

Phonics Parent Workshop





What is Phonics?

- It is a programme set up to teach the link between letters and the speech sounds they represent.
- Synthetic phonics is taught to children in Reception and KS1 years of mainstream primary schools.
- It provides support for children in Reception and KS1 to become fluent readers.

Terminology



Phoneme

The smallest identifiable unit in speech sounds.

These are usually shown between two slash symbols e.g. /g/, /t/ and /a/.



Grapheme

The written symbol that represents a phoneme.

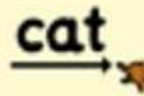
These can be a single letter (e.g. a, t) or group of letters (e.g. ay, igh, ough).



Grapheme-phoneme correspondence (GPC)

The link between the written grapheme and the spoken phoneme.

This is the bedrock of synthetic phonics.



Blending (Synthesis)

The process of merging the phonemes together to form a word.

Children are first taught to do this orally, then using their knowledge of GPCs to blend words for reading.



Segmenting (Sounding Out)

The process of splitting a word into its constituent phonemes.

To write a word, children need to first 'sound out' its phonemes. They can then use their GPC knowledge to write down the matching graphemes.



Phonics Programmes

- There are a number of different Phonic Programmes. Different schools follow different Phonic programmes.
- At Pheasey Park Farm we use Animaphonics.

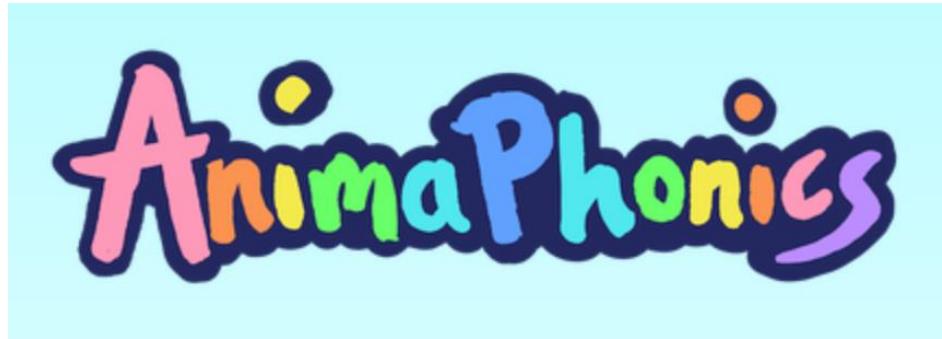
The logo for Animaphonics, featuring the word "Animaphonics" in a colorful, bubbly font. The letters are multi-colored: 'A' is pink, 'n' is orange, 'i' is yellow, 'm' is green, 'a' is blue, 'P' is light blue, 'h' is green, 'o' is orange, 'n' is pink, and 'i' is purple. The logo is set against a light blue rectangular background.

Animaphonics



Phonics

- Children have daily phonics lessons
- Phonics interventions are put in to place for those that need it
- Phonics is taught throughout Literacy / Writing sessions



- Phonemes are taught kinaesthetically with a corresponding picture, action and song.
- Digraphs (2 letters representing 1 sound e.g. ay) are introduced alongside single letters.
- Rainbow words - common exception words taught.

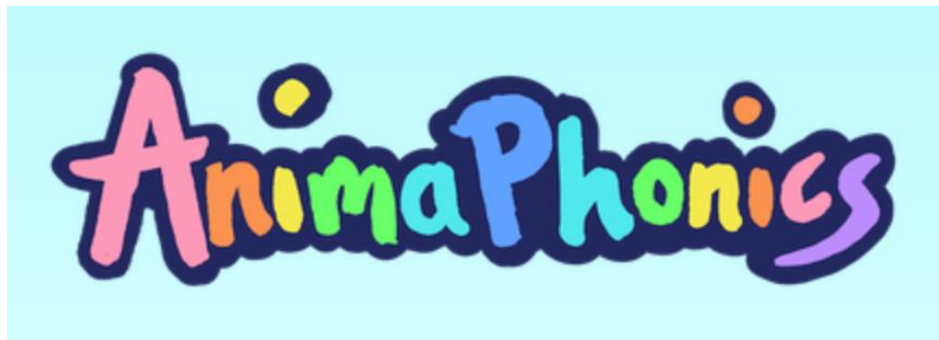
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AnimaPhonics

How to enunciate sounds



AnimaphonicsSoundboard



- Reception cover Units 1 & 2
- Unit 1 - Basic Code - 44 phonemes taught
- Unit 2 - Twin Letters and Common Clusters - children apply their knowledge of the basic code to reading and writing CVCC/CCVC words e.g. "tent" or "plan"

Let's practise saying our sound of the day and use the correct action.



Shake your hands
above your head
like an alarm clock.

Activity 1: Shaking
Hands Above the Head

Phonics - Phase 2

L.O To learn the digraph 'ar' phoneme and grapheme



ar

Armadillo's Alarm

Armadillo's armour plating
Makes it rather hard to wake him.
When it's morning, Armadillo's
Soundly sleeping on his pillow!

ar says his alarm clock.
Wake up! Wake up! Wake up!
But the sound of his alarm
Is really not enough!

ar says his alarm clock.
Its face is turning red.
It's time to get that Armadillo
Up and out of bed!

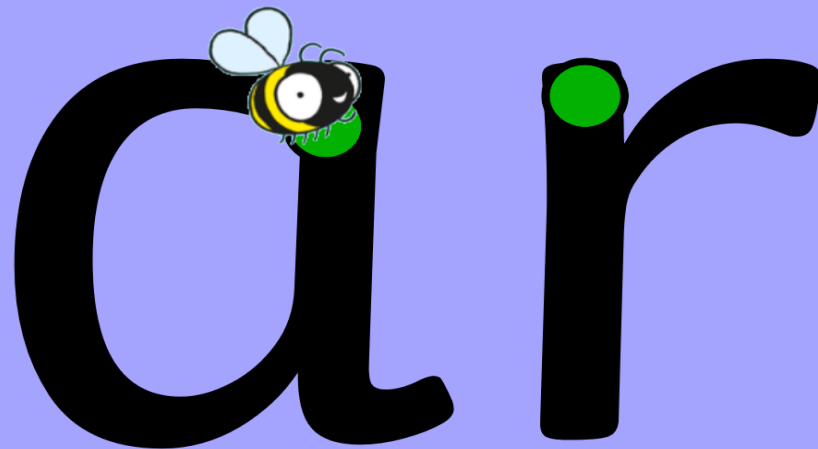
ar ar ar ar

Activate Windows

Phonics - Phase 2

L.O To learn the digraph 'ar' phoneme and grapheme

Let's practise writing the grapheme for our sound of the day using the correct formation.



Around the apple and down the leaf.

Down the robot's back and curl over his arm.

Phonics - Phase 2

L.O To learn the digraph 'ar' phoneme and grapheme

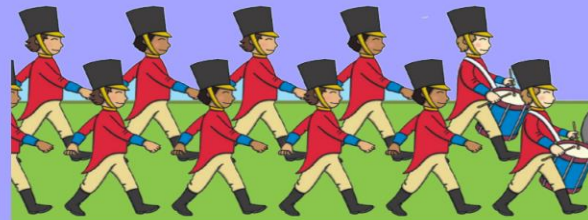
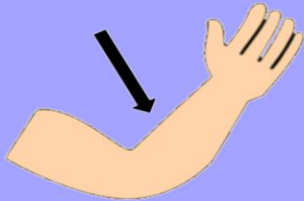
Can you hear the sound of the day in these words below?

Can you write these words?

Where is the sound - beginning, middle or end?



I write, you write!



Can you read these rainbow words?

to

I

no



he



be



you



Activate Windows
Go to Settings to activate Windows.

How is Phonics assessed?

Pseudo-word	Acceptable pronunciation	Phonemic representation
sut	This item uses the 's' from 'sip' and rhymes with 'cut'. All regional pronunciations of the 'u' are acceptable.	/sʌt/ or /sut/
yad	This item uses the 'y' from 'yes' and rhymes with 'mad'.	/jæd/
dop	This item uses the 'd' from 'day' and rhymes with 'mop'.	/dɒp/
uct	This item combines the 'u' from 'ugly' with the 'ct' from 'act'. All regional pronunciations of the 'u' are acceptable.	/ʌkt/ or /ukt/
meck	This item uses the 'm' from 'mash' and rhymes with 'neck'.	/mɛk/
shig	This item uses the 'sh' from 'shop' and rhymes with 'twig'.	/ʃɪg/
joil	This item uses the 'j' from 'join' and rhymes with 'boil'.	/dʒɔɪl/
chort	This item uses the 'ch' from 'chain' and rhymes with 'snort'. All regional pronunciations of the 'or' are acceptable.	/tʃɔ:t/ or /tʃɔrt/
blem	This item uses the 'bl' from 'blow' and rhymes with 'stem'.	/blɛm/
drell	This item uses the 'dr' from 'drums' and rhymes with 'shell'.	/drɛl/
fusp	This item uses the 'f' from 'farm' and rhymes with 'cusp'. All regional pronunciations of the 'u' are acceptable.	/fʌsp/ or /fusp/
quisk	This item uses the 'qu' from 'quilt' and rhymes with 'whisk'.	/kwɪsk/

2019

Phonics

Screening check: answer sheet

First name	
Last name	

Screening check responses: Please tick the appropriate box for each word. The use of the comment box is optional.

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
sut				vaw			
yad				meast			
dop				waib			
uct				zome			
meck				brend			
shig				throst			
joil				stret			
chort				spraw			
blem				few			
drell				fried			
fusp				beak			
quisk				cute			
shop				crust			
yell				trails			
peel				strip			
check				scraps			
plug				label			
sweep				vanish			
soft				blossom			
yards				thankful			


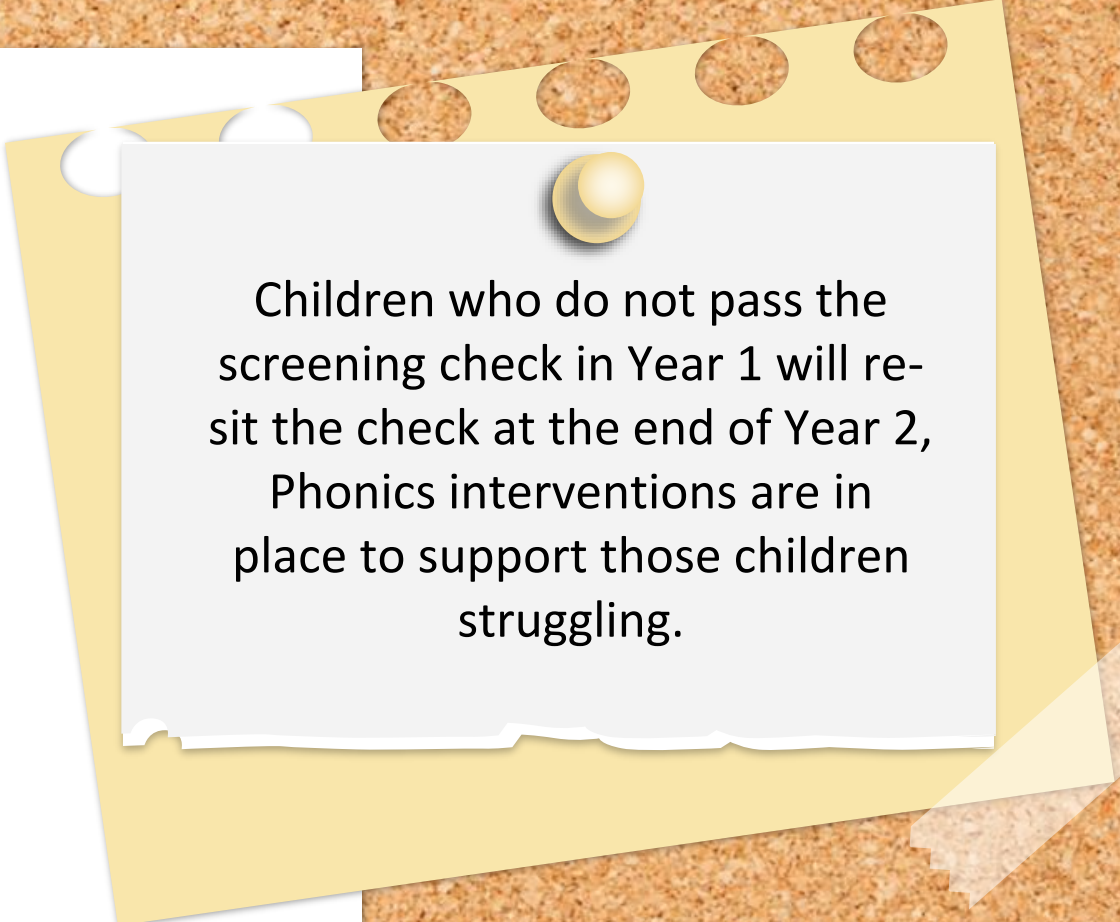
Total correct



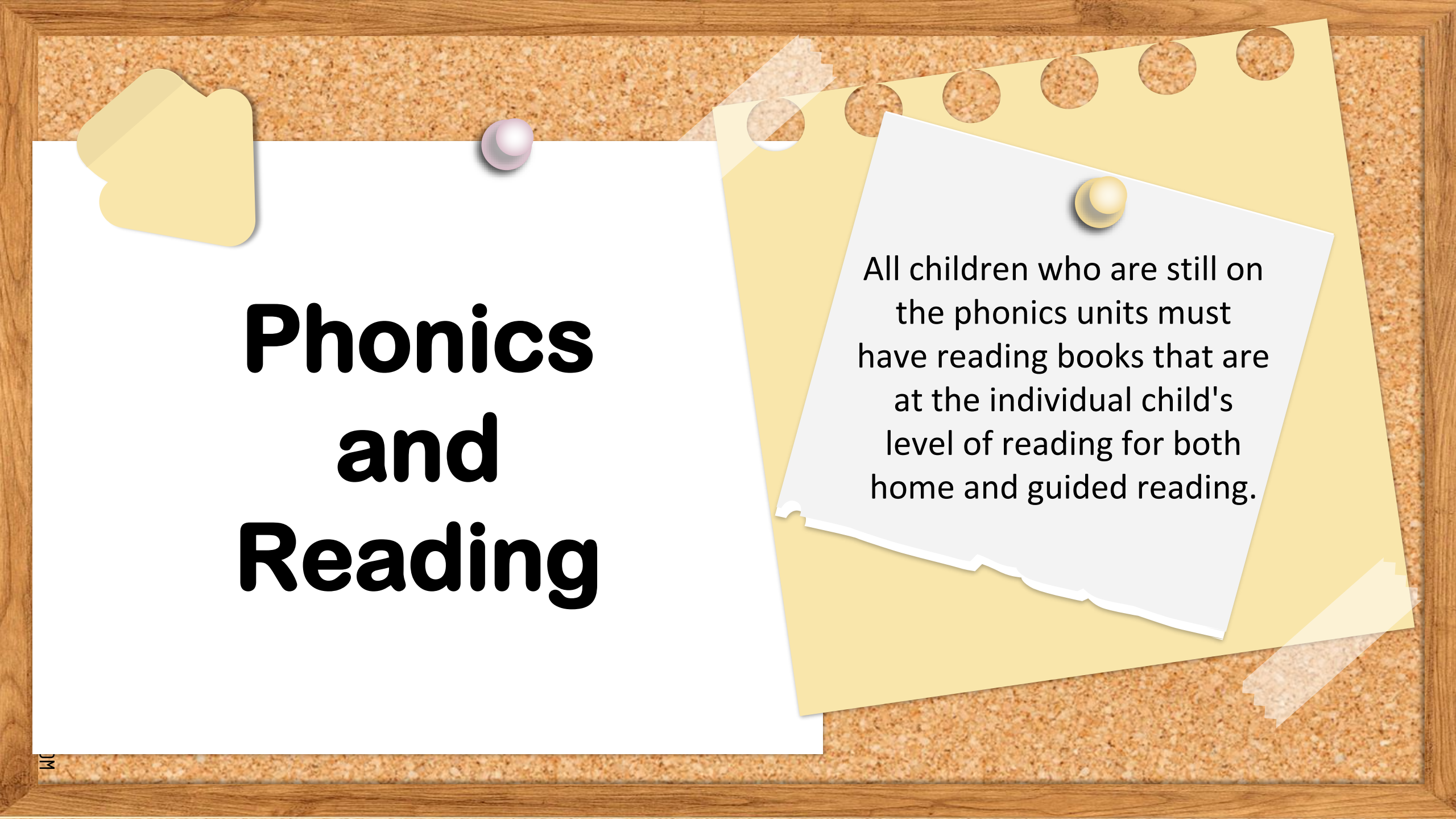
Phonics Screening Check



Year 1



Children who do not pass the screening check in Year 1 will re-sit the check at the end of Year 2, Phonics interventions are in place to support those children struggling.



Phonics and Reading

All children who are still on the phonics units must have reading books that are at the individual child's level of reading for both home and guided reading.



Guidance

School inspection handbook



Updated 1 September 2021

- School's phonics programme matches/exceeds the expectations of the national curriculum and the early learning goals.
- Clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2
- Sequence of reading books shows cumulative progression in phonics knowledge matched closely to school's phonics programme.
- Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.
- Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.

What can you do to help?

- Hear your child read every day, even if it is a picture book
- Pronounce the sounds correctly - where possible
- Support with any homework that gets sent home
- Use the sound cards that have been sent home and say these with your child
- Learn to read and write rainbow words

Reading Books

Children will be assessed against our Phonics Assessment, this will indicate what book level they will be starting on. Reading books will only contain the phonemes children are secure in.

