

St Joseph's Catholic Primary School

Parent Phonics Workshop
Friday 19th October 2018



Letters and Sounds



- **Letters and Sounds is designed to help teachers and practitioners teach children how the alphabet works for reading and spelling by:**
- Fostering children's speaking and listening skills as valuable in their own right and as preparatory to learning phonic knowledge and skills;
- Teaching high quality phonic work at the point they judge children should begin the programme. For most children, this will be by the age of five with the intention of equipping them with the phonic knowledge and skills they need to become fluent readers by the age of seven.

Making a good start – Phase One

- **Phase One recognises the central importance of developing speaking and listening skills as a priority in their own right and for paving the way to making a good start on reading and writing.**

“The more words children know and understand before starting on a systematic programme of phonic work the better equipped they are to succeed.”

Phases Two-Six

- Phase Two marks the beginning of systematic, high quality phonic work which continues throughout the subsequent phases.
- This is taught through short, discrete daily sessions, with ample opportunities for children to use and apply their phonic knowledge and skills throughout the day.
- Children are encouraged in all areas of the curriculum to use this knowledge when reading and writing.

What is the difference between a Grapheme and a Phoneme?

- The phoneme is the smallest unit of sound a letter(s) makes when spoken.
- The grapheme is what it looks like when it is written down.
- A phoneme/grapheme's letter name is how it is said in the alphabet.

Pure Sounds

- It is really important that when sounding out with your child for reading and writing that you use 'Pure Sounds'
- There is a useful link on the school website if you are unsure of how to articulate any sounds.
- <https://www.stjosephs207.herts.sch.uk/page/?title=Articulation+of+Phonemes+%28sounds%29&p id=134>

coat

pound

Identifying Digraphs/Trigraphs

- A digraph is two letters that make one sound

sh, oo, ng, th, ch

- A trigraph is three letters that make one sound

air, igh

More examples can be found on your hand out.

- When reading with your child it is imperative that these graphemes are read as one sound when blending.
- When writing your child must use 'robot talk' to segment (break up) the word to identify the phonemes (sounds) they can hear.

Phoneme frames

Phoneme Frames

C	a	t
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Sh	o	p
----	---	---

Let's have a go...

church

shout

chair

night

throw

fear

Ch	ur	ch
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Sh	ou	t
----	----	---

N	igh	t
---	-----	---

F	ear	
---	-----	--

Th	r	ow
----	---	----

Ch	air	
----	-----	--

Tricky words

- There are, of course, plenty of words in the English language that we cannot use our phonic knowledge to read or write. The correct terminology for these is common exception words, however the children may also call these 'Tricky words'. (Handout)
- For example, words such as said, the, he, she, we, any, ask, every, could, should, they, I.
- During our daily phonics sessions, the children are given opportunities to learn/practice reading these by sight.
- It is really important that when you are reading with your child, you discourage them from using their sounds on these words to avoid confusing them!

Spilt digraphs

- Some of you may remember spilt digraphs as 'the magic e.' However we no longer use this term as the children are expected to use the correct terminology. (i_e, e_e, a_e, u_e, e_e)
- Spilt digraphs are in words such as hike, Steve, bike, cake, bake, where the digraph (for example, **ae**) is split by a consonant – **cake**.
- The child will know the **ie** as in **pie** sound and then they are taught **i-e** as in **like**.
- **ee** as in **keep** becomes **e-e** as in **Steve**.
- The children will be taught these as part of the phonics tree (KS1) which we will look at shortly.

Key Stage One Phonics

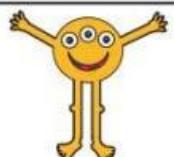
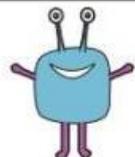
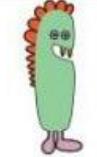
- In KS1, the children are set for Phonics.
- To ensure consistency for the children, Mrs Saunders and Mrs Elliott (Reception teachers) will inform KS1 teachers where each child is working at the end of the year as every child works at different paces.
- We have a year 1 set, year 1/2 set and year 2 set. Each set will focus on different phases depending on where the children are working.

Year 1 Phonics assessment

- At the end of Year 1, children are now assessed on their ability to use their phonic knowledge when reading a range of words. The Phonics Screening Check was introduced by the Government.
- This year the PSC will take place week commencing Monday 10th June for Year 1 children and any children who did not pass last year's test.
- All the words are decodable.
- Not all of the words are real, which means children can only rely on their phonics.

Phonics Screening Check

- Within the test there are 40 words. At the moment, the pass rate is 32/40.
- There are real words and 'alien' words, not real.

in	ot	
at	vap	
beg	osk	
sum	ect	

- Preview of assessment - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/299970/phonics_screening_check_sample_materials - Answer sheet.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/299970/phonics_screening_check_sample_materials_-_Answer_sheet.pdf)

Phonics Screening Check

The children will be told when they are reading real words/alien words during the test. We regularly practice similar tasks in class.

<https://www.phonicsplay.co.uk/PicnicOnPluto.htm>
!

Phonics play is based on the Government's letters and sounds programme which we follow in school.

Therefore we use this in our Phonics lessons on a daily basis. There are also activities on this website to support and prepare the children for the PSC at the end of the year.

Let's have a go!

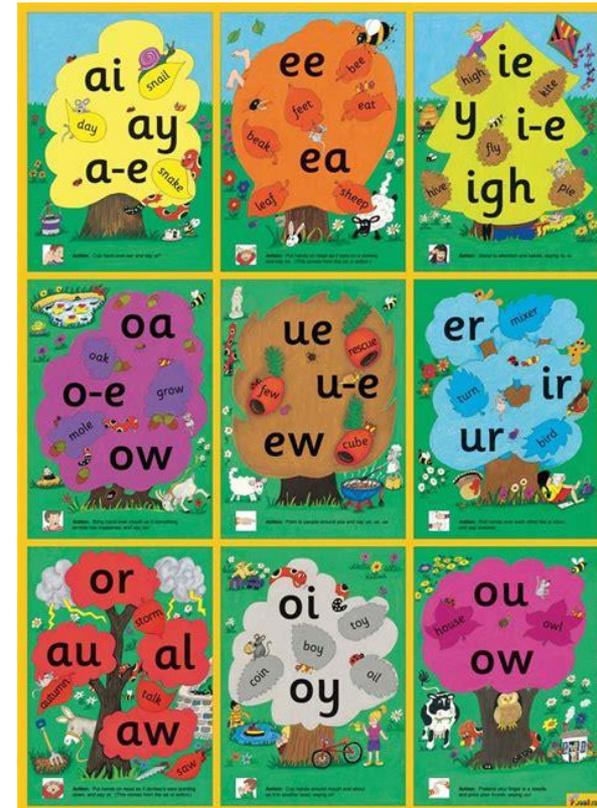
- <https://www.phonicsplay.co.uk/PicnicOnPluto.html>
- Each Phase is spilt up within the games therefore you can focus on a certain sound or a whole phase within each game.

Phonics Screening Check

- <https://www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video>

Application of Phonics

- Application of phonics is key! A phonics lesson is split into four parts - **revisit, introduce, practice and apply!**
- Therefore in reading, each book is carefully matched to phonics phases and ability. Children are regularly assessed to ensure their book band is a correct level.
- We have found if a book band is too difficult, it is because the child has not yet learnt the sounds within the book, meaning they are unable to read fluently and independently.
- Therefore we encourage the children to use the phonics tree which displays the different graphemes for phonemes.



Application of Phonics

- Each week in KS1 the children will have a spelling test on Friday based on the sounds they have learnt including the common exception words/tricky words.
- Some children achieve 10/10 in spelling tests, however do not remember/ apply within their learning once the test is complete.
- It is very important they learn their sounds and apply this knowledge across the curriculum.

To summarise...

- The best way to help your child with their reading is to read each sound, which could possibly be a digraph/trigraph, individually and then blend together.
- The best way to help you child with their writing is to use 'robot talk' to encourage your child to say each sound before they write.
- As your child becomes more confident, encourage them to then check that they have written the correct number of sounds for that word.

Support at home

- Letters and sounds - <http://www.letters-and-sounds.com/>
- Mr Thorne's Phonics – Youtube videos and app available for download
<https://www.youtube.com/watch?v=LITw0oiLNys>
- Phonics play - <https://www.phonicsplay.co.uk/>
- Key Stage One- Phonics tree in handouts from today.
- Making phonics fun, practical games, puzzles.
- Writing words and adding the sound buttons.
- Using robots arms when writing words at home.

We have set up some different activities we use in class with the children around the room, please feel free to have a look around as many of these could be recreated at home!

Any questions?
Thank you for listening!

