



Phonics Workshop

Excellence with Compassion

Reading



- Reading is the driver to our curriculum
- We want all children become fluent readers and become confident at reading unfamiliar texts, using the skill of decoding.
- We want children to have a desire and love for reading, this includes a wide range of books.
- We want children to have access to any door they wish to open in life

Phonics



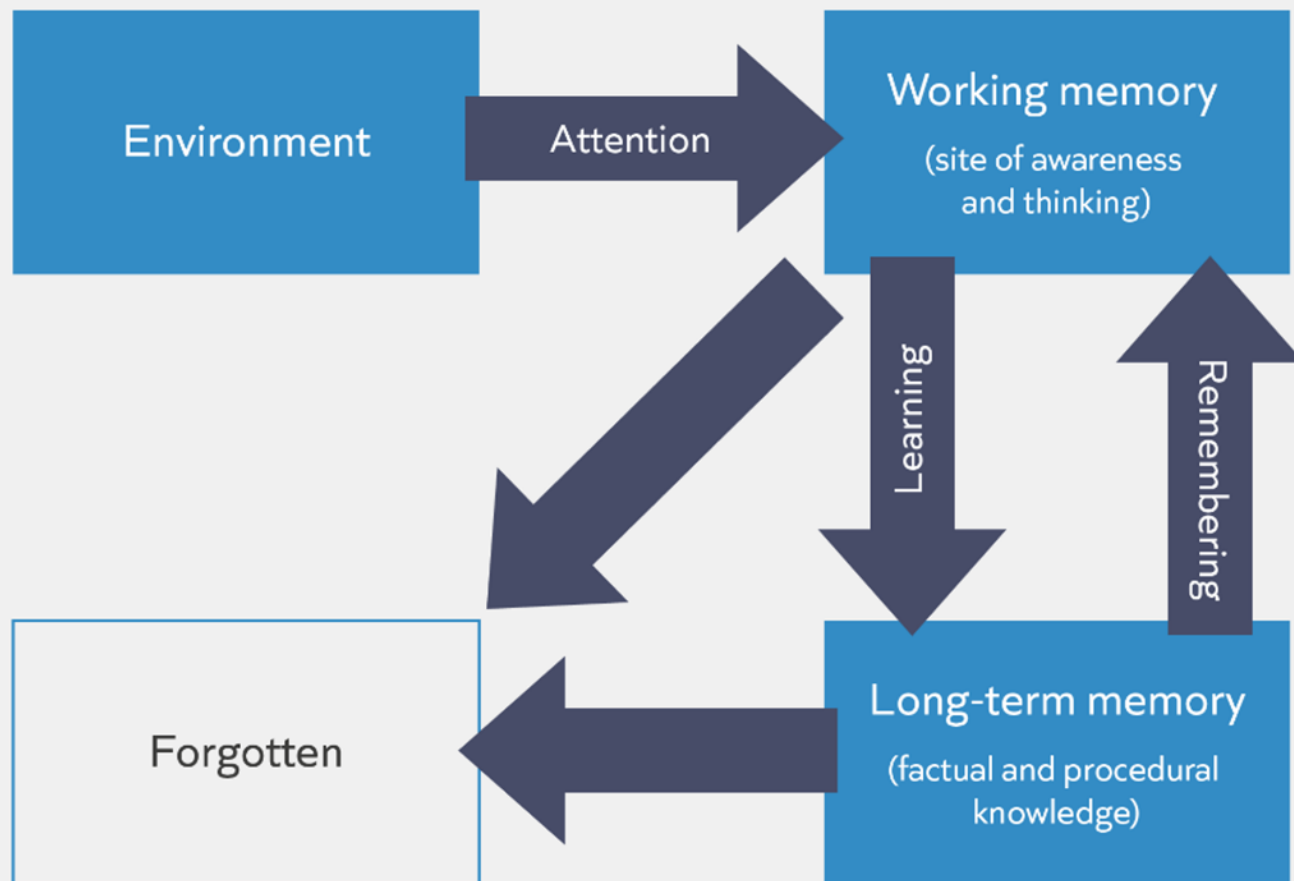
- Phonics is a method of teaching children to read by linking sounds and the symbols that represent them.
- Phonics teaches children to decode words by sounds rather than recognising whole words.
- There are 44 different sounds in the English language.

GES Simply Letters and Sounds



- 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.

Excellence with Compassion



DWT CPO HAC AOG TOI GPT



DOG CAT PIG COW TOP HAT

Excellence with Compassion

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).
- **Tri-graph** - 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).
- **Segment** - saying each sound within a word ('r-e-d')
- **Blend** - running the sounds in the word together to read the whole word.

Graphemes chart:

Graphemes Chart															
Phase 2 Letters and Sounds Letter sets 1-5	s	a	t	p	i	n	m	d	g	o	c	k	ck	e	
	sap as	at a	tap sat	pat tap	pit it sit	nap pin pan	map man mat	dad and din	tag gap pig	top pot dog	cot can cap	Kim kit kid	sack sack pick	neck get pet	
	u	r	h	b	f	ff	l	ll	ss						
	mud tuck mug	rat rocket rug	hut had hug	bun bus bat	fif fun fog	fff cuff huff puff	leg lap lot	doll tell sell	fuss hiss mess						
Phase 3 Letters and Sounds Letter sets 6-7 and graphemes	j	v	w	x	y	z	zz	qu	ch	sh	th	th	ng	ai	
	jam jet-lag jog	vet Ravi velvet	wig cobweb wax	six taxi box	yell yum-yum yes	zip zigzag Zak	buzz jazz fuzz	quack quick quiz	chip chicken chop	ship shell fish	thin thick moth	then that this	ring king sing	rain wait sail	
	ee	igh	oa	oo	oo	ar	or	ur	ow	oi	ear	air	ure	er	
	weep feet deep	light night tonight	boat road loaf	(long) boot food moon	(short) book took wool	car card farmyard	fork born cornet	turnip curl burn	cow bow town	coin boil toil	dear beard year	hair chair pair	sure pure secure	hammer letter summer	
Phase 5 New graphemes for reading	ay	ou	ie	ea	oy	ir	ue	ue	aw	wh	ph	ew	ew	oe	
	crayon stray delay	cloud about proud	tie lie pie	bead read meat	toy enjoy annoy	bird third shirt	(long ue) blue glue tissue	(long ue) statue rescue argue	paw shawl lawn	what where wheel	dolphin phonics elephant	(long ew) crew chew flew	(long ew) stew pew few	toe woe foe	
	au	ey	s	a-e	e-e	i-e	o-e	u-e	u-e						
	author haunt launch	monkey chimney honey	treasure vision visual	cake came amaze	scene Pete theme	lime pine time	stone bone home	(long ue) flute June prune	(long ue) huge cube tube						



Phoneme



Grapheme



Excellence with Compassion

Segment and Blend



out

lie

seat

Excellence with Compassion

How and When?

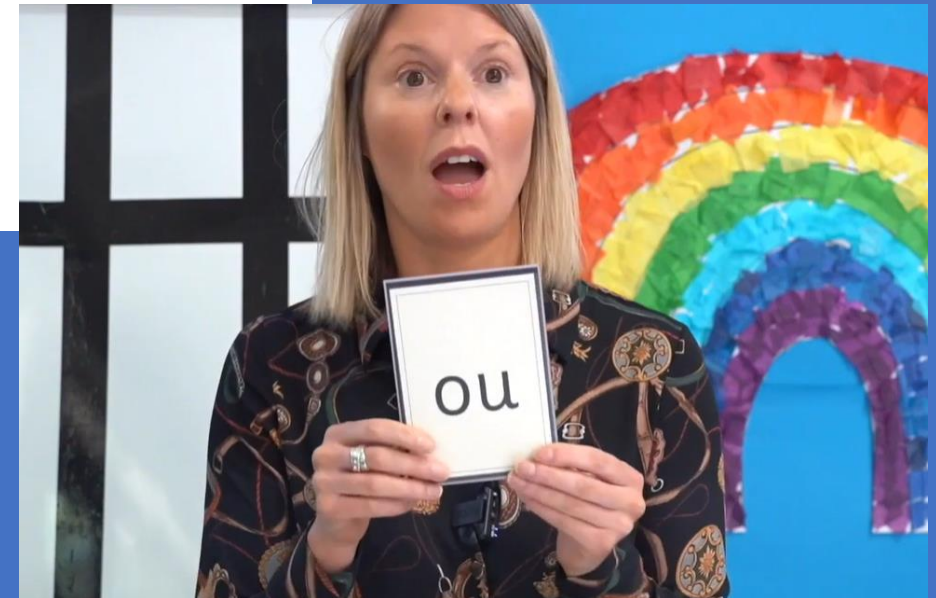
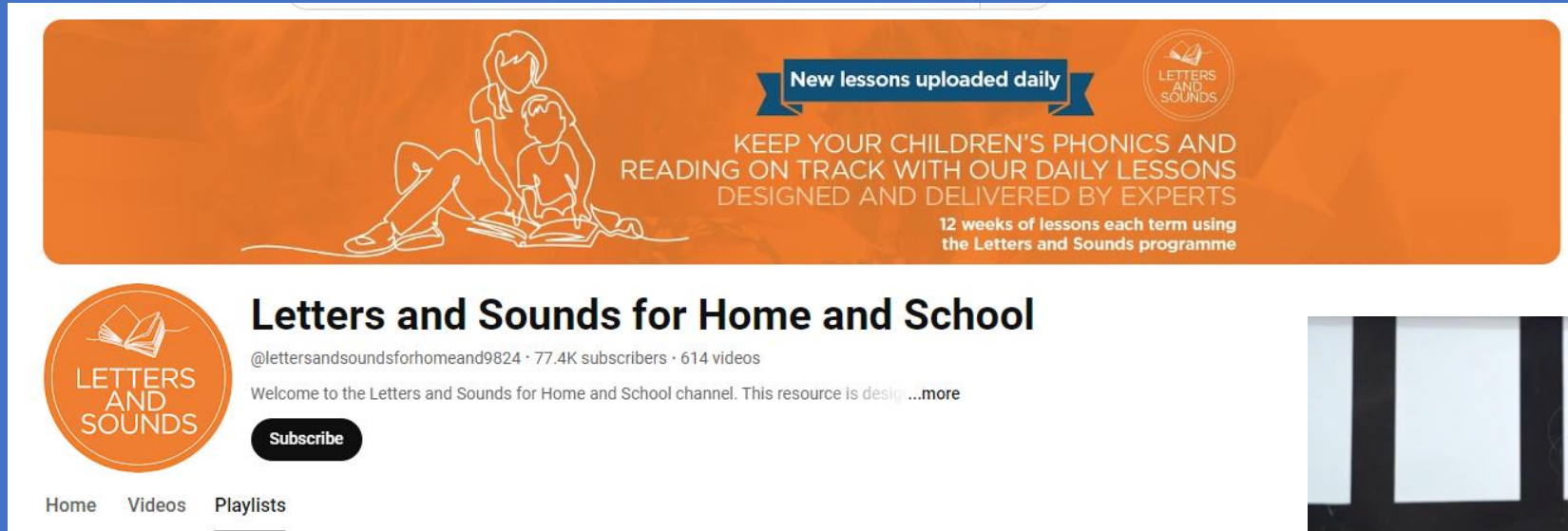
Phonics is taught daily for 20 minutes.



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.

Excellence with Compassion

How and When?



<https://www.youtube.com/@lettersandsoundsforhomeand9824/playlists>

Excellence with Compassion

Reading at Home

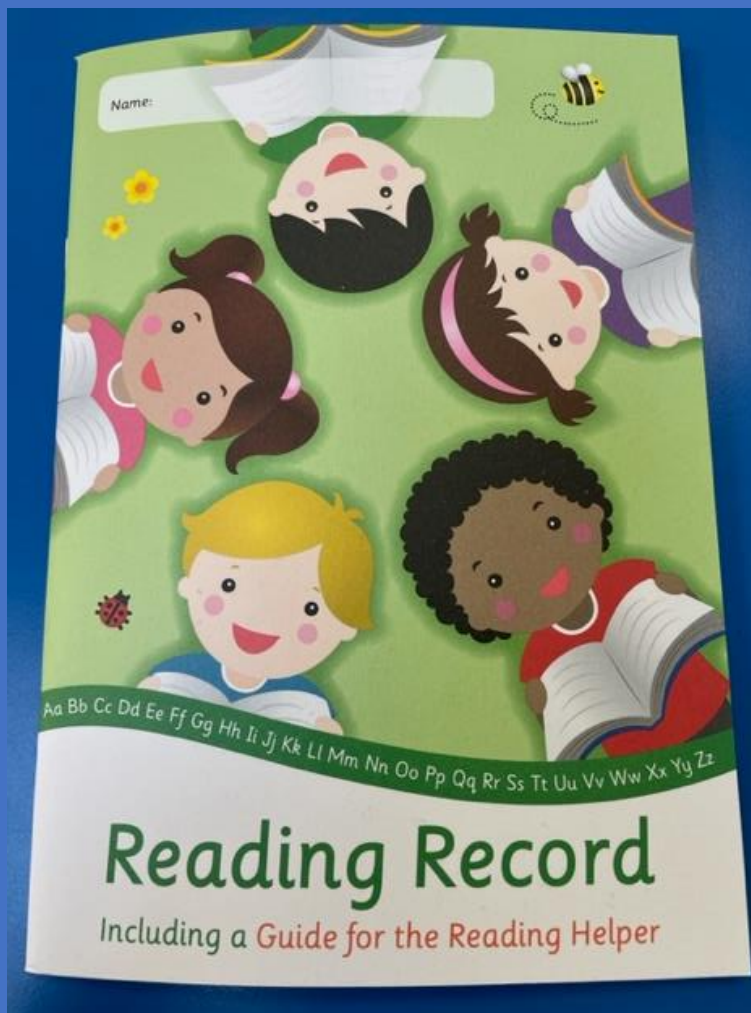


Day	Reading
Monday	Adult reads book to child
Tuesday	Adult and child read book together
Wednesday	Child reads book independently to adult
Thursday	Child reads book to adult & adult asks questions about the book

I, we, you' Teaching Model

Excellence with Compassion

Reading Record



Date, book and page number	Comments Colour in or tick the stars to show how much you enjoyed your reading
18.9.23 Foxes	Used segmenting and blending to read the words - struggled with 'wild' ☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
Tricky words, or words to practise	



Excellence with Compassion

National Expectations/Assessments



- 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.

Excellence with Compassion

in

at

beg

sum

ot



vap



osk



ect





Questions?

Thank you for coming

Excellence with Compassion