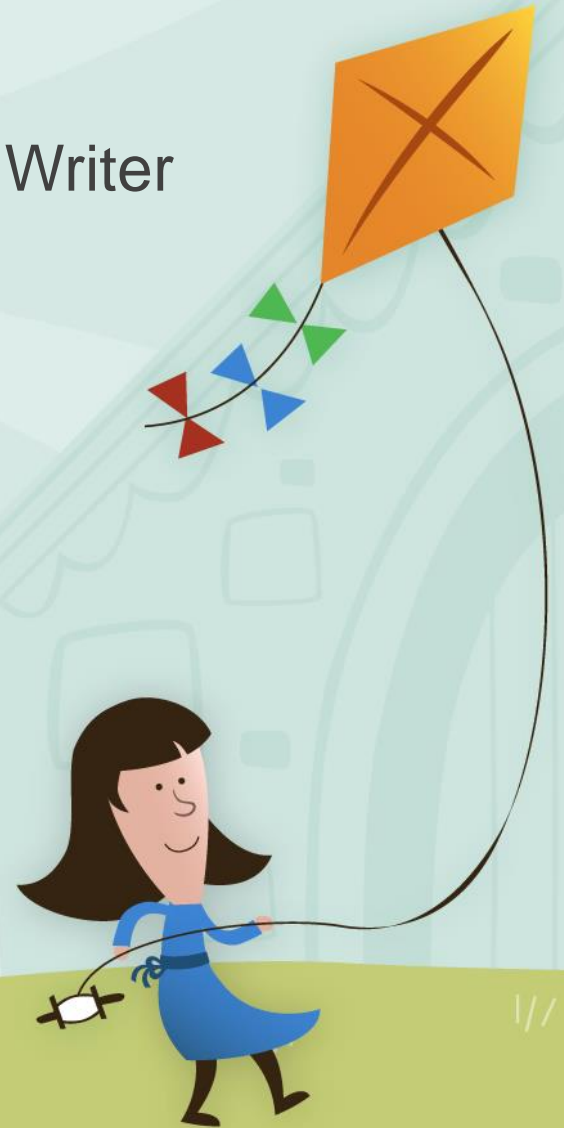
Phonics Workshop

Ways You Can Help Your Child To Develop As A Reader and Writer

Mrs Mandy Cruise

Pirton School Early Years Leader

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Phonics Workshop

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What Is Phonics?

26 letters

44 sounds

over 100 ways to
spell those sounds

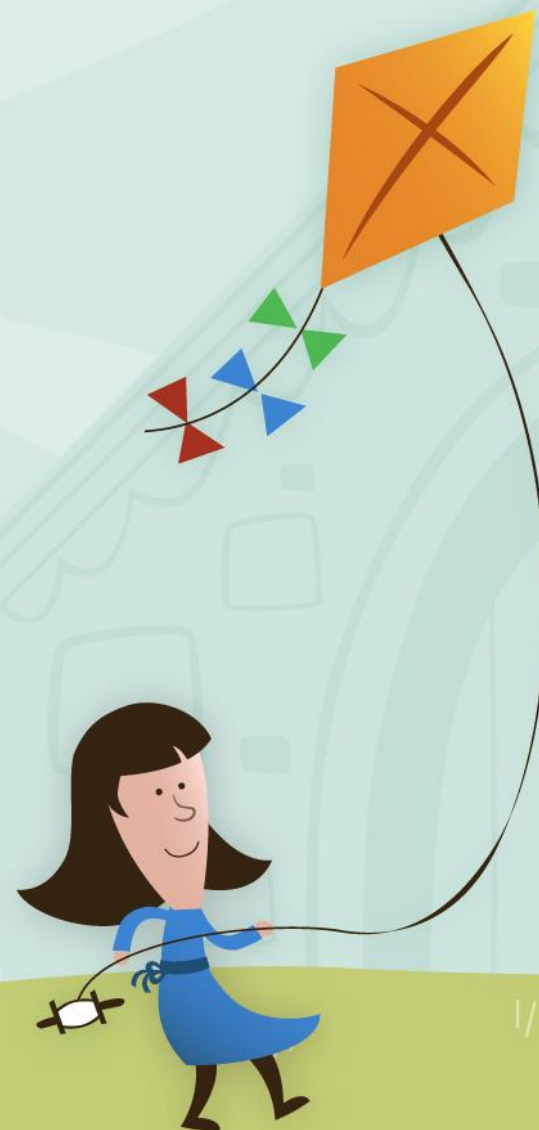
hearing, recognising and using sounds

focus on breaking down and building
up words (segmenting and blending)

reading and spelling

routine and familiarity

tricky/common exception words



Phonics Terminology

systematic synthetic phonics - The teaching of reading and spelling by breaking down words into the smallest unit of sound.

phoneme - 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 'ai' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

blending – Putting together the sounds in a word in order to read it, e.g. 'f – r – o – g, frog'.

segmenting – Breaking a word into its constituent sounds in order to spell them, e.g. 'frog, f – r – o – g'.



The Importance Of Phase 1

Phase 1 phonics is taught in the nursery year at most settings, it is then re-visited at the start of the reception year. It is during Phase 1 that children hone their listening and sound production skills.

In Phase 1 your child's learning will be focused on differentiating sounds, hearing sounds in words, oral segmenting and blending. It will be very practical and involve listening walks, body percussion, using instruments and playing games. There will be lots of singing, nursery rhymes and reading of texts that use rhyme, alliteration and repeated refrains. Many aspects of Phase 1 continue throughout the reception year alongside Phases 2-4.





Work and phones are demanding and can dominate our time but...



...quality time spent with their significant others is vital for children to develop their self-confidence and vocabulary.



You can support your child with Phase 1 phonics by talking and singing songs, action and nursery rhymes. Playing games like I Spy and making up Silly Sentences will help children begin to hear the sounds that make up words.


Phase 2

























During Phase 2 the children begin to read and write the graphemes that correspond to sounds. They learn that some sounds are **digraphs**. They start to segment and blend words in texts and are introduced to some tricky words that don't follow phonic patterns. They will begin to write words, captions and sentences.




Phase 2

Sound Mat



s 	ss 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 	
h 	b 	f 	ff 	l 	ll 			

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Sun, Dress, Apple, Tap, Pan, Insect, Nest, Mat, Dog,
Goat, Octopus, Cat, Key, Sack, Elephant, Umbrella, Rat,
Hat, Bag, Fan, Muffin, Leg, Doll



Let's Get Physical!

Physical activity is hugely important for writing. It takes upper body strength, gross and fine motor control and the ability to 'cross the mid-line' to be able to write. Fine motor activities such as colouring, threading, doing buttons and using cutlery are vital ways to develop muscles in and co-ordination of the hands.



Writing is a very complex skill which many children will not choose to engage in for pleasure yet, but we can encourage them to mark make...

Mark making can be done with a range of materials and in a range of places, it doesn't need to be sat at a table... some children prefer to do it lying down or standing up. Remember the golden rules and be positive about attempts at writing and drawing. Set up a 'message center' at home that has stationary easily accessible, encourage your child to be responsible for it. Encourage children to write their name as often as possible, especially if writing a message.

Phase 3

During Phase 3 the children continue to read and write graphemes that correspond to sounds. They learn more complex **diagraphs** and **triagraphs**. They continue to segment and blend words in texts and are introduced to more tricky words that don't follow phonic patterns. They will begin to write more complex sentences.



Phase 3

Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 	ch
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	oo
ar 	or 	ur 	er 	ow 	oi 	ear 	air 	ure

Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips, Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book, Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

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Phase 4

Phase 4 focuses on consolidating and practising the letter sounds learnt so far and does not introduce any new sounds.

Children will work on making longer words with that start and end with several consonants such as **think**. They will begin to use chunking to help them read and write words, such as **think/ing**.

They will begin to write short narratives made of several sentences.



Our Provision

- We have four phonics lessons a week, with follow up activities in play and learn time.
- In addition to this we have literacy lessons that we apply phonics in.
- In our early morning work we focus on fine-motor skills four days a week and shared reading on a Friday.
- We have open access to books and mark making materials during play and learn, indoors and out.
- We have provocations which develop strength, balance, fine and gross motor skills in play and learn. We also focus on these in PE.
- We have story and nursery rhyme times daily. We also have access to instruments indoors and out.
- A staff member will read with your child once a week, this is when their books will be changed and your child may move to the next set of sounds.
- Reading books will be changed at other times if left in the box by the door.
- A volunteer may also read with your child.
- Please note that children will only be given books for the next set of sounds when they are almost fluently reading books of the current set.





Regular reading at home is vital, the more often the better. It can take many forms; school reading books, reading for pleasure books, e-readers, comics... follow your child's interests.

Reading at least three times a week is an expectation, it is necessary for developing fluency, as is re-reading school texts and favourite books. Confidence with reading develops a love of reading which is key to future learning.
Children must bring their book bag with their reading book, library book and reading diary to school daily.

Useful Resources:

- Purple Mash <https://www.purplemash.com/sch/pirton-sg5#/>
- Mr Thorne Does Phonics <https://www.youtube.com/@MrTsPhonics>
- Phonics Play <https://www.phonicsplay.co.uk/>
- Kids TV123 <https://www.youtube.com/@KidsTV123>
- Top Marks <https://www.topmarks.co.uk/>
- BBC Teach <https://www.bbc.co.uk/teach/early-years-teaching-resources/zhhf92p>
- Cbeebies <https://www.bbc.co.uk/cbeebies>
- Bug Club e-Readers
- Local Libraries



Thank You For Your Time

Any questions?

Mrs Mandy Cruise

Pirton School Early Years Leader

admin@pirton.herts.sch.uk

