



Welcome to
Marsh Gibbon C of E School

Phonics workshop

21st October 2022

What is phonics?

- Government - Rose report 2006 introduced phonics after too many children were being left with poor reading skills.

Phonics is a method of teaching children to read quickly and skilfully.

They are taught how to:

- recognise how each sound is spelt
- identify the sounds that different combinations of spellings make- such as *'sh'* or *'oo'*; *and*
- blend these 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.

They can also write the sounds down to communicate their thoughts.

According to a 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 be at 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.

Think about what it takes to be an accomplished reader. Some skills include...

Decoding words automatically.

Strategies could include sight reading, using phonics strategies, using sentence and whole text knowledge, automatically substituting words that make contextual or grammatical sense.

An understanding of punctuation.

An understanding of similarities and differences of text types. Is it a traditional tale or a newspaper report?

Retrieve relevant information and discard information that is not relevant.

Make predictions about what will happen next in a story. Empathise with characters, know how they normally behave.

Infer – maybe clues from what a character says or does explains their motives.

Make use of book conventions
and organisational devices
(index, glossary etc.)

An understanding of
sayings, colloquialism and
slang.

Reading and writing are like a code:
phonics is teaching the child to crack
the code.



*Your child is just at the beginning
of this journey!*

At this school we use the
'Rocket Phonics' programme.

The aim is to secure **essential phonics knowledge** and skills so that children can progress quickly to **independent reading and writing**.

Rocket Phonics


- a fully resourced, systematic synthetic phonics programme that provides everything we need to teach children to read and write
- a fully matched series of decodable reading books.




-big books at the heart of the programme are the digital-only 'Big Books', which consist of language-rich stories to teach all the target letter-sounds in context.






Pupil booklets




p **P** 


1. Revise and review. Say and tick each sound.
i t I a p P S T

2. Grapheme search. Find and circle all the p letters.
Pip has a pink pen.
How many did you spot?

3. Blending practice. Decode and match the words to the pictures.
sip 
tip 
tap 

4. Apply. Tick the sentence that matches the picture.
It is a pit.
It is a pip. 



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p **P**

1. Revise and review. Listen to the sounds and point to the letters.
t s a i p I P A

2. Grapheme write. Copy the letters and say the sound as you write.
p p P P
P P P P

3. Segmenting practice. Look and write the words.

p t a

i p p

4. Apply. Let's write a sentence.

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- Rocket Phonics is a 6 phase teaching programme.
- Phonic work is **time-limited** (phases 1-5) whereas work on comprehension continues throughout life (phase 6).

Correct Articulation of phonemes is essential!

Pronunciation - not 'uh' on the end – the smallest sound you can make.

Children need to know sounds - not letter names – to read words.

<https://www.youtube.com/watch?v=UCI2mu7URBc>

Partner work



Don't forget to give your partner lots of praise!

Key vocabulary

- A **phoneme** is the smallest unit of sound in language. Phonemes can be blended together to make words.
- A **grapheme** is the letters we use to write to represent sounds.

Oral Blending

- This means hearing a series of spoken sounds and merging them together to make a spoken word (no text is used) for example, when a teacher calls out 'b-u-s', the children say **bus**.



Bananas
can
only
speak
in
'sound
talk'

Blending

mat

- read each sound separately
- gesture underneath the word
- read again and again gradually squashing sounds together until word is read

Segmenting

- This means identifying the individual sounds in a spoken word (e.g. **h-i-m**) and writing down or manipulating letters for each sound to form the word '**him**'.



Tricky Words

Words that are not phonetically decodable:

the said was were call

Some are 'tricky for now'

see me

Technical vocabulary

- A **digraph** is two letters, which make one sound.

‘special friends’

sh ay

- A **split digraph** is a digraph in which the two letters are not adjacent

(e.g. make)

In English we have more than 150 ways to represent 44 sounds , using the 26 letters of the alphabet.

Once confident with phase 3, children gradually learn that there is more than one grapheme/phoneme correspondence for many sounds:

cheese

athlete

happy

please

receipt

he































I can see See big ben
n. I can see the London
I got a train.

I can see Big Ben. I can see the
London Eye. I got a train.

Summary of Phases

- **Phase 1** To distinguish between sounds and become familiar with rhyme, rhythm and alliteration.
- **Phase 2** To introduce 19 grapheme-phoneme correspondences.
- **Phase 3** To teach one grapheme for each of the 44 phonemes in order to spell simple regular words.
- **Phase 4** Children explore more polysyllabic words (words containing more than one syllable).
- **Phase 5** To teach alternative pronunciations for graphemes and alternative spellings for phonemes.
- **Phase 6** To develop their skill and automaticity in reading and writing.

Phase 3 - To teach children one grapheme for each of the 44 phonemes in order to read and spell simple regular words.

Rocket Phonics Sounds Mat 1					
s 	a 	t 	i 	p 	
sun	apple	tap	insect	pan	
n 	m 	d 	g 	o 	c 
net	mouse	dog	goat	octopus	cat
k 	ck 	e 	u 	r 	h 
kite	duck	elephant	umbrella	rabbit	hat
b 	f 	ff 	l 	ll 	ss 
bat	frog	cliff	ladder	shell	dress
j 	v 	w 	x 	y 	z 
jug	van	web	fox	yellow	zebra

Rocket Phonics Sounds Mat 2					
zz 	qu 	ch 	sh 	th 	
fizzy	queen	chick	sheep	thumb	feather 
ng 	ai 	ee 	igh 	oa 	oo 
ring	train	bee	light	boat	book
ar 	or 	ur 	ow 	oi 	ear 
car	fork	purse	owl	coin	ear
air 	ure 	er 	wh 	ph 	ay 
chair	manure	hammer	wheel	dolphin	crayon
a-e 	a 	e-e 	ie 	ea 	
cake	acorn	scene	shield	peach	

 Rocket Phonics Sounds Mat 3					
i child 	l-e time 	le pie 	y spy  happy 	o-e rope 	
ow snow 	oe toe 	o piano 	ey key 	u unicorn  push 	u-e cube  flute 
ue statue  blue 	ew news  screw 	er herbs 	ir bird 	ou cloud  soup  shoulder 	oy toy 
au astronaut 	aw strawberry 	oul should 	a father 	al palm  ball 	ear ear  earth  bear 
or world 	eer deer 	ere here  there 	are square 	our four  colour 	ore snore 

Phase 5

 Rocket Phonics Sounds Mat 4					
oor door 	augh daughter 	ce celery 	ci city 	cy cycle 	
ge germ 	gi giraffe 	gy gymnast 	ea bread 	se cheese  house 	ce fence 
ch chef  school 	dge bridge 	ge package 	o mother 	le bottle 	ed mixed  drilled 
mb comb 	kn knot 	gn sign 	wr writing 	tch hatching 	s si ge treasure  television  collage 
ture picture 	y pyramid 	sc scissors 	st whistle 	(w)a (qu)a watch  squash 	ti ci ssi station  musician  percussion 

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nolej ov fonics.

How can I help at home?

Read to your child.

Ask lots of questions and share opinions.



How can I help at home?

If you have CVC words/
magnetic letters - making
words on cards and also
blending words you have made.

Home reading book -
4 home reads per week please!

How can I help at home?

Talk to your child. 'Feed' them
ambitious vocabulary:

"Lets **eat** our lunch now."

"Lets **munch** our lunch now."

"Lets **scoff** our lunch now."

"Lets **devour** our lunch now."

How can I help at home?

Practise letter formation and encourage writing *anything* (shopping lists, Christmas cards etc.)



Year 1 Phonics Screening Check

- June year 1, administered by class teacher
- 40 questions
- pass mark usually around 32
- real and alien words

stroft



steck



terg



hild



blurst



quemp



voo



gecb



ink saving Eco

www.phonicsplay.co.uk

Picnic on Pluto
Buried treasure
Dragons den

- The Phonics Screening Check is **meant to show how well your child can use the phonics skills they've learned up to the end of Year 1, and to identify students who need extra phonics help.**
- If a child does not achieve the required passing grade during the phonics screening test, **they will be given extra support over the course of the next school year to improve their abilities at reading and decoding words.** At the end of year 2, they will then be able to retake the screening test.

Thank you for your time.