



ST MARY'S BRYANSTON SQUARE C E PRIMARY SCHOOL


EXCELLENCE WITH COMPASSION

Phonics Workshop

Tuesday 21st September 2021



Aims of the meeting:

- What is Phonics?
 - Key Terminology
 - Changes to how we teach phonics
 - Teaching phonics
 - Assessment
 - How you can help at home
 - Useful links
- 

What is Phonics?

Phonics is a method of teaching children to read by linking sounds and the symbols that represent them.

Phonics teaches children to **decode words by sounds** rather than recognising whole words.

There are 44 different sounds in the English language.



Graphemes Chart

Phase

2

Letters
and Sounds
Letter sets 1-5

s sap as	a at a	t tap sat	p pat tap	i pit it sit	n nap pin pan	m map man mat	d dad and din	g tag gap pig	o top pot dog	c cot can cap	k Kim kit kid	ck sock sack pick	e neck get pet
u mud tuck mug	r rat rocket rug	h hut had hug	b bun bus bat	f fig fun fog	ff cuff huff puff	l leg lap lot	ll doll tell sell	ss fuss hiss mess					

Phase

3

Letters
and Sounds
Letter sets 6-7
and graphemes

j jam jet-lag jog	v vet Ravi velvet	w wig cobweb wax	x six taxi box	y yell yum-yum yes	z zip zigzag Zak	zz buzz jazz fizz	qu quack quick quiz	ch chip chicken chop	sh ship shell fish	th thin thick moth	th then that this	ng ring king sing	ai rain wait sail
ee weep feet deep	igh light night tonight	oa boat road loaf	oo (long) boot food moon	oo (short) book took wool	ar car card farmyard	or fork born cornet	ur turnip curl burn	ow cow bow town	oi coin boil toil	ear dear beard year	air hair chair pair	ure sure pure secure	er hammer letter summer

Phase

5

New
graphemes
for reading

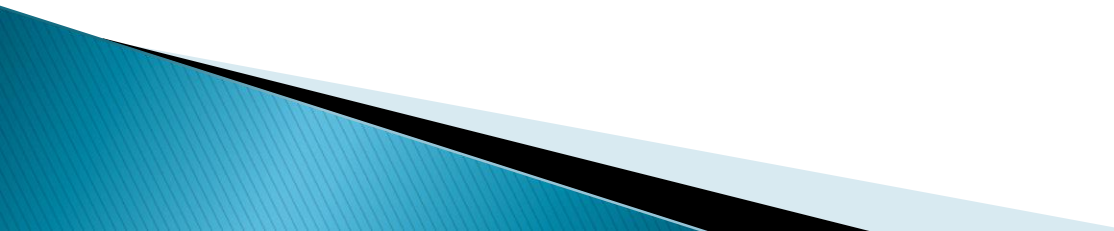
ay crayon stray delay	ou cloud about proud	ie tie lie pie	ea bead read meat	oy toy enjoy annoy	ir bird third shirt	ue (long oo) blue glue tissue	ue (yoo) statue rescue argue	aw paw shawl lawn	wh what where wheel	ph dolphin phonics elephant	ew (long oo) crew chew flew	ew (yoo) stew pew few	oe toe woe foe
au author haunt launch	ey monkey chimney honey	s treasure vision visual	a-e cake came amaze	e-e scene Pete theme	i-e lime pine time	o-e stone bone home	u-e (long oo) flute June prune	u-e (yoo) huge cube tube					

Our aim here at St Mary's is...

- ▶ All children become fluent readers and become confident at reading unfamiliar texts, using the skill of decoding.
- ▶ Children develop the skill of answering questions based on what they have read.
- ▶ Children have a desire and love for reading, this includes a wide range of books.



GES Simply Letters and Sounds Systematic Synthetic Phonics programme

- At St Mary's, we follow the GES Simply Letters and Sounds Systematic Synthetic Phonics programme to teach Reception and KS1 early reading.
 - The contents of the programme has been carefully selected from the original Letters and Sounds 2007 and the National Curriculum 2014 documents and follows the same progression.
- 

Key Terminology

Phoneme – smallest unit of sound (s/p/x).

Grapheme – symbols which represents a phoneme.

Digraph - two vowels which make one sound
(oa / oo / ee / ai).

Trigraph - a group of three letters that makes a single sound
(**'igh'** as in '**sigh**').

Split digraph - a vowel sound has been split
(slope, gripe, rage, huge).

Segmenting - saying each sound within a word ('r-e-d')

Blending - running the sounds in the word together to read the whole word.



When & how is Phonics taught?

Introduction	Share learning objectives and success criteria.
Revisit and review	Revise previous days learning. Practice blending skills to read words and segmenting skills to spell words.
Teach	Deliver new learning. Teach blending for reading and/or segmenting for spelling.
Practise	Pupils use blending skills to read words with the newly taught graphemes. Pupils use segmenting skills to spell words with the newly taught graphemes.
Apply	Provide pupils with opportunities to apply their knowledge and skills through reading captions and/ or sentences. Dictate captions and /or sentences for pupils to apply their knowledge of phonics and segmenting skills.
Assessment	Assess against criteria for the session. A follow-up may need to be planned.

Phonics is taught daily for 20 minutes.

How to segment and blend

out

lie

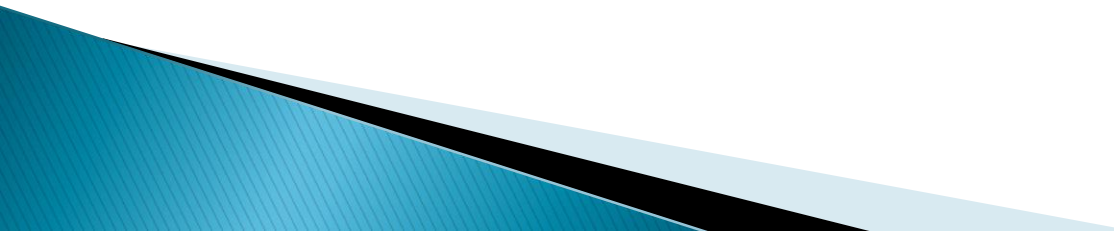
seat

What changes have been made?

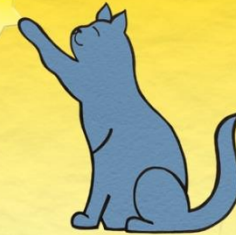
Expectations for phonics have been raised and as a result there is stronger emphasis on children reading **fully** decodable books.

To ensure that all children are taught the necessary skills in reading we have revised and refined the way we teach phonics at St Mary's.

As phonics is the driver for reading we have invested in reading books that are the '***mechanical tool***' to teach the explicit sounds your child needs to know at each phase stage.



Ransom Reading Stars



Weekly routine

Day	Reading in school and at home
Monday	Adult reads book to child
Tuesday	Adult and child reads book together
Wednesday	Children reads book to adult
Thursday	Comprehension questions

'I, We, You' teaching model



How is Phonics assessed?

Once a phase has been taught, the teacher will assess each child on that stage. This will identify what areas need to be revisited in class and at home.

At the end of Year 1, there is a Phonics screening check which is a compulsory assessment that all children in Year 1 in England take. It is used to assess a student's phonic decoding skills.

To pass a student must correctly read around 32/40 words correctly. The 40 words in the check are split into sections progressing from simple word structures to trickier words often with more than 6 letters.

The test contains a mixture of real and pseudo (alien) words.



in

at

beg

sum

ot



vap



osk



ect



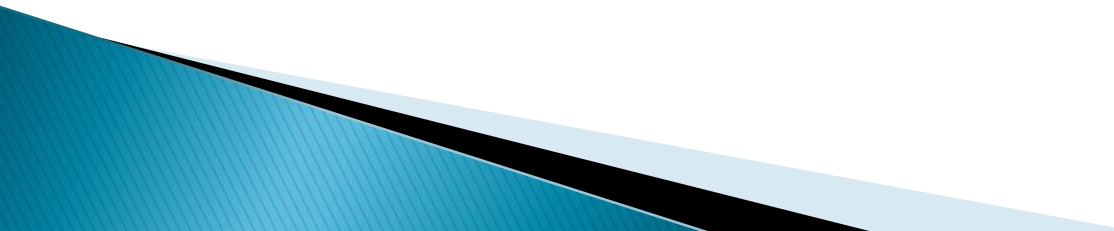
Section 1			
Word	Correct	Incorrect	Comment
reb			
wup			
jub			
eps			
vuss			
quop			
zook			
chack			
skap			
blorn			
meft			
veems			
chop			
sing			
dart			
shock			
flat			
skill			
gift			
coins			

Section 2			
Word	Correct	Incorrect	Comment
var			
slirt			
weaf			
pobe			
flisp			
braint			
scrid			
splote			
twice			
gloom			
turn			
mode			
blast			
groans			
spray			
strike			
delay			
modern			
saucers			
charming			

Read for Pleasure



How can parents help?

- Check with the class teacher if there are any particular areas that you should focus on at home to ensure that you are working together.
 - Practice high frequency 'tricky words' – **said/does/my** etc.
This are sent home on card for Reception class.
 - Read. Read. Read.
 - Celebrate success - keeping a word diary.
 - Link it to handwriting.
- 

Useful Links

St Mary's Bryanston Square Website – English Page

<https://www.stmarys.bryanston.net/english/>

Learning about Phonics

<https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>

DFE Youtube Channel

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/videos

BBC

<https://www.bbc.co.uk/bitesize/topics/zcqqtftr>

<https://www.bbc.co.uk/programmes/p00rfvk1>

Mr Thorne

<https://www.youtube.com/user/breakthruchris>

List of high frequency words

<https://www.theschoolrun.com/what-are-high-frequency-words>



Thank you for attending.

Any questions?

