

# Phonics



# Why the workshop?

Phonics is a relatively new way of teaching children to read. It became part of the curriculum in 2012.

Evidence shows it is the most effective way for children to learn to read.

Before this, there was more of an emphasis on 'word recognition' – the way most of us probably learned to read!

# What is phonics?

Teaches children a 'code' so they can read unfamiliar words.

This code involves children learning the pure phonic sounds made by individual letters.

This will be the main strategy children use to read texts in the Early Years and KSI.

# How do we teach it?

Sounds-write - Daily, 25 minute lesson after lunch. Children write in every lesson.

During individual reading sessions with children.

Fun, engaging games.

# How do we teach it?

The pace with which children move through the programme varies from child to child but as a rough guide, Reception might look like this...

EYFS Phonic Sound teaching Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
Autumn 1	Transition	<u>s</u> <u>a</u> <u>t</u> <u>i</u> <u>m</u> (1)	<u>s</u> <u>a</u> <u>t</u> <u>i</u> <u>m</u>	<u>n</u> <u>o</u> <u>p</u> (2)	<u>n</u> <u>o</u> <u>p</u>	<u>b</u> <u>o</u> <u>h</u> <u>c</u> (3)
Autumn 2	<u>d</u> <u>f</u> <u>v</u> <u>e</u> (4)	<u>d</u> <u>f</u> <u>v</u> <u>e</u>	<u>k</u> <u>l</u> <u>r</u> <u>u</u> (5)	<u>k</u> <u>l</u> <u>r</u> <u>u</u>	<u>j</u> <u>w</u> <u>z</u> (6)	<u>j</u> <u>w</u> <u>z</u>
Spring 1	<u>x</u> <u>y</u> <u>ff</u> <u>ll</u> (7)	<u>x</u> <u>y</u> <u>ff</u> <u>ll</u>	<u>vcc/cvcc</u> words (8) <u>and/dump</u>	<u>ccvc</u> words (1) <u>stop</u>	<u>ccvcc</u> words (9) <u>trust</u>	<u>ccvccc</u> words (10) <u>drench</u>
Spring 2	Ch (11)	<u>Sh</u> (12)	Th (13)	<u>Wh</u> (3)	Ck (14)	Recap key sounds
Summer 1	Ng (14)	<u>qu/ph</u> (15)	Revisit IC until secure	Revisit IC until secure	Revisit IC until secure	Revisit IC until secure
Summer 2	ai vs ay (Bridging)	<u>ee</u> vs <u>ea</u> (Bridging)	<u>oa</u> vs <u>oe</u> (Bridging)	<u>er</u> vs <u>ur</u> (Bridging)	<u>igh</u> vs <u>ie</u> (Bridging)	Recap key sounds

# Word building



a

m

p

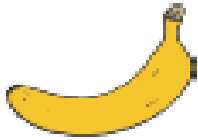


# My Alphabet Mat

a



b



c



d



e



f



g



h



i



j



k



l



m



n



o



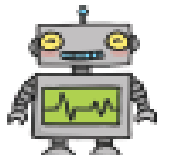
p



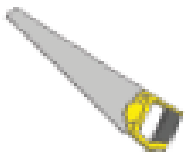
q



r



s



t



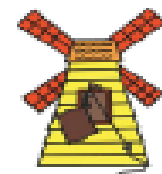
u



v



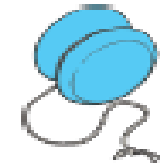
w



x



y



z



# Everyday words

is



the



# Extended code

way

weigh

amazing

bake

stain

they

vein

break



# Phonics at home

- Notice sounds in the environment – Chris and Sharon will let you know the sounds your child is learning.
- Talk to your child about phonics – they will become the expert quickly!
- Role play a phonics lesson.

# Reading at home

- Look at the pictures and talk through what might be happening in the story.
- Then... 'Let's find out.' Read the story to them.
- Check they know lots of the key sounds in the story.
- Finally, let them read the story to you (lots of times!)

What  
might this  
look like?



Ken the rat sat in the sun.

# Phonics, by itself is not reading.

- It is a way of learning to read.
- Reading relies on comprehension, memory, imagination, excitement, enthusiasm and vocabulary.
- Children will also begin to develop some fluency and word recognition in their time in Reception.



# Children in England are best readers in the western world

Pupils and teachers are praised for rise to fourth place on international league table but girls' performance has suffered



Schools minister Nick Gibb said the rise in rankings – from joint eighth out of 50 countries in 2016 – was down to primary school teachers' “commitment to phonics and embracing of the phonics approach introduced by the government”.

Country	Average Scale Score
<sup>3</sup> Singapore	587 (3.1) ▲
<sup>2†</sup> Hong Kong SAR	573 (2.7) ▲
Russian Federation	567 (3.6) ▲
→ England ∞	558 (2.5) ▲
Finland	549 (2.4) ▲
Poland	549 (2.2) ▲
Chinese Taipei	544 (2.2) ▲
<sup>2</sup> Sweden	544 (2.1) ▲
Australia ∞	540 (2.2) ▲

Just 29 per cent of English children agreed with the statement they “very much like” reading, compared to 42 per cent internationally.