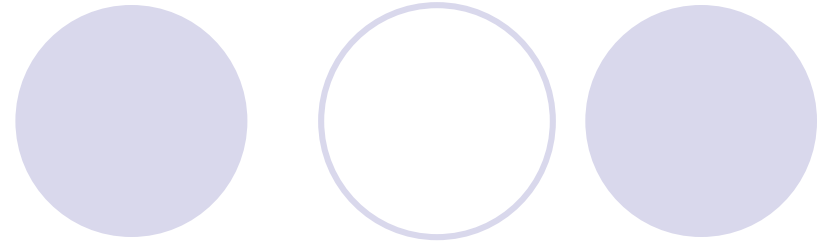


The text is surrounded by six light purple circles. Three are solid and three are hollow. The top row has a hollow circle on the left, a solid circle in the middle, and a solid circle on the right. The bottom row has a solid circle on the left, a solid circle in the middle, and a hollow circle on the right.

**Year 1 Parent's**

**Phonics Workshop**

# Today's aims:



- To develop more of an understanding of phonics
- To know how to help your child at home with phonics
- To understand about the Year 1 phonics screening check

# What is phonics?

A decorative header consisting of six circles in a row. From left to right: a solid light purple circle, an outlined light purple circle, a solid light purple circle, an outlined light purple circle, and a solid light purple circle.

- The teaching of the sounds of letters and the sounds of certain letter combinations which are then blended together.

# What are children taught in phonics sessions?

- New phonemes/graphemes
- Blending and segmenting of the phonemes/graphemes
- How to read tricky words (e.g. people, Mr)
- To use the correct articulation

**Children practice the new phonemes/graphemes daily, in their homework and spellings. They are expected to apply the skills in all their reading and writing.**

# Why learn phonics?



- \*It is the step up to fluent word recognition
- \*It helps reading become automatic and effortless so that all words are decodable
- \*By repeated sounding and blending of words, words become instantly recognisable

# The Phonics Phases:



- Phase 1 – pre reception
- Phase 2 – reception (up to 6 weeks)
- Phase 3 – reception (up to 12 weeks)
- Phase 4 – reception (4 to 6 weeks)
- Phase 5 – Year 1
- Phase 6 – Year 2
  
- Time phases are not fixed as some children will learn at a faster/slower pace

# Phase 2 Sound Mat



s



a



t



p



i



n



m



d



g



o



c



k



ck



e



u



r



h



b



f



ff



l



ll



ss

# Phase 3 Sound Mat







## Phase 4

- fast word recognition by blending for reading and segmenting for spelling

- met
- chip
- grab
- train
- stand
- scrunch
- driftwood

# Phase 5 Sound Mat



ay



ou



ie



ea



oy



ir



ue



ue



aw



wh



ph



ew



ew



oe



au



ey



a-e



e-e



i-e



o-e



u-e



u-e

# Teaching alternative pronunciations for graphemes

Known graphemes for reading: common alternative pronunciations

<b>i</b> fin, find	<b>ow</b> cow, blow	<b>y</b> yes, by, very
<b>o</b> hot, cold	<b>ie</b> tie, field	<b>ch</b> chin, school, chef
<b>c</b> cat, cent	<b>ea</b> eat, bread	<b>ou</b> out, shoulder, could, you
<b>g</b> got, giant	<b>er</b> farmer, her	
<b>u</b> but, put ( <i>south</i> )	<b>a</b> hat, what	

# Teaching alternative spellings for phonemes

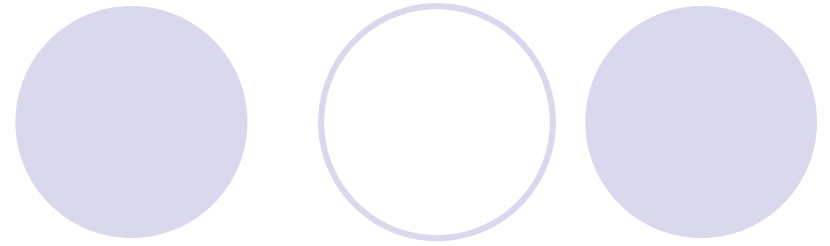
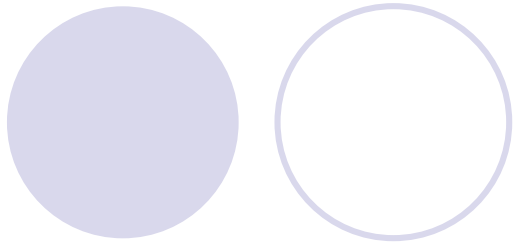
## Alternative spellings for each phoneme

(See 'Bank of words and other materials/activities for use in Phase Five' on page 154.)

<i>/c/</i>	<i>/ch/</i>	<i>/f/</i>	<i>/j/</i>	<i>/m/</i>	<i>/n/</i>	<i>/ng/</i>	<i>/r/</i>	<i>/s/</i>	<i>/sh/</i>	<i>/v/</i>	<i>/w/</i>
k	tch	ph	g	mb	kn	n(k)	wr	c	ch	ve	wh
ck			dge		gn			sc	t(ion)		
qu									ss(ion, ure)		
x									s(ion, ure)		
ch									c(ion, ious, ial)		

<i>/e/</i>	<i>/i/</i>	<i>/o/</i>	<i>/u/ (south)</i>	<i>/ai/</i>	<i>/ee/</i>	<i>/igh/</i>	<i>/oa/</i>	<i>/oo/</i>	<i>/ool/</i>
ea	y	(w)a	o	ay	ea	y	ow	ew	u
	ey			a-e	e-e	ie	oe	ue	oul
				eigh	ie	i-e	o-e	ui	o (north)
				ey	y		o	ou	
				ei	ey				
					eo				

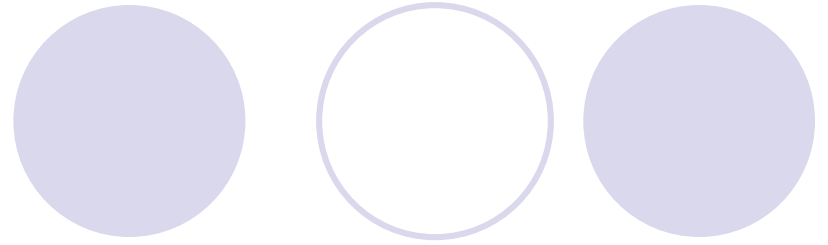
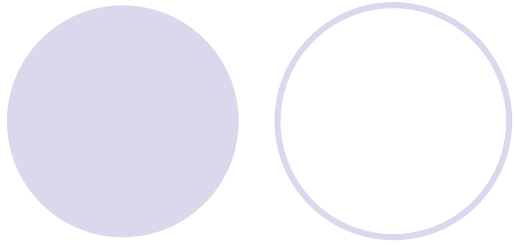
<i>/ar/</i>	<i>/or/</i>	<i>/ur/</i>	<i>/ow/</i>	<i>/oi/</i>	<i>/ear/</i>	<i>/air/</i>	<i>/ure/</i>	<i>/er/</i>
a (south)	aw	ir	ou	oy	ere	are	our	our
	au	er			eer	ear		e
	al	ear						u
	our							etc



Tricky words

- from phase 2 onwards

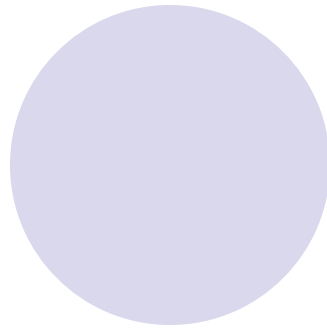
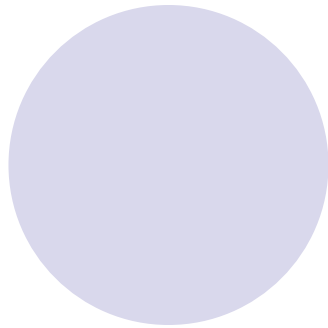
These need to be taught with letter names and in a joined hand

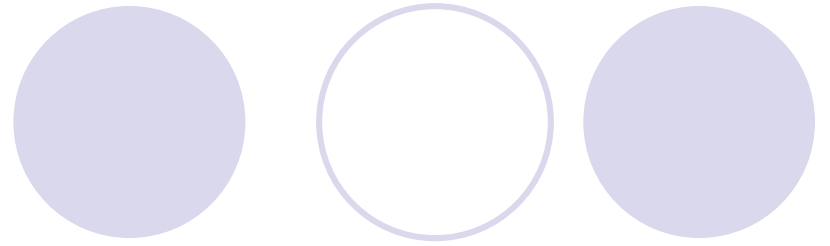
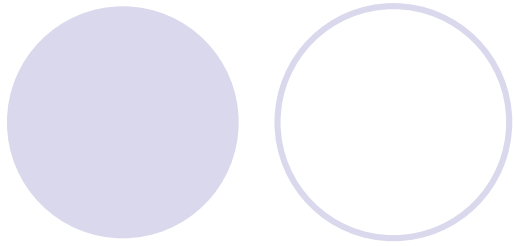


# Phase 6

- Apply knowledge from previous phases
- Prefixes and suffixes
- Complex words
- Reading for meaning

**Let's have a go!**





# Count the sound buttons

mountain

● ● ● ● ● ●

twinkl

spray

● ● ● ● ●

twinkl

thirteen

● ● ● ● ● ●

twinkl

argue

● ● ●

twinkl

white

● ● ●

twinkl

proud

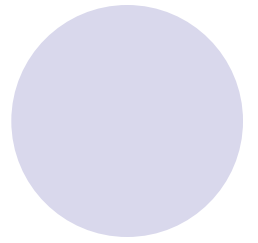
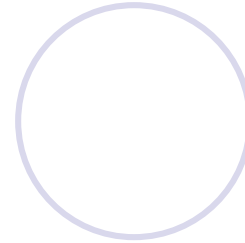
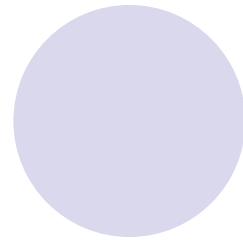
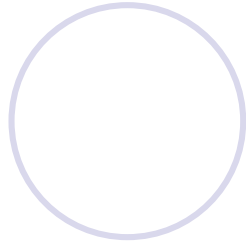
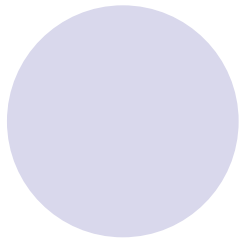
● ● ● ● ●

twinkl



The word "treat" is centered in a bold, black, sans-serif font. It is surrounded by six light purple circles of varying positions: one to the left, one above the 't', one above the 'r', one above the 'e', one above the 'a', and one to the right. A white circle with a light purple outline is positioned below the 't' and 'r', and another white circle with a light purple outline is positioned below the 'e' and 'a'.

**treat**

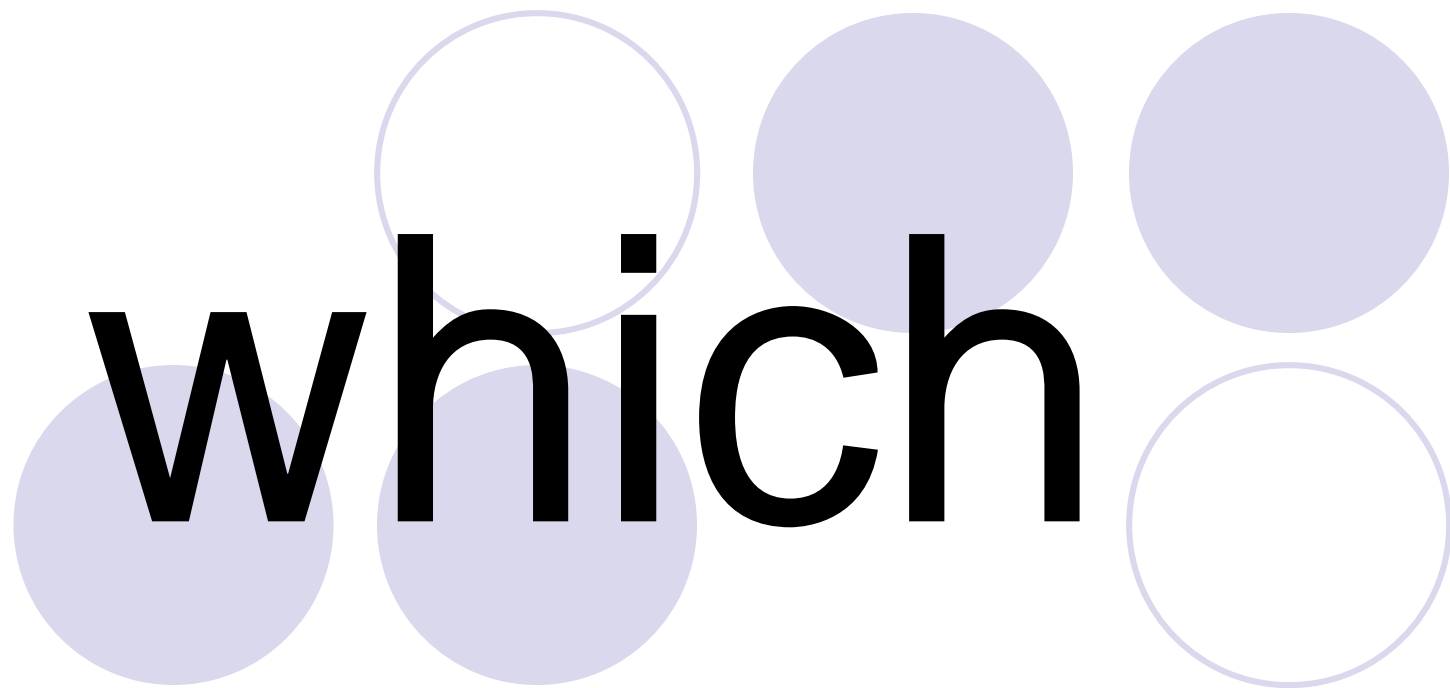


treat

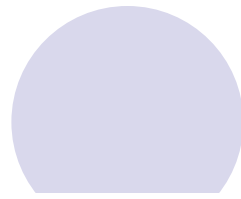
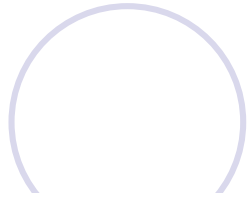
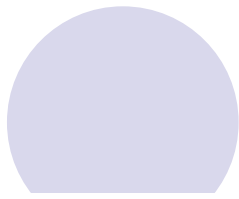


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The word "which" is centered in a bold, black, sans-serif font. It is surrounded by six light purple circles of varying positions: one behind the 'w', one behind the 'h', one behind the 'i', one behind the 'c', one above the 'h', and one below the 'c'.

**which**

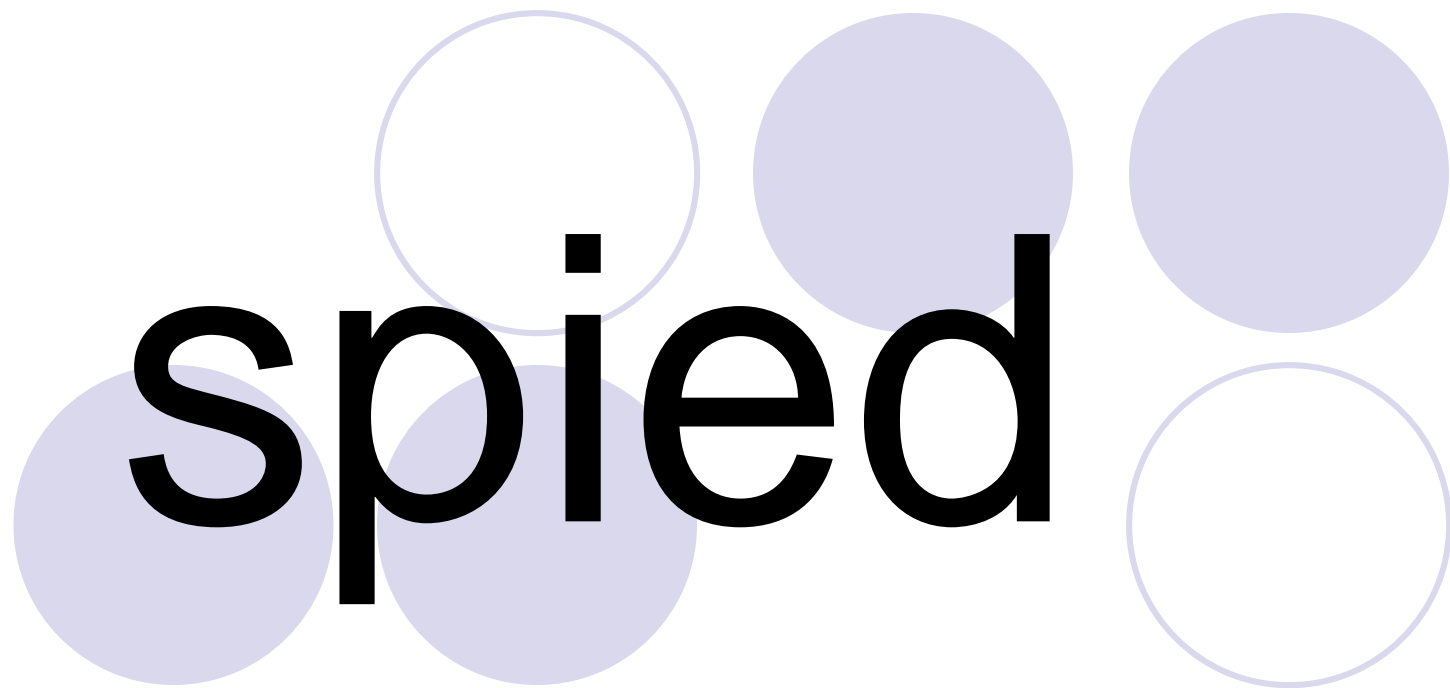


which

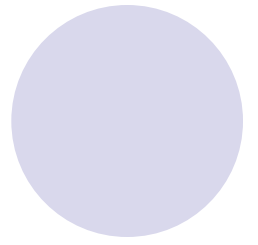
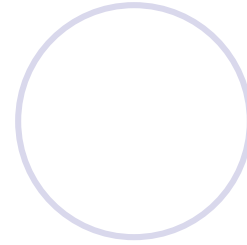
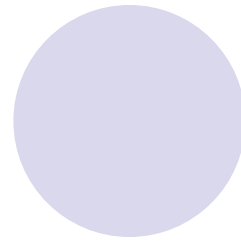
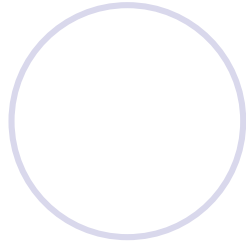
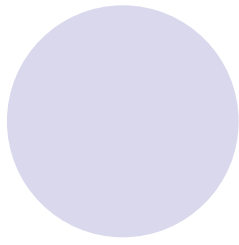


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The word "spied" is centered in a bold, black, sans-serif font. It is surrounded by six light purple circles of varying positions: one behind the 'i', one behind the 'e', one to the right of the 'd', one to the left of the 's', one below the 'p', and one below the 'd'.

**spied**



spied



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# What is the phonics screening test?

- A short test that is administered 1 to 1 with the class teacher to test the child's phonic decoding skills.
- It is a compulsory requirement for all Year 1 children. If the test is not passed successfully, the child will retake it the next year.
- The test will take between 4 and 9 minutes.
- It consists of 40 words and non-words. The non-words are shown as alien names and children must use their phonics knowledge to read the word.
- The phonics covers the skills learned in Year 1 and Reception.
- For the children it will seem like they are doing a 'job' with the teacher rather than sitting a test.
- [https://www.youtube.com/watch?v=IPJ\\_ZEBh1Bk](https://www.youtube.com/watch?v=IPJ_ZEBh1Bk)

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



vap



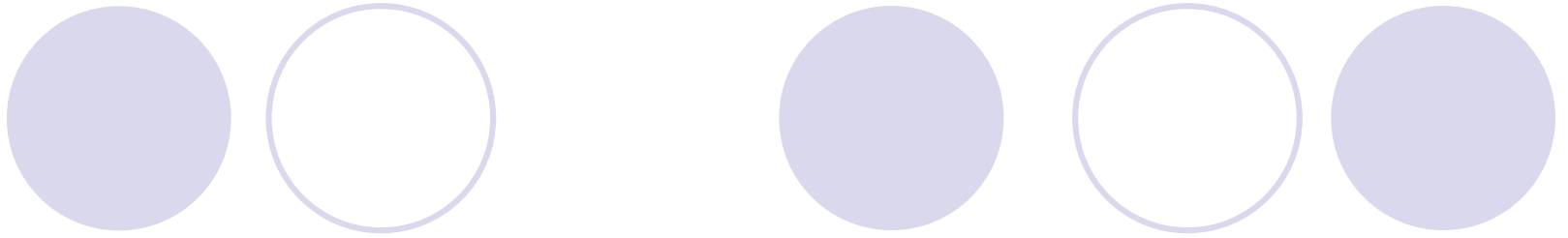
osk



ect







## How to help your child to apply their phonics when reading at home:

- Break the word into separate phonemes. Don't use the letter names.
- Children must 'hook' the phonemes together when blending rather than saying them 'chopped up'
- Use a phoneme mat to help children to find unfamiliar phonemes before attempting to read a word
- If they are unable to blend the word, blend it for them and see if they can hear the word
- Make sure they are using the correct articulation when pronouncing the words



## How to help your child to apply their phonics when writing at home:

- Count the number of phonemes in the word on your fingers
- Write each phoneme in the order they can hear it
- Use the phoneme mat to check how to write unknown phonemes

**Any questions?**

