




# Early Years phonic Workshop

September/October 2019



## What is 'phonics'?



Phonics is a way of teaching children to read quickly and skilfully. It is a method for teaching reading based on how the sounds of a language are represented by letters.



# What is 'synthetic phonics'?

In synthetic phonics, children are taught to read letters or groups of letters by saying the sound(s) they represent.

**Segmenting and Blending**



# There are 26 letters in the English alphabet & there are around 44 speech sounds.

- Some sounds are represented by two or three letters put together e.g. igh (night), ai (rain).
- Some sounds have more than one way of being written.

igh	ai
right	play
pie	cake
kite	eight
fly	straight





A complete phonics programme - structured.

Meets the demands of the new national curriculum, giving your children the best chance of success.

### Starting at the beginning...Early Years

- Read storybooks and non-fiction books closely matched to their developing phonic knowledge
- Read with fluency and expression
- Learn to spell using known sounds
- Write confidently by practising what they want to write out loud first
- Work well with a partner



What does Read  
Write Inc look  
like in the  
classroom?



# Speed sound session

[https://www.youtube.com/watch?v=I1\\_zmnnZ6\\_Q](https://www.youtube.com/watch?v=I1_zmnnZ6_Q)

Model a speed sound session with the parents

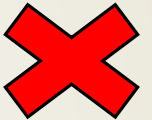
# Pronunciation of sounds

➤ Children are taught to pronounce sounds clearly

***m***



***muh***



***s***



***suh***








# Sound recognition– Supporting your child

- Make a pile of sounds your child can read at speed and move onto blending
- Games to play at home – sort objects, sound hunt, odd one out, corners



# Blending for reading



# Learning to blend with the sounds we know...

Assisted blending  
as soon as the first 5  
sounds are learnt!

Moving towards independent blending

[https://www.youtube.com/watch?v=dEzfpod5w\\_Q](https://www.youtube.com/watch?v=dEzfpod5w_Q)

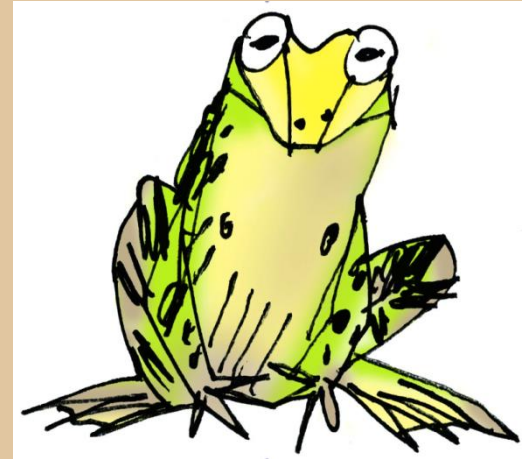
# How do phonics help us to read?

Say “hello” to Fred.

Fred can only talk in sounds...

He says “c\_a\_t.” Not **cat**.

We call this Fred Talk.



The importance of talk for writing

“What you can say today...you  
can write tomorrow”

Ruth Miskin

# Learning to blend with the sounds we know...

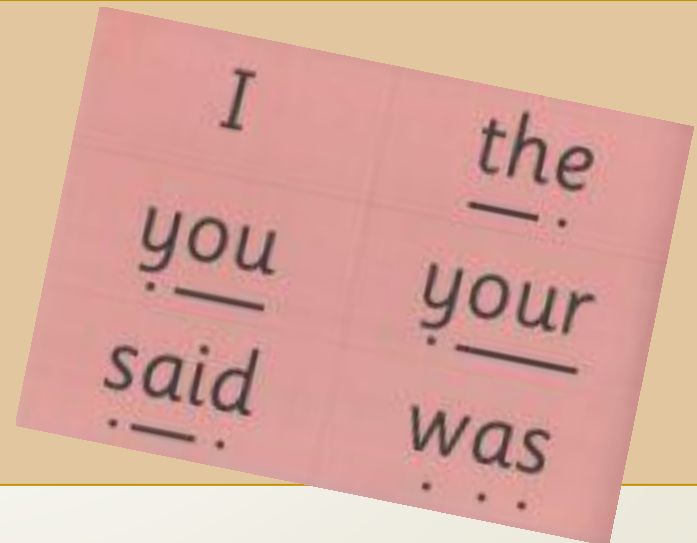
Green words – contain all the sounds we know

- \*Fred talk
- \*Fred in your head
- \*No Fred talk



Red words

‘If it’s red it’s hard for Fred’





# Blending – Supporting your child

*Can my child blend?*

*How can I support my child?*

- **Snail Talk** – To support blending explain that you are going to stretch the word so that they can blend them to hear the word.

*How can I support my child when they get stuck reading a word?*

- **Sound Buttons/spotting the ‘special visitor’** - Help children to see digraphs/ trigraphs in words to support blending for reading.

## Reading stories at home

Read favourite stories over and over again

Read some stories at a higher level than they can read themselves.

Listen to them reading their take home Phonics storybooks.

Watch the RWI storytime at home video on their website for hints and tips.

### Have fun with Fred Talk!

“What a tidy r-oo-m!”

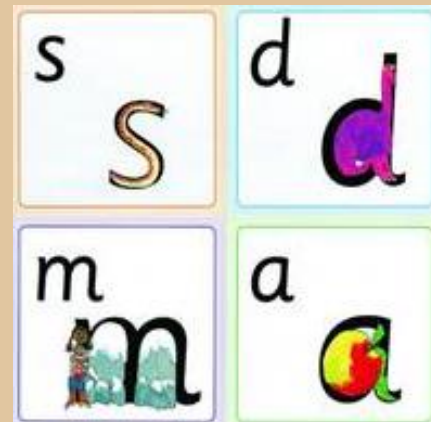
“Where’s your c-oa-t?”

“Time for b-e-d!”



### Practise pronouncing the sounds...

Remember no ‘fuh’ and ‘luh’!





## Reading with your child

Some questions to ask your child whilst reading together.

- Look at the front cover. What could the book be about?
- Who is the author?
- What is an illustrator? What do they do?
- What does that word mean? Read the words around it to help you figure it out (context).
- How can you read an unfamiliar word? Can you sound talk and then blend?
- Who are the main characters?
- What do you think will happen next?
- How do you think that character feels? Why? How would you feel in that situation?
- Can you predict how the book will end?
- Who is your favourite character? Why?
- Is there a hidden message in the story? What is it?
- Can you retell the story in your own words?
- Do you like how the story ended? Can you think of another way the book could have ended?





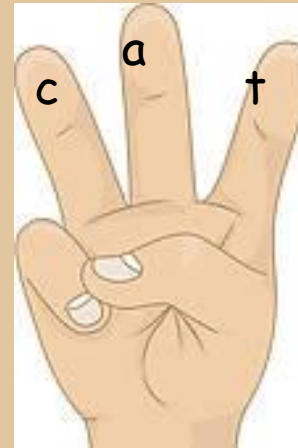
# Segmenting for writing

# Learning to segment with the sounds we know...

## Fred Fingers for spelling

\*Say the word and  
pinch on the sounds

Eyes for reading,  
fingers for spelling!



# Using phoneme frames – segmenting for spelling

1	2	3	4
sh	ee	p	
c	r	a	b
ea	t		

# Teaching tricky words

- Write the word on paper, cut out each letter and put the word back together.
- Write the word three times. Trace over it in different colours.
- Look, say, cover, visualise, write, check.
- Play bingo with the words.
- Small word inside the word
- Write the word in a nonsense sentence.
- Find words with similar patterns. e.g. the, them, they
- Write the word, draw around the shape of the word and cut out.
- Can you add **ing** or **s** to any words.
- Put words into alphabetical order.

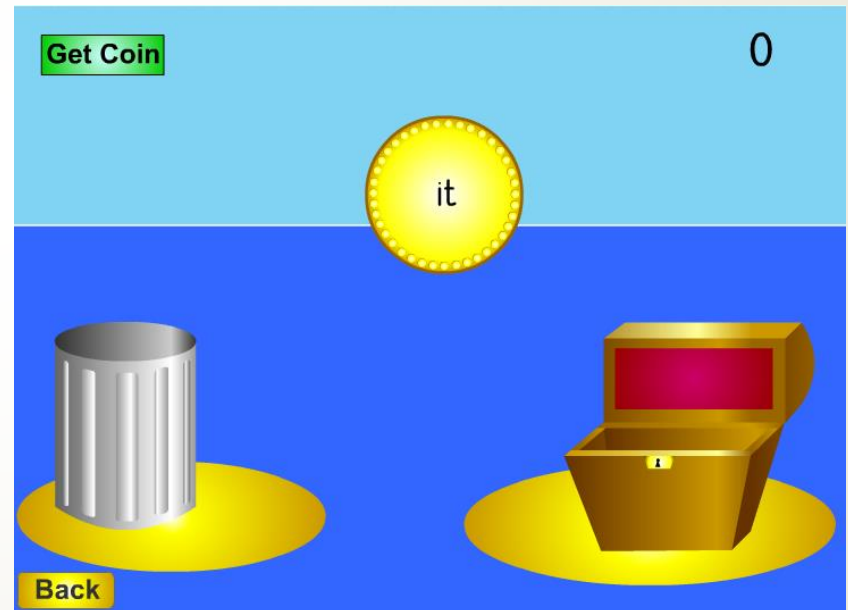
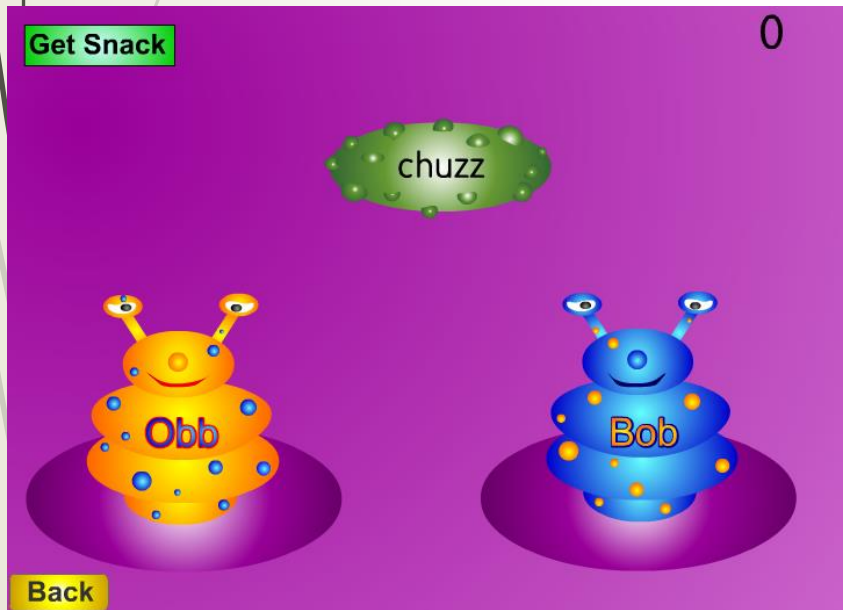


# Writing – Supporting your child

- **Robot Talk** – Encourage children to move their arms in turn as they segment a word to represent individual phonemes.
- **What's the word Mr Wolf!**
- **Phoneme Fingers** – Hold up fingers to represent the number of phonemes in the word. Children press the tip of each finger as if it is a sound button and then run your finger over the finger tips (you have just 'pressed') and say/ read the whole word.

# Resources

<http://www.phonicsplay.co.uk>



# Writing – Captions and Sentences

Success Criteria for writing a sentence

Say and count words



Stretch words



Capital Letter

**ABC**


Finger Space



Full stop



# Next steps

LO: To <u>write</u> <u>descriptive</u> <u>words</u>		Context: <u>Antarctica</u>	(Adult Focus - Capitals)	
 <u>Say</u> the word	 <u>Listen</u> for the <u>sounds</u>	 <u>Count</u> the <u>sounds</u>	 <u>Write</u> the <u>sounds</u> in <u>order</u>	 <u>Use</u> our <u>senses</u>

**For example;**

The cat is on the mat.

*The black cat is sleeping on the mat*





# By the end of the year...

- **Reading** - Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- **Writing** - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.