

## Did you know?

**There are...**

26 letters of the alphabet

44 sounds in the English Language  
(Jolly Phonic Letter Sound British  
English)

144 different ways we put letters  
together to represent the sounds

# Phonics Workshop

Thursday 23rd  
November



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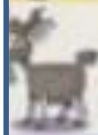


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## **Aims of workshop:**

- **What is phonics?**
- **The importance of teaching phonics**
- **How phonics is taught at Round Hill**
- **What you will see in the phonics lesson today**
- **How you can help your child at home**



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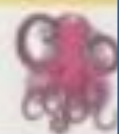
## What is phonics and why is it important?

Phonics is a way of teaching children to read quickly and skilfully. The children are taught how to:

- recognise the sounds that each individual letter makes
- identify the sounds that different combinations of letters make - such as 'sh' or 'oo'
- blend sounds together from left to right to make a word.

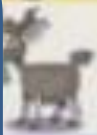
**Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.**

***It is a statutory requirement that all schools and early years settings in England teach 'phonemic awareness' and 'phonic knowledge'.***



## **Phonics at Round Hill Primary**

- In school, we follow the DfE's approved phonics teaching programme 'Bug Club Phonics'.
- We take a systematic and structured approach to teaching phonics, starting with the easiest sounds and progressing through to the most complex.
- Phonics is taught in discreet daily sessions for 40 minutes.
- Phonics is taught alongside individual reading and guided reading sessions.





## What do we teach?

Beginner readers should be taught four things:

- **grapheme-phoneme correspondence** the relationship between sounds and the letters which represent those sounds
- **to synthesise** (blend) **phonemes** (sounds) in order, all through a word, to read it
- **to segment words** into their constituent phonemes for spelling
- that blending and segmenting are **reversible processes**
- Ensure that children have a sound knowledge of a range of high frequency and tricky words that do not conform with phonic rules

# Key Vocabulary

**Phoneme:** The smallest unit of sound in a word. E.g. c a t or train

**Grapheme:** The letter or letters that are used to write a phoneme.

**Digraph:** A two letter grapheme where two letters represent one phoneme or sound e.g. ar, ea, er, oi, ch, th

**Split Vowel Digraph:** A two letter grapheme that represent a vowel phoneme or sound where the sounds are pushed apart by another letter. E.g. cake, bite, phone, these, cube. It is used for the long vowel sounds.

**Trigraph:** A three letter grapheme where three letters represent one phoneme or sound eg air, igh, ear

**Blending:** Building words for reading by pushing together all the phonemes or sounds in the word.

**Segmenting:** Splitting up words for spelling by breaking up words into all their sounds.



# Phase 2

- **Set 1:** s, a, t, p
- **Set 2:** i, n, m, d
- **Set 3:** g, σ, c, k
- **Set 4:** ck, e, u, r
- **Set 5:** h, b, f, ff, l, ll, ss

# Phase 3

- **Set 6:** j, v, w, x
- **Set 7:** y, z, zz, qu
- **Set 8:** ch, sh, th, ng
- **Set 9:** ai, ee, igh, oa, oo (long), oo (short)
- **Set 10:** ar, or, ur, ow, oi,
- **Set 11:** ear, air, ure, er

# Phase 4

This phase will consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants e.g **trap**, **string**.

# Phase 5

- Children will be taught new graphemes and alternative pronunciations for known graphemes.
- **Digraphs:** wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
- **Split vowel digraphs:** a\_e, e\_e, i\_e, o\_e, u\_e

# Phase 6

- The focus is on learning spelling rules for suffixes and prefixes.

For example:

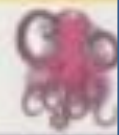
**Suffix:** -s                      -es                      -ing                      -ed  
                    -er                      -est                      -y                      -en

**Prefix:** -re and -un

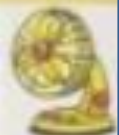
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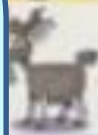
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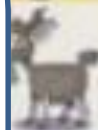
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**What will you see in  
the phonics lesson  
today?**



<b>Revisit/review</b>	The children will revisit a phoneme e.g. <b>ai</b> and have opportunities to read and spell words which contain this grapheme.
<b>Teach</b>	Recap on the phoneme and teach new grapheme e.g. <b>ay</b>
<b>Practice</b>	Children will read and spell words which contain today's grapheme.
<b>Apply</b>	Children will write sentences with today's grapheme e.g. <i>I will play at the park.</i> <i>It was my birthday on Friday.</i>



# Segmenting

Breaking down words for spelling.

play

p l ay

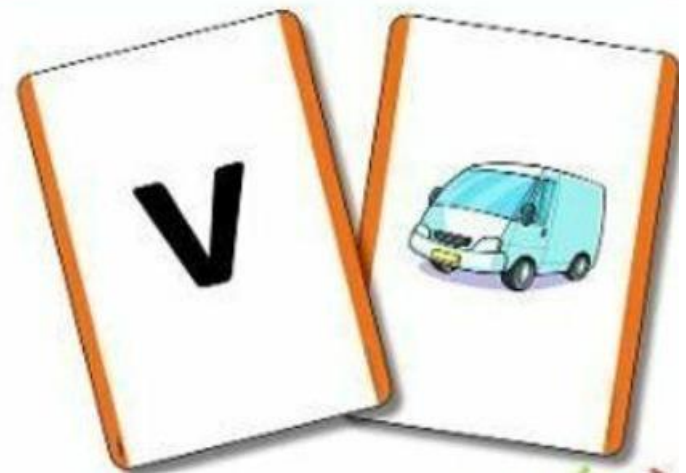
# Blending

Building words from phonemes to read.

p l ay

play

# Actions



# Teaching High Frequency Words

Phase 2		Phase 3		Phase 4		Phase 5	
a	to	will	too	went	when	Mr	by
dad	him	that	was	from	some	looked	their
I	had	then	all	children	come	made	oh
mum	in	now	look	little	there	your	could
big	no	she	we	it's	what	came	about
it	got	this	you	just	so	saw	house
at	go	with	her	help		Mrs	time
on	an	for	be	said		don't	day
up	as	he	they	were		asked	people
back	can	them	are	out		very	here
if	off	down		like		make	I'm
but	not	me		one		put	
of	get	my		have		called	
into	is	see		do		old	
and	the						
his							

# Phonics Screening Check- June 2024

The phonics screening check **assesses** children on how well they can **decode** certain words.

Real and Pseudo  
(non words) words

grit

start

best

blan



steck



hild



quemp





## How can you help your child at home?

- Try to make time to read with your child every day. This could be hearing your child read as well as reading to them.
- Accessing your child's Phonics Bug eBooks and printed school reading books will support your child's phonological development. The eBook logins can be found in your child's reading record.
- Word games like 'I-spy' can also be an enjoyable way of teaching children about sounds and letters. You can also encourage your child to read words from your shopping list or road signs to practise phonics.

# Phonics Bug eBooks

## Bug Notes



This book  
practises



Words  
very

### Sounds

i-e (as in five)    e-e (as in these)  
igh (as in might)    o-e (as in hole)  
ee (as in reef)    ey (as in they)  
ea (as in eat)    wh (as in which)

## Top Tip

Make sure your child learns  
how fun books can be!  
Non-fiction books could  
become a quest for facts.

Your child may need help  
with these words:  
**oceans pacific water ice**  
**southern warm bears**

## Have a go!

### 'st' sounds

Write these words on pieces  
of paper:

**best deep neat met test these**

Ask your child to select words that  
contain the 'ee' sound, spelled in  
three different ways.

### Skill builder

Look at the contents  
page. Ask your child  
what it tells you –  
and, from this, what  
they think the book  
may be about.

Bug Time fun is  
on the back page!

# Oceans

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Written by Anita Ganeri  
Illustrated by Giulia Rivolta

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# Helpful Websites

## Phonics Websites

<http://www.oxfordowl.co.uk/question/index/3>.

<http://www.phonicsplay.co.uk/ParentsMenu.htm>.

[www.ictgames.com/literacy.html](http://www.ictgames.com/literacy.html). ...

<http://www.letters-and-sounds.com/> ...

<http://www.ngfl-cymru.org.uk/vtc/ngfl/ngfl-flash/alphabet-eng/alphabet.htm>. ...

<http://www.bbc.co.uk/schools/wordsandpictures/index.shtml>.