



# Workshop for parents

## Phonics

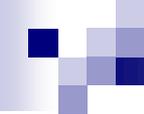


# Aims of this evening

- The main aims of this evening are:
  - You are familiar with the way phonics is taught at Highfield
  - You know how to pronounce the phonemes correctly
  - You know how you can support your child at home

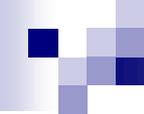
# Why is phonics important?

- “Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being”
  - Andrew Adonis (Parliamentary Under-Secretary of State for Schools) and Rt Hon Beverly Hughes (Minister of State for Children, Young people and Families)

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- Children learn a great deal from other people.
  - As parents and carers, you are your child's first teachers. You have a powerful influence on your child's early learning.

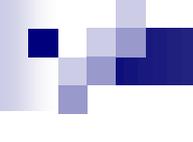
# The spoken language

- From a very early age, children develop an awareness of the different sounds in our spoken language(s).
- They learn how to use their voices:
  - to make contact with you
  - to let you know what they need
  - to show how they are feeling
- As parents and carers, you best understand your child's communications; you are key in helping them to develop their speaking and listening skills.



# How can you help?

- Provide your child with lots of different opportunities to speak and listen with others:
- Switch off the TV, radio and mobile phones
- Show you are interested in their conversation
- Read stories
- Use puppets and toys to recreate roles and experiences.



# The importance of speech sounds

- As children grow older, they will begin to understand the different sounds in languages, and join in with stories, songs, rhymes by clapping, stamping and skipping.
- This is an important stage, as the ears are beginning to tune into the important sounds they can hear, and discriminate.
- Over time, your child will begin to distinguish between different speech sounds (phonemes), and they will match sounds to letters (graphemes). This is called phonic knowledge.

# Research

- 10 years ago Sir Jim Rose completed an independent review of 'early reading'
- Key findings:
  - Speaking and listening skills are key to getting beginner readers off to a good start in phonic work.
  - High quality, systematic phonics work should be the prime means for teaching children how to read and spell words

# What is phonics?

- Phonics is:
  - A knowledge of the alphabet
  - A basic understanding of the way the alphabet is used in reading and spelling
  - A knowledge of segmenting and blending and how the processes are linked.

# What is 'synthetic phonics'?

- Synthetic phonics is using the knowledge of sounds to build up words.
  - For example
  - 'chain' **ch** **ai** n
  - 'fish' **f** **i** sh
  - Knowing how to use phonics to build words allows the children to attempt to spell anything

# Before starting school

- Before starting school children need to experience:
  - singing nursery rhymes
  - experimenting with noises that their voice and body make!
  - listening to sounds in the environment
  - listening to different types of music
  - exploring musical instruments
  - playing rhyming and listening games

- Before children begin to learn the phonemes, time is spent 'learning how to listen'

These activities include:

- playing musical instruments
- exploring voice sounds
- sound discrimination activities
- hearing the initial sounds of words
- identifying rhyming words and thinking of others
- being able to orally blend and segment words
- singing a wide variety of songs
- listening to stories and rhymes



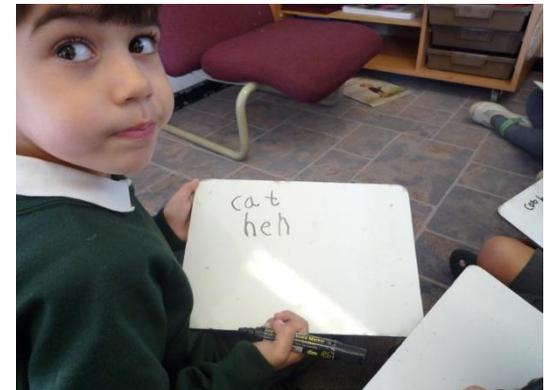
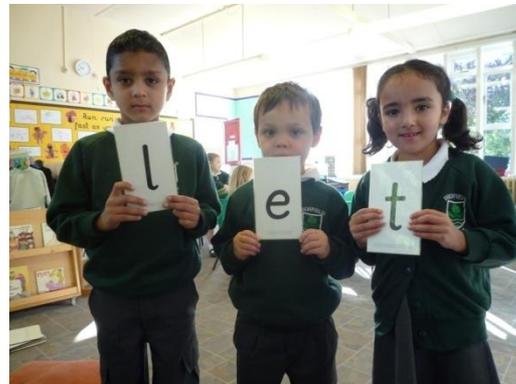


# How do these activities help?

- These activities enable the children to:
  - listen attentively
  - enlarge their vocabulary
  - speak confidently to adults and other children
  - discriminate sounds / rhymes

# Daily phonics session

- The children have a daily 20-25 minute whole class phonic session.
- It is fun and interactive.
- The children play a variety of games using different resources.



# What are phonemes and graphemes?

- A phoneme is the smallest unit of sound within a word.
  - It is represented by a grapheme
- A grapheme may be made up of one, two, three or even four letters.
  - a (c**a**t), ai (r**a**in), igh (n**igh**t), eigh (w**ei**ght)

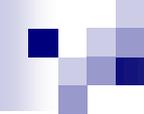
# Foundation Stage

- In the Foundation Stage children learn the 44 phonemes.
- They are taught using fun actions based on Jolly Phonics.
- It is important that the phonemes are pronounced properly.



# The order of phonemes

- Phonemes are introduced in a specific order.
- The order allows the children to decode (read) and make/write words straight away.
- The words made don't need to be 'real' to practice the skills



s a t p

- as, at, ap, pa, sa, ta
- tap, sat, sap, tas, pas
- You will know which phonemes your child has been introduced to as they are displayed on our 'Parents notice board', on a Monday, and they will be sent home, on cards, with your child on a Friday

# Blending and segmenting

- Blending - used for reading - putting phonemes together to make a word
- Segmenting - used for spelling - breaking a word down into its phonemes
- Before children can read / spell words using letters they need to be able to do this orally.

# VC and CVC words

- C = consonant, V = vowel
- VC words are those consisting of a vowel and then a consonant, eg: *at, in, up*
- CVC words follow the pattern consonant, vowel, consonant, eg: *cat, dog, pet*
- Words such as *tick* or *bell* also count as CVC words; although they contain four letters, they only have three sounds

# Blending words for reading

- Sound buttons

- Press the buttons individually to hear each sound. Press the buttons faster to blend the sounds together.
- Use arms to help blend

- For a sound made from one letter it is a dot under the letter, for a sound made from more than one letter it is a dash

# Sound buttons

d

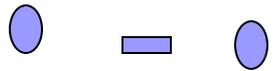
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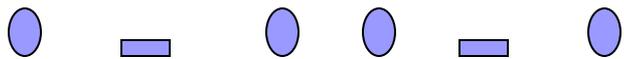


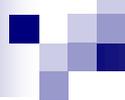
# Sound buttons

R ai n



F ar m y ar d





# Segmenting words for spelling

- Magic fist
- Phoneme frame
- Robot arms

# The answers!

Shelf – sh / e / l / f

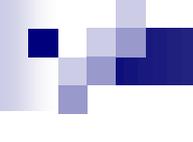
Dress – d / r / e / ss

Think – th / i / n / k

String – s / t / r / i / ng

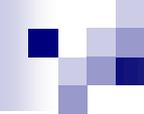
Sprint – s / p / r / i / n / t

Flick – f / l / i / ck



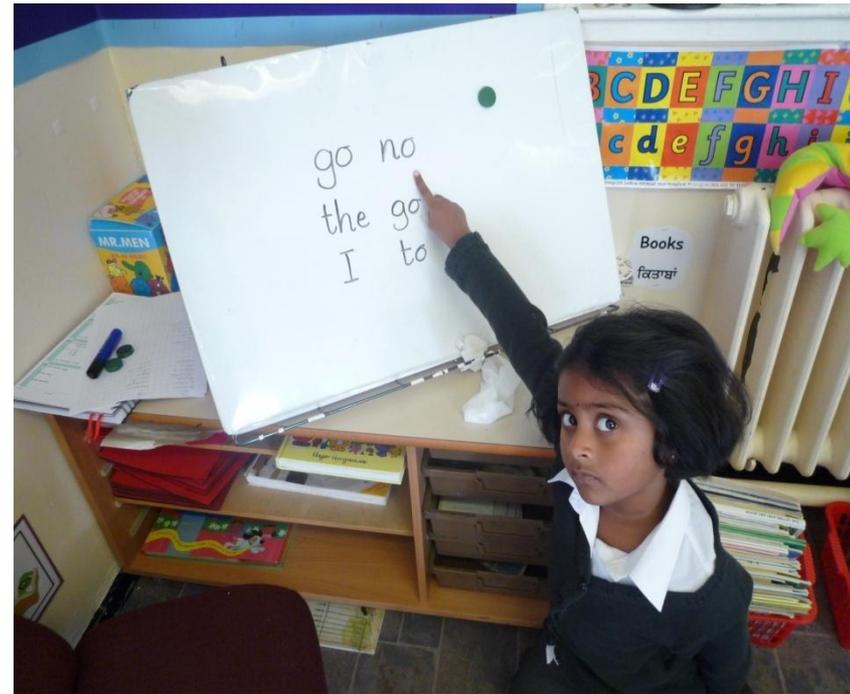
# As the year progresses...

- Initially the words will be simple cvc words - dog, cat, fan, top etc. As the year progresses and the children learn the 2 and 3 letter sounds the words will become harder - farmyard, poison, church etc
- THE SAME PRINCIPLES APPLY FOR BLENDING AND SEGMENTING THESE WORDS.

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- Once the children are becoming confident 'blenders / segmenters' they can start to read and write sentences.
  - Towards the end of the year most of the children's skills will be so advanced they will be able to blend and segment ccvc and cvcc words -shrink, stamp, grasp etc.

# Tricky words

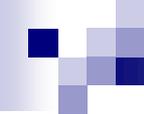
- In the Foundation Stage children are also introduced to 'Tricky words'.
- These are words that can not be read by segmenting and blending yet and so are learnt by sight.
- Words such as *the/to/he/I/go/no/was/we/ my/you/they/she* are some of the tricky words taught in the Foundation Stage



# Phonics inside and outside

- The children also take part in phonic activities in the areas of provision, both inside and outside. This includes activities such as:
  - Catching phonemes in the water tray
  - Forming letters in the sand/paint
  - Sorting phonemes in the sand
  - Painting giant letters with water
  - Finding words hidden around the room or in the sand





# Expectations:

- By the end of the Foundation Stage most children will be able to...
  - Recognise all 44 phonemes
  - Read and write simple and some more complex words
  - Read and write the tricky words
  - Blend / segment words confidently

# Phonics in Year 1 and 2

## ■ In Year 1:

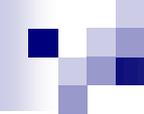
- the children continue with daily phonic sessions
- their phonic knowledge is extended and they learn about alternative spelling patterns for the phonemes such as ay - hay, a-e - made, ey - grey, eigh - neigh
- learn how to read and write more tricky words

## ■ In Year 2:

- the children continue with the daily phonic sessions
- They gain a deeper knowledge of the spelling system - past tense / suffixes.
- They become fluent readers and increasingly accurate spellers.

# Supporting phonics learning at home

- Ways you can help:
  - Practise orally blending and segmenting words
  - Initially, practise the sound and name of each letter
  - Find objects beginning with these sounds
  - Have a collection of objects beginning with one sound and an odd one out. Ask them to identify the odd one
  - Listen for the sound in words and identify if it's at the beginning, middle or end.
  - Make labels for items such as pan, dog, cot, chair, sheet using the letters sent home.

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- Make labels for parts of your house
  - Have a collection of items in front of you and you sound out the item i.e. d-o-g and your child has to select the right item – reverse the roles as well!
  - You make the word, your child has to sound it out and read it and then go and find that item from around the house.
  - Practise making real words and nonsense words with the letters.
  - Have a selection of words, your child reads them and determines whether they are real or nonsense words
  - Hide phonemes or little words around the house – your child goes on a hunt to find them and has to identify / read them
  - Play countdown – how many little words can they read in 1 minute?

# Reading books

- Listen for rhymes and think of others
- Talk about the story, pictures and predict what is happening.
- Look for phonemes within words
- Look for little words - 2 letter words or cvc words such as dog / man / hot etc. Encourage your child to sound them out or you sound them out for them to blend
- Identify 'tricky words' and let the children read them / count how many there are in the book.
- Comments in green reading records
- We will move children onto the reading scheme when we feel they are ready

# Handwriting

- New style of handwriting this year
- Children will focus on the formation of 1 letter each week - will be identified on the noticeboard
- Each letter starts on the line and finishes on the line.
- Practise at home - sand, shaving foam, bath, etc

# Learning to write

- Children will tell us the sentence they want to write.
- We will tell them the first word - they will try and listen for sounds in the word
- Initially may only be the first sound
- More sounds will come as they become more confident with segmenting
- Words don't have to be spelt correctly - they need to be spelt phonetically!

# REMEMBER

- Writing activities don't have to be with a piece of paper and a pencil - use magnetic letters / white boards / letter cards
- Little and often is better than working for 30 minutes solid
- Make it fun!
- You don't have to teach them - we will!