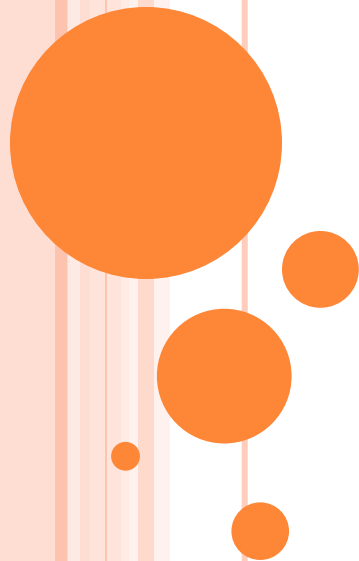


Phonics Workshop

November 2016

Cliffe (V.C) Primary School



PHONICS IS.....

Knowledge of the alphabetic code

Skills of segmentation and blending



At Cliffe, we follow the Read, Write, Inc programme. This is a phonics resource published by the Ruth Miskin and is taught in sets and coloured storybooks.



TERMINOLOGY

Phoneme

Graphemes

Segmenting and blending

Digraph, Trigraph, Split digraph, Special Friends.

'Fred in your Head', 'Fred Talk', 'Fred Fingers'

'Green Words', 'Red Words', 'Alien Words'



ENUNCIATION

- Phoneme - smallest unit of sound in a word.
- Grapheme - a letter or sequence of letters that represents a phoneme.



SEGMENTING

- Breaking down words for spelling.

cat

c a t



SEGMENTING

Queen

qu ee n



BLENDING

Building words from phonemes to read.

c a t

cat



BLENDING

Q u e e n

queen



SOUND BUTTONS

rain

bright

witch

laughter



READ WRITE INC TERMINOLOGY

- Digraph, Trigraph, Split digraph. These are sounds made up of more than one letter, e.g 'ch' (a digraph), 'igh' (a trigraph), a-e (a split digraph). One sound, represented by more than one letter.
- In RWI, when reading words we ask the children to spot 'special friends' first. Special friends are any digraph sounds. We say that the sounds sit with each other in the word.
- 'Fred Talk'-sounding out words and then blending them.
- 'Fred in your Head'-this is sounding out words in your head.
- 'Fred Fingers'-using your fingers to 'pinch' the sounds in the words, and to aid children with segmenting and spelling.
- 'Green Words'-common words with common graphemes. Taught by sound blending.
- 'Red Words'-tricky common words. You can't Fred a Red! 'the'
- 'Alien Words'-nonsense words. Used to assess children's knowledge of sounds. Ensures that these are words the children have not heard before.



PHASE 1(PRE-SCHOOL, RECEPTION)

- There are 7 aspects with 3 strands.
- A1 - Environmental
- A2 - Instrumental sounds
- A3 - Body Percussion
- A4 - Rhythm and rhyme
- A5 - Alliteration
- A6 - Voice sounds
- A7 - Oral blending and segmenting.



RWI-SET ONE

In this phase the children will be taught...

- 31 sounds
- To understand which phoneme is represented by which grapheme and that phonemes can be represented by more than one letter for example /ll/ as in b-e-ll
- To read and spell VC words, e.g. 'it' and CVC words, e.g. 'rug'
- To read and spell tricky words e.g. the, to, go, no



SET ONE

- m, a, s, d, t
- i, n, p, g
- o, c, k, u
- b, f, e, l, h
- sh, r, j, v, y
- w, th, z, ch,
- qu, x, ng, nk



ACTIVITY: HOW MANY WORDS CAN YOU MAKE?

- With word cards:

s a t p i n m d

make as many CVC & VC words
as you can!



SET TWO

- All the sounds in Set Two are digraph and trigraph sounds.
- ay, ee, igh, ow, oo,
- oo, ar, or, air, ir,
- ou, oy



SET THREE

- All the sounds in Set Three are digraph, trigraph and split digraph sounds.
- ea, oi, a-e, ea, oi, a-e, ea, oi, a-e, i-e, o-e, u-e
- aw, are, ur, er, ow,
- ai, ow, ew, ire, ear, ure



NEXT STEPS...

After learning these sounds the children will be taught...

- To teach more graphemes (most of which are two letters) so your child can represent each of the 42 phonemes by a grapheme.
- Continue practising CVC blending with a wider set of words.
- Learn all the letter names and begin to form them correctly.
- Read and spell tricky words e.g. was, she, my, they, all
- Read and write words in phrases and sentences.



YEAR ONE UPWARDS

- We then work to consolidate all the children have learnt in the previous sessions and teach more alternative spellings.



- Continue practising previously learned graphemes and phonemes.
- Learn how to read and write CVCC words e.g. tent, damp, toast, chimp.
- Learn how to read and write CCVC words e.g. swim, plum, sport, cream, spoon.
- Learn how to read and spell more tricky words e.g. said, have, like, were, little, when, one, what, out.



- Broaden their knowledge of grapheme and phonemes for use in reading and spelling.
- Be taught new graphemes and alternative pronunciations for these graphemes.

To read/spell tricky words e.g. Some, there, what, like.

- Become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent.
- Learn to choose, when spelling the appropriate grapheme to represent the phoneme.



ALTERNATIVE SPELLINGS FOR EACH PHONEME

- The 'ai' sound. How many alternative spellings can you make for this word? LOTS!
- Rain
- Bake
- Play
- Prey
- Great
- Eight
- Baby



MOVING FORWARD

- The focus is on learning spelling rules for suffixes.

-s

-es

-ing

-ed

-er

-est

-y

-en

-ful

-ly

-ment

-ness



YEAR 2 AND BEYOND...

- During this phase, children become fluent readers and increasingly accurate spellers.

At this stage many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and for pleasure.

Spell a further 300 high-frequency words e.g. Water, other, use etc.



WHAT DOES A PHONICS LESSON LOOK LIKE?

Teach/review	Teach new sound and flashcards to practice phonemes learnt so far. Practise writing some sounds and blending sounds in words
Practice	Green/Red Words, Speedy Words
Apply	Ditty/Book. Coloured levels the children work through. Paired work. Take it in turns to be the teacher. Discuss the book, produce writing related to the book.

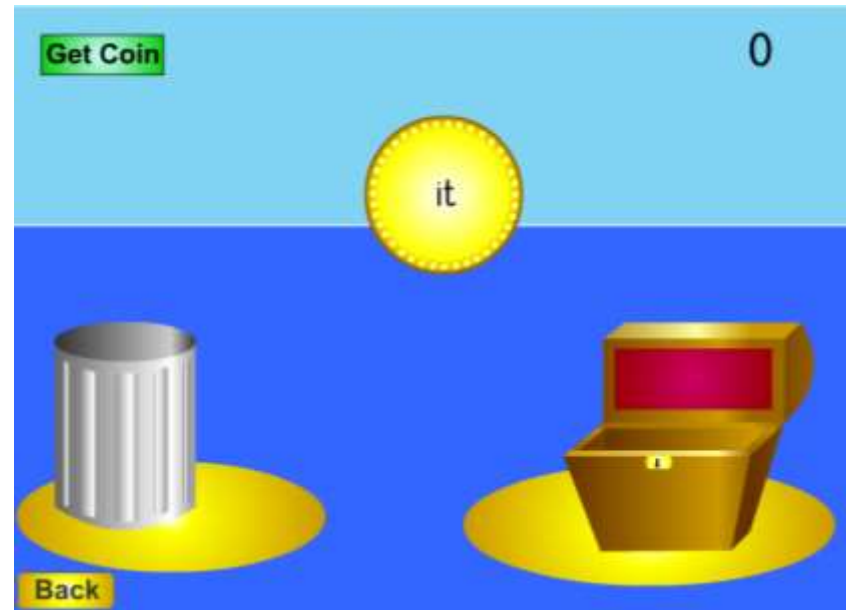
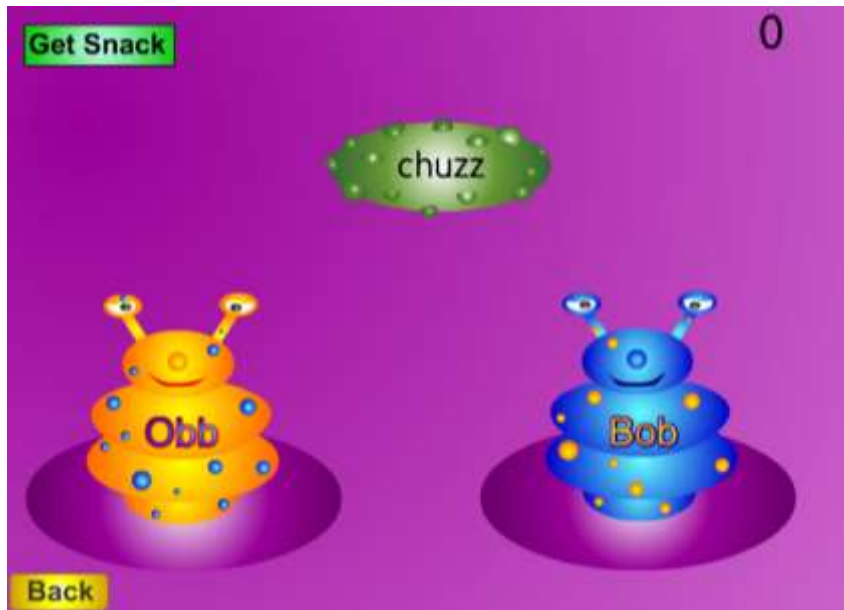
RESOURCES

- Resources used in the lesson:
- Fred
- Ditty/Books
- Sound Charts
- Mnemonic writing cards
- Hand signals



RESOURCES

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



THE PHONICS CHECK

In June all Year One children will be expected to undertake a phonics check.

The aim is to check that a child is making progress in phonics.

If a child has not reached the expected standard we will ensure that additional support is given to help your child progress in year 2.



YEAR 1 PHONICS TEST/SCREENING

grit

start

best

hooks

blan



steck



hild



quemp



Any questions?

