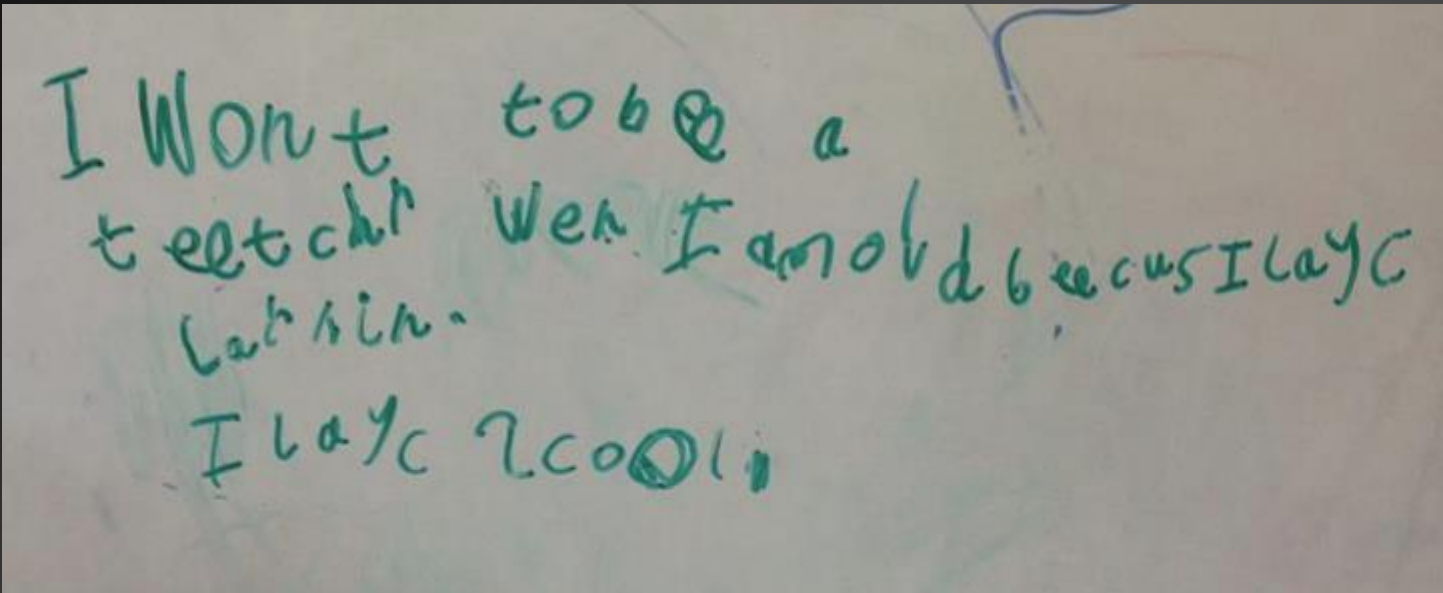


PHONICS WORKSHOP

SEPTEMBER 2023



Barley Fields
Primary School



WHY ENGLISH IS HARD TO LEARN

We'll begin with *box*; the plural is *boxes*,
But the plural of *ox* is *oxen*, not *oxes*.
One fowl is a *goose*, and two are called *geese*,
Yet the plural of *moose* is never called *meese*.

You may find a lone *mouse* or a house full of *mice*;
But the plural of *house* is *houses*, not *hice*.
The plural of *man* is always *men*,
But the plural of *pan* is never *pen*.

If I speak of a *foot*, and you show me two *feet*,
And I give you a *book*, would a pair be a *beek*?
If one is a *tooth* and a whole set are *teeth*,
Why shouldn't two *booths* be called *beeth*?

If the singular's *this* and the plural is *these*,
Should the plural of *kiss* be ever called *keese*?

We speak of a *brother* and also of *brethren*,
But though we say *mother*, we never say *methren*.
Then the masculine pronouns are *he*, *his*, and *him*;
But imagine the feminine . . . *she*, *shis*, and *shim*!

- ANONYMOUS



Barley Fields
Primary School

RECEPTION PHONICS WORKSHOP

21ST SEPTEMBER 2023

WORKSHOP AIMS



- To share how phonics is taught
- To develop confidence in helping children with phonics and reading
- To teach the basics of phonics and some useful phonics terms
- To show examples of activities and resources we use to teach phonics

WHAT IS PHONICS?

- Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.
- 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.

“synthetic phonics offers young children the best and most direct route to becoming skills readers and writers”

Rose Review of Reading 2006

PHONICS JARGON

Phoneme

The smallest unit of sound in a word. The word sun has 3 (s,u,n) fair has 2 (f, air). English has about 44 phonemes

Grapheme

A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

Segmenting

Children need to be able to hear a whole word and say every sound that they can hear e.g.

cat > c-a-t

shop > sh-o-p

Blending

Children need to be able to hear the separate sounds in a word and then blend them together to say the whole word .

sh-o-p > shop

c-a-t > cat

PHONICS JARGON

Digraph

2 letters making
one sound e.g.

s and h make 'sh'
t and h make 'th'

Trigraph

3 letters making one
sound e.g.

i,g,h make 'igh'
'n-ight'

a,i,r makes 'air'
'ch-air'

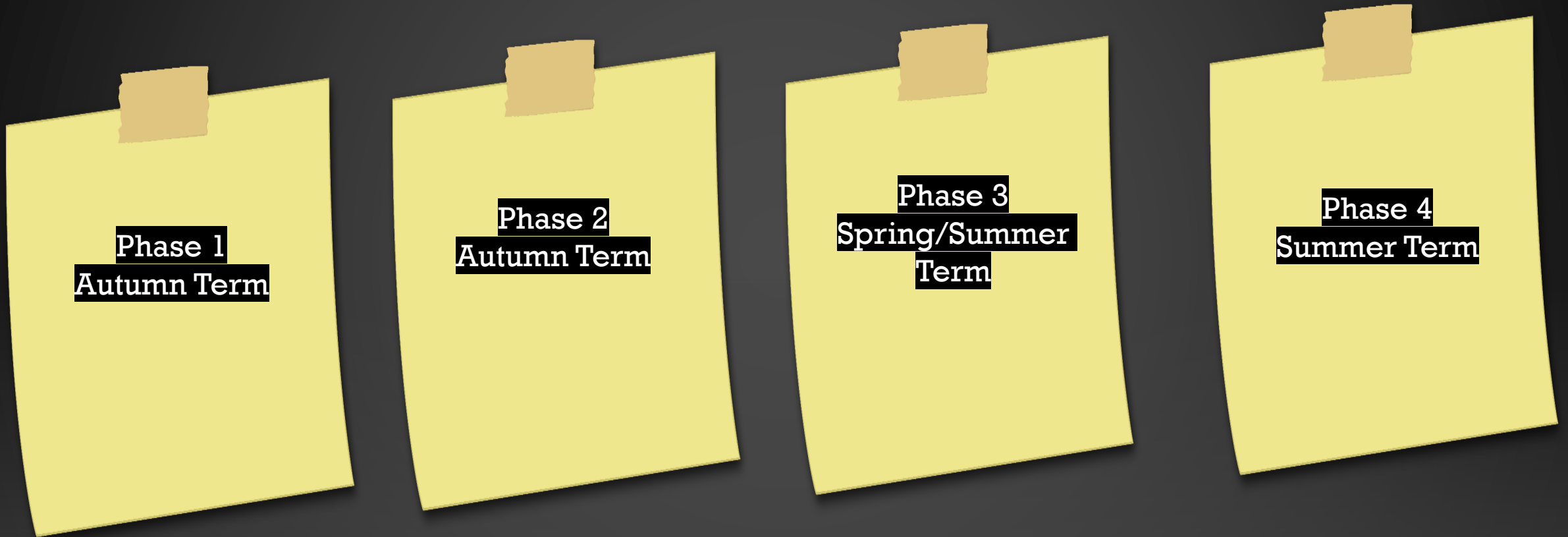
Decodable

Being able to
sound out the word

e.g. **wet** is
decodable but
said isn't

PHONICS PHASES

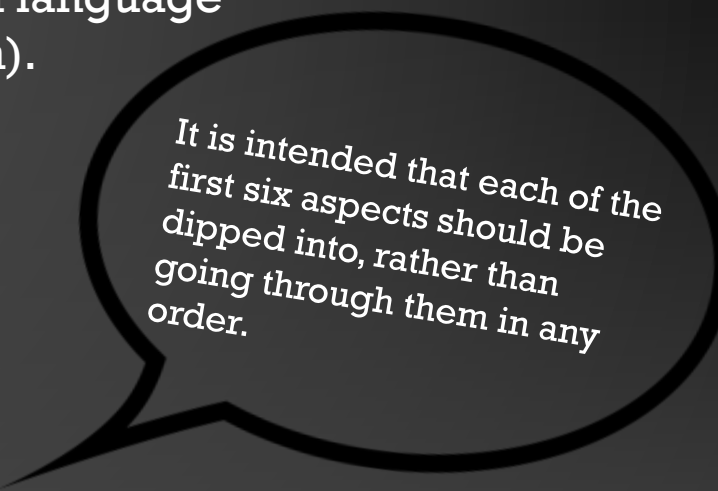
There are 6 phases of phonics however in Reception we concentrate on phase 1, 2, 3 and 4.



We have daily sessions where children are introduced to a new sound each session.

PHASE 1













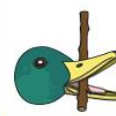







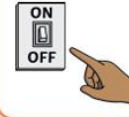




- This phase is intended to develop children's listening, vocabulary and speaking skills.
 - Phase 1 is split in to seven strands;
 - Environmental Sounds
 - Instrumental Sounds
 - Body Percussion
 - Rhythm and Rhyme
 - Alliteration
 - Voice Sounds
 - Oral Segmenting and Blending
- Each aspect contains three strands:
- Tuning in to sounds (auditory discrimination)
 - Listening and remembering sounds (auditory memory and sequencing)
 - Talking about sounds (developing vocabulary and language comprehension).



It is intended that each of the first six aspects should be dipped into, rather than going through them in any order.

PHASE 2

- In Phase 2, letters and their sounds are introduced one at a time.

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

After the first 4 sounds are taught,

Children can practise their segmenting and blending skills with up to 7 words...

at, a, sat, pat, tap, sap, as

At the end of phase 2, children have 69 decodable words to practise segmenting and blending.

PHASE 2 IN THE CLASSROOM

Teach - What is in the box? Can we hear the initial sound?



Teach

Practise saying the 's' sound. Can we say it loud/quiet, etc? What does your mouth look like when you say it? This is how we write the 's' grapheme. The red dot shows us where to start. Can we use our magic fingers to write 's' in the air? Can we write it on a friend's back? Remember to start at the top!



Curl around and around the snake's body.

Apply

Once we recognise our sounds we can start to read words. The dots underneath each sound are sound buttons. When you push it the letter makes its sound. When you touch them in the right order you can blend them together to read the word.

sit

Practise



--	--	--

Let's look at the picture. What can we see? We're going to use the sounds we have learnt to write the word pat. Let's segment the sounds onto our fingers. We need to listen for three because there are three boxes. Orally segment the word pat - p-a-t. Target children with questions - which is the first sound we can hear? Model how to write the sound in the first box. Continue with each sound until it is correctly written. Model how to add sound buttons and read our work back to check we've used all of the correct sounds.

FORMATION RHYMES & ACTIONS



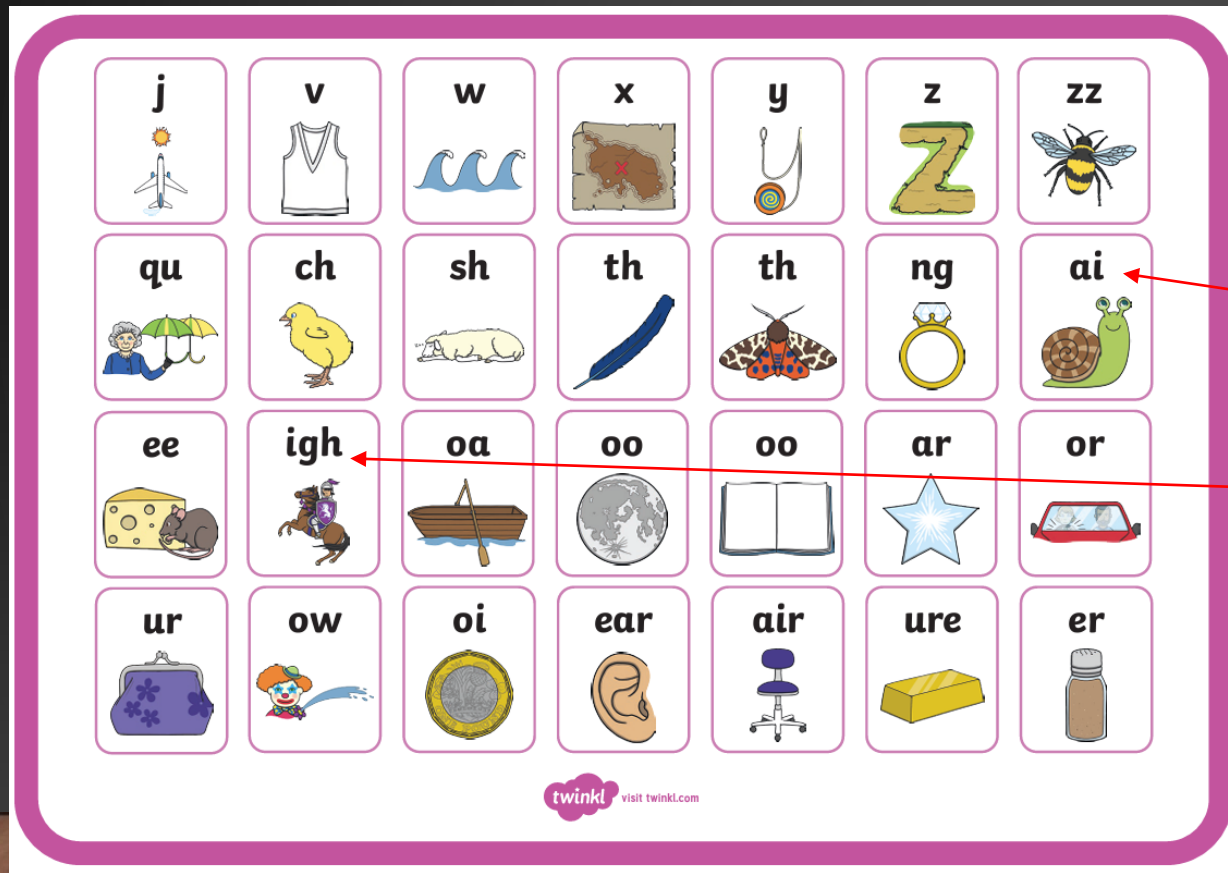
Curl around and around the snake's body.



Make a snake's head with your hands and wiggle your body like a snake!

PHASE 3

- By the time they reach Phase 3 of the Letters and Sounds programme, children will already be able to blend and segment words containing the 19 letters taught in Phase 2.
- In Phase 3 – 25 new graphemes are introduced...



Phase 3 sounds consist of

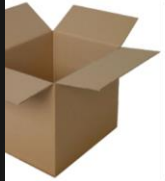
- single letter sounds
- **digraphs**; two letters making one sound
- **trigraphs**; three letters making one sound.

PHASE 3 IN THE CLASSROOM

Teach

What's in the box?

Use a box of real objects or reveal the pictures underneath the box.
What can we see? Let's say the word aloud. What do we notice about the first sound?



Practise

Chn to use phoneme frame to write the sounds in the word.

what do we notice about the size of this phoneme box?



Teach

Let's look at these words...
What do we notice?



rash



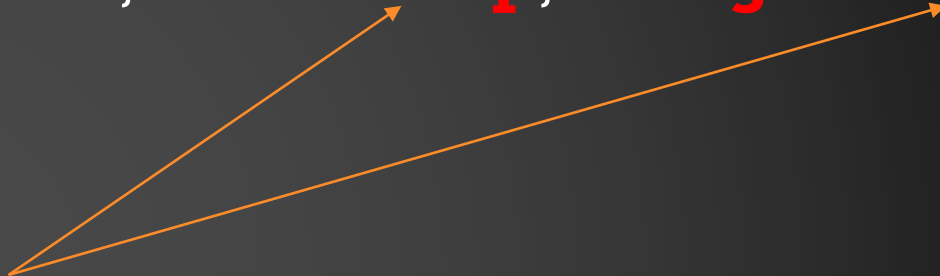
fish



push



PHASE 4

- In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as **trap**, **string** and **milk**.
 - Children will practise:
 - Reading and spelling CVCC/CCVC (consonant, vowel, consonant, consonant) words
 - Practise Reading and spelling action words
 - Practise reading and writing sentences
- 

SO WHERE DOES THIS FIT IN?

Early Learning Goals

Reading

- Children say a sound for each letter in the alphabet and at least 10 digraphs.
- Children read words consistent with their phonic knowledge by sound-blending.
- Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

READING AT BARLEY FIELDS

Books for Bedtime

Each week, children will receive a 'Book for Bedtime. This is for an adult to read and share with the child, spending time discussing new and unfamiliar vocabulary and sharing thoughts and feelings about the book. The aim of 'Books for Bedtime' is to foster a love of reading.

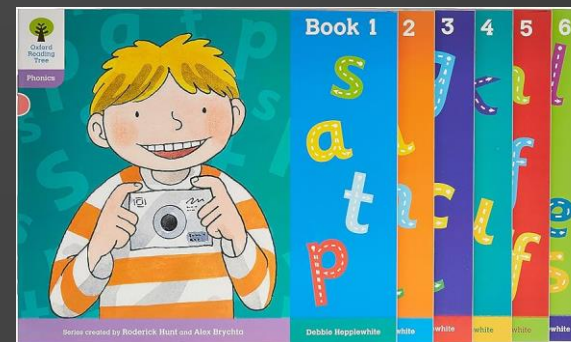
When children are confident recognising sounds and applying their phonic knowledge, they will receive an individual reading book to bring home.

Individual reading books are to be used to practise children's reading skills (segmenting, blending etc.) and a short comment should be written in the child's reading record.



Example Comment

Bob enjoyed this book. He was able to recognise many sounds and orally segmented and blended well. He needed some support with longer, trickier words. Together, we retold the story in the correct order and talked about what we liked and disliked about the story "I liked the story because I go swimming too!"

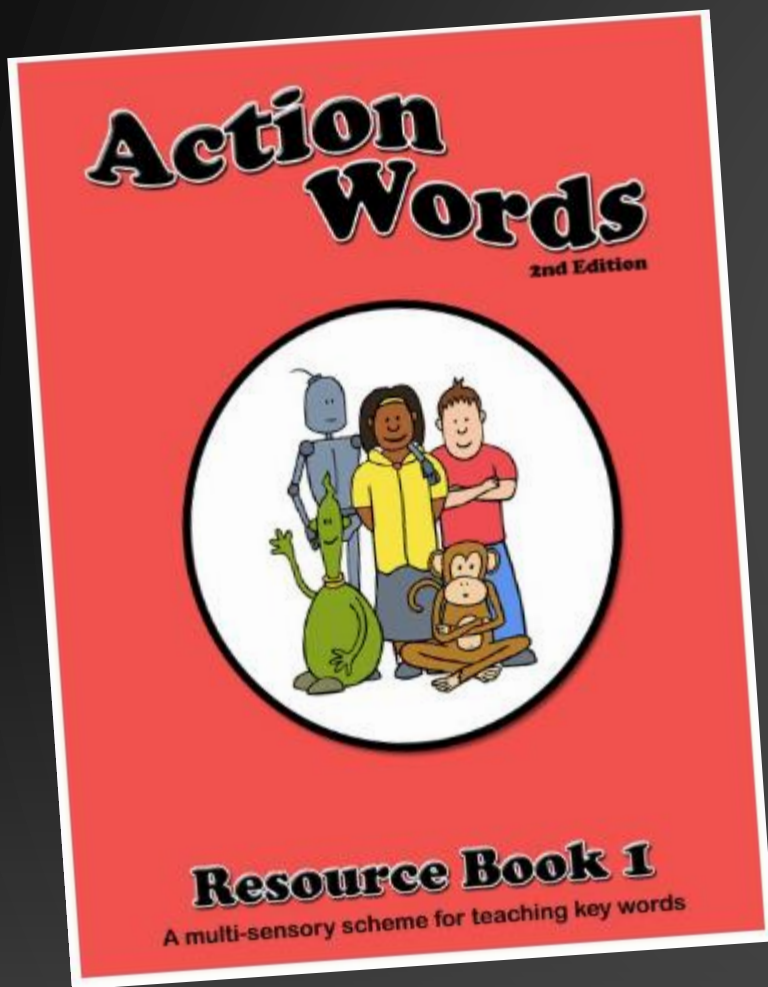


"Communication and language are fundamental to every aspect of young children's thinking and learning."

"A long-standing body of research suggests that early communication and language skills have a significant influence on children's achievement at school and other later outcomes, including employability and mental health."

READING AT BARLEY FIELDS

Action Words



Mum		1.1
<small>Tap on arm and say Mum in a pestering way. Mum, Mum, the dog's escaped</small>		
my		1.1
<small>Hug yourself. Pretend to hug other things or people. My teddy is soft.</small>		
you		1.1
<small>Point directly at another person. Look stern. You must stop that now.</small>		

Once your child is confident with all phase 2 sounds, they will begin to receive 'Action Words'. Action Words are sight words/high frequency words that your child will learn to look at and read quickly without needing to apply their phonic knowledge. Some Action Words are decodable, some aren't.

It is important to practise these at home as it will help with your child's fluency when reading. There are 5 in each set.

SO WHERE DOES THIS FIT IN?

Early Learning Goals

Writing

- Children write recognisable letters, most of which are correctly formed.
- Children spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Children write simple phrases and sentences that can be read by others.

HOME LEARNING

Home Learning is issued on a Friday at 3.30pm and archived on a Tuesday at 4pm.

There will be a pick and mix of activities which will always include a phonics and maths activity amongst other activities that may include physical skills, outdoor activities or creative activities.

Responses should be uploaded on to your child's Seesaw Account

Thank you for your support!



This week's sounds:

s a t



Listening

Gather a collection of objects beginning with s, a, t or p. Can I say the name of the object aloud, listen for the initial sound and sort them into the correct pile?

Recognising

Can I go on a sound hunt? I might be able to spot the sounds in my favourite books or food labels!

Writing

Can I practise forming the letters correctly? This could be with pencils and paper, paint or any sensory materials you have at home. There are some rhymes below to help you!



Curl around
and around
the snake's
body.



Around the
apple, up the
stalk and
down the
leaf.



Down the
teaspoon and
under the
teacup, then
across the

Who am I?

HOW CAN I SUPPORT MY CHILD AT HOME?

'A creative act is meaningful for the child'

Phonics Resource List

Phase 1 – Home Activities



Barley Fields
Primary School

Changing Voices

Encourage the children to say their names in different ways e.g. slow, fast, loud, quiet, in a deep voice and in a squeaky voice

Simon Says

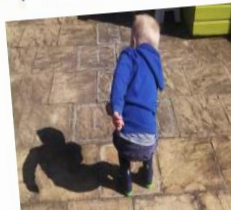
Find real objects around your home that have three phonemes (*sounds*) and practise 'sound talk'. First, just let them listen, then see if they will join in, for example, saying:
'I spy a p-e-g – peg.'
'I spy a c-u-p – cup.'

Look at my Mouth

Let the children use mirrors to watch their mouths as they experiment with different sounds. Wheeeeeeeee, boinggg, sssssssss, mmmm, tick, tick, tock whoooooosh. Encourage them to observe what their tongues, lips, teeth and face are doing when they make each sound.



Phonics Hopscotch

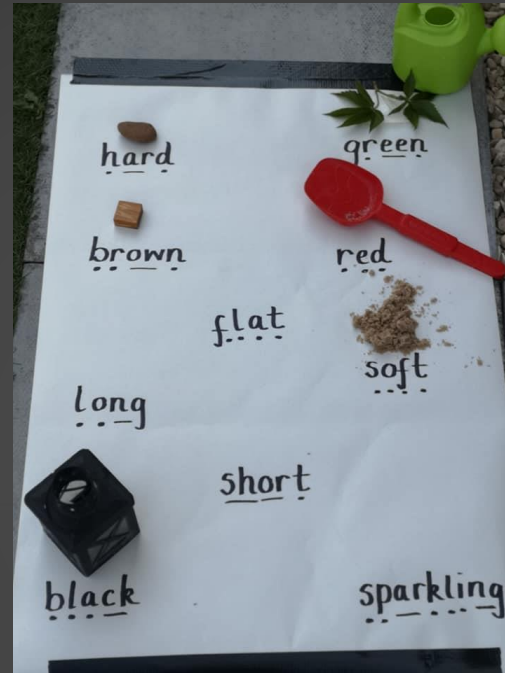


Spin the Bottle



- Pens
- Marker pen
- Paper/Card – white and coloured
- Large paper roll
- Post it notes
- Stapler
- Scissors – adults and child friendly
- Ruler
- Sellotape
- Masking tape
- Paper plates
- Plastic punched pockets
- Paint
- Chalk
- String
- Elastic bands
- Push pins
- Split pins
- Dice
- Pegs
- Letter stones – just stones with graphemes written on with marker pen
- Empty toilet/kitchen rolls
- Tuff tray or any large flat tray

HOW CAN I SUPPORT MY CHILD AT HOME?



USEFUL WEBSITES

<https://letters-and-sounds.com/> - for more information on phonics.

www.phonicsbloom.com – we use this a lot in school so children will be familiar with many of the games.

www.phonicsplay.com – we use this a lot in school so children will be familiar with many of the games

<https://phonicsfamilycom.wordpress.com/> - great for creative ideas

Cbeebies Alphablocks on YouTube

<https://www.bbc.co.uk/bitesize/topics/z7tr96f> - short videos on each sound

Level 2 and 3 Actions



s
Make a snake's head with your hands and wiggle your body like a snake!



a
Pretend to bite into a crunchy apple.



t
Pretend to stir a teaspoon around a teacup.



p
Make one hand into a puppy's head and pat it with your other hand.



i
Flap your hands like an insect's wings.



n
Make your fist into a nut and tap it.



m
Yummy! Rub your tummy.



d
Pretend to play your drum kit.



g
Pretend to wrap your scarf like Gabi.



o
Pretend to squeeze a juicy orange.



c
Wiggle your finger like a caterpillar.



k
Pretend to spread your hand like a kite and fly it in the air.



ck
Make a duck's beak with your hands and pretend to pick up sticks.



e
Make an egg with one hand and tap it with the other.



u
Make one hand into an umbrella and sprinkle rain on it.



r
Move your arms like a robot.



h
Pretend to open the door of the house.



b
Pretend to throw and catch a ball.



f
Pretend to wave a magic wand.



l
Pretend to lick an ice lolly.



ff
Pretend to switch off the light.



ll
Pretend to ring a bell.



ss
Blow a kiss.



j
Sweep your hand up like a jumbo jet taking off.



v
Draw a v shape on your chest to show the V-neck of the vest.



w
Make waves with your hand.



x
Hold one hand like a map and draw an x on it.



y
Pretend to raise and lower a yoyo.



z
Draw the zigzag path in the air.



zz
Make a buzzing bee with your hand and draw two zigzag paths.



qu
Give a royal wave.



ch
Use your thumb and forefinger to make a chick's beak.



sh
Put a finger to your lips.



th
Put your forefingers on your head and wiggle your moth's feelers.



th
Stroke your hand on your cheek like a soft feather.



ng
Tap your ring finger.



ai
Draw a spiral snail's shell.



ee
Make mouse whiskers.



igh
Hold one arm across your body as if holding a shield and pat it with your other hand.



oa
Pretend to row your boat.



oo
Point at the moon.



oo
Pretend to open a book.



ar
Make twinkly star fingers.



or
Pretend to press a car horn.



ur
Pretend to open a purse.



ow
Pretend to squeeze the squirly flower on your coat.



oi
Flick your thumb as if tossing a coin.



ear
Cup your hand around your ear.



air
Hold a chair, move it in and out from a desk.



ure
Swing your arm like a pirate.



er
Pretend to sneeze!