

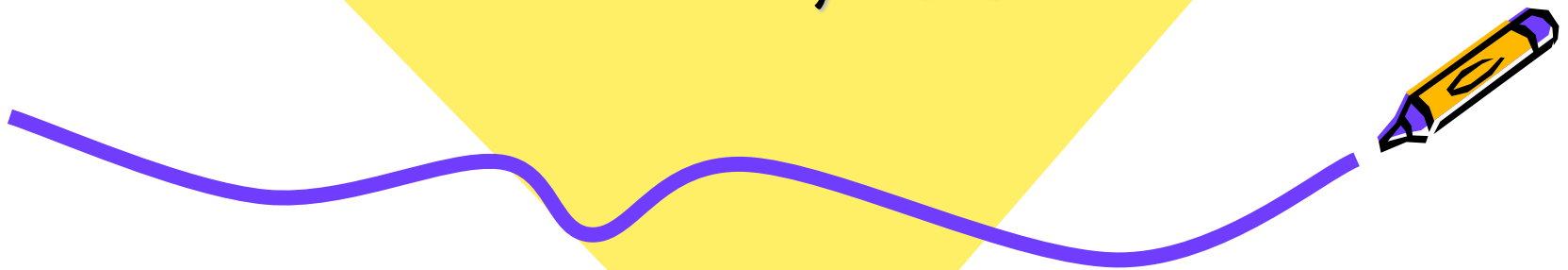
Hemingbrough CP School



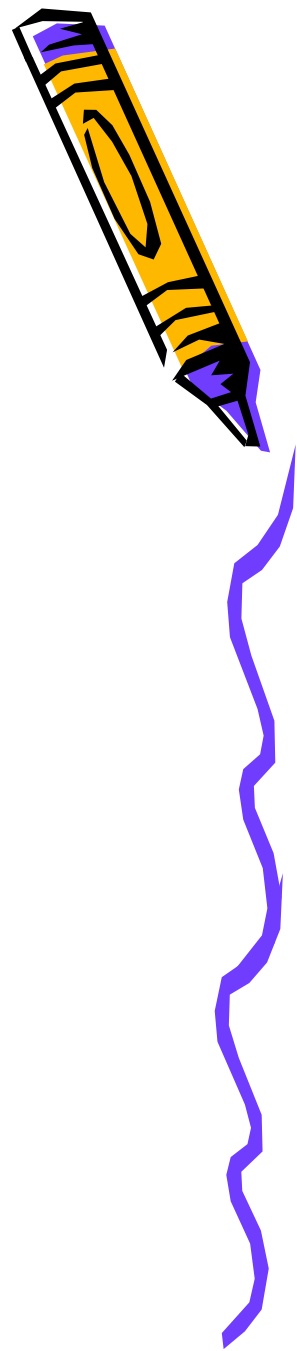
Learn Laugh Succeed

Phonics at KS1 Workshop for Parents

11th February 2016



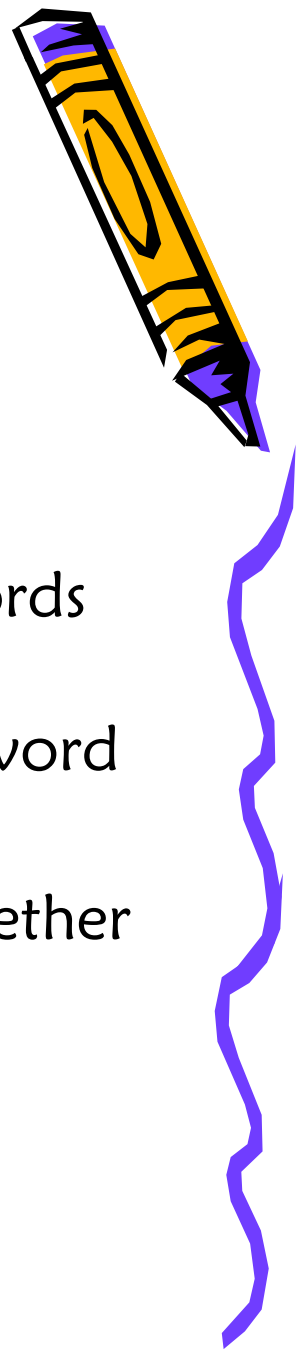
In Nursery and Reception



- General sound discrimination - environmental, instrumental, body percussion
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting



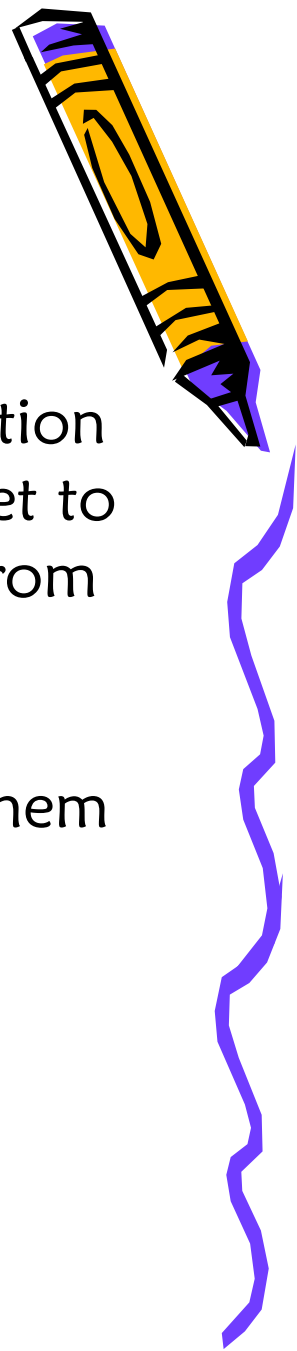
Being a Successful Reader



- Two main skills
- **Phonics** – decoding by blending the sounds in words to read them
- **Language comprehension**- understand what the word means within the context it appears
- Language development and phonics working together supports reading development.



Why teach Phonics?



- Phonics - main strategy supporting word recognition
- Teaches children to connect letters of the alphabet to the sounds they make- blending them together from left to right to make a word.
- Supports children in identifying those individual sounds (phonemes) within words and segment them for spelling.



Phonemes and graphemes



- 26 letters of alphabet.
- These letters, and combinations of these letters, make 44 sounds.
- Speech sounds- **phonemes**- are the smallest units of sound in words.
- Letters or groups of letters are called **graphemes**
- Phonemes can be represented by graphemes of one, two or three letters:

t sh igh

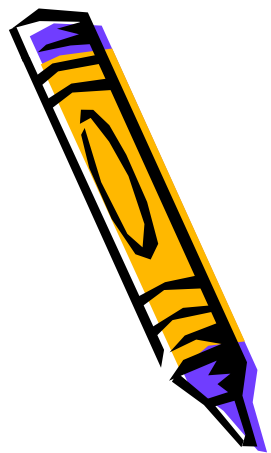


Grapheme

One letter or one group of letters used to write one sound

e.g. the sound 'f' can be written with the grapheme
f (fun) or ff (huff)

the sound 'igh' can be written with the grapheme
igh (night) or i (knife) or ie (tie)

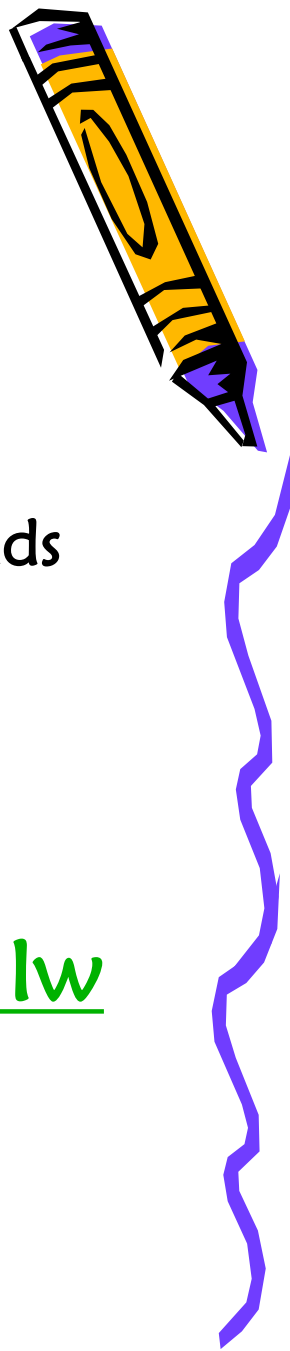


Correct articulation of the phonemes

At Hemingbrough CP we use the **Letters and Sounds** Programme, as well as **Jolly Phonics** within this to introduce the 44 sounds.

Watch the Clip

<https://www.youtube.com/watch?v=lwJx1NSineE>

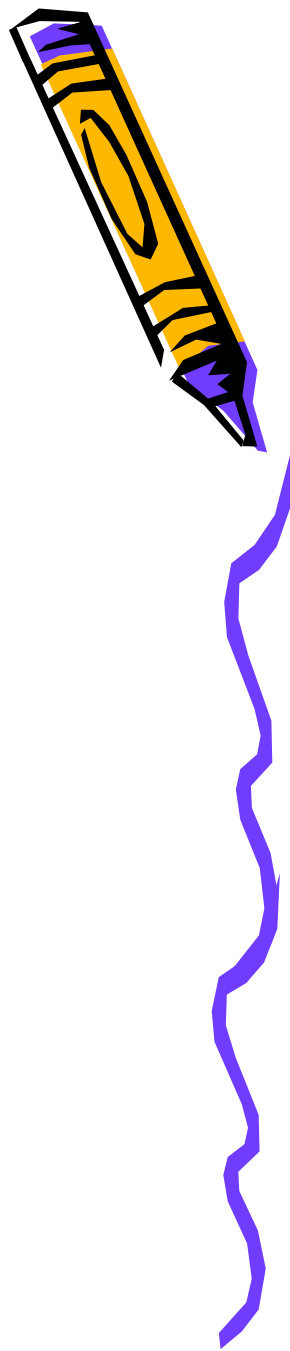


Blending

- Recognising the letter sounds in a written word, for example c-a-t.
- and synthesising or blending them in the order in which they are written to pronounce the word 'cat'.
(Not cuh-a-tuh)

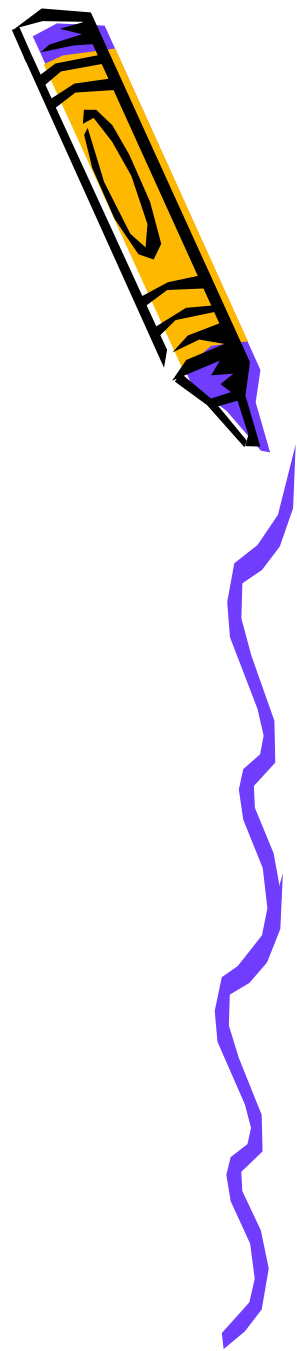
Segmenting

'Chopping Up' the word to
S- p- e- ll it out
The opposite of blending.



Teaching new phoneme/grapheme correspondence

- Hear it and say it
- See it and say it
- Say it and write it



A typical phonics session

Revisit and Review

- Practise previously learned letters
- Practise oral blending and segmentation

Teach

- Teach a new phoneme/grapheme correspondence
- Teach blending and/or segmentation with letters
- Teach one or two tricky words

Practise

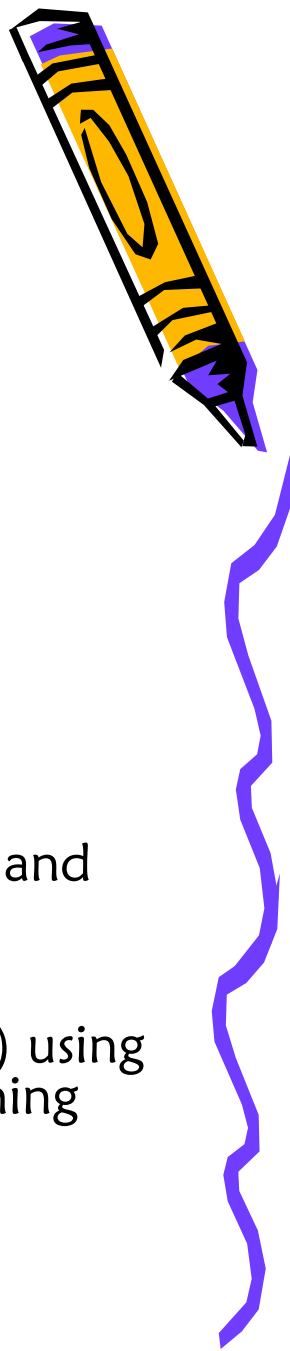
Practise reading and/or spelling words through games and activities.

Apply

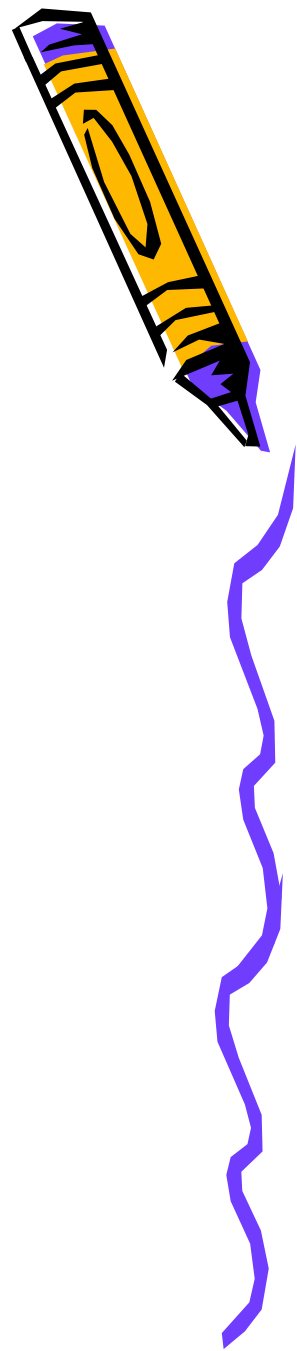
Read or write a caption or sentence (with the teacher) using one or more high frequency words and words containing newly learnt phoneme/grapheme correspondences.

Assess

Learning against criteria.



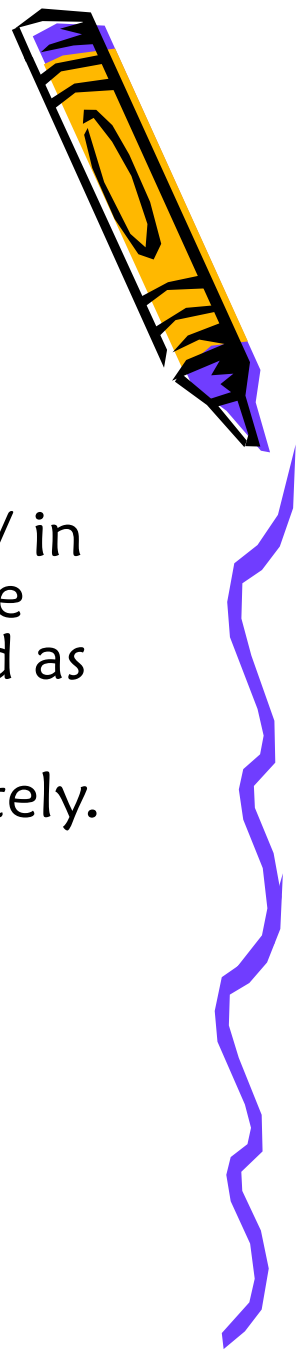
Tricky words



- These are words that have to be taught through repeated revision.
- The children need to learn these by sight as they cannot be segmented/blended.



Helping your child with decoding unfamiliar words



- Say each sound in the word from left to right.
- Blend the sounds by pointing to each letter, i.e. /b/ in bat, or letter group, i.e. /igh/ in sigh, as you say the sound, then run your finger under the whole word as you say it.
- Try to ensure that you enunciate the sound accurately.
- Talk about the meaning if your child does not understand the word they have read.
- Work at your child's pace.
- Always be positive and give lots of praise and encouragement.

