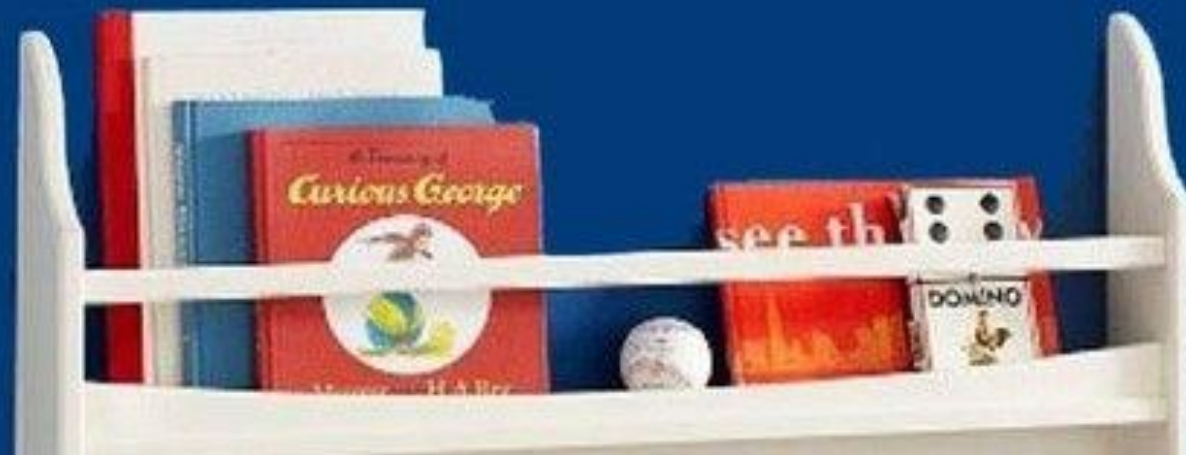




Phonics workshop

Thursday 24th
February 2022

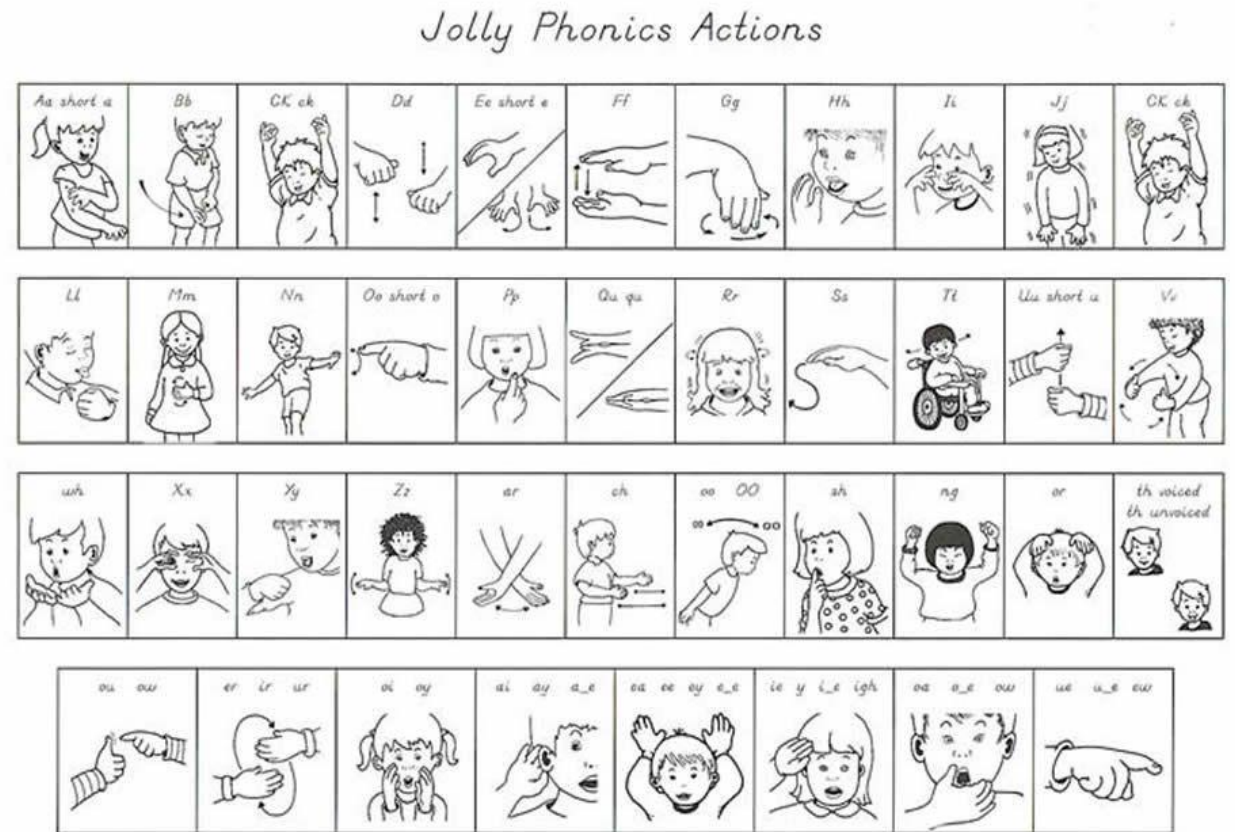
The more that you read,
the more things you'll know
the more that you learn,
the more places you'll go
– Dr. Seuss





Phonics

At HCFS we use Jolly phonics actions.
The symbol sheet for the actions can be found
on the website.



<https://www.hcfs.org.uk/phonics-20/>

Some Definitions

A Phoneme:

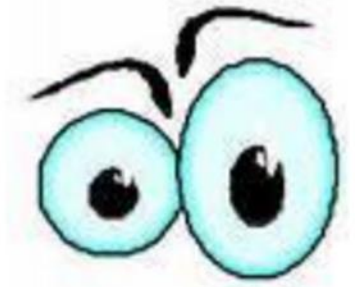
This is the smallest unit of sound in a word and the sound that letter or group of sounds make



A grapheme

The written representation of a phoneme.

Children need to practise recognising the grapheme and saying the phoneme that it represents.



- A phoneme you hear



- A grapheme you see



A grapheme could be 1 letter, 2 letters or more!

t

ai

Digraph

igh

Trigraph

A phoneme can be represented/spelled in more than one way:

cat, kennel, rocket



Chair

long

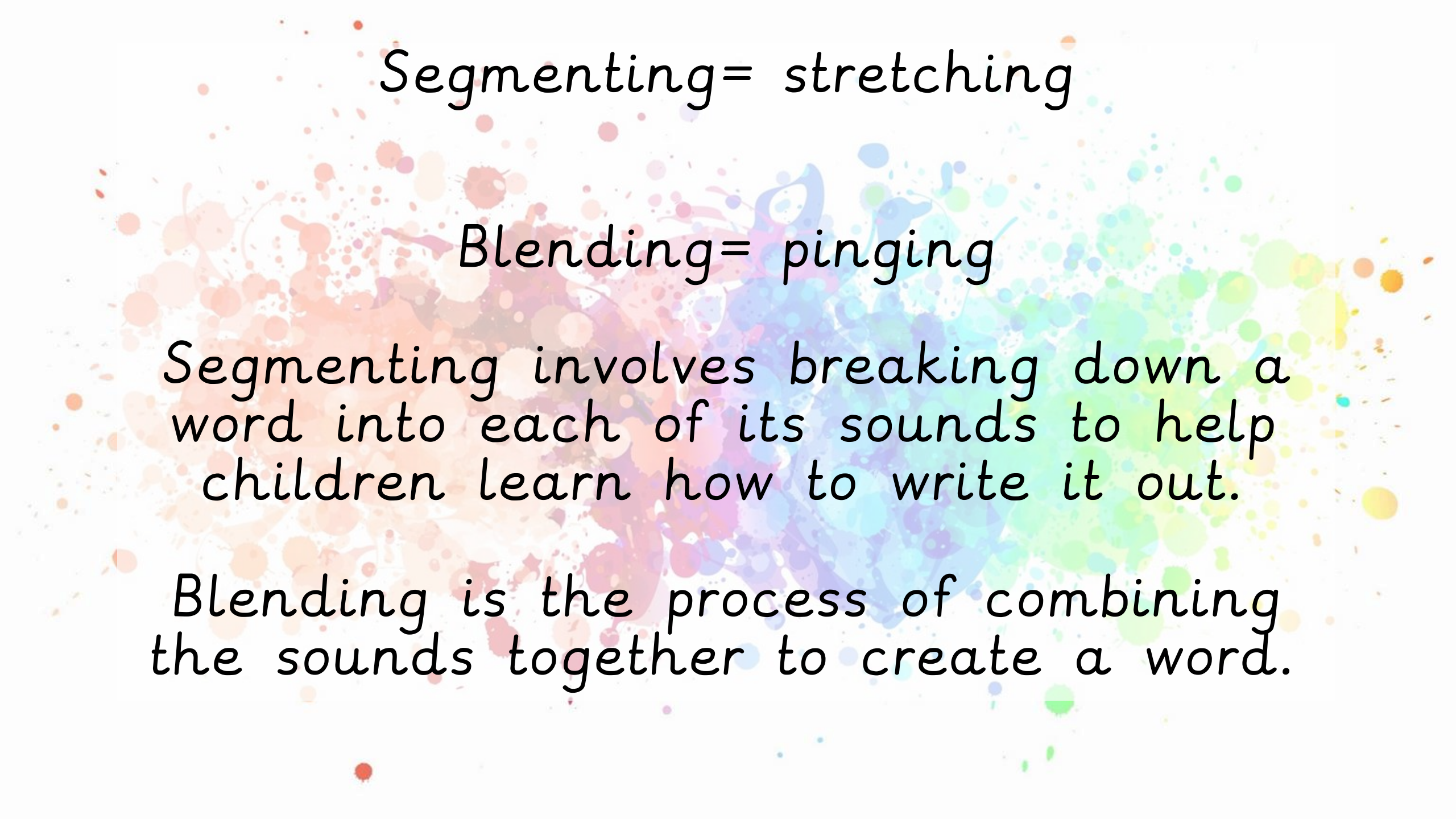
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Can you spot the phonemes in these words?

Are they digraphs or trigraphs?

These are questions you could ask your child when reading or writing with them.

We use sound buttons in phonics to support spotting the sounds.




Segmenting= stretching

Blending= pinging

Segmenting involves breaking down a word into each of its sounds to help children learn how to write it out.

Blending is the process of combining the sounds together to create a word.



miss

● ● —



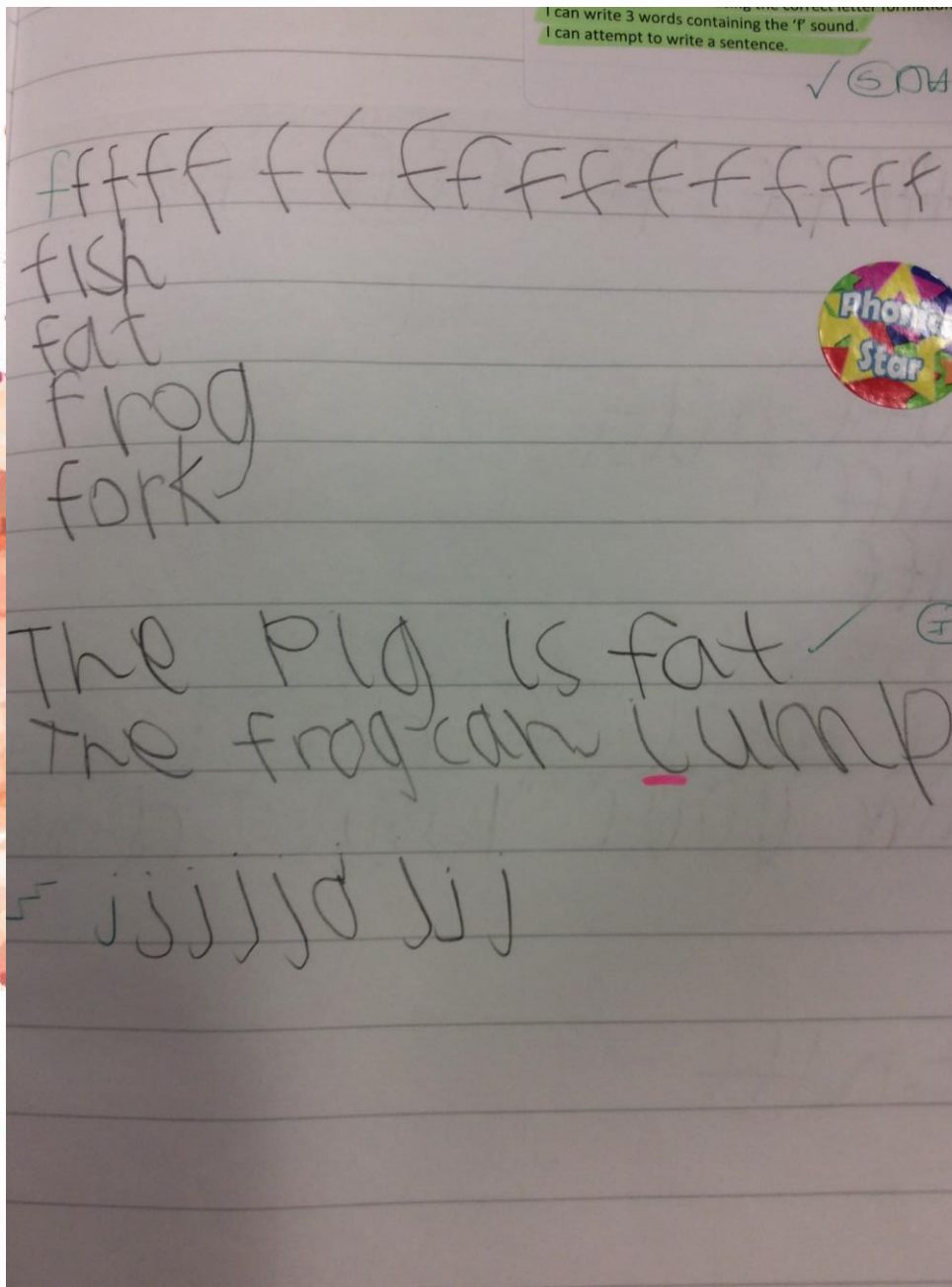
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Phonics lessons.

- **Revisit/Review-** Using flashcards and jolly phonics actions. The actions support children in remembering their sounds.
- **Teach-** teach phoneme with action. The letters that make the sound. They then practise the letter formation. We then look at pictures with the sound in. The children then stretch and ping words.
- **Apply-** Writing a line of the sound, writing words with the sound and writing a sentence with the sound.



How can I help?

Magnetic letters - Using magnetic letters on the fridge or any type of magnetic surface, children can practise making words.

Why not make a bingo game with letter sounds? Or a snakes and ladders game with letters and words?

Make words using letter cards or magnetic letters. Ask the children to blend the sounds together to make the words.

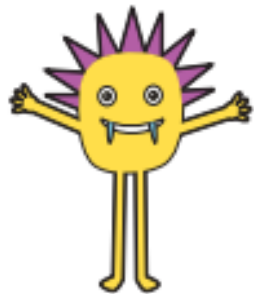
Useful Tip

It is important children quickly learn to recognise digraphs and trigraphs as one sound, rather than as separate letters.
E.g. rain should be read as r-ai-n not r-a-i-n

National Phonics screening check

- The national phonics screening check is a statutory assessment introduced in 2011 to all Year 1 pupils.
- This was paused due to the pandemic (2019 & 2020).
- All year 1 pupils will take the phonics screening check the week beginning 6th June 2022.
- It consists of a list of 40 words; 20 real words and 20 nonsense words.
- It will assess phonics skills and knowledge learnt through reception and year 1.
- The pass mark is usually around 32/40.
- They will be asked to 'sound out' a word and blend the sounds together to read the word.

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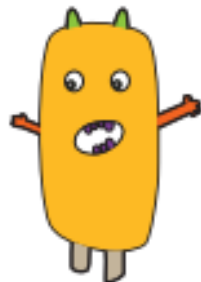
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dop



uct



shop

yell

peel

check

Additional note

Please ensure at home that you are helping and supporting children with letter formation.



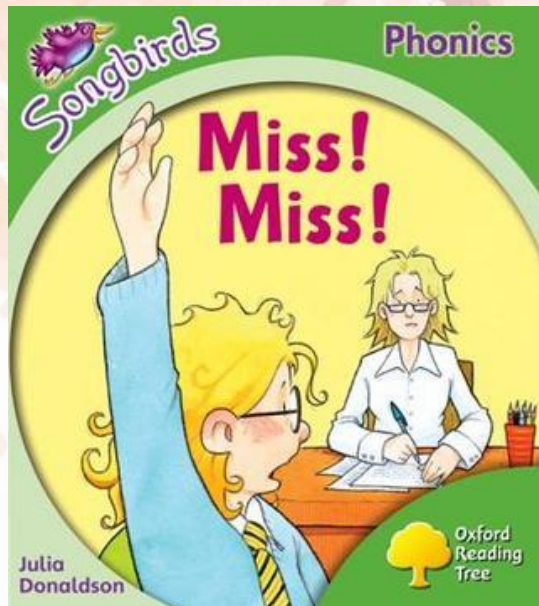
This is always demonstrated on the homework and if you are ever unsure please ask.



Reading

Reading at HCFS

- Children are read with once a week at school with an adult for around 5 minutes.
- Please ensure books and reading records are sent in **every day**!



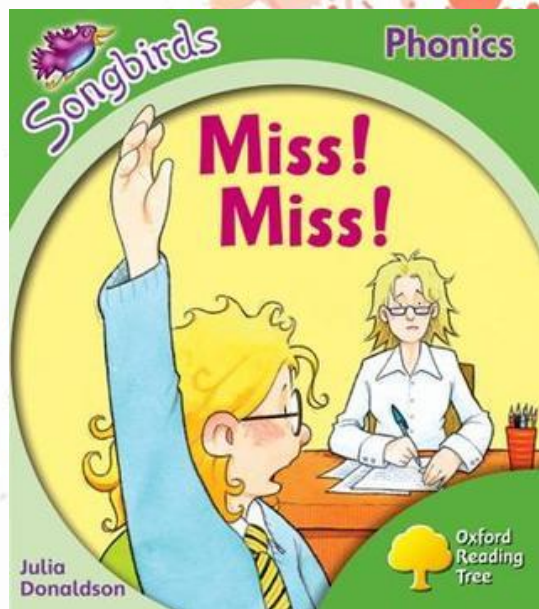
Reading at HCFS

- Children use their reading skills in the phonics lesson Monday, Tuesday and Wednesday.

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Reading with an adult

When reading with an adult at school, children are expected to use their sounds, recognise tricky words and use the pictures.



The adult will support in:

- Reading the title
- Talking about the front cover, back cover and blurb
- Stretching and Pinging
- Recognising tricky and high frequency words
- Asking questions
- Talking about the story

Reading at home

Children are expected to be read with every evening, even if this is a 2 minute or 10 minute session. Every time you read with you child please record this in the reading record book – if this is a school book or bed time/home book.

This could just be one or two pages and talking about what they think will happen next or the whole book and having a go at changing the end.

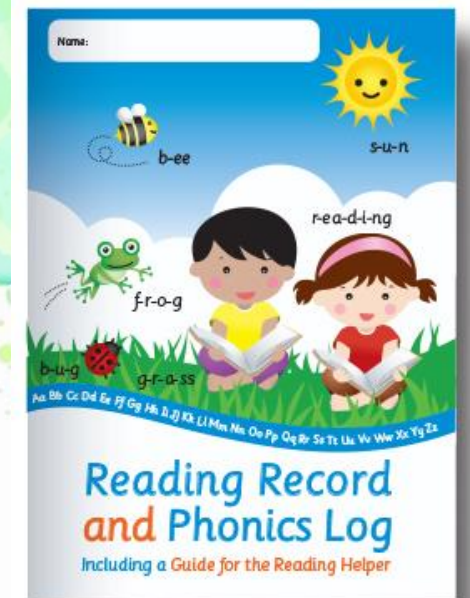
Children may get bored with the book but it will be changed once a week at school.



Reading at home

Please support in:

- Recognising sounds
- Stretching and pinging
- Recognising tricky and high frequency words
- Asking questions – this is so important
- Talking about the story
- Predicting the end
- Talking about likes and dislikes



Reading out and about

Remember reading can happen anywhere and everywhere. Encourage children to read when you go shopping, go to the park or even the doctors.



OWL books



In every classroom, there are books with owl stickers on which the children are allowed to take home.

We ask that only one is taken at a time and children can swap them over as often as they like.

We are in the process of widening our book selection and if you are ever having a clear out or any magazines we would love them.

REMEMBER: Phonics is not the only thing needed to become a fluent reader.

- Please continue to read with your child each night and encourage them to:

- Sound out
- Re-read to check it makes sense.
- Use pictures for clues.
- Ask questions about the book.

And most importantly **ENJOY READING!**

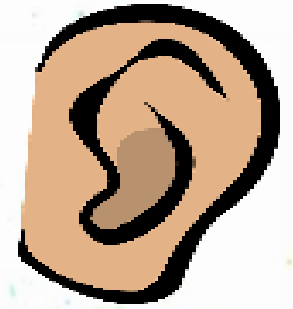


Communication and Language



What is Communication and
Language (C&L)?

- In the EYFS there are two parts to Communication and Language:

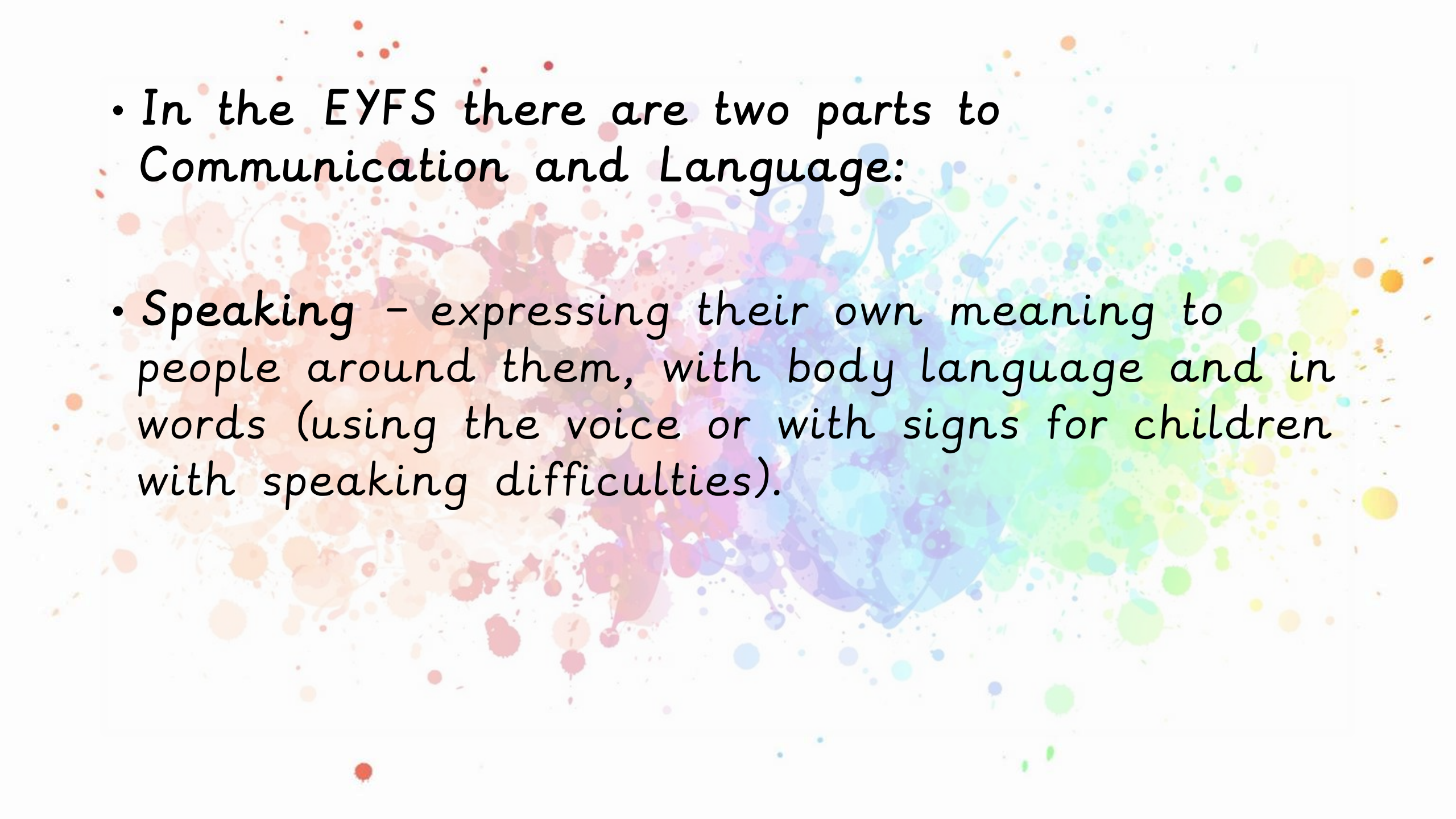


- Listening, Attention and Understanding-

Listening: need to listen carefully to all the sounds and rhythms that make up words and sentences

Attention: children need to pay attention to how people are communicating in order to learn to do it themselves.

Understanding: the bridge to talking, as children begin to make sense of the body language and all the words from people around them

- 
- In the EYFS there are two parts to Communication and Language:
 - **Speaking** – expressing their own meaning to people around them, with body language and in words (using the voice or with signs for children with speaking difficulties).

C&L at HCFS

Throughout the day we are promoting the use of communication with words and working on our listening skills.

Children are encouraged to talk in full sentences, use correct vocabulary and make sense with grammar and tenses.

We make sure we are constantly modelling full sentences and conversations.

What can you do?

- Introduce new vocabulary
- Model full sentences – reword sentences to make it make sense.
- Constantly question children.
- Support children in finding answers.
- Speaking English as often as possible –
Trying is always better than not!



Any Questions?

Useful links...

- www.phonicsplay.co.uk
- www.oxfordowl.co.uk
- <https://hungrylittleminds.campaign.gov.uk/>
- <https://www.speechworksservices.co.uk>
- Hairy Phonics
- Read with phonics
- Teach your monster to read
- Speakia: Kids English Fun – EAL supportive app
- Timmy's Learning New Skills