

Welcome!



Phonics Parent's Workshop

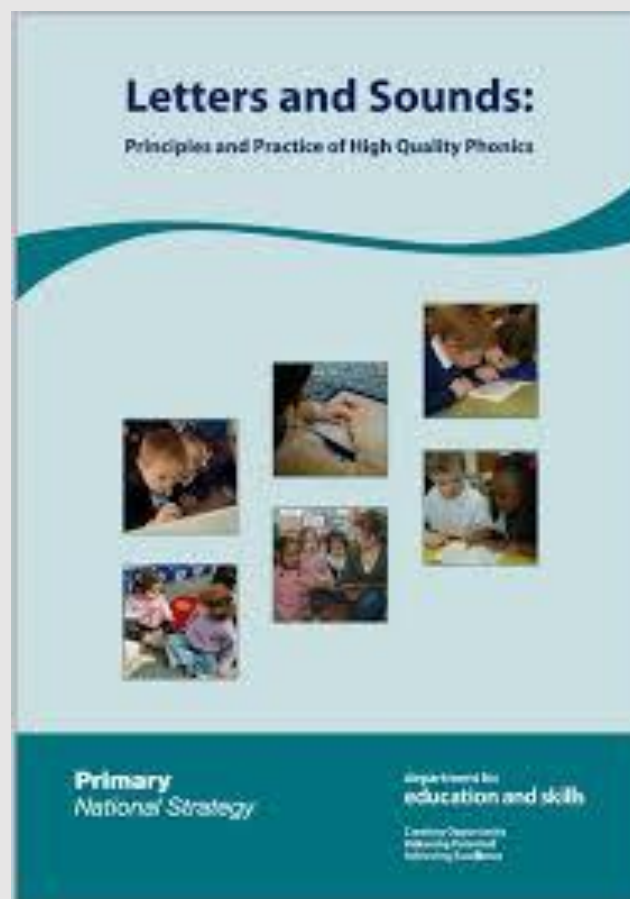
Intent

We are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through phonics children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of high priority.

Letters and sounds



Phase 1-6



The word phonics comes from the Greek word phone meaning voice or sound

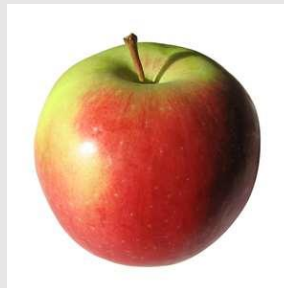


It is a method of learning to read and write in English

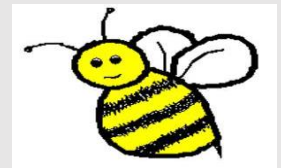
What is phonics?

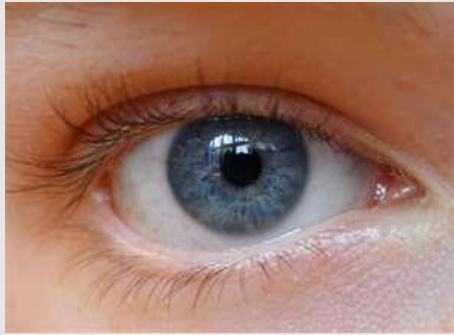


Letter names are introduced.



It uses the alphabet – and the sounds each letter makes – as its cornerstone ie a as apple, b as bee etc (not the letter name)





Before we can teach children the letter sounds they need to develop auditory and visual discrimination skills.



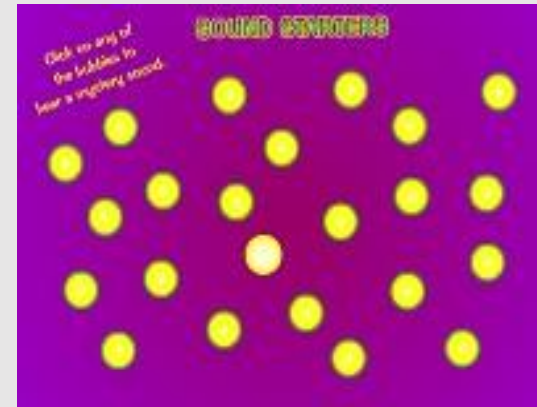
Phase One Activities

Sound starters

Listen to the sounds
around them.



Aspect 1
Environmental
sound
discrimination –



Teddy is lost in the
jungle.



Aspect 2

Instrumental sounds



Aspect 3

Body Percussion

sounds and
rhythms eg
singing songs,
action rhymes



Rhyming soup – continue
the rhyming string.



Play or clap
rhythms

Aspect 4

Rhythm and
Rhyme

eg rhyming stories,
clapping syllables in
words.





Aspect 5 Alliteration

eg I spy, matching
objects which begin with
the same phoneme



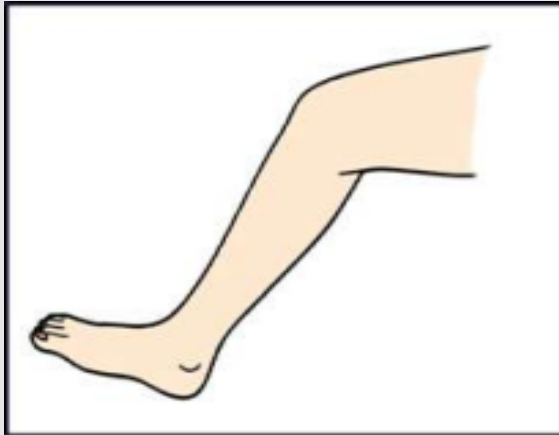
Aspect 6

Voice Sounds

–begin oral blending and
segmenting eg feeding objects
into a box saying it like a robot
c-u-p

Aspect 7

Oral blending and Segmenting



eg oral blending put hands on
eg l-e-g segmenting

- <https://www.youtube.com/watch?v=654nhKfz5Vs>

Phase 2

Letters and Sounds



Phase 2 Sounds

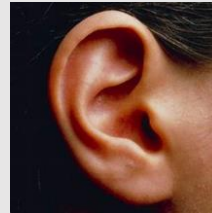
s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	





3 parts

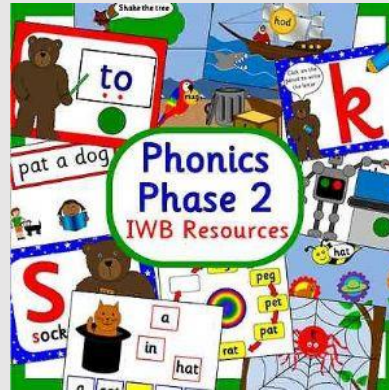
Hear it, say it,
See it say it,
Say it write it.



How we say the sounds

Pure sounds

<https://www.youtube.com/watch?v=UCI2mu7URBc>



A **phoneme** is the smallest unit of sound in a word: **c-a-t** **sh-o-p**

A **grapheme** is the letter(s) representing the sound: **t** **ai** **igh**

Digraph:

Two letters, which make one sound: sh
ng oa

Trigraph:

Three letters, which make one sound:
igh air ear

Phase 3 Sounds

j	v	w	x	y	z	zz	qu	ch
								
sh	th	ng	ai	ee	igh	oa	oo	oo
								
ar	or	ur	ow	oi	ear	air	ure	er
								

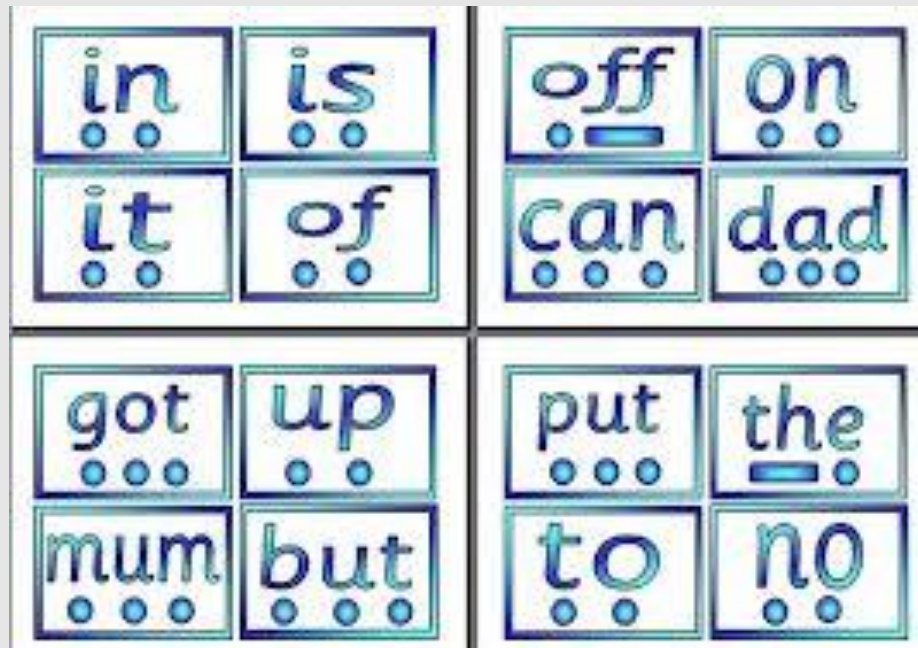


Blending for reading

Recognising the phonemes

in a written word, for example

c-u-p, and merging/blending them in the order in which they are written to pronounce the word 'cup'.



Segmenting for spelling

Identifying the individual phonemes in a spoken word (e.g. h-i-m) and choosing the right grapheme for each sound to form the word 'him'.



Segmenting for spelling



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Tricky Words



These cannot be blended eg the
and was need to be learned by
sight.

Useful Websites

www.phonicsplay.co.uk



Useful Websites

www.lettersandsounds.com



Letters and Sounds

www.letters-and-sounds.com - Free resources for Letters and Sounds phonics

[Ads by Google](#) [Phonics](#) [Phonics Lesson Plans](#) [Sounds and Phonics](#) [Fun with Phonics](#) [Trace Letters](#)

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What is Letters and Sounds?

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Phase 2 Introduction

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Phase 2 Games

Phase 3

Free Letters and Sounds Resources

Whether you are a parent or teacher, you can use these free resources to help support the the DfES Letters and Sounds phonics programme. If you're new to Letters and Sounds and want to find out what it's all about, visit [What is Letters and Sounds](#) to find out more.

I aim to provide lots of free resources for parents and teachers who are following the Letters and Sounds programme. I've made a special effort to create themes which will engage all children. Looking around I have found resources on other sites which have lots of appeal for girls (flowers, butterflies etc.), but not so much aimed at boys' interests.

Because of this I have chosen as my first themes colourful trucks and robots, which I hope will appeal to boys and girls. I know I struggled to get one little boy interested in reading until I came up with the idea of sticking words onto cars, lorries and trains...pretty soon he was hooked!



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nk you for listening!

Any questions?

