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**PHONICS WORKSHOP**  
**Ettington Church of England**  
**Primary School**  
**November 2022**



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# AIMS

- to find out why and how we teach phonics
- to see some activities that will enable you to help support phonics
- <https://player.vimeo.com/video/526694094>



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# Read this to your partner.

Wigh ar wea dueing thiss?

ie feall sstewppide!



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# Rose Report 2006

- activities to develop speaking and listening skills and phonological awareness
- all activities to be embedded within a rich and broad language curriculum
- teaching phonics should be at a brisk pace and in a clearly defined, incremental sequence



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# Rose Report cont'd

- high quality, daily , discrete, multi-sensory phonics teaching should start by the age of five
- skill of blending phonemes in the order in which they occur in a word
- skill of segmenting words to spell
- blending and segmenting are reversible processes



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Successful reading demands both word level reading and the ability to comprehend what has been read.

This is formalised in “The Simple View of Reading”





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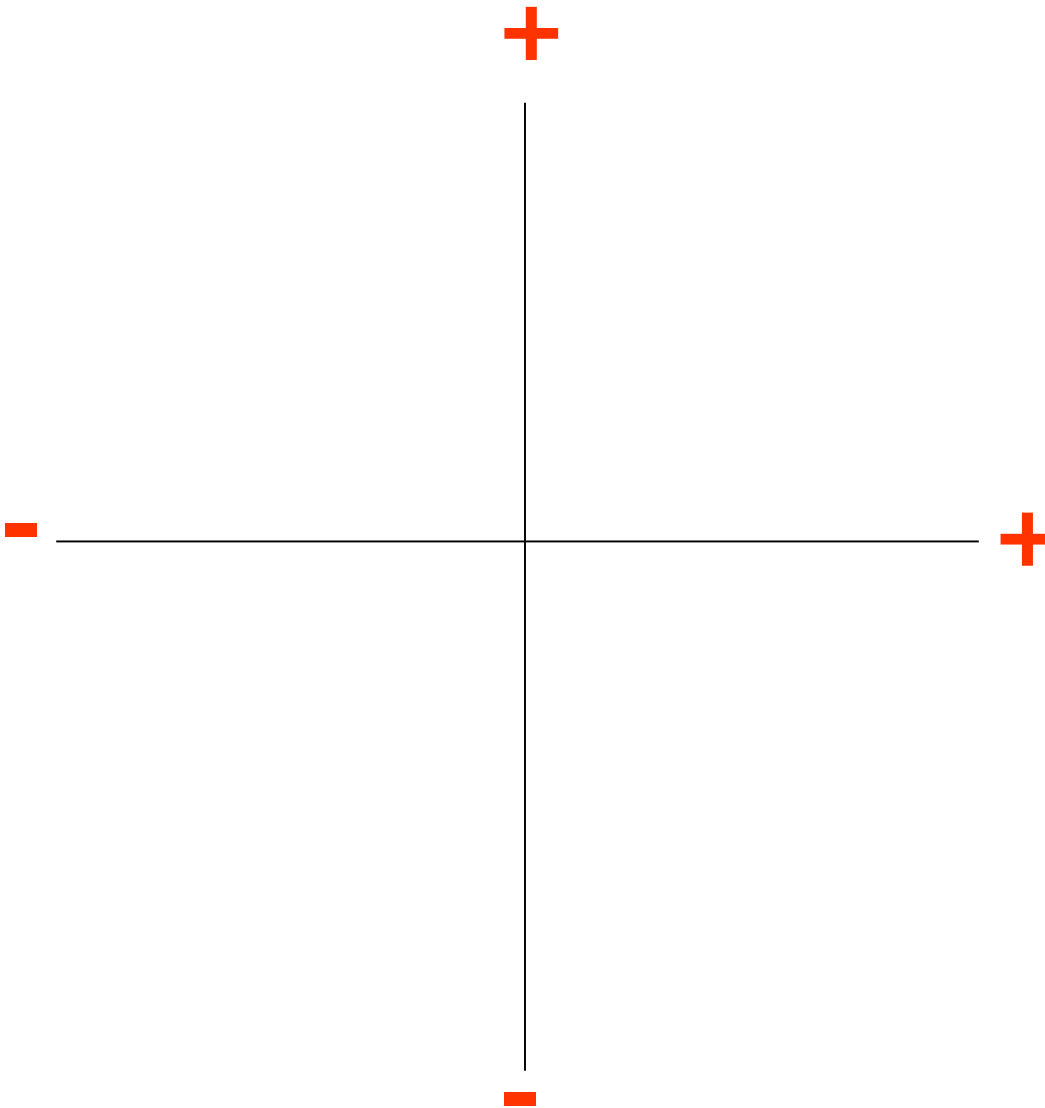
# The Simple View of Reading

- Word-level reading and language comprehension are both necessary for reading
- Neither is sufficient on its own
- This is formalised in “The Simple View of Reading”
- Reading comprehension is a product of word recognition and language comprehension



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**Word  
recognition**



**Language comprehension**



**Good language  
comprehension,  
poor word  
recognition**

**Good word  
recognition,  
good language  
comprehension**

**Poor word  
recognition,  
poor language  
comprehension**

**Good word  
recognition,  
poor language  
comprehension**



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# A phonics quiz

1. What is a phoneme?
2. How many phonemes are in the word 'strap'?
3. a) What is a digraph? b) Give an example
4. a) What is a CVC? b) Give an example
5. Why has 'think' got a 'k' at the end (and not 'ck' or 'c')?
6. a) What is a 'trigraph'? b) Give an example
7. How many phonemes are in the word 'sheep'?
8. Write down at least three different ways of representing /ae/



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# Enunciation

- Teaching phonics requires a technical skill in enunciation.
- Phonemes should be articulated clearly and precisely.



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# Letters and Sounds

- Lets have a go!
- <https://player.vimeo.com/video/526694094>





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# What is phonics?

phonics is

**Skills** of  
segmentation  
and blending

+

Knowledge of  
the alphabetic  
code



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# Phonic terminology: some definitions



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# Some definitions

## *Synthetic phonics*

'*Synthetic phonics* refers to an approach to the teaching of reading in which the phonemes [sounds] associated with particular graphemes [letters] are pronounced in isolation and blended together (synthesised). For example, children are taught to take a single-syllable word such as *cat* apart into its three letters, pronounce a phoneme for each letter in turn /k, æ, t/, and blend the phonemes together to form a word. Synthetic phonics for writing reverses the sequence: children are taught to say the word they wish to write, segment it into its phonemes and say them in turn, for example /d, ɔ, g/, and write a grapheme for each phoneme in turn to produce the written word, *dog*.'

*Definition adopted by the Rose Report*



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# Some definitions

A *phoneme* is the smallest unit of sound in a word.

C-u-p

c-a-t

d-o-g





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# Some definitions

## *Grapheme*

Letter(s) representing a phoneme

t

ai

igh



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# Some definitions

## *Blending*

Recognising the letter sounds in a written word, for example **c-u-p**, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'.



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# Some definitions

## *Oral blending*

Hearing a series of spoken sounds and merging them together to make a spoken word – no text is used.

*For example, when a teacher calls out  
'b-u-s', the children say 'bus'.*

This skill is usually taught before blending and reading printed words.



# Some definitions

## *Segmenting*

Identifying the individual sounds in a spoken word

(e.g. **h-i-m**) and writing down or manipulating letters for each sound to form the word 'him'.



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# Some definitions

## *Digraph*

Two letters, which make one sound

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy



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# Some definitions

*Trigraph*

Three letters, which make one sound

igh

dge



# Some definitions

## *Split digraph*

A digraph in which the two letters are not adjacent (e.g. make).



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# CVC Words

- C consonant phoneme
- V vowel phoneme
- C consonant phoneme





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# CVC words

- What do you understand by the term CVC words?
- Make a note of five CVC words.



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# Words sometimes wrongly identified as CVC

bow

few

saw

her

Why are these words not CVC words? Discuss.



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# CVC words – clarifying some misunderstandings

p i g  
s h i p

s h e e p  
c a r

b o y

c o w

f i l l  
s o n g

w h i p  
f o r

d a y

m i s s

w h i z z

h u f f



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# CVC words – clarifying some misunderstandings

- pig
  - ship
  - boy X
  - fill
  - song
  - day X
  - whizz
- chick
  - car X
  - cow X
  - whip
  - for X
  - miss
  - huff



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# Sound Buttons

cat



bird



sheep



fill





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# A segmenting activity

--	--	--	--



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# A segmenting activity

S			
---	--	--	--



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# A segmenting activity

S	L		
---	---	--	--





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# A segmenting activity

S	L	Í	
---	---	---	--



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# A segmenting activity

S	L	Í	P
---	---	---	---



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# A segmenting activity

Segment these words into their constituent phonemes:

shelf

dress

think

string

sprint

flick



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# Segmenting

WORD	PHONEMES					
shelf						
dress						
think						
string						
sprint						
flick						



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# Segmenting

WORD	PHONEMES					
shelf	sh	e	l	f		
dress	d	r	e	ss		
think	th	i	n	k		
string	s	t	r	i	ng	
sprint	s	p	r	i	n	t
flick	f	l	i	ck		



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# A basic principle

The same phoneme can be represented  
in more than one way:

*burn*

*first*

*term*

*heard*

*work*



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The same phoneme can be represented in more  
than one way

<b>a</b>	<b>a-e</b>	<b>ai</b>	<b>ay</b>	<b>ey</b>	<b>eigh</b>
<b>e</b>	<b>e-e</b>	<b>ea</b>	<b>ee</b>	<b>y</b>	
<b>i</b>	<b>i-e</b>	<b>ie</b>	<b>igh</b>	<b>y</b>	
<b>o</b>	<b>o-e</b>	<b>oa</b>	<b>oe</b>	<b>ow</b>	
<b>u</b>	<b>u-e</b>	<b>ue</b>	<b>oo</b>	<b>ew</b>	
<b>oo</b>		<b>u</b>	<b>oul</b>		
<b>ow</b>		<b>ou</b>	<b>ough</b>		
<b>oi</b>	<b>oy</b>				
<b>ar</b>	<b>a</b>				
<b>or</b>	<b>aw</b>	<b>ore</b>	<b>a</b>	<b>ough</b>	
<b>air</b>		<b>are</b>	<b>ear</b>		
<b>eer</b>	<b>ear</b>				



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# Reducing Uncertainty

Certain representations of a phoneme  
are more likely in  
*initial, medial and final* position  
in monosyllabic words.





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1. The best bets for representing /ae/ at the beginning and in the middle of a word are **a-e** and **ai**.
2. The best bet for representing /ae/ at the end of a word is **ay**.



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# We must teach children to:-

- identify sounds in spoken words (phonological awareness)
- recognise common spellings for each phoneme (phoneme-grapheme correspondence)
- blend phonemes into words for reading
- segment words into phonemes for spelling



# High frequency words

- The majority of high frequency words are phonically regular.
- Some exceptions – for example ***the***, ***said*** and ***was*** – should be directly taught.



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# Phase 2 Letter Sets

- Set 1 - s, a, t, p,
- Set 2 - i, n, m, d,
- Set 3 - g, o, c, k,
- Set 4 - ck, e, u, r,
- Set 5 - h, b, f, ff, l, ll, ss,



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# Phase 3 (Reception up to 12wks )

Knowing one grapheme for each of the  
44 phonemes

Letter Progression:

Set 6 - j, v, w, x

Set 7 - y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs / trigraphs

ai, ee, igh, oa, oo, ar, or, ur, oi, ow, ear, air, ure, er



# Phase 3 cont.

- Reading and spelling a wide range of cvc words.
- Using all letters and less frequent consonant digraphs and some long vowel phonemes.



# Phase 4 (Reception/Year 1 up to 6wks )

- This is a consolidation unit. There are no new graphemes to learn. Reading and spelling of tricky words continues.
- Segmenting adjacent consonants in words and applying this in spelling.
- Blending adjacent consonants in words and applying this skill when reading unfamiliar texts.





# Phase 5 (Year 1 throughout)

- Reading phonetically decodable two-syllable and three-syllable words.
- Using alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes.
- Spelling complex words using phonetically plausible attempts.



# Phase 6 (Year 2 throughout)

- Recognising phonic irregularities and becoming more secure with less common grapheme – phoneme correspondences.
- Applying phonic skills and knowledge to recognise and spell an increasing number of complex words.



# Phase 6 cont.

- Introducing and teaching the past tense
- Investigating and learning how to add suffixes
- Teaching spelling long words
- Finding and learning the difficult bits in words