


**YEAR R PHONICS
WORKSHOP
AUTUMN 2021**

OUR PROGRAMME


We follow the Letters and Sounds programme using the jolly phonics actions to support each letter.

h




h (Trace: Apple and Banana Track H)

I like to hop, hop, hop,
up and down.
I like to hop, hop, hop,
all around.
I like to hop, hop, hop,
up and down –
/h/-/h/-/h/-/h/-/h/!



Action: Hold a hand up to your mouth, panting as if you are out of breath, and say h, h, h.

Letters and Sounds:
Principles and Practice of High Quality Phonics
Notes of Guidance for Practitioners and Teachers



Primary
National Strategy

department for
education and skills

Creating Opportunity
Releasing Potential
Achieving Excellence

Ref: 0282-2007BKT-EN

WHAT IS PHONICS?

- ◉ Using the smallest sounds in words to read and spell.
- ◉ We teach children to recognise and use the phonemes when reading and writing.
- ◉ Children who are secure in phonics generally make good progress in reading and spelling as they move into KS2.

HOW WE USE PHONICS

- ◉ Children are taught to read by breaking down words into separate phonemes (segmenting).
- ◉ They are then taught how to blend these ‘pure’ sounds together to read the whole word.
- ◉ Children need to recognise these sounds when they see them in a word and remember them to use them in their writing.
- ◉ There are around 40 different speech sounds.

PHASE 1

There are 7 aspects with 3 strands.

- ⦿ A1 - Environmental
- ⦿ A2 - Instrumental sounds
- ⦿ A3 - Body Percussion
- ⦿ A4 - Rhythm and rhyme
- ⦿ A5 - Alliteration
- ⦿ A6 - Voice sounds
- ⦿ A7 - Oral blending and segmenting.

PHASE 2

- ⦿ 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

PHASE 3

- ⦿ 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

TERMINOLOGY

- ◉ Phoneme-

A phoneme is the smallest unit of sound within a word.

- ◉ Graphemes-

A grapheme is a symbol (or group of letters) that represents a sound (phoneme).

- ◉ Segmenting and blending

Segmenting is breaking down to words to sound out and then blending is putting the sounds together in a word to be able to read it.

HOW SOUNDS ARE COMBINED

- ◉ Digraph- 2 letters making one sound

cow

- ◉ Trigraphs- 3 letters making one sound

night

- ◉ Split digraphs- 2 vowels with a consonant in between.


spine - i_e

SEGMENTING PHASE 2

Breaking down words for spelling.

sat

s a t



SEGMENTING PHASE 3

Breaking down words for spelling.

Queen

qu ee n

BLENDING PHASE 2

Building words from phonemes to read.

s a t

sat

BLENDING PHASE 3

Building words from phonemes to read.

Qu ee n

queen

WHAT A PHONICS LESSON LOOKS LIKE

Revisit/review	Flashcards to practice phonemes learnt so far. Practise high frequency words learnt so far
Teach	Teach new phoneme- <u>eg-</u> p
Practice	Activities on tables- Writing in sand, glitter on paper, matching objects to sounds.
Apply	Read and write captions. Adult listens to groups of children read.

HOW CAN YOU HELP AT HOME?

- ◉ Keep practising sounds that are sent home weekly in your child's bag.
- ◉ Share enjoyable books with your child for fun!
- ◉ Read daily with your child for 10 minutes.
- ◉ Encourage rereading for fluency.
- ◉ Remember to look at Tapestry. We will be posting videos modelling how to segment and blend. Remember to tell us how your child is getting on with it with it at home through Tapestry.

ACTIVITIES TO SUPPORT AT HOME

- ◉ Spot sounds in books
- ◉ Cut out sounds from newspapers or magazines - use to make new words
- ◉ Write as many words with that sound as possible
- ◉ Create words using magnetic letters
- ◉ Practise writing sounds in flour, sand, glitter or shaving foam
- ◉ Look out for sounds in the environment- car number plates, road signs, shop signs and food packaging