



Phonics Workshop

Please make sure you have signed in

hello

- ▶ Firstly WELCOME! Thank you for coming out to see us.
- ▶ This is an interactive workshop - if you've got a question, stick your hand up or shout at me. If I'm going too fast, tell me to slow down!
- ▶ I'm here for you so make this workshop yours. I will try my best to answer any questions and hopefully you'll go home feeling a bit more clued up than you did when you came in!

What is phonics?

“Making connections between the sounds of our spoken words and the letters that are used to write them down.”

- ▶ Phonics is the main strategy supporting word recognition.
- ▶ Teaches children to connect letters of the alphabet to the sounds they make - blending them together from left to right to make a word.
- ▶ Supports children in identifying those individual sounds (phonemes) within words and helps them to segment them for spelling.

Little Wandle Letters and Sounds Revised



Our school has chosen *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.



Teaching order

We usually teach four new sounds a week, we read words and spell in these sessions, and have a review lesson on a Friday.










Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
 n		Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
		Smile, tongue to the top of your mouth, say n without	Down and round the yo-yo, then follow the string sound

Gradually your child learns the entire alphabetic code

Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVC longer words and compound words 	said so have like some come love do were here little says there when what one out today

Year 1

Autumn 1	Review tricky words Phases 2-4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /eel/ e-e these /oo/ /yoo/ ew chew new /eel/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /el/ ea head /wl/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

What are phonemes and graphemes?

- ▶ A **phoneme** (speech sound) is the smallest unit of sound.
- ▶ **Graphemes** are the shapes used to represent the sounds.
- ▶ Every **phoneme** (sound) has a **grapheme** (letter/letters). This is known as *GPC* - grapheme phoneme correspondence.

Examples of GPCs - s a t m sh ng oo igh air

digraphs are sets of two letters that make one sound,
trigraphs are sets of three letters that make one sound.

Say what you see!



- ▶ Pronunciation is **IMPORTANT!**
We need to say the sound in its purest form.
- ▶ The consonants are the hardest. For example:

- ▶ ssssss **NOT** s-ugh
- ▶ mmmm **NOT** m-ugh
- ▶ nnnnnnnnn **NOT** n-ugh
- ▶ lllllllllllllllll **NOT** l-ugh
- ▶ ttt **NOT** t-ugh

This "ugh" vowel sound
is known as a schwa

- ▶ <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>




























Digraph detectives!!

Consonant digraphs, including double letters (you usually only get double letters in a *polysyllabic* word*).















Vowel digraphs and trigraphs, short and long vowel sounds.

* *Polysyllabic* means a word with more than one syllable, such as 'slipper' or 'dinner'

Grapheme mat

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
--	--	--	--	--

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air


























Warm up task:
There's a digraph detective game on your tables!
Have a go!

Grow the code: Reception















Phase 2 sounds in Autumn term moving on to vowel digraphs and trigraphs by Spring. Summer term focuses on reading longer words containing these sounds.

Grapheme mat

Phases 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
---	---	---	---	---

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

Segmenting (sounding out a word)

- ▶ Segmenting a word is when we "sound it out" breaking the word down into its individual phonemes (sounds).
- ▶ You don't need to look at a word to do this, if I simply said 'cat' you could tell me it was 'c-a-t'. **This is oral segmenting.**
- ▶ Segmenting words with digraphs is exactly the same. So, if I said 'boot' you would sound it out as 'b-oo-t'
- ▶ Children will be learning this skill well **before they know any phonemes** (in phase 1), even the youngest children can do this orally. (This is brilliant for Ispy)
- ▶ We often use our phoneme fingers to segment! Have a go!
- ▶ Sound out these words on your fingers:
c-a-t p-u-t ch-o-p f-i-sh k-i-ck-s

Sound buttons and sound bars

- ▶ As well as using phoneme fingers, we also ask children to put sound buttons or bars under their phonemes. This helps them distinguish the individual sounds and aids **blending**.
- ▶ Children are allowed to use this technique in the Phonics screening check if they need to.

hat
• • •

shop
— • •

sheep
— — •

"Sound talk and blend"

QUIZ TIME

FLIFANZH.COM

1. hat
2. paint
3. shop
4. fish
5. ring
6. muffins
7. classroom
8. chair

On your tables there is a list of words. Add sound buttons and bars to segment the words, or just do it orally, using your phoneme fingers and your phoneme mat (if you need it).

You have 1 minute. Ready, steady, go!







1. hat
2. paint
3. shop
4. fish
5. ring
6. muffins
7. classroom
8. chair

This is a trigraph, can you guess why?

Yes, it has 3 letters for 1 sound, well done!

Grow the code: Year 1 +

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j jg dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 ea	 iy	 oa	 u o-e ou

Grow the code grapheme mat Phase 2, 3 and 5

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent

Grow the code: Year 1 + Continued...



- In Year 1 when children are learning alternative spellings, they will learn about split digraphs.
- **Split digraphs!** What's a split digraph!?
- Well, the good news is they're not as scary as they sound, as you have already met these as digraphs.
- Split digraphs are in words such as:
twine, robe, bike ... can you see them?

(Flick back to the grow the code map)

Split Digraphs

t w i n e b i k e

r o b e

Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	oo	ar
ay	ed	ie	o	ue	ue	u*	a*
a	e	i	oe	u-e	u	ou	a*
a-e	e-e	i-e	ou	ew	u-e	ou	a*
eigh	ie	y	be	ou	ew	ou	a*
aigh	y	ey	ow	ui	ew	ou	a*
ey	ey						
ea							
or	ur	ow	oi	ear	air	zh	
ow	er	ou	oy	ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
al							
a							
oar							
ore							

By knowing the alternative spellings for the 'igh' sound, children can work out the best spelling. They know that **bighk** isn't right - even though it's phonetically plausible, we now need to think about the correct spelling. If it's not 'igh', then what else could it be? These are spelling rules that they will master in year 2.

QUIZ TIME

Let's play: Show me, show me!

I am going to say a word, I would like you to write it in the phoneme frame and show me.

Remember one phoneme per box

--	--	--

There are two phoneme frames to choose from so make sure you pick the right one!

Growing the code: Using what you know!

- ▶ As children progress through Little Wandle Letters and Sounds they will become in tune with how words sound and how they look.
- ▶ Children will have been given the tools to decode words, read stories independently, segment words for spelling and know which is the correct spelling, all before they are 8 years old!
- ▶ I know right, children are amazing!
- ▶ But they can't do everything on their own, all of the time. If misconceptions are not picked up on, then they will never know they are mistaken. When a child is reading their book alone and they make a mistake, they may not realise. This is why it is so important to listen to children read and support their reading as often as we can.
- ▶ In school we have 'Keep up' programs for children needing phonics and reading boosters. We can put extra interventions in place to further support children with SEND, who need a more direct and 'rapid' catch up program.
- ▶ In school we do as much as we can to develop our children into fluent and confident readers, but helping at home is also key.



Reading: Helping your child to read

- ▶ When children bring their reading books home to share, it should be exciting and never a chore. If children are not keen to read, just do one page, another page a bit later, then the next day revisit those pages (this builds fluency).
- ▶ Say each sound in the word from left to right.
- ▶ Blend the sounds by **pointing to each letter** (grapheme), i.e. /b/ in bat, or letter group (digraph/trigraph), i.e. /igh/ in sigh, as you say the sound, **then run your finger under the whole word as you say it.**
- ▶ Try to ensure that you say the sounds accurately.
- ▶ Talk about the meaning of the word if your child does not understand the word they have read.
- ▶ Ask questions at the end to check they've understood the book.
- ▶ Work at your child's pace.
- ▶ Always be positive and give lots of praise and encouragement.
- ▶ Reception class reading books will be sent home for half term- practice sounding out and blending the sounds together. They will not be independent readers just yet!
- ▶ Year 1 will already have their books but keep practicing as much as possible.

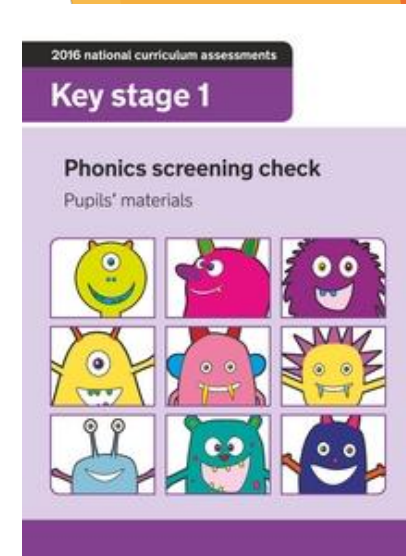


Can't wait to
Read
YOUR
BOOK!

Key Stage 1 Phonics Screening Check

What is it?

- ▶ The Phonics Screening Check is a national statutory assessment for children in Year 1. It will assess children's skills at **decoding words** using their phonic knowledge. It will be in June 2024.
- ▶ The Department for Education defines the checks as "short, light-touch assessments" that take about four to nine minutes to complete. (However the test is not timed and children can be asked to complete it in two halves on the same day)
- ▶ The check consists of **20 real words and 20 alien words** that your child will be asked to read one-to-one with a screening check trained adult.
- ▶ There will be separate meeting about the screening check for Year 1 pupils in the Spring term.



And Finally..... One last quiz!

OUT

- ▶ Give me an example of a pho
- ▶ What is a c
- ▶
- ▶
- ▶ v
- ▶ ol
- ▶ Wh
- ▶ How many sounds are in this word: chicken



use at St Paul's?



- ▶ Please add your name to the list if you would like a copy of the PowerPoint. It will also be available on the Phonics webpage.
- ▶ If you have any questions, please come and see us.
- ▶ Please take a feedback form, I would love your thoughts on our workshop today.