



English Workshop

Tuesday 5th
November 2019



ICE-BREAKER

phoneme
grapheme
digraph
blend

Which of
these
terms do
you
know?



WHY TEACH PHONICS?

“Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being.”

Letters and Sounds, 2007





Phase 5 New Sounds Taught

Phase 5 Sound Mat



ay



aw



au



ea



ew



ew



ey



ie



ir



oe



ou



oy



ph



ue



ue



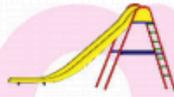
wh



a-e



e-e



i-e



o-e



u-e

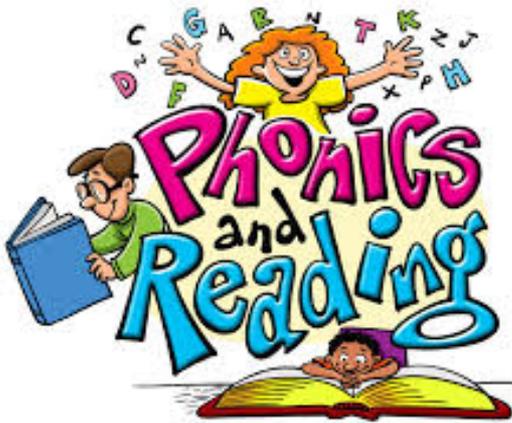


u-e

TERMINOLOGY

For phase 5

- Digraphs
- Split digraphs
 - Blends
 - Consonant cluster
- Robot talk
- 'Tricky words'

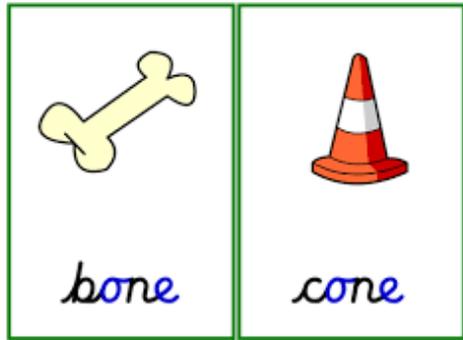


Digraphs

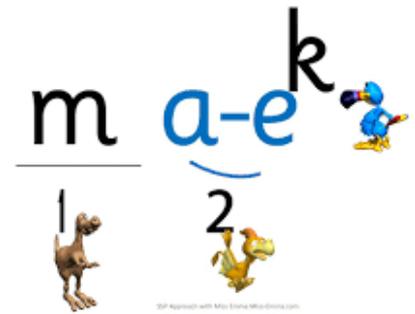
A digraph is a single sound that is made up of two letters. Some are vowel digraphs made up of vowels e.g. oa. Others are made up of consonants e.g. ch sh.

Also some sounds include 3 letters, or trigraphs e.g. ear, air or ure.





Split digraphs



When a digraph is split by a consonant it becomes a split digraph.

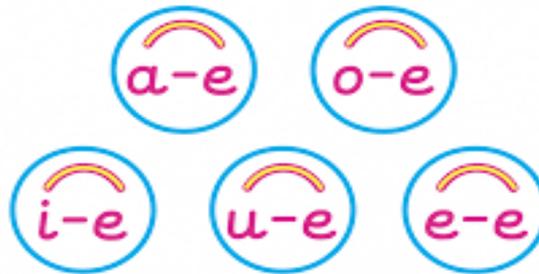
For example:

'bake', the ae becomes split by the "k"
 'cube,' the ue becomes split by the "b"
 'slide,' the ie becomes split by the "d"



Split Digraphs

Can you say these sounds?



Blends/Consonant Clusters

Consonant clusters that are often found at the beginning or the ends of words. These sounds are often found in clusters but each have their own sounds.

E.g. *bl*, *mp*, *st*

b - l - a - ck.

l - a - m - p.

s - t - r - ee - t

Beginning Blends

bl 	cl 	fl 	gl
pl 	sl 	br 	cr
dr 	fr 	gr 	pr
tr 	sk 	sm 	sn
sp 	st 	sw 	tw

My Ending Blends Chart

nd 	nk 	nt 	ng 	mp
st 	sk 	ft 	ct 	pt
lt 	lk 	ld 	lf 	lp
lm 	rm 	rn 	rp 	rt
rd 	rf 	rk 	rl 	mb



ROBOT TALK



- In order to help the children spell, we sound out the letters of words
- This helps us segment the sounds of words
- It helps us associate which grapheme goes with each sound before we write it down
- We do this orally before writing.



TRICKY WORDS

- Tricky words are words that cannot be 'sounded out' and are therefore read *on sight*.
- Each phase of 'Letters and Sounds' has its own set of 'tricky words'.
- Phase 5 tricky words are:

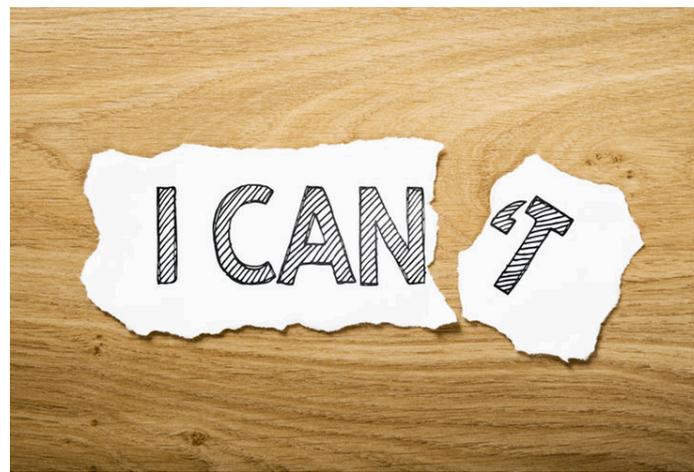
Phase 5 Tricky Words

oh	Mrs	people
Mr	called	looked
could	asked	their

Ink saving Eco



WHAT DOES A PHONICS LESSON LOOK LIKE?



Each lesson has 5 parts and lasts for 20 minutes.

- We revise and then review our previously learned sounds (using flashcards and actions.)
- We learn a new sound/ letter name/ tricky word
- We then practise our writing by segmenting and practice our reading by blending the sounds we know.
- Finally we apply our new learned skills to play a game or complete a short task involving reading and writing.

REAL WORDS/NONSENSE WORDS

- *Playing games that involve real and nonsense words.*
- *Treasure and trash is similar to this.*
- *The children have to get used to applying their phonic skills to words that aren't actually real!*

jaith



chait



haish



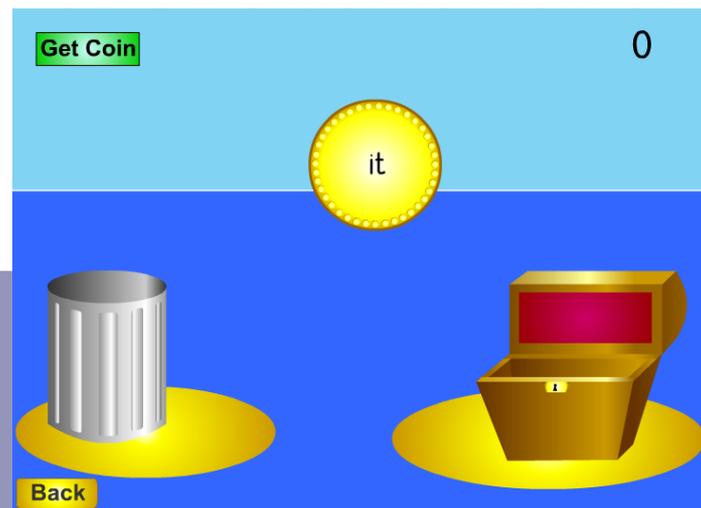
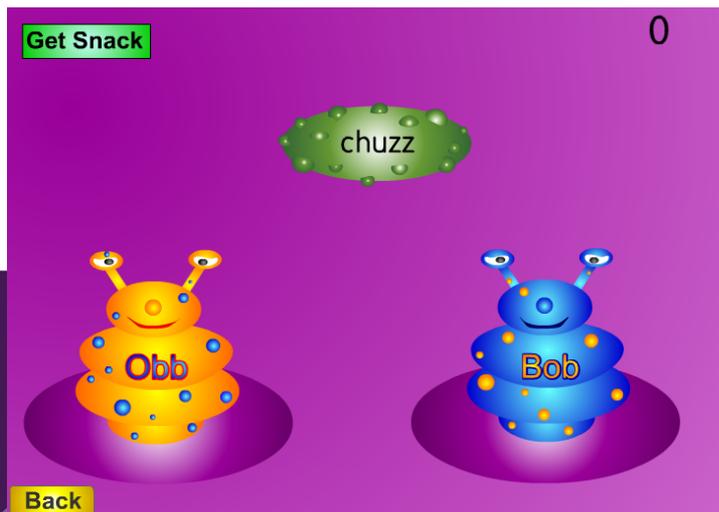
zaish





RESOURCES

See the handout for websites and apps you can play for free.



HOW DO CHILDREN BECOME SUCCESSFUL READERS/WRITERS?

- Phonic knowledge (sounds and spelling)
- Knowledge of context (understanding or comprehension)
- Grammatical knowledge (sentence structure, what makes senses)
- Word recognition and graphic knowledge (recognising words on sight)



THE IMPORTANCE OF READING AT HOME

- To promote enjoyment in reading early.
- Helps all learning.
- To practice and apply their phonic skills.
- Pitch of reading, 90% fluency.
- Use the reading targets
- Keep reading to your child too!!



HOME READING RECORDS

Expectations for parents:-

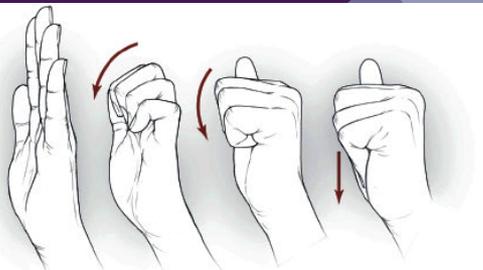
- Read at least 3 times a week.
- Your child records what they are reading
- and then the adult signs it when it has been read.
- Ensure Book Bags are in school everyday.
- Children change their own books at school regularly.
- Complete activities in home readers.
- Ask lots of questions to make sure of children's understanding.
- ENJOY!!



HANDWRITING



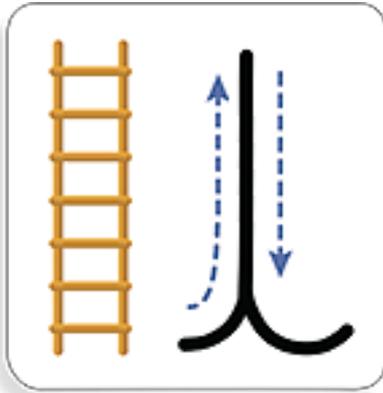
- We follow a cursive handwriting policy
- We regularly practise handwriting to help strengthen hand and finger muscles.
- We warm-up before handwriting using finger gym exercises and dough disco
- We provide lots of opportunities for writing during guided reading, phonics, handwriting and English lessons.



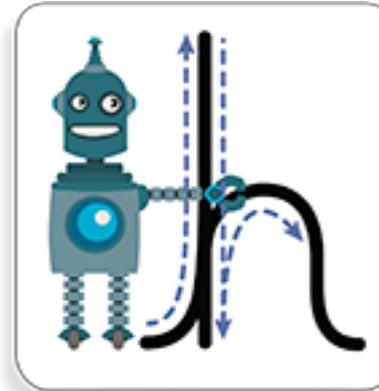
Straight hand Hook fist Full fist Straight fist



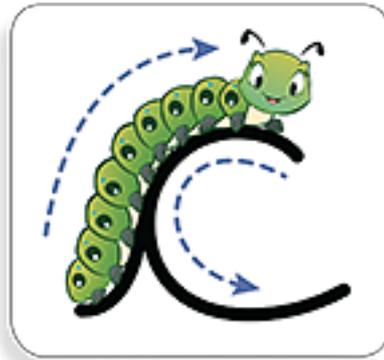
LETTER FAMILIES



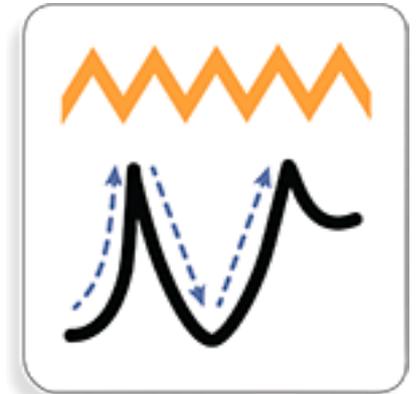
Long ladder family



One armed robot



Curly caterpillar family



Zig-zag letters



CURSIVE WRITING



CURSIVE HANDWRITING



IMPROVE WRITING AT HOME

Some children in Y1 still struggle with their physical development and thus still find it difficult to hold and control a pencil/pen.

For these children keep working at this at home by providing lots of creative activities such as using play-doh, colouring, arts and crafts. These all help to strengthen muscles and are also fun and enjoyable.

Once they are writing, make sure they are forming the letters correctly and starting in correct position and direction. (all cursive letters start with a lead in line except for capitals)

Practise writing and spelling the tricky words,
improve their writing and confidence.

