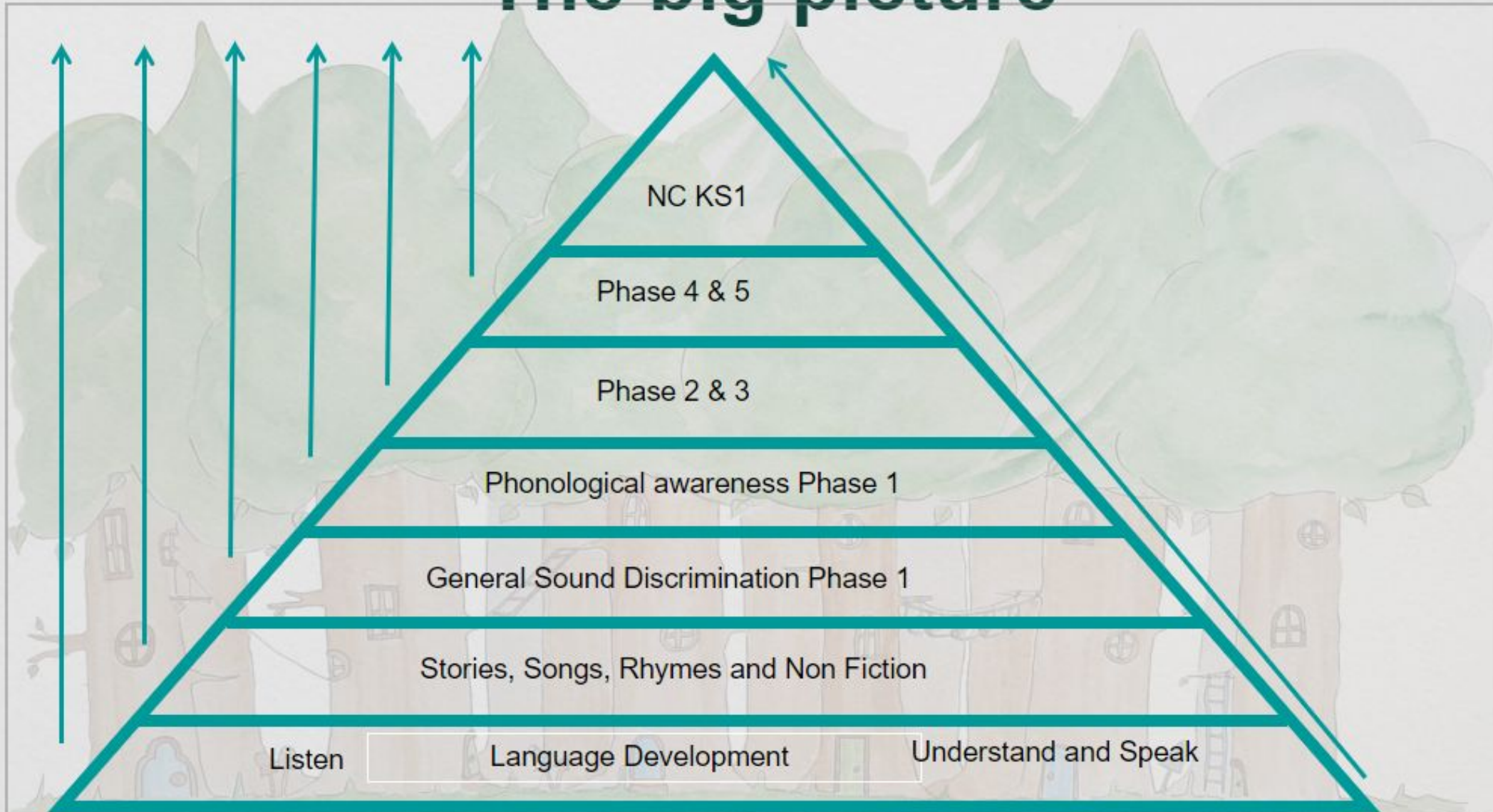


The background is a light brown wood-grain texture. Scattered throughout are several brown leaves of various shapes and sizes. On the left side, there is a vertical branch with several leaves. Two yellow pushpins are pinned to the left edge of the page. A central white rectangular box with a brown border contains the text.

SUPERSONIC
Phonic Friends
Parent Workshop

The big picture



What is Phonics?

- We use a Letters and Sounds programme which is recommended by the DFE.
- We use the Phased 1-5 systematic approach.
- In EYFS we focus heavily on the ability to listen to sounds in words.
- Recognising the spelling for the sounds in words.
- Building words
- Writing words using our sounds

The characters



The characters



Phonics at Aldersbrook

As a guide, these are the expectations for the phases that each year group will be working on.

Firm Foundations in Phonics – Nursery and Reception

Basics 2 – Nursery and Reception

Basics 3 – Reception. The expectation is that the children will be secure with this phase by the end of Reception.

Basics 4 – Reception

Firm Foundations in Phonics- Phase 1

Aspect	What is it?
Aspect 1	General discrimination- environmental. Awareness of sounds around them. Activities can be going on a walk, drumming on different items and comparing sounds.
Aspect 2	General sound discrimination- Instrumental sounds This develops an awareness of sounds made by 20 various instruments and noise makers. This can include comparing and matching sound makers, playing instruments alongside telling stories, making quiet and loud sounds.
Aspect 3	General sound discrimination - body percussion. Aim of this is to develop children's awareness of sounds and rhythms. These include singing songs and action rhymes, listening to music and developing sounds vocabulary.
Aspect 4	Rhythm and rhyme. This aim of this is to develop children's experience of rhythm and rhyme in speech, stories, bingo and clapping out syllables in words.
Aspect 5	Alliteration- Initial sounds of words - I spy games and matching games.
Aspect 6	Vocal sounds, beginning to orally segment and blend.
Aspect 7	Oral blending and segmenting. This is to sound out words and see if children can blend the word together or even pick up the object relating to the word. E.g. c/u/p

Oral blending and Segmenting

All the sounds we can hear in a word.



Sh-o-p



d-e-n



j-a-m

A phoneme

A sound we can hear in a word.



f-o-x



n-a-p



b-o-a-t

Pure sounds

Pronouncing the sounds accurately



s



a



t



p



i



n



m



d

A grapheme

The spelling we can see



The Basics 2

Listen, Recognise, Build, Read, Write 3 sounds only



Week

Recognise Spellings for the

Sounds

1

s a t p

2

i n m d

3

g o c k

4

c k e u r

5

h b f l

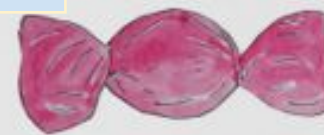
6

l l f f s s



The Basics 3

Listen, Recognise, Build, Read, Write 3
sounds only



Week

Spellings for the Sounds

1	j v w x
2	y z <u>zz</u> <u>qu</u>
3	<u>ch</u> <u>sh</u> <u>th</u> <u>ng</u>
4	ai <u>ee</u> <u>igh</u> <u>oa</u>
5	<u>oo</u> <u>oo</u> <u>ar</u> <u>or</u>
6	<u>ur</u> <u>ow</u> <u>oi</u> <u>er</u>
7	<u>ure</u> <u>ear</u> <u>air</u>



The Basics 4

Listen, Recognise, Build, Read, Write
4 and more sounds only (no more new spellings to remember)

Week

Listening to more than 3
sounds in a word

1

CVCC tent camp

2

CCVC stop flag

3

CVCC roast paint

4

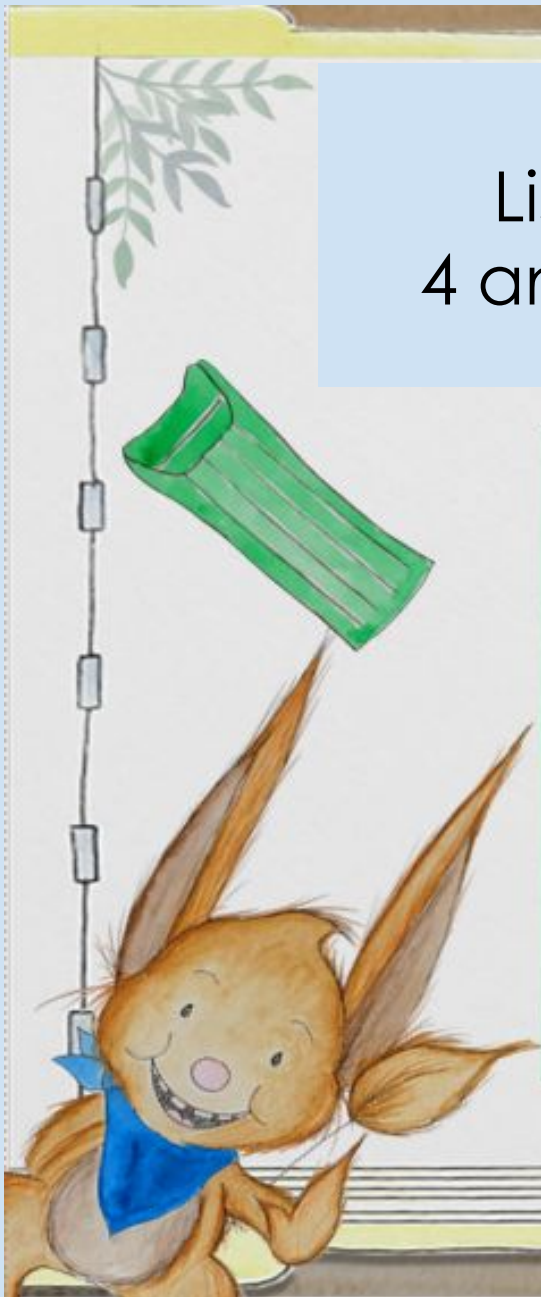
CCVC float brain

5

CCVCC splash

6

CCCVCC sprint



In our lessons we make sure we:

- Re-cap of previously taught sounds.
- **Listen with Len** – look at the pictures and listen to each word being read out loud
- **Segment with Seb** and **build with Bill** – segment the two pictures on the screen and blend them together.
- **See it with Sam** – my turn to say the sound, our turn to say the sound followed by your turn to say the sound.
- **Segment with Seb** and **blend with Ben**
- **Read with Rex**
- **Write with Ron**
- **Tricky Tess** – Tess introduces the tricky words for that session
- **Nonsense Nan** – Nan introduces the children to alien words that relate to the letters they have learnt. This is good practise for the Year One Phonics Screening Test.
- **Sneaky Sid** – Sid gives us a clue as to what letter we will learn in the next session.

Sound buttons are really key – a button is put under each grapheme in a word and as you touch the button, you say the phoneme – this then helps you to blend through all the sounds and read the word. For example



Key definitions

Phoneme: A phoneme is the smallest unit of sound. There are around 44 phonemes in English; the exact number depends on regional accents. The word cat has three letters and three phonemes: /c-a-t/. The word catch has five letters and three phonemes: /c-a-tch/.

Grapheme: A letter, or combination of letters, that corresponds to a single phoneme within a word. For example: The grapheme t in the words ten, bet and ate corresponds to the phoneme /t/. The grapheme ph in the word dolphin corresponds to the phoneme /f/.

Grapheme Phoneme Correspondence: The links between letters, or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent. In the English writing system, graphemes may correspond to different phonemes in different words. For example: the grapheme s corresponds to the phoneme /s/ in the word see, but... ..it corresponds to the phoneme /z/ in the word easy.

Digraph: A type of grapheme where two letters represent one phoneme. The digraph **ea** in **beach** is pronounced /i:/.

Trigraph: A type of grapheme where three letters represent one phoneme. The trigraph **air** in **chair** is pronounced /air/.

Common exception words (tricky words): Pupils' should be aware of the grapheme phoneme correspondences that do and do not fit in with what has been taught so far. For example: was, said, do

Fluency: Reading fluency is the link between recognising words and understanding them. Pupils can make the link between words, sounds, and meaning more quickly.

Pure sounds: Pure sound in phonics is the pronunciation of each letter sound clearly and distinctly without adding additional sounds to the end.

Useful links

Mr Thorne does phonics

https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw

Phonics Play

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

We use Collins Big Cat books. Your child will be provided with a book that links to the relevant phonics phase that they are working at.