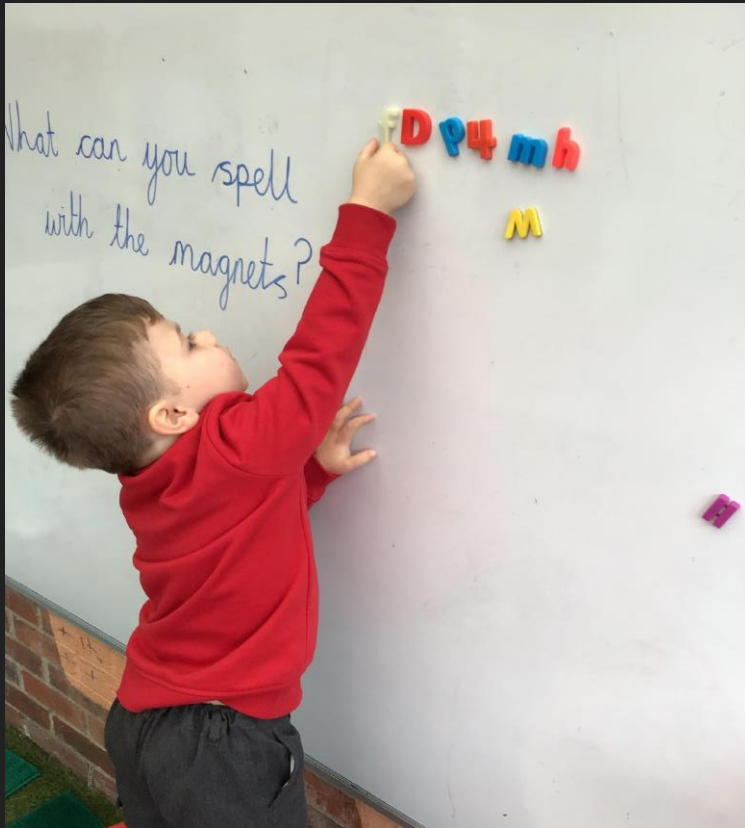


EYFS Parent and Carer Phonics Workshop – An Introduction to Phonics

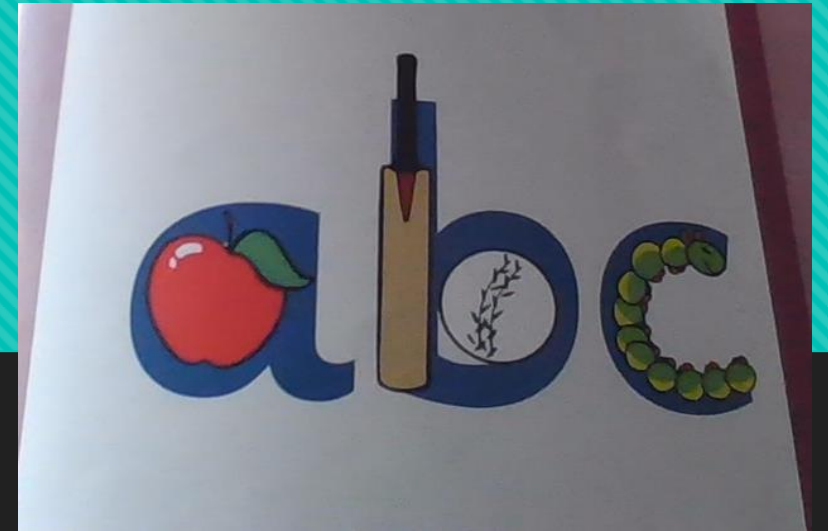
November 2022

An Introduction to Phonics at Dringhouses



- House keeping & Introductions – Debbie Aitchison & Claire Scott-South
- Aims of the session
- What is phonics and why do we teach it?
A brief introduction
- Dringhouses' phonics scheme
Fft – Success for All phonics
- Phonics in action – India Howarth
- Phonics activities & ideas to take home - EYFS classrooms

Aims of the session



Provide you with information on:

- What phonics is and why we teach it
- How phonics supports reading
- Fft Success for All – our chosen phonics scheme
- Ways to practise at home

What is phonics and why do we teach it?

- Phonics is a way of teaching children how to read and write.

Written language can be compared to a code.

- Understanding phonics will also help children know which letters to use when they are writing words.

- We call the sounds– **phonemes**
- The written letters – **graphemes**
- **GPC** – Grapheme phoneme correspondence

□ Phonics involves matching the sounds of spoken English with individual letters or groups of letters.

□ Teaching children to blend the sounds of letters together helps them decode unfamiliar or words by sounding them out.

□ c, as in **cat**, k as in **kite**, ck as in **stick**, ch as is **stomach**

□ tap, taps, pat, pats and sat

□ English can be an extremely tricky language to learn!

It has:

44 phonemes (sounds)

26 letters

but 150+ graphemes (ways of spelling the sounds)!

Here is an example of just how tough it can be to learn how to read...

<https://www.youtube.com/watch?v=uZV40f0cXF4>



Segmenting: talk in 'sounds' e.g. d-o-g, ch-a-t.

Oral blending: Children's ability to put together 'segmenting' e.g. c-a-t becomes cat, p-l-ay becomes play.

Digraphs: Children learn digraphs e.g. sh, th, ay, ee and trigraphs e.g. igh, air, ear. They always stick together in words to make 1 single phoneme (sound). Children are taught to spot these in words before they 'sound them out'.

fish

chips

fair

think

tear

bright

Split digraphs: a-e, i-e, o-e, u-e. Children learn these quite late on but they can be pointed out when a story is being read. They are best friends because they talk too much and are not allowed to sit next to one another, they need splitting up by another sound.

shape

hope

cute

snake

What are the expectations at the end of Reception?

Word Reading

Children at the expected level of development will be able to: -
Say a sound for each letter in the alphabet and at least 10 digraphs

Read words consistent with their phonic knowledge by sound-blending

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Synthetic phonics approach



This is where the phonemes (sounds) associated with particular graphemes (letters) are pronounced in isolation and blended together (synthesised).

m a p

Success For All Phonics Scheme

Success For All Phonics Scheme

Success For All phonics works in a systematic way, there are 6 phases.

Each set teaches different sounds.

They are outlined below.

Phase 1 (pre school/nursery)

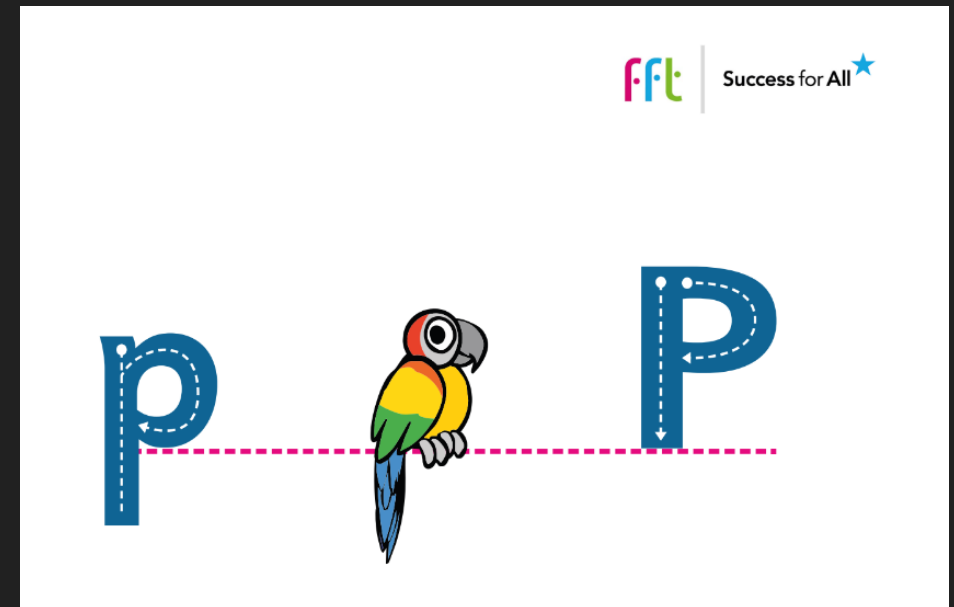
Phase 2 (Reception)

Phase 3 (Reception)

Phase 4 (Reception/Year 1)

Phase 5 (Year 1)

Phase 6 (Year 1/Year 2)



Success for All Phonics

- During Term 1 the children will learn on average three or four new GPCs
- In Term 2 children start to learn a vowel digraph at the rate of one per week.
- During Term 3 sees the children continue to learn vowel digraphs along with common alternative spellings and consolidation on all of the Reception content.

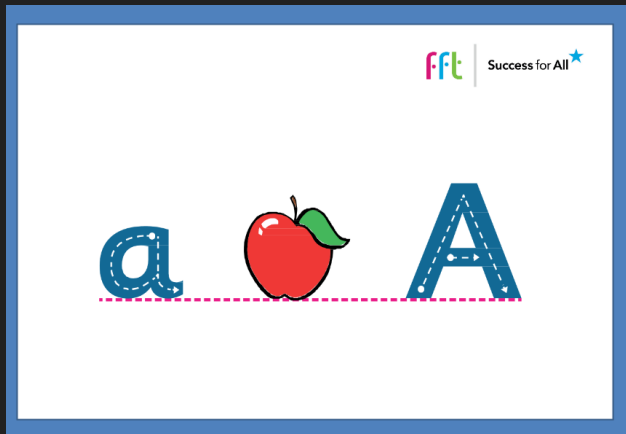
A typical phonics lesson:

- lasts 25 minutes
- Follows a consistent daily structure to support the children
- A review of previously taught GPC's (10 minutes)
- Teach, practise and apply new GPC (15 minutes)

Success for All Alphabet Chant

We will send a paper copy home with your child.

<https://www.youtube.com/watch?v=YBiaf6CiwQQ>



The teacher points to the Alphabet Wall Card set in turn as the children say the chant. The children need to be familiar with both sounds and names for the letters so alternate the focus accordingly. Initially you will need to model the actions for the children to learn.

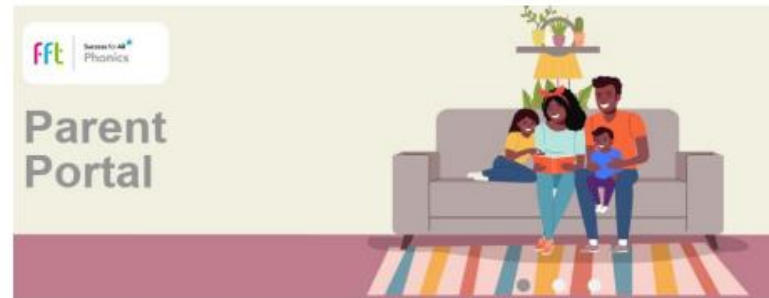
A	is for apple	Pretend to take a bite of an apple.
B	is for bat and ball	Pretend to hit a ball with a bat.
C	is for caterpillar climbing up the wall	Make a 'c' shape with finger and thumb, then crawl it up your arm.
D	is for dinosaur	Make dinosaur jaws with your arms.
E	is elephant	Clasp hands, bend over and wave your 'trunk'.
F	is for flower – what a pretty scent!	Pretend to smell a flower that you are holding.
G	is for girl	Girls point to themselves; boys point to a girl.
H	is for horse	Gallop on the spot.
I	is for insect crawling up my shorts!	Place one hand on your leg and mime an insect crawling.
J	is for jump	Raise your arms high up in the air and leap once.
K	is for kangaroo	Hop three times.
L	is for legs walking to the zoo	Shake your legs and point to them. Walk on the spot.
M	is for mountain	Make a mountain by placing your arms above your head.
N	is for net	Hold your arms to the side, making a circle shape.
O	is for octopus wiggly and wet	Wave your arms around.
P	is for parrot	Open and close one hand to make the mouth of a talking parrot.
Q	is for queen	Place an imaginary crown on your head.
R	is for rabbit hopping on the green	Hop with your hands on your head like long ears.
S	is for snake	Squirm your whole body like a snake.
T	is for tower	Stand very tall and stretch your arms out from your shoulders in the shape of a 't'.
U	is for umbrella – keeps you dry in a shower	Pretend to open an umbrella.
V	is for vulture	Make a 'v' shape with your arms and bring them down to imitate a vulture.
W	is for worm	Wiggle your finger like a worm.
X	is for exercise we all take a turn	Do star jumps and have the children follow you.
Y	is for yo-yo	Pretend to make a yo-yo go down and up.
Z	Zip starts with Z	Pretend to zip up your coat.
	Now I know my alphabet They're all in my head	Pat hands on your head and smile.

Phonics!

From September we have implemented the FFT Success For All Phonics scheme at Dringhouses to support children in becoming accurate, confident and fluent readers and spellers. The programme is delivered to all Reception and Year 1 children and for those pupils in Year 2 and KS2 who need additional support in phonics. You can find out more about Success For All by watching the following video: <https://fft.org.uk/phonics/>



As part of our subscription there is a Parent Portal which contains videos, tips and resources for you to support your child with their acquisition and application of phonics skills and can be found on <https://parents.fft.org.uk/>.

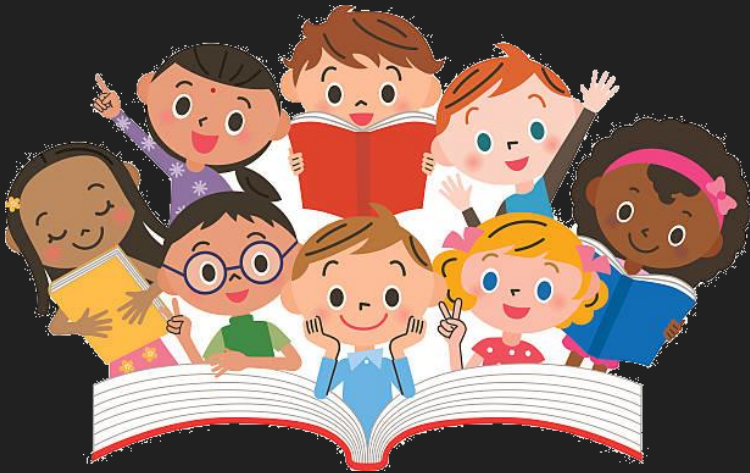


Home resources for parents and children

Through the portal you can also access a Shared Reader Library which allows you to enjoy the texts that children are reading in school as part of their daily phonics and whole class reading sessions. To access the Shared Reader Library you will need the passcode **hio7bh**.

How to help your child at home

Read Stories with your Child Relentlessly



- ❑ Read favourite stories **over and over** again
- ❑ Read some stories at **a higher level than they can read themselves.**
- ❑ Listen to them reading their **reading books**. This is them practising what they are learning in school. **If they need help, that's fine, be positive and encourage them.**

Why read a reading book more than once?



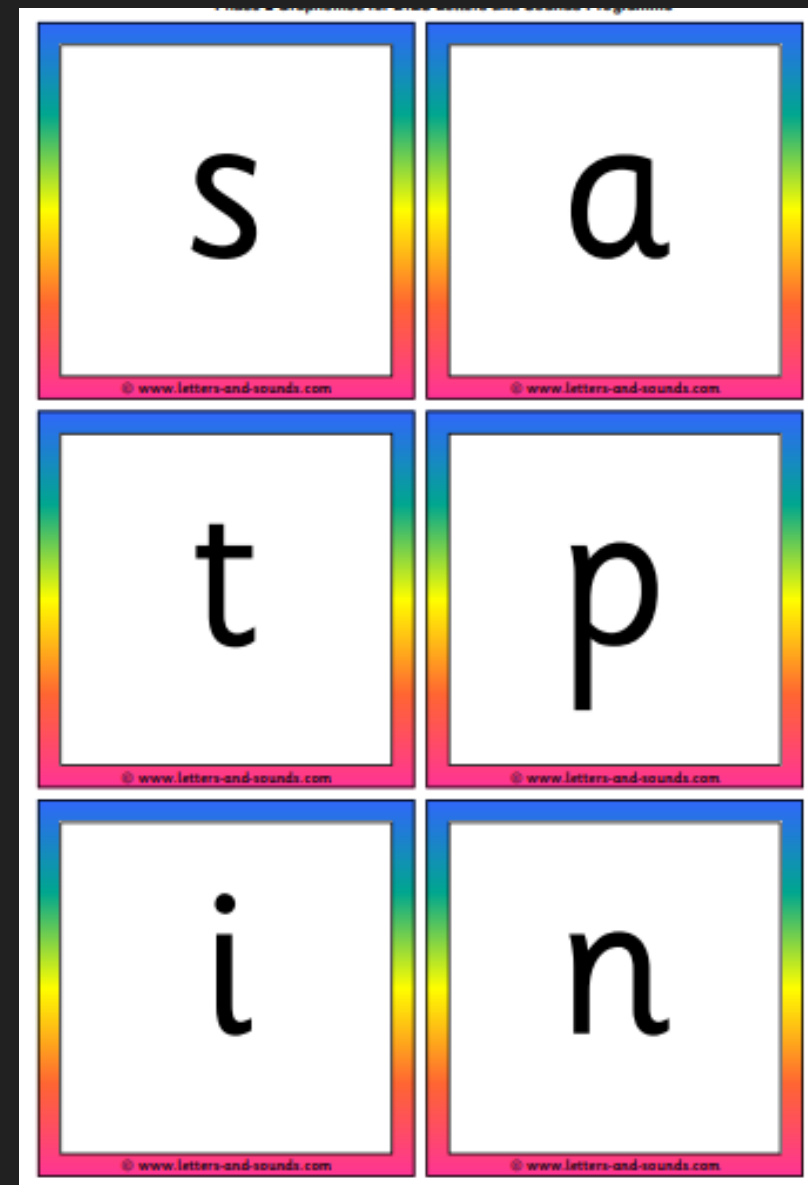
Reading a reading book more once allows children to develop **fluency** as well as **whole word recognition**.

It also allows children to develop **reading comprehension** as when children spend a lot of time decoding they have very little brain space for comprehension skills. When they read the book more fluently their **working memory** has more capacity to talk about and answer questions about what they have just read.

You can practise
recognising and
pronouncing phonic
sounds using flashcards.

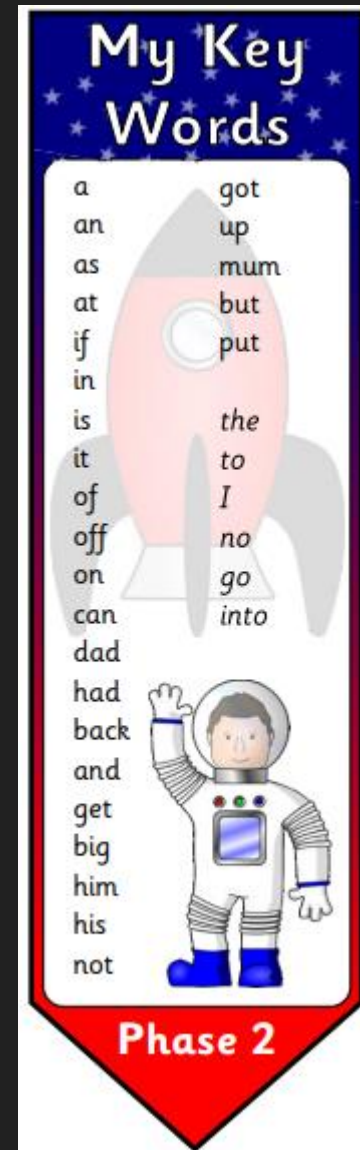
This website link will help in the correct
pronunciation of the sound.

<https://www.youtube.com/watch?v=-ksbIMiliA8>



Read through the high frequency bookmark in your child's reading record

We focus on four or five words at a time until they can read/recognise them by sight as they can't all be sounded out.



Phonics jargon explained

Grapheme – the written letter

Phoneme – the sound the individual letter makes

GPC – grapheme/ phoneme correspondence

Decode/decoding – reading the letter/word

Vowels - a, e, i, o, u

Consonant – the 21 letters of the alphabet that are not vowels

CVC – a word made up of a consonant, vowel, consonant e.g dog

Oral blending – saying the sounds together to read a word

Segmenting - talk in 'sounds' e.g. d-o-g, ch-a-t.

Digraph – two letters together making one sound - c h makes /ch/ **chat**

Trigraph – three letters together making one sound e.g. i g h makes /l/ **night**

Resources

Success for All video introduction – <https://fft.org.uk/phonics/>

Success for All parent portal – <https://parents.fft.org.uk/>

Success for All parent carer guide -

https://sfa.fft.org.uk/wpc_downloader/core/?wpc_action=view&id=1001

Success for All shared reader library passcode – hio7bh

Correct pronunciation of the phonemes

<https://www.youtube.com/watch?v=-ksblMiliA8>

Topmarks phonics games

<https://www.topmarks.co.uk/phonics/balloon-phonics-cvc-game>

Success for All Alphabet chant

<https://www.youtube.com/watch?v=YBiaf6CiwQQ>