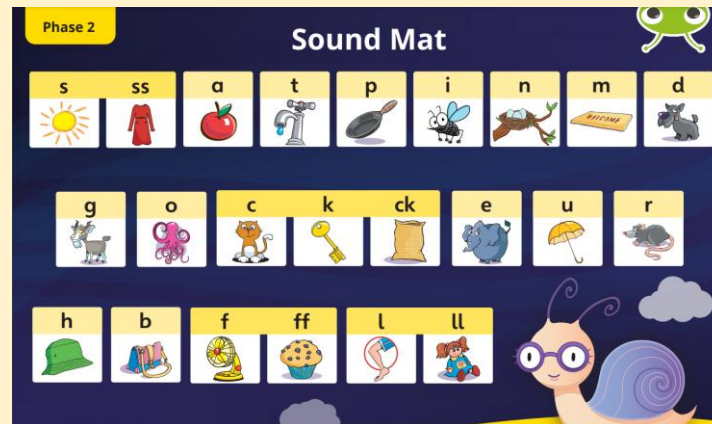


Welcome to our Phonics Workshop





If you hear the fire alarm, please stop what you are doing and follow the teachers outside.

A register will be taken to ensure everyone is present.

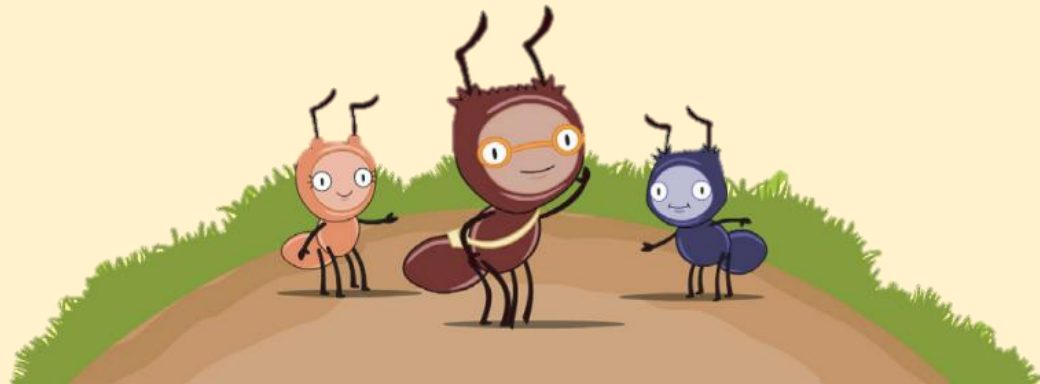
Use of mobile phones is not permitted in school. Please keep these in your bag or pocket (on silent).



The children will be brought down at 3.20 to join for the final 10 minutes.
Any siblings will be looked after by Mr Mayes and Miss Mansfield until 3.30.

Aims:

- To understand how phonics is taught at Burwell Village College Primary School.
- To understand how you can support your child with their phonics and reading at home.



What is phonics?

- Phonics is a way to teach children to read and write
- It helps children hear, identify and use different sounds
- Phonics involves matching the sounds of spoken English with individual letters or groups of letters
- Government research shows that when phonics is taught in a structured way, starting with the easiest sounds and progressing through to the most complex, it is the most effective way of teaching young children to read.



Vocabulary that we use

- Phoneme: The smallest unit of sound. Eg. /a/
- Grapheme: The written symbol for a sound. Eg. a
- Digraph: Two letters that make one sound. Eg. /ai/
- Trigraph: Three letters that make one sound. Eg. /igh/
- Quadgraph: Four letters that make one sound. Eg. /eigh/
- Split vowel digraph: Two letters that make one sound that are split with a consonant. Eg. /a-e/ like in cake
- Sound buttons: Each sound button indicates an individual sound.

Eg. cat rain make



- CVC word: Single syllable word made up of a consonant, vowel, consonant. Eg. Pig or light
- Irregular word: Some words that we can sound out and some that we can't. (Due to phonics rules not being taught)
- High Frequency word: Words that appear most frequently in written text
- Decoding: Breaking a written word into sounds
- Blending: Joining individual sounds together to read a word
- Oral blending: Hearing the sounds in a word and putting them together
- Segmenting: Hearing the individual sounds in words to spell





Bug Club

























How do we teach phonics?



















- Each lesson starts with a recap of the sounds and irregular words the children have already learnt
- Links are made with previous learning – eg. Recapping alternatives
- A new sound or irregular word is introduced
- The children practise reading words that contain that sound
- The children practise spelling words that contain that sound
- The children write sentences that contain words with the day's sound as well as known irregular words











Bug Club

What has your child been taught so far?

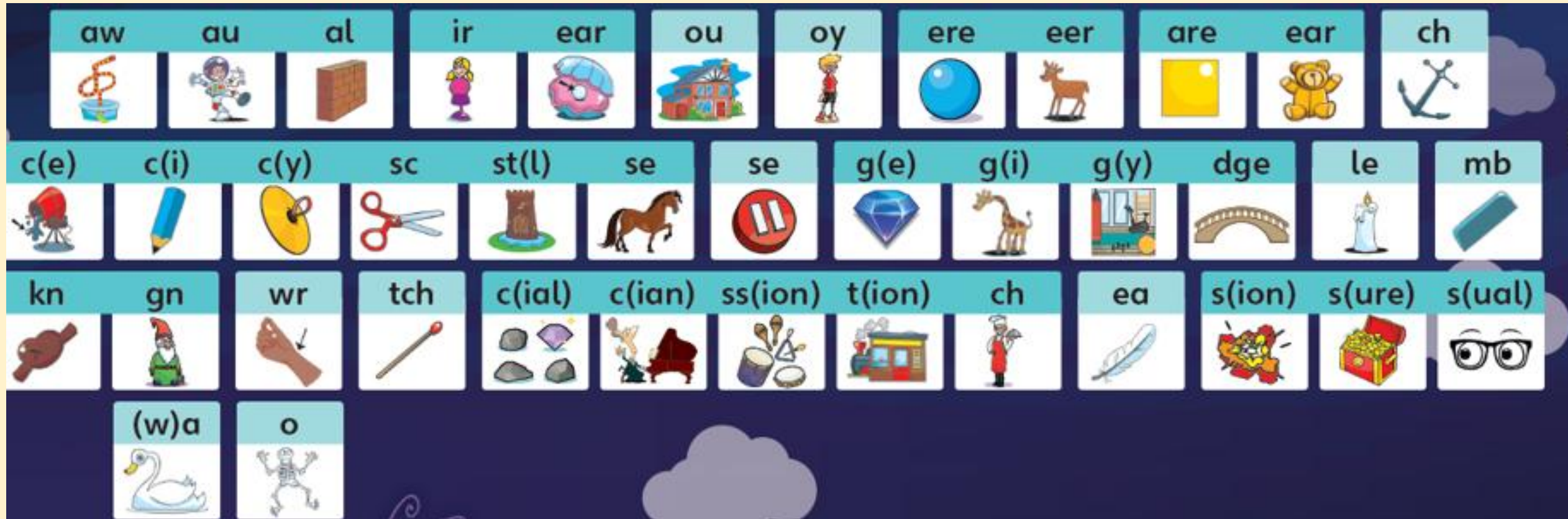
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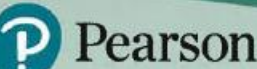
What will my child learn in YI?





Bug Club

Main phase 5 sounds your child needs to know

wh 	ph 	ay 	ey 	ea 	ie 	oe 	ew 	ew 
ue 	ue 	aw 	au 	ir 	ou 	oy 	a-e 	e-e 
i-e 	o-e 	u-e 	u-e 					
								

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Phase 2

Sound Mat



s	ss	a	t	p	i	n	m	d
								

	o	c	k	ck	e	u	r
							















h		l	ll
			



Sun, Dress, Apple, Tap, Pan, Insect, Nest, Mat, Dog,
Goat, Octopus, Cat, Key, Sack, Elephant, Umbrella, Rat,
Hat, Bag, Fan, Muffin, Leg, Doll

Phase 3

Sound Mat

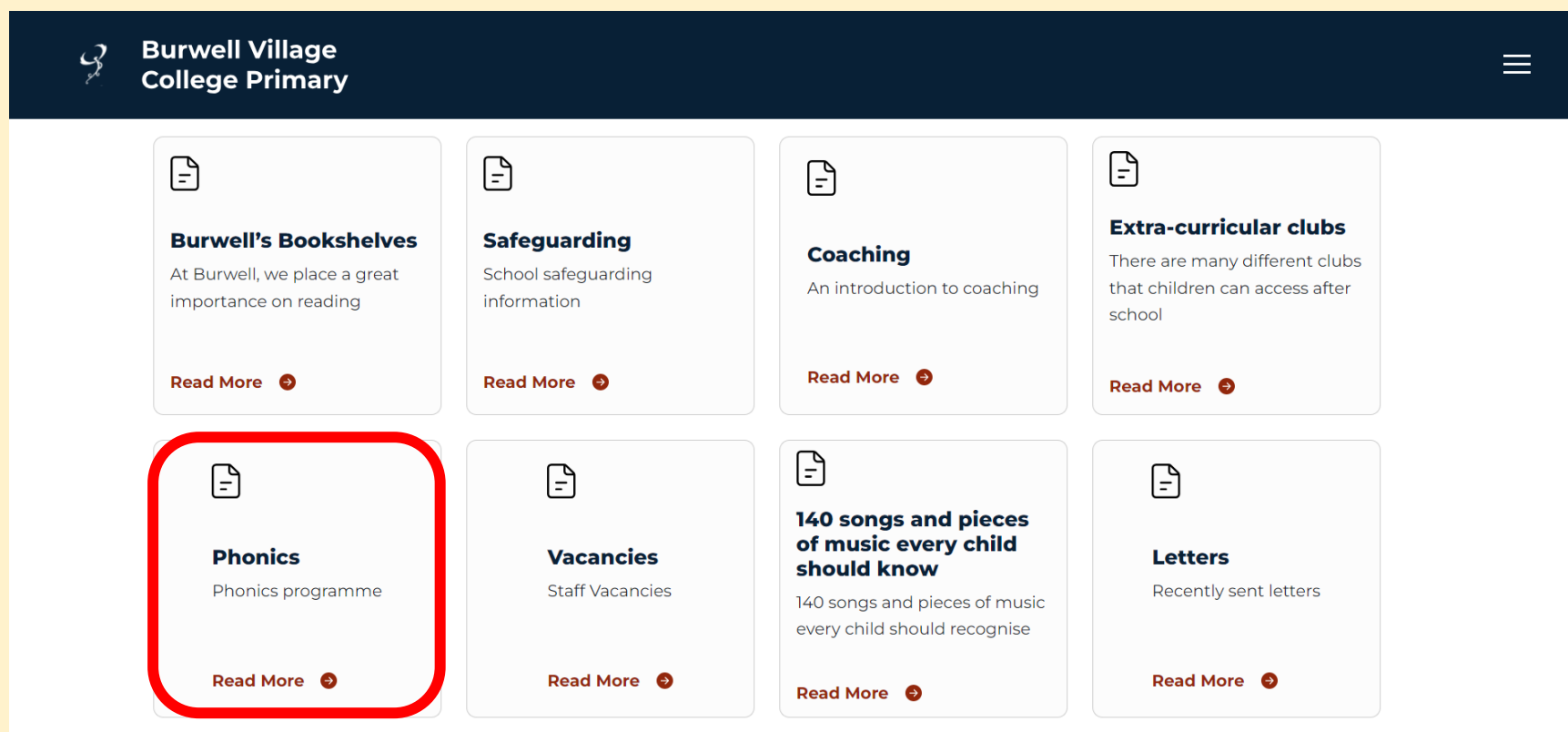
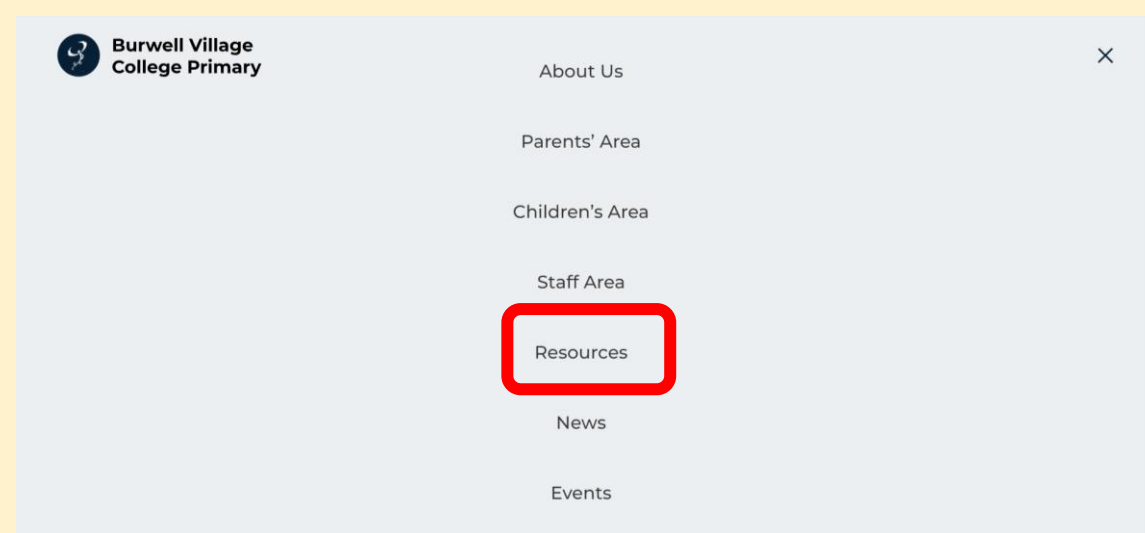
j 	v 	w 	x 	y 	z 	zz 	qu 	ch 
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	oo 
c 	r 	l 	ladder 	ow 	oi 	ear 	air 	ure 

Phase 5

Sound Mat



wh 	ph 	ay 	a-e 	eigh 	ey 	ei 	ea 	e-e 	ie 	ey 	y 	
ie 	-e 	y 	i 	ow 	o-e 	o 	oe 	ew 	ue 	u-e 	u 	oul 
au 	al 	ir 	ear 	ou 	oy 	ere 	eer 	are 	ear 	ch 		
c(e) 	st(l) 	se 	se 	g(e) 	g(i) 	g(y) 	dge 	le 	le 	le 	le 	mb 
c(ian) 	ss(ion) 	t(ion) 	ch 	ea 	ea 	s(ion) 	s(ure) 	s(ual) 	s(ion) 	s(ure) 	s(ual) 	s(ual) 





Phase 2 Sound Mat

Download



Phase 3 Sound Mat

Download



Phase 5 Sound Mat

Download



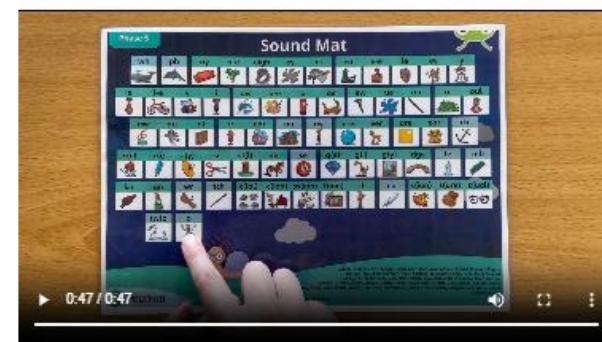
Irregular words mat (reception)

Download



Irregular words mat (Y1)

Download



a	into	they	said	there
and	her	we	have	little
to	me	are	like	one
the	be	you	so	when
no	he	all	do	out
go	my	was	some	what
of	by	live	come	oh
I	she	give	were	their



work	any	it's	second
laughed	many	I'm	third
because	eyes	I'll	clearing
Thursday	friends	I've	gleaming
Saturday	two	don't	rained
thirteen	once	can't	mailed
thirty	great	didn't	
different	clothes	first	

Age Related Expectations	Reception 4 - 5 years old				Year 1 5 - 6 years old			
Book Band	Lilac	Pink	Red	Yellow	Blue	Green	Orange	Turquoise

A

Blue



There are different sorts of dolphin.
The biggest is the orca.

2

Orcas are whoppers! They are bigger
than elephants.

3

B



Butterfly sat in the sunshine.
Sly Python slid up behind her.

2



"Lunchtime!" hissed Sly Python. "I like
to eat butterflies for lunch."
"Help!" cried Butterfly.

3

Green



Meerkats are greyish brown and have
black rings around their eyes.

4



Meerkats have a long body and short legs.
They have round ears and a black tip to
their tail.

5

A



Chris and Kate found some wheels.
"Let's make a go-kart!" said Kate.
"This box could be the cockpit!" said Chris.

2

B



"Can I be Captain?" asked Kate.
"If you like," said Chris.
"Three, two, one ... GO!"

3

Green



C

Over the bridge, there is a village.
In the village, there is a lane.
The goblins call it Gypsy Lane.

2

In Gypsy Lane, there is a cottage.
It's a large cottage.
It's much too large for a goblin.

3

A



With one tentacle it took an apple from the tree.
"Food!" it cried.
It gobbled the apple in under a second.

6



"I need food!" cried The Purple Muncher.
Its tummy gurgled.
Josh took a bit of bubblegum from his pocket.

7

Orange

B

Rabbit ears



Each ear can turn in a different direction.

With their long ears, rabbits can pay attention to every sound.

4



Predators hunt rabbits for food.

If a rabbit hears something coming, it gets ready to run away.

5

What is the Phonics Screening Check?

What is the Phonics Screening Check?

The government introduced the Phonics Screening Check in 2012 to check that all children are learning to decode words at an age-appropriate level. The assessment comprises of 40 words that the children read one-to-one with their teacher. The list is a combination of real and made up words that contain the sounds the children have learnt in Reception and Year One. The made up words are there to assess the children's ability to use phonics to decode without using any other reading skills. They are accompanied by a picture of an imaginary creature to help the children recognise that it is not a real word. The children will be familiar with the vocabulary of nonsense or alien words and have regular practice in their phonics sessions at reading such words. The children are encouraged to recognise that it is a nonsense word and then to look out for any digraphs, trigraphs or split digraphs before they begin sounding out the word.

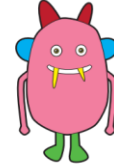
The children will practise Phonics Screening Checks at the end of every half term so they will be used to the structure of the assessment and will be largely unaware that they are completing a test.

What is the Phonics Screening Check?

The children will sit the check in June 2026.

More information to follow in the spring term.

bes



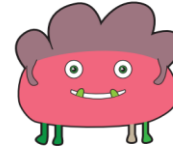
trapeze

barp



concrete

whike



blossom

quab



thankful

smung



portrait

How to help your child at home:



- Magazine scavenger hunt – call out a sound and get your child to find it
- Sound or irregular word swat – write out some of the sounds or words your child needs to practise and spread them out on a table or the floor – call out a sound or word and your child needs to use a fly swatter, or their hand, to 'swat' the correct piece of paper
- Use chalk to write some sounds or words on the pavement or in your garden – get your child to jump from each sound or word identifying them as they go
- Play I-spy – *"I spy with my little eye something that begins with..."* using the sound rather than letter name – you could also try oral blending too
- Play snap or a memory game – write irregular words or sounds onto piece of paper and use them for snap or matching pairs – you could do this for alternative spellings too
- Hide sounds or words around the house for your child to find

Activities to try now:



Sound recognition:

- Activity 1: Use the sound mat, dice and counters – take it in turns to roll the dice and move your counter across the sounds, saying each one as you land on it. The first person to the end of the sound mat wins.

Irregular word recognition:

- Activity 2: Use the irregular word mat, dice and counters – take it in turns to roll the dice and move your counter across the words, saying each one as you land on it. The first person to the end of the irregular word mat wins.