



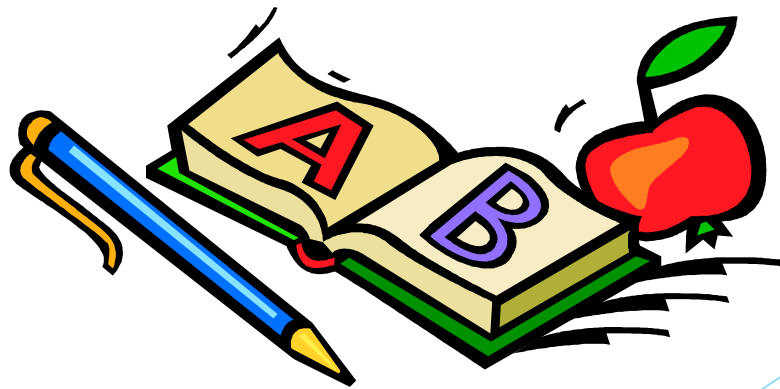
# Phonics Workshop for Nursery and Reception



16<sup>th</sup> September 2024

# What is Phonics?

- ▶ Phonics consists of knowledge of the skills of segmenting and blending, knowledge of the alphabet code and an understanding of the principles underpinning the way the code is used in reading and spelling.





But before we introduce 'letters' there is a whole host of learning (phonological awareness) which comes before and without this knowledge we do not create firm foundations for our children to acquire the skills to be able to read and write.

# Red Rose Letters and Sounds

The intent behind Red Rose Letters and Sounds, Communication, Language and Literacy, Phonological Awareness - Phase 1 is to provide a rigorous and thorough planning programme in order to strengthen the teaching and learning of Phase 1 Phonological Awareness. It supports children in becoming successful communicators, paving the way for them to make a good start on their reading and writing journey.

# Phase One consists of seven aspects of learning...

Aspect 1 Environmental Sounds

Aspect 2 Instrumental Sounds

Aspect 3 Body Percussion

Aspect 4 Rhythm and Rhyme

Aspect 5 Alliteration

Aspect 6 Voice Sounds

Aspect 7 Oral Blending and Segmenting

# Oral Blending and Segmenting

- ▶ It is really important that children have plenty of experience of listening to adults modelling oral blending before being introduced to phoneme – grapheme correspondences. Once children can orally blend and segment they are better able and are ready to learn phoneme – grapheme correspondences.

# Blending and Segmenting

- ▶ Segmenting and blending are reversible key phonic skills. Segmenting consists of breaking words down into their constituent phonemes to spell. Blending consists of building words from their constituent phonemes to read. Both skills are important.

# The Terminology

## ► **Phonemes**

A phoneme is the smallest unit of sound. It is generally accepted that most varieties of spoken English use about 44 phonemes.

## ► **Graphemes**

A grapheme is a symbol of a phoneme, that is, a letter or group of letters representing a sound. There are 26 letters in the alphabet but we use these to make all the graphemes that represent the phonemes of English.

## Moving on...

Once the children have a good grasp of the seven aspects of learning phonological awareness - in particular aspect seven: oral blending and segmenting, we have built the firm foundations in readiness to learn graphemes and phonemes...

# How do we pronounce the phonemes?

- ▶ <https://home.oxfordowl.co.uk/phonics-videos/>
- ▶ It does matter - we have to pronounce the phonemes accurately...
- ▶ Let's practise together!

# How can we teach the phoneme - grapheme correspondences?

In reception we continue to use Red Rose Letters and Sounds.  
Lessons follow the same structure every day.

| Revisit/ Review                            | Teach                                                     | Practise                                                                         | Apply                                                           |
|--------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------|
| We play games to recap our prior learning. | New learning:<br>Hear it - say it -<br>see it - write it. | We play games<br>and practise<br>reading and<br>writing with our<br>new learning | We apply our<br>learning through<br>reading and/ or<br>writing. |

# Phonics fingers for segmenting/ pushing hands together for blending

When segmenting we encourage children to use their phonic fingers as this helps them to recognise the number of phonemes in a word.

When blending we say the phonemes and push these together to say the word.

Your help with this is greatly appreciated!



# Grapheme - Phoneme Correspondences and Phoneme - Grapheme Correspondences

We convert graphemes to phonemes when we are reading aloud – decoding written words. We convert phonemes to graphemes when we are spelling – encoding words for writing. Therefore, children need to learn which graphemes correspond to which phoneme and vice versa.

# Reading

In order to read an unfamiliar word, a child must recognise (sound out) each grapheme, not each letter. To read cat, they will sound out /c/a/t/, for ship /sh/i/p/ and then push the sounds together to blend and read the words.



# Reading

The books children will bring home will match the phonemes that they have learned and are learning. To begin with, their reading books will contain the phonemes:

/s/    /a/    /t/    /p/    /i/    /n/



| 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<br>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<br>o c k c k e u r h b | Teach into                |
| Week 9  | Teach f f l                        | Recap the I to no go into |
| Week 10 | Teach l l s s                      | Recap the I to no go into |
| Week 11 | Consolidate<br>f f l l l s s s     | Recap the I to no go into |
| Week 12 | Consolidate if required            | Recap the I to no go into |

### Phase 3

Digraph: two letters that make one sound.

A consonant digraph contains two consonant  
sh ck ll ch

A vowel digraph contains at least one vowel  
ai ee or oy

Trigraph: three letters that make one sound  
igh ear ire air

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

## Phase 4

Phase 4 phonics teaches children to blend and segment longer words with adjacent consonants. They will also be able to read and spell CVCC, CCV, CCVC, CCVCC, CCVC & CCCVCC words. They will know all letter names and be able to read and spell some tricky words and polysyllabic words.

| <b>PHASE 4</b> | <b>ADJACENT CONSONANTS</b>                                                            | <b>Tricky words</b>        |
|----------------|---------------------------------------------------------------------------------------|----------------------------|
| <b>Week 1</b>  | Teach CVCC & CCV                                                                      | Teach said so have like    |
| <b>Week 2</b>  | Teach CCVC & CCVCC                                                                    | Teach some come were there |
| <b>Week 3</b>  | Teach CCCVC & CCCVCC                                                                  | Teach little do one when   |
| <b>Week 4</b>  | Teach Polysyllabic words containing phase 2 and 3 graphemes, and adjacent consonants. | Teach out what it's        |

## Phase 5

Split digraphs: A digraph in which the two letters are not adjacent e.g.  
maake

Alternative sounds: different graphemes which sound the same.

| Further Graphemes for Reading            |                                                      | Tricky words                                                   |
|------------------------------------------|------------------------------------------------------|----------------------------------------------------------------|
| Week 1                                   | Teach ay, ou, ie, ea                                 | Teach Mr, Mrs, people                                          |
| Week 2                                   | Teach oy, ir, ue, aw                                 | Teach looked, called, asked                                    |
| Week 3                                   | Teach wh, ph, ew                                     | Teach oh, their, could                                         |
| Week 4                                   | Teach oe au a-e e-e                                  | Teach water, where, who                                        |
| Week 5                                   | Teach i-e o-e u-e                                    | Teach HF words again, thought, through                         |
| Alternative Pronunciations for Graphemes |                                                      | Tricky words                                                   |
| Week 6                                   | Teach Alternative pronunciations for i, o, c and g   | Teach HF words work, mouse, many                               |
| Week 7                                   | Teach Alternative pronunciations of u, ow, ie and ea | Teach HF words laughed, because, different                     |
| Week 8                                   | Teach Alternative pronunciations for er, ch and a    | Teach HF words any, eyes, friends                              |
| Week 9                                   | Teach Alternative pronunciations for e, y and ou     | Teach HF words once, please                                    |
| Alternative Spellings for Phonemes       |                                                      | Tricky words                                                   |
| Week 10                                  | Teach /ee/ ee, ea, y, ie, e-e, ey, e                 | Teach HF words I'm, I'll, let's                                |
| Week 11                                  | Teach /ee/ ee, ea, y, ie, e-e, ey, e                 | Teach HF words : small, great, before                          |
| Week 12                                  | Teach /oo/ ew, u-e, ue, ui                           | Teach HF words : jumped, stopped, pulled                       |
| Week 13                                  | Teach /ai/ ay, a-e, eigh, ey                         | Teach HF words gone, we're                                     |
| Week 14                                  | Teach /igh/ ie, i-e, y, i                            | Revise/ re-teach tricky words from above as and when required. |
| Week 15                                  | Teach /oa/ ow, oe, o-e, o, oul                       |                                                                |
| Week 16                                  | Teach /ow/ ou, ough + /oi/ oy                        |                                                                |
| Week 17                                  | Teach /ar/ a al + /u/ oo ou                          |                                                                |
| Week 18                                  | Teach /or/ aw oor au al a our augh                   |                                                                |
| Week 19                                  | Teach /ur/ ir er or ear                              |                                                                |
| Week 20                                  | Teach /ear/ eer ere                                  |                                                                |
| Week 21                                  | Teach /air/ ear are ere                              |                                                                |
| Week 22                                  | Teach /l/ le al + /z/ se + /zh/ su si                |                                                                |
| Week 23                                  | Teach /n/ kn gn + /r/ wr                             |                                                                |

# Using Phonics

Let's play some games...

Games to use at home:

<https://www.phonicsplay.co.uk/>

<https://www.phonicsbloom.com/>

<https://www.education.com/games/word-patterns/>

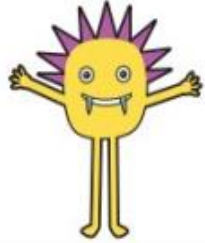
# Nonsense Words

The more phonemes the children learn the more words they will be able to decode and read.

In Year One, the children have a phonics screening check. This consists of twenty real words and twenty nonsense words. The nonsense words in the check have an alien next to them so we often call them alien words. The reason they are included is because they are new to all pupils; they do not favour children with a good vocabulary or visual memory. It is important to remember that this text is literally just to assess the children's ability to segment and blend sounds. It does not assess their understanding.

# Nonsense Words

sut



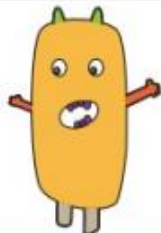
yad



dop



uct



crust

trails

strip

scraps

# Tricky Words

And, just to complicate things further there are common exception words – tricky words to learn too!

For example, was and the...

Note the unusual correspondence between the spelling and sound; hence why we call them tricky. Children need to learn to read these words by sight and also to spell by heart because they do not follow the rules!



# Phonics Homework

The homework sent home supports your child's learning in phonics and letter formation.

Again, your help with this is greatly appreciated.



# So how can you help?

- ▶ Continue to sing nursery rhymes and play clapping games together.
- ▶ Play sound games such as sound lotto or simply listen to the sounds in the environment.
- ▶ Make silly sounds together e.g. chchchchch for the train.
- ▶ Play rhyming games – e.g. what rhymes with pan? Can you continue the rhyme and play rhyme tennis?
- ▶ Make up alliterative phrases e.g. Suzy sizzles sausages.

# So how can you help?

- ▶ Practise orally blending and segmenting words - use phonics fingers!
- ▶ Practise reading the phoneme – grapheme correspondences.
- ▶ Touch it say it blend it e.g. t/i/n c/u/p
- ▶ Read regularly.
- ▶ Play games such as pairs to help learn the tricky words.
- ▶ Use magnetic letters and spell out simple words on the fridge – have a new word each day with the phonemes your child knows.
- ▶ Play write messages together – make it fun! Emphasise the positives – look you wrote jam right in your shopping list, then write how the words should be spelt. Do not make negative comments. We do not want to put our children off writing!

# Remember!

Whatever you do with your child it needs to be fun and engaging. If your child is tired or if you are tired many of these activities will become strained. Little and often works best.

