Phonics at Heathlands

Helping Everyone Shine Their Light

Purpose of Workshop

- Current Guidance
- Explain the phonics scheme at Heathlands
- Share the structure of a phonics lesson
- Look at ways that you can support at home
- Questions about Phonics

Current Guidance

- Five years ago, the government announced a change to the way they wanted schools to teach phonics.
- They introduced a validation process whereby organisations could become an approved Systematic Synthetics Phonics (SSP) programme. Schools could buy into these programmes.
- There is no statutory requirement for schools to choose one of the SSP programmes on the validated list.

What's important is:

- Schools take an approach that is rigorous, systematic and crucially, any resources used should exactly match the progression of their chosen approach,
- The approach used by schools must achieve strong results for all pupils, including the most disadvantaged.

Heathlands therefore decided to adapt their current method for phonics teaching and create out own Systematic Synthetics Phonics Programme.

T

What does SSP mean?

- Systematic Synthetic Phonics is a way of teaching children to read, write and spell.

- The sounds that children learn are taught in a specific, systematic order (not alphabetically) so they can begin to build words from these sounds as early as possible.

- At Heathlands we teach sounds in a very specific order s,a,t,p,i,n……..

Phonics Progression at Heathlands

- EYFS - Listening games and introduction of sounds in specific order
- Year One - New sounds, alternative digraphs, trigraphs and split digraphs
- Year Two - Alternative digraphs, trigraphs and spelling rules

EYFS – Autumn Term

- Children focus on developing their speaking and listening skills.
- They focus on listening to the sounds around them and also begin building on their segmenting and blending skills.
- Children play rhyming games and listening games.
- This stage is all of a practical nature.

EYFS

- During the year children are taught letter sounds in a specific order.
- Children should be able to read some vowel consonant (VC) and consonant-vowel consonant (CVC) words and spell them out. Plus CVCC and CCVC words.
- They will also learn some highly used tricky words, which don't follow the rules, like 'the' and 'go'.

s	a	t	p			
i	n	m	d			
g	o	c	k			
ck	e	u	r			
h	b	f	ff	l	ll	ss

Tricky words

the
no
go
to
I
into

EYFS

- As we progress through the year children learn more sounds and more tricky words

j	v	w	x			
y	z	zz	qu			
ch	sh	th	ng			
ai	ee	igh	oa	oo	ar	or
ur	ow	oi	ear	air	ure	er

<u>Tricky Words</u>

he she we me be you all are her
was they my so do like some come
one said were when have there
out like little what

EYFS

- How to read a word:

cat = c a t (3 sounds)

spin = s p i n (4 sounds)

duck = d u ck (3 sounds)

chick = ch i ck (3 sounds)

- Your turn!!

How many ‘sounds’ do these words have:

dog puff chin shell farmer

s	a	t	p			
i	n	m	d			
g	o	c	k			
ck	e	u	r			
h	b	f	ff	l	ll	ss

j	v	w	x			
y	z	zz	qu			
ch	sh	th	ng			
ai	ee	igh	oa	oo	ar	or
ur	ow	oi	ear	air	ure	er

EYFS

- How to write a word:

cat = c a t

hopped = h o p t

hedgehog = h e j h o g

orange = o r i n j

doctor = d o c t er

- Challenge:

If yoo can reed this yoo ar veree good at fonics.

s	a	t	p			
i	n	m	d			
g	o	c	k			
ck	e	u	r			
h	b	f	ff	l	ll	ss

j	v	w	x			
y	z	zz	qu			
ch	sh	th	ng			
ai	ee	igh	oa	oo	ar	or
ur	ow	oi	ear	air	ure	er

End of Year Expected Level

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

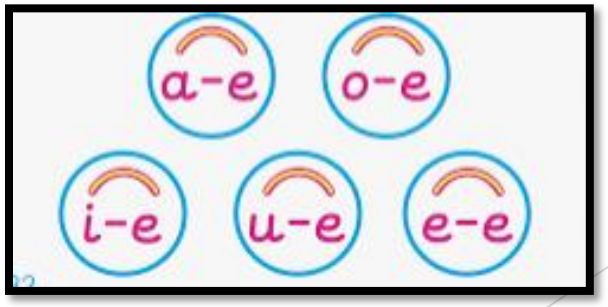
Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Year One

- During Year One, children will continue to be introduced to more of the phonetic code. They will learn new graphemes to help and begin to understand that the same sound can be represented in multiple ways For example, ‘rain’, ‘play’ ‘cake’ ‘acorn’. They will also explore how the same grapheme can be pronounced in different ways e.g. ‘low’ and ‘cow’.

- They will also meet split digraphs.



And more tricky words

Year Two

- During Year Two, the children will re-visit previously taught letter sound correspondences, developing their recognition of phonic irregularities and becoming more secure with less common spellings.

- They will also begin to explore new spelling content such as suffixes. They will also continue to apply their phonics skills and knowledge to read an increasing number of complex words.

Typical Phonics Session

- We teach phonics every day for approx. 30 minutes.
- Children will move into groups for phonics so that the session meets their need.

These sessions are fast, fun and multi-sensory, and follow the sequence outlined below:

Introduction

The teacher explains to the children what they will be covering during that session and gets them excited to learn.

Revisit & Review

The children play a quick-fire game to practise something they have already covered to help build their confidence.

Teach

The children are taught a new phoneme/ grapheme/skill in a fun, multi-sensory way, including songs, puppets, pictures, etc.

Practice

The children play fun games to practise what they have just learnt.

Apply

The children try to apply what they've learnt by reading or writing using those new skills.

Terminology

Phoneme Phonemes are the sounds that can be heard in a word, so /h/-/a/-/t/.

Grapheme Graphemes are what the sounds look like written down.

GPCs GPCs stands for grapheme-phoneme correspondences. This simply means that children are taught how to write down every sound in the English language.

NOTE: *Some sounds are written down in a variety of ways.*

Digraph Digraphs are two letters that make one sound when read, i.e., 'ch' or 'ar'. You may also hear the term 'split digraph', which is where the two graphemes are separated within the word. An example of this would be 'take', which uses the a-e split digraph. The 'e' in this split digraph is sometimes referred to as the 'magic e' which changes the sound of the other element of the digraph.

Trigraph Trigraphs are three letters that make one sound when read, i.e., 'igh'.

Blending Blending is a skill used for reading. Children need to hear each separate sound in a word and then blend them together, so /h/-/a/-/t/ becomes hat, /c/-/oa/-/t/ becomes coat and /t/-/oy/ becomes toy.

Segmenting Segmenting is a key skill needed for spelling. Children need to be able to hear a whole word and say every sound within it, so that they can connect them to the phonemes, then subsequently the graphemes.

Types of Books

EYFS

Picture Book

Wordless picture books encourage children to develop story telling skills.

EYFS

Sharing Book

These books should be shared-read together. Your child may manage some words but it is likely that they will need your support to read some of the words too. These books help to promote a love of reading.

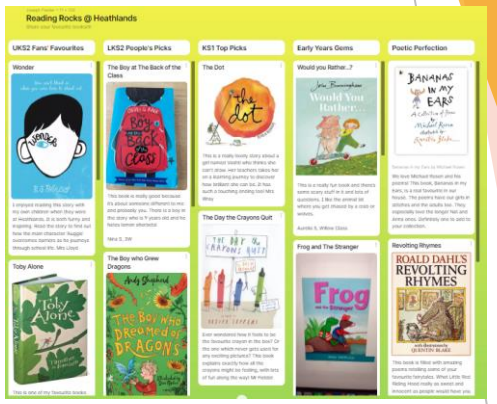
EYFS

Fully Decodable Books

These books will match the phonic sounds that your child has been taught in class. They perfectly match the SSP that we have planned at Heathlands. These books should be shared more than once to help develop fluency. They will also contain the tricky words that your child has been taught.

Reading for Pleasure

Indoor and Outdoor Reading Areas



Reading Padlet

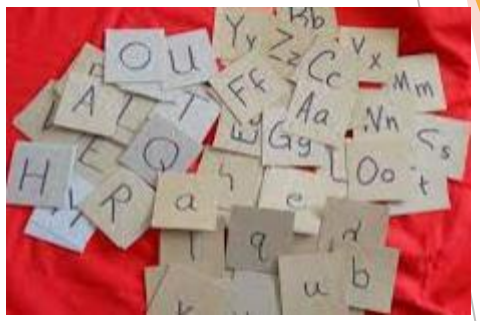
PTA Book Swap

School Library

Special Time to share Books

How to support your child at home?

School Reading Books
Sharing Books
Phonics Cards
Sound Mats
Tricky Word Mats



Building words with flashcards

Books from home

Word Games

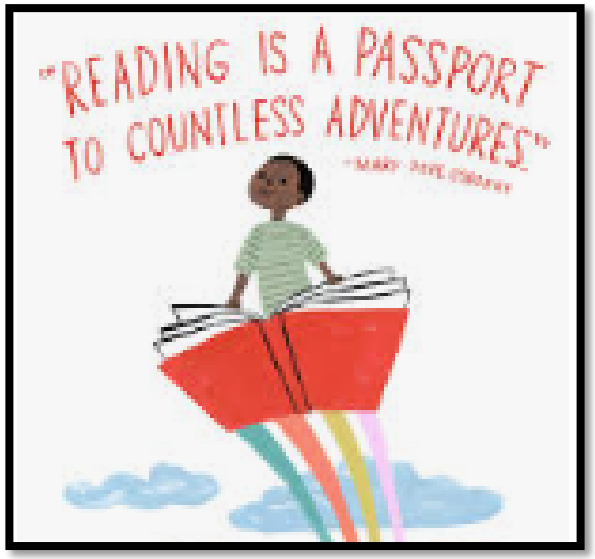
Letter/Word Hunts

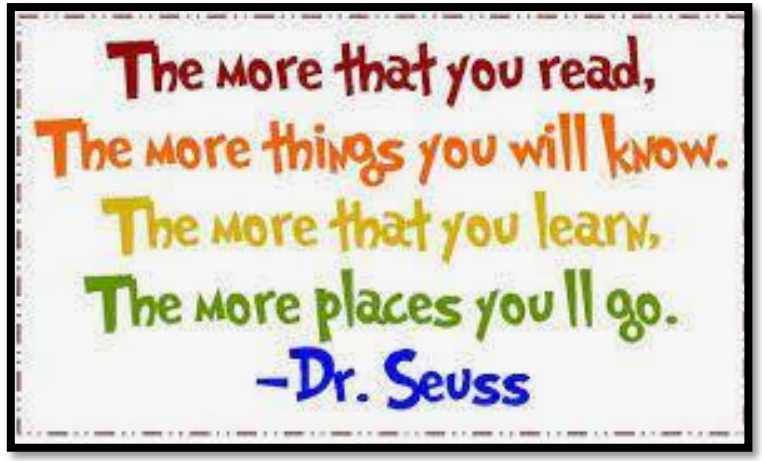
Listening Games

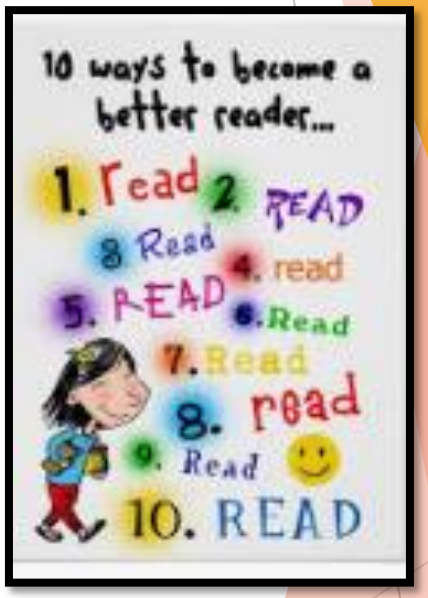
How to support your child at home?

- When learning letter sounds please practise writing them too
- Please encourage correct formation of letters. Only a capital at start of name
- Keep learning as fun as possible! Writing at this early stage doesn't have to be with a pencil at a table, try chalks outside, painting letter shapes with paint or water or forming letter shapes in a tray of salt

Thank you for joining me







Helping Everyone Shine Their Light