



Phonics and spelling parent workshop 2014

Agenda

- ▶ Handwriting.
- ▶ What is phonics?
- ▶ Terminology.
- ▶ How we teach/group phonics.
- ▶ Phases and examples of games.
- ▶ Year 1 screening check.
- ▶ Any questions



Handwriting

- ▶ We join the graphemes together and also the tricky words.
- ▶ Modelling letter formation (have a go!)
- ▶ Examples of writing.



What is phonics?

Phonics is a

- ▶ method of teaching children to connect the letters of the alphabet to the sounds that they make and blend them for reading.
- ▶ method of teaching children to identify the individual sounds (phonemes) within words and segment them for spelling.

It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words (decodable and tricky) is the ultimate goal.

Terminology

Phoneme

The smallest unit of sound.

Grapheme

Written form (how it looks on the page) .

Grapheme-Phoneme

Being able to match a phoneme to a grapheme and vice versa.

Correspondence

Digraph

A grapheme containing two letters that makes just one sound (phoneme).

Trigraph

A grapheme containing three letters that makes just one sound (phoneme).

Blending

This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

Segmenting

This is where children can hear a whole word and then split it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

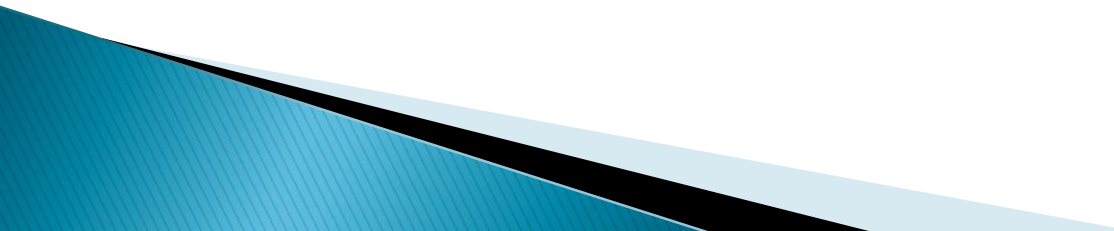
How we teach/group phonics.

- Phonics is set into phases from 1–6. Children are grouped according to their phase and move on to the next phase when they are secure.
- By the **end of reception** children should be secure at **phase 3** (however over the past few years, children have moved on to phase 4).
- By the **end of Year 1** children should be secure at **phase 5**.
- In year 2 we consolidate phase 5 and begin phase 6.
- *Phonics lesson.*

Phase 2

- ▶ How we segment and blend– Sound buttons
<http://www.ictgames.com/soundButtons/index.html>
- ▶ Tricky words– I, the, no, go, to, into. We teach the children to learn these words on sight.
- ▶ We teach the spelling of these tricky words through using letter names.
- ▶ http://www.ictgames.com/phonemeFlop_v4.html

Phase 3

- ▶ Stepping stones game.
 - ▶ There are new tricky words for Phase 3 that need to be read from sight also (we, me, be, he, she, you, was, they, all, are, her, my).
 - ▶ Share the phonics books for Phase 3.
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Phase 4

<http://www.ictgames.com/poopDeckPirates/index.html>

- ▶ Emphasis on adjacent consonants– fast, slip, trees.
- ▶ CVCC CCVC

Phase 5

During Phase 5 we look at all the different ways that phonemes (sounds) are represented (graphemes).

Espresso video clips.

http://cachepilot/espresso/primary_uk/subject/module/video/item102067/grade1/module63427/index.html

Login– student18825

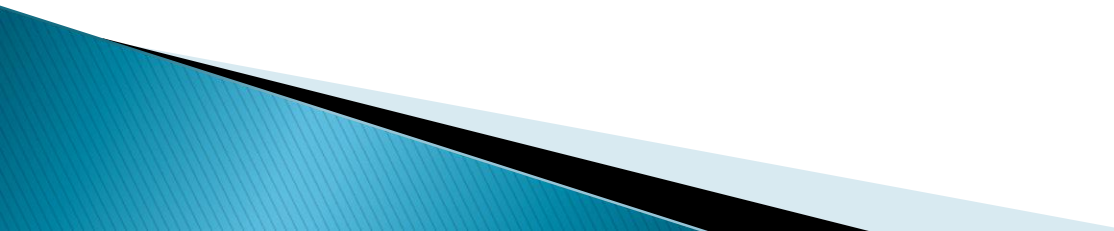
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With the introduction of the new curriculum, during phase 5 elements of phase 6 will be introduced and taught. The expectations of spelling and grammar have been raised. (Year 1).

Year 1 Phonics screening check.

- ▶ Mock test.

Phase 6.

- ▶ The emphasis is on application of taught graphemes from phases 2–5 during independent writing and reading.
 - ▶ Introducing and teaching past tense.
 - ▶ Investigating and learning to add suffixes.
 - ▶ Teaching spelling long words.
 - ▶ Finding and learning the difficult bits in words.
 - ▶ Play the suffix game with root words.
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Useful websites.

- ▶ Useful websites to support your child's learning:
- ▶ http://www.kenttrustweb.org.uk/kentict/kentict_home.cfm
- ▶ <http://www.phonicsplay.co.uk/>
- ▶ <http://www.bbc.co.uk/bitesize/ks1/>
- ▶ <http://www.ictgames.com/resources.html>
- ▶ Resources to print and do:
- ▶ <http://www.sparklebox.co.uk/>
- ▶ <http://www.twinkl.co.uk/>
- ▶ <http://www.rainbowresources.co.uk/>

