

PHONICS WORKSHOP FOR PARENTS

16TH OCT 2017



WHY TEACH PHONICS?

To help children become good readers and good writers!



The background is a solid blue gradient. In the corners, there are white line-art illustrations of circuit boards or neural network connections. These lines are of varying thickness and connect to small white circles, creating a technical or digital aesthetic.

Why phonics is so important:

THE IMPORTANCE:

- Phonics allows children to explore letters and their sounds.
- It helps produce early readers and writers.
- It is taught at a fast pace making the sessions quick but also productive.
- It provides children with an understanding of:
 - letter names to help with spelling tricky words
 - sounds to spell words on their own
 - letter formation actions/rhymes to leading to joined handwriting
 - common places to find different sounds within words



The background is a blue gradient with decorative white circuit-like lines in the corners. These lines consist of straight segments and small circles, resembling a stylized electronic circuit board.

The terminology:

TERMINOLOGY

The children will learn to use this terminology:

phoneme: the sound the letters make

grapheme: what the letters look like on the page

digraph: a two letter sound

trigraph: a three letter sound

split-digraph: a two letter sound with a split in the middle

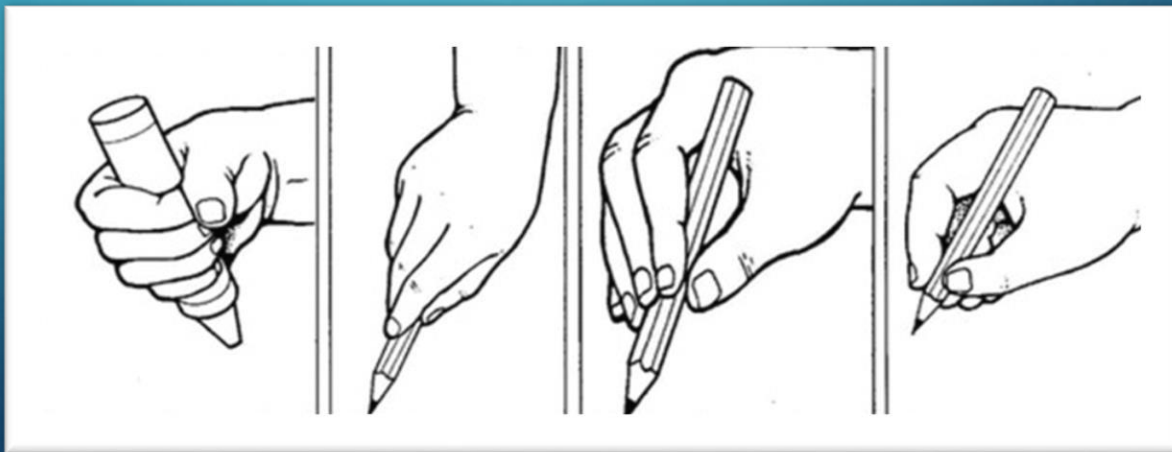
segment: to break a word down into its sounds

blend: to push the sounds together to make a word

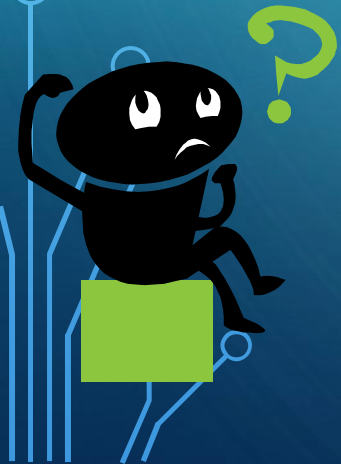
sound talk: speaking in sounds

LETTER FORMATION

- Letters need to be formed correctly as soon as possible - this helps to ensure bad habits are not formed.
- It is important that children hold their pencil correctly in the 'tripod' grip between the thumb and first two fingers.
- We teach Jolly Phonics rhymes and songs to help children learn their initial sounds.
- Many of the letters have a flick at the end to make it easier when the children transfer into joined up writing.



How the English language causes confusion:



- Does anyone know how many sounds are in the English language?

44!

- These need to be made with only 26 letters. As a result letters are combined to create new sounds.
- These are called digraphs (2 letter sounds) and trigraphs (3 letter sounds).
- Each sound is written down in more than one way, for example: the speech sound 'ay' is spelt ay, ai, a_e, aigh, eigh, eig and ei. Initially children learn one representation so will spell phonetically. Gradually alternatives will be introduced.
- There are more than 150 graphemes to learn in order to read and spell the 44 speech sounds.



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Decoding and Encoding

DECODING

- When we read a word, each letter or letter group triggers a speech sound.
- Decoding is the process of blending the speech sounds into a spoken word.
- The more we decode the same word, the sooner we recognise it 'on sight'.
- This builds fluency!



written word > spoken word

ENCODING

- When we write a word, we start with the spoken word.
- We segment the word into speech sounds and write the corresponding grapheme for each sound. This is called encoding.



spoken word > written word

THE POWER OF THE BRAIN

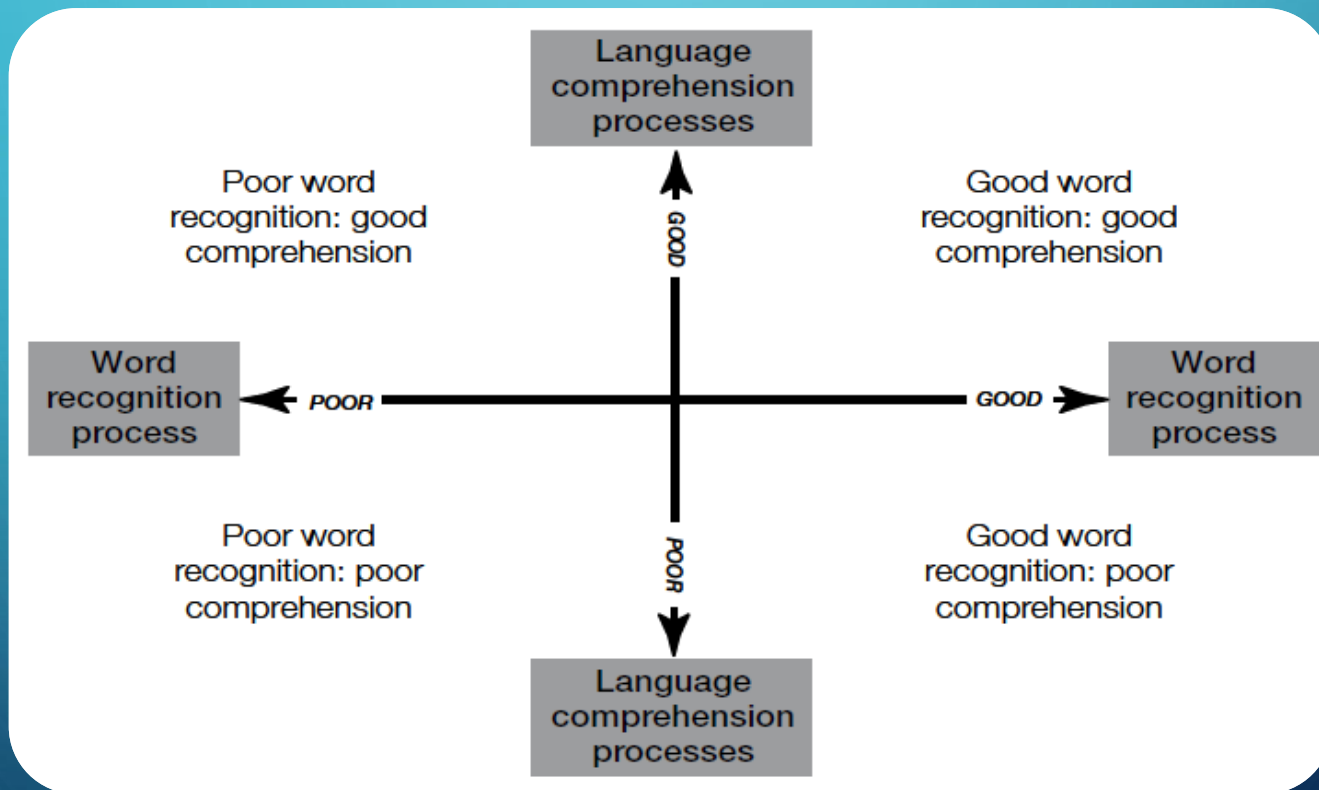


This will represent how powerful the human brain is and how we have become fluent readers.

Any volunteers?

- According to research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter are in the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole.

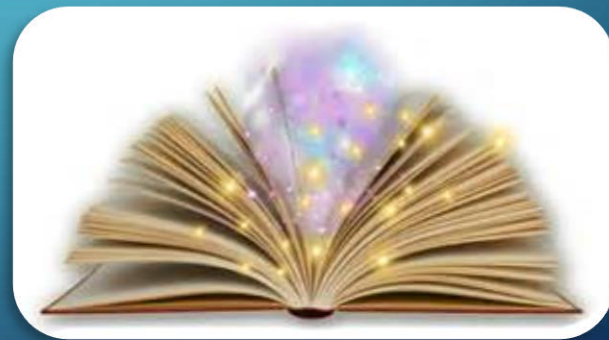
WHY IS READING IMPORTANT?



WHY IS READING IMPORTANT?

There is strong research evidence showing the positive difference it makes when parents and family members get involved in a child's education and that parental involvement in encouraging reading is key.

The Literacy Trust



An abstract graphic on the left side of the slide, consisting of a network of white lines and circles on a blue gradient background. The lines are vertical and horizontal, with some branching out, resembling a circuit board or a stylized tree. The circles are small and white, some at the ends of the lines and others along the lines.

THE DEVELOPMENT PHASES

(LETTERS AND SOUNDS)

PHASE 1

Speaking and listening skills

Activities are designed to help children:

1. listen attentively
2. enlarge their vocabulary
3. speak confidently to adults and other children
4. discriminate phonemes
5. reproduce audibly the phonemes they hear, in order, all through the word
6. use sound-talk to segment words into phonemes



PHASE 2

- Within phase 2 the children will learn the initial sounds.
- Different schemes teach these in slightly different orders.

Letters and Sounds use: s a t p n i...

- Top tip- get rid of the 'uh' (buh, cuh, duh, puh)

The link below models the correct pronunciation if you would like to have a look at this.

<https://www.youtube.com/watch?v=MbO6vGBkx48&feature=youtu.be>



YOUR GO!

- Using the phonemes below spell as many words as possible!

s a t i p n c k e

- As you can see the first sounds the children learn allow them to read and spell many words.

WHY LETTER NAMES AND SOUNDS ARE IMPORTANT:

If children get confused between these they may spell words using letter names rather than sounds:

kep (keep)

blo (blow)

ha (hay)

To remind children of this we sing:

“My name is ____ and I say ____.”

PHASE 2 READING

Children learn to sound out the words they want to read (segment) and push them together (blend) to read the word.

sat



tin



red



PHASE 3

- Digraphs and trigraphs are taught.
- Children will learn how to use these confidently in their writing to spell phonetically. Although words may not be spelt correctly it is important children use this approach for spellings they have not yet learnt.

hous



flor



cair



diner



PHASE 4

- This phase is a recap of prior phases.
- It helps children to consolidate their learning before moving to a very tricky phase.



PHASE 5

"Same sound; different spelling!"

- Phase 5 introduces children to some tricky alternatives.
- This is where correct spellings become more important.
- Children discuss where different versions of a sound appear within a word.

The boy had to boil the veg.

PHASE 6

- Children learn how to spell using prefixes, suffixes and other spelling rules.

Strategies	Explanations
1. Syllables	To learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber , ba-by)
2. Base words	To learn my word I can find its base word (e.g. Smiling – base smile + ing , e.g. women = wo + men)
3. Analogy	To learn my word I can use words that I already know to help me (e.g. could : would , should)
4. Mnemonics	To learn my word I can make up a sentence to help me remember it (e.g. could – O U Lucky Duck; people – people eat orange peel like elephants)

Spelling Rules Taken from Letters and Sounds Phase 6 Primary National Strategy (2007)

- 1) Where does the sound appear within the word?
- 2) When an /o/ sound follows a /w/ sound, it is frequently spelt with the letter a (e.g. was, wallet, want, wash, watch, wander)
- 3) When an /ur/ sound follows the letter w (but not qu) it is usually spelt or (e.g. word, worm, work, worship, worth). The important exception is were.
- 4) An /or/ sound before an /l/ sound is frequently spelled with the letter /a/ (e.g. all, ball, call, always).
- 5) English words do not end in the letter v unless they are abbreviations (e.g. rev). If a word ends in a /v/ sound, e must be added after the v in the spelling (e.g. give, have, live, love, above)
- 6) Elisions, sometimes known as contractions, such as I'm, let's and can't are usually easy to spell, but children need to know where to put the apostrophe. They should be taught that it marks the place where letters are omitted.
- 7) Confusions are common between their and there and can persist unless appropriate teaching is given. There is related in meaning and spelling to here and where; all are concerned with place. Their is related in meaning (plural person) and spelling to they and them.
- 8) Giving vowel graphemes their full value in reading can help with the spelling of the schwa sound. For example, if children at first sound out the word important in their reading with a clear /a/ sound in the last syllable.
- 9) In deciding whether to use ant or ent, ance or ence at the end of a word, it is often helpful to consider whether there is a related word where the vowel sound is more clearly pronounced. When deciding, for example, between occupant or occupent the related word occupation shows that the vowel letter must be a. Similarly, if one is unsure about residence or residence, the word residential shows that the letter must be e.

WHAT WE DO AT SCHOOL TO PROMOTE READING?

- guided reading
- shared reading
- individual reading
- differentiated phonics sessions
- grammar/SPAG sessions
- reading in other areas of the curriculum
- book corners in the classes
- labels within the classroom



- library sessions and loaning books
- reading challenges
- interest based books available
- celebrations and events
(Book Snuggle, World Book Day etc.)
- vocabulary pinching
- new book stocks
- teaching children to read their own writing back
- **encouragement**

OUR PHONIC LESSONS SUPPORT PROGRESS TOWARDS THE EARLY LEARNING GOALS

Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

WHAT COULD YOU DO?

BEFORE YOU START...

- Get comfy
- Look at front and back covers
- Make predictions
- Fiction / non-fiction?



WHAT COULD YOU DO?

WE'VE READ, WHAT NEXT?

- Look at high frequency and tricky words
- Discussion and questions
- Focus on phonics
- Favourite bits?
- Who else would like this book?
- Sometimes just reading for pleasure is essential.

WHAT COULD YOU DO AT HOME?

- Make a special place to keep reading books. It will show how important reading is to you.
- Look at brochures, catalogues and newspapers together and point out more unusual words.
- Make a word box and put in new words your child has learnt. Revisit high-frequency words.
- Let your child see you reading and talk about what you like and don't like reading.

DFES 'Help your children to learn'



KEY MESSAGES

- Please don't rush the speaking and listening process. Children need very good speaking, listening and comprehension skills so they are ready for fast pace Phonics in Reception. Speaking and listening should be a key focus in preschool settings.

- Sound games are very helpful for early readers.

E.G I spy with my little eye something that sounds like c-ar-b-or-d

- Try not to add a 'uh' to the end of sounds. Keep stretchy sounds like /s/ long and bouncy sounds like /b/ short and clear.
- Tricky words cannot be sounded out completely. These simply need to be practised until the children know them well. You can discuss the tricky bit within the word. (within so the 'o' makes an 'oa')
- Some children may be reluctant readers. If this is the case read a page each, keep reading sessions short but productive and choose a time of day to read that suits you and your family.
- Don't do all the work. Remind the children to use their phonics and to have a go.

PLEASE REMEMBER...

- It is not a competition about what colour book band your child is on or who knows their digraphs/split digraphs or not.
- We teach the children that it is about their own AMG (aggregation of marginal gain)- making the small steps that will have a big impact on their reading, writing, confidence and attitude towards learning.



An abstract graphic on the left side of the slide, consisting of a network of white lines and small circles on a blue gradient background. The lines are vertical and horizontal, with some diagonal segments, and the circles are small and white, resembling nodes or components of a circuit.

HELP YOURSELF TO
RESOURCES!