



Phonics Parent Workshop



This workshop will cover.....

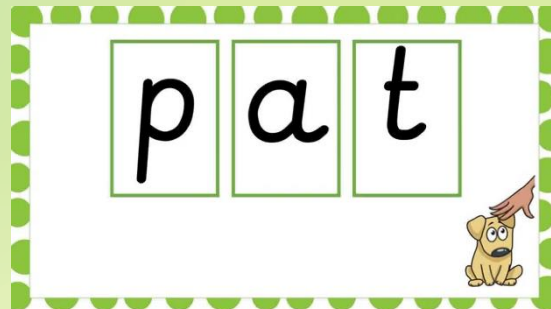
- What is phonics?
- Explanation of technical terms
- Programme of study taught in school
- Introduction to the statutory Phonics test for children in Year 1
- How to support your child with phonics and reading at home

What is phonics?

The government recommends phonics as the best way to teach children to read and write.

Phonics teaches children to identify the smallest units of sound within a word (known as phonemes).

It helps them to begin to decode the words, which means reading a word by blending its sounds together and spelling a word by breaking them down (known as segmenting).



At Howes, we use a government validated Systematic Synthetic Phonics Scheme; 'Phonics Shed'



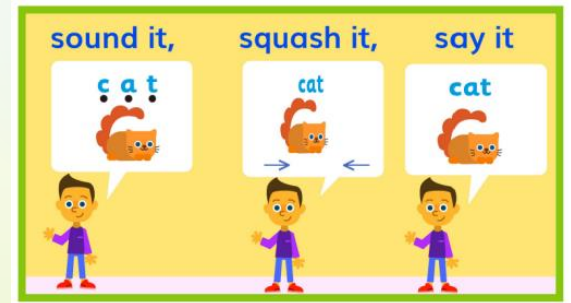
Children have a 30mins phonics lesson each day and they are encouraged to use phonic strategies to read and write in other lessons.



There are 45 different phonemes and many different combinations of graphemes.

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

Technical terms...



Phonics Sounds Complicated!

Written language is like a code. Phonics teaches children to crack that code and then use it to read and write. Children learn the simplest letters and sounds first and then progress to get the hang of trickier ones later.

Each lesson uses a variety of activities and plenty of repetition to help the children master phonics.

Programme of Study...

Cracking the code Chapter 1 is all about building the foundation to reading and writing. Your child will develop their listening, comprehension and motor skills. Then, from Chapter 2 to 4, there are six main skills your child will be taught in phonics sessions:


1) GPC: This stands for 'Grapheme-Phoneme Correspondence'.

This simply means that children are taught all of the phonemes (sounds) in the English language and which letters (graphemes) make those sounds. Sometimes more than one letter makes a sound: A digraph is when two letters make a sound, for example 'ch' an 'ck' in 'chicken', and a trigraph is when three letters make a sound such as 'igh' in 'night'.

In Phonics Shed, each GPC has a special character and an action to help children to remember it.

2) Letter Formation: When children are taught a GPC for an individual letter for the first time (in Chapter 2), they are also taught the letter's name and a rhyme to remember how to write it. They can then use the name of the letter to spell out graphemes that have more than one letter.

Phonics Shed Set 1
Joe stubbed his toe



o – All the way around Ollie.
e – From Ellis' beak, around her eye and down to tickle her toes.

Phonics Shed Set 3
Grey the goat



Curl around from his horn, up to his eye,
and draw on his eyebrow.

3) Blending: Your child will be taught to say the sounds that make up a word and then merge the sounds together until they can hear what the word is. The method used to teach this is Sound it, Squash it, Say it:

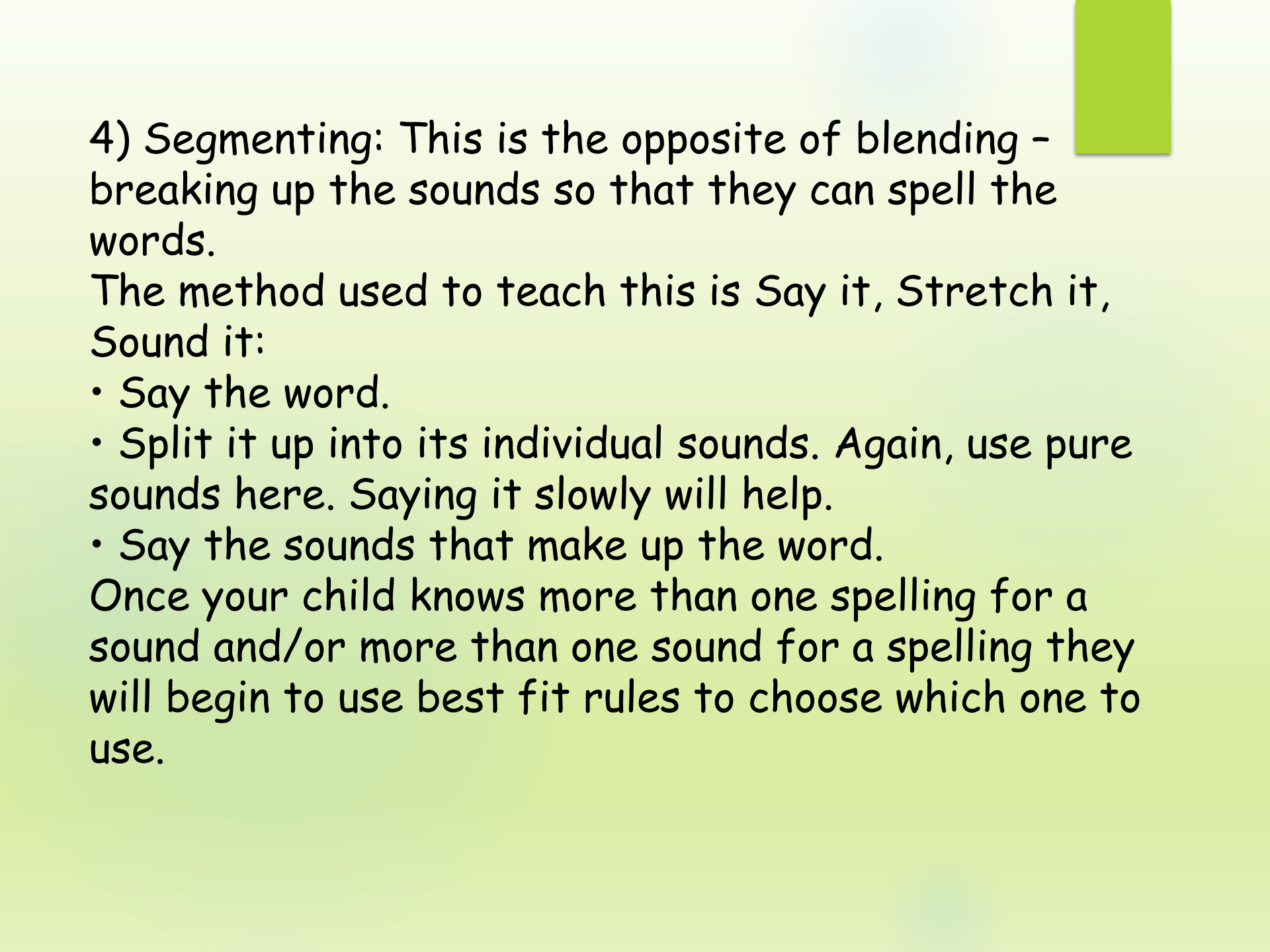
- Sound the word out, e.g. c-a-t. Using pure sounds (/t/ not 'tuh'), rather than letter names.
- Squash the sounds together by saying them in order faster than before.
- Say the word that is made by squashing the sounds together. Your child will start with shorter words (known as CVC or consonant-vowel-consonant words, like 'cat' or 'dog') and progress to longer words.



Further support with pronunciation...



https://www.google.com/search?sca_esv=568226998&rlz=1C1GCEU_en-GBGB1065GB1065&tbm=vid&q=How+to+pronounce+Phonics+alphabet&sa=X&ved=2ahUKEwjD3cismMaBAxUiWUEAHfbeDYIQ1QJ6BAgREAE&biw=1536&bih=739&dpr=1.25#fpstate=ive&vld=cid:c6236bb4,vid:UCI2mu7URBc,st:0



4) Segmenting: This is the opposite of blending - breaking up the sounds so that they can spell the words.

The method used to teach this is Say it, Stretch it, Sound it:

- Say the word.
- Split it up into its individual sounds. Again, use pure sounds here. Saying it slowly will help.
- Say the sounds that make up the word.

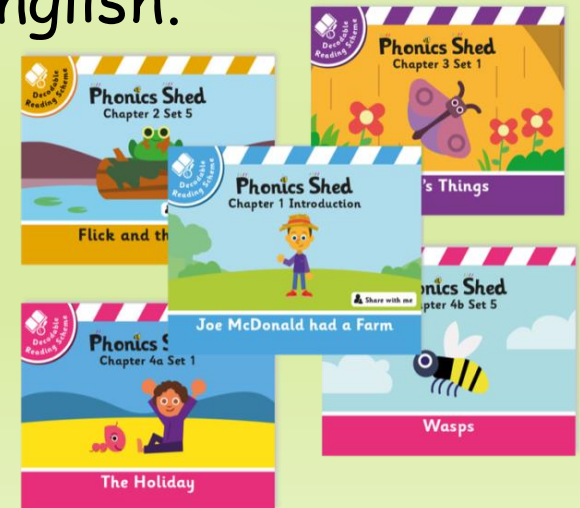
Once your child knows more than one spelling for a sound and/or more than one sound for a spelling they will begin to use best fit rules to choose which one to use.

5) Best Fit Rules: When the children are taught an alternative spelling for a sound they already know, they will also be taught which one will most likely be used at which point in words. These rules aren't often set in stone, but it is a good starting point to being able to spell words correctly when writing.

6) Common Exception Words: There are a small number of words that occur very regularly in English.

These are known as High Frequency Words (or HFWs).

These words will be focused on during lessons when they become decodable in the scheme.



Year 1 and 2 Common Exception Words

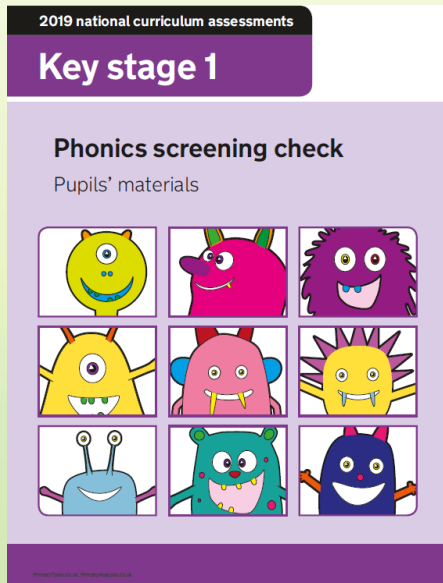
Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Introduction to statutory phonics checks...



- Every Year 1 child in the country will be taking the phonics screening check in the same week in June.

- The aim of the check is to ensure that all children are able to read by the end of year two.

- This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in year 2.



What will the children be expected to do?

- The check is very similar to tasks the children already complete during phonics lessons.

- Children will be asked to segment (sound out) a word and blend the sounds together to read it.

- eg d-o-g - dog



- The focus of the check is to see which sounds the children know and therefore the children will be asked to read made up 'nonsense' words.



THIS IS NOT A READING TEST

Examples of words:

in

at

beg

sum

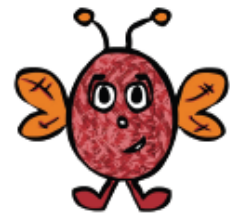
ot



vap



osk



ect



When will the screening take place?



- The screening will take place throughout the week beginning Monday 10th June. The children cannot retake the test at any other time so it is very important your child is in school during this week.
- The check has been designed so that children of all abilities will be able to take part.



Who will complete the check?

- The children will complete the check one at a time in a quiet area of the school.

- Class/ Group Teachers will conduct all of the screening checks with the children.

- The screening will only take 5-10mins with each child.



Shhhhh!

How can you help at home?

•Encourage your child to 'sound out' when reading or writing. Focusing particularly on spotting more unusual sound patterns.

Eg

Digraph- 2 letters making one sound

cow

Trigraphs- 3 letters making one sound

night

Split digraphs- 2 vowels with a consonant inbetween. Use to be known as the magic e!

spine - i_e

How can you help?

Reading Books: Your child will bring home books from our decodable reading scheme. These will be either a paperback or assigned digitally as an ebook (accessible with your child's personal login). It will have been carefully selected by your child's teacher to go alongside the GPCs your child has been taught in school.

Homework: Sometimes homework will be sent home, this may include letter formation practise and word lists. You can support your child by practising with them, talking about the sounds the letters make and the letter name and encouraging them to hold the pen or pencil correctly.

Digital Assignments: Sometimes homework will be set by the teacher digitally in the form of an 'assignment', which pupils can access from their personal logins.

Phonics Shed
GO TO: play.edshed.com/login
Username: _____
Password: _____



How else can I help? You can also help by encouraging your child to use their phonics skills when they see words in everyday life, such as on food packets, bus timetables, leaflets, menus and signs and helping them to attempt to decode what the words say using 'sound it, squash it, say it' to sound them out and by highlighting GPCs they are learning in class.

How can you help?

•REMEMBER: Phonics is not the only thing needed to become a fluent reader.

•Please continue to read with your child each night and encourage them to:

•Sound out

•Re-read to check it makes sense.

•Use pictures for clues.

•Ask questions about the book.

•And most importantly ENJOY READING!

Questions?

