

# 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.

Accorning to a rscheearch at Cmabrigde Uinervtisy, it deosn't mttaer in waht oredr the Itteers in a wrod are, the olny iprmoetnt tihng is taht the frist and Isat Itteer be at the rghit pclae. The rset can be a toatl mses and you can sitll raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey Iteter by istlef, but the wrod as a wlohe.

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**

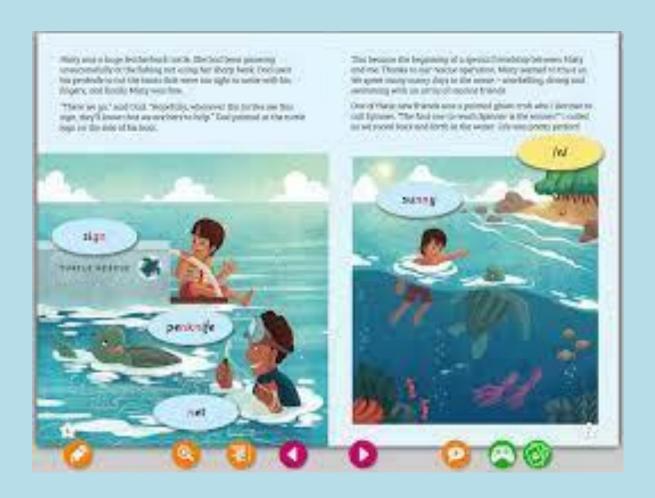
-a fully resourced, systematic synthetic phonics programme that provides everything we need to teach children to read and write

-a fully matched series of decodable reading

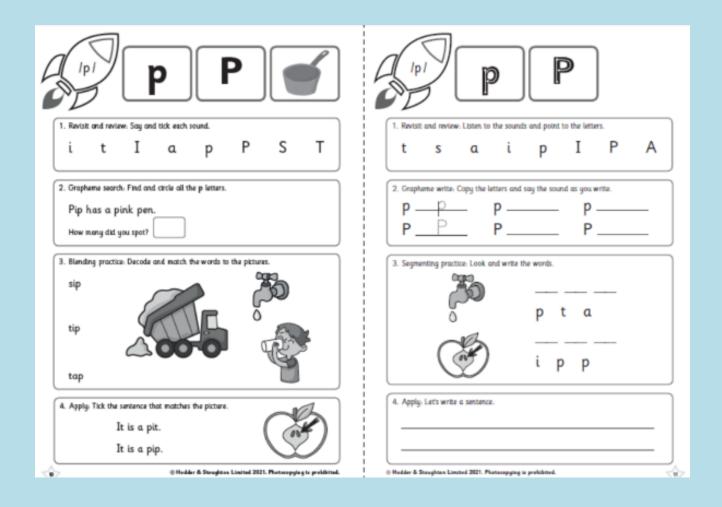
books.



-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



 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



# 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.

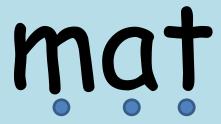
## Oral Blending

 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'

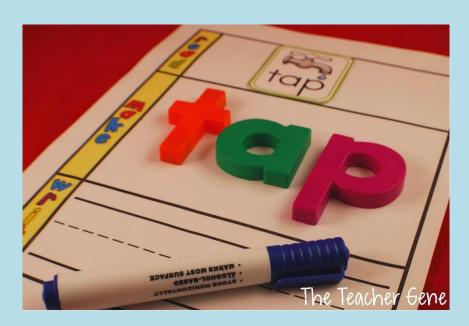
# Blending



- 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.

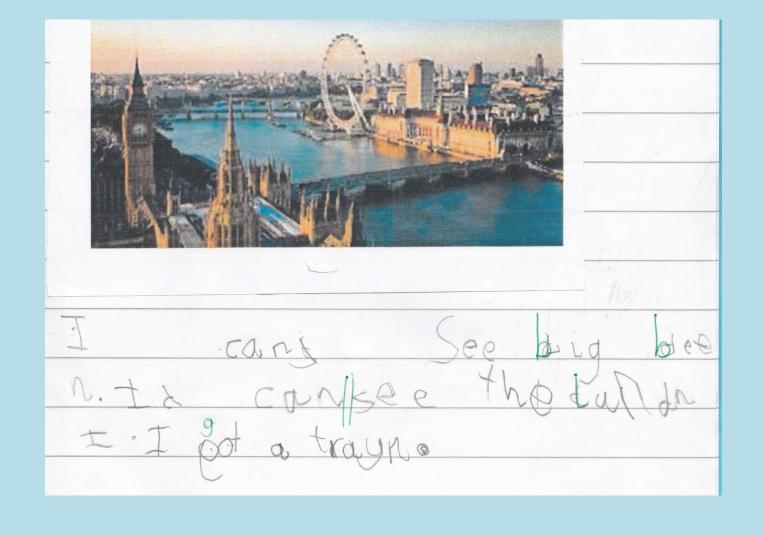
'special friends'

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

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

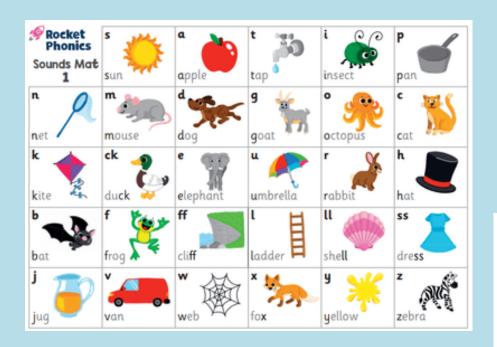


I can see Big Ben. I can see the London Eye. I got a train.

#### 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.







#### Phase 5



# Wee orl hav a strong nolej ov fonics.

Read to your child.

Ask lots of questions and share opinions.





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!

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

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"Lets eat our lunch now."
"Lets munch our lunch now."
"Lets scoff our lunch now."
"Lets devour our lunch now."
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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



#### 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.