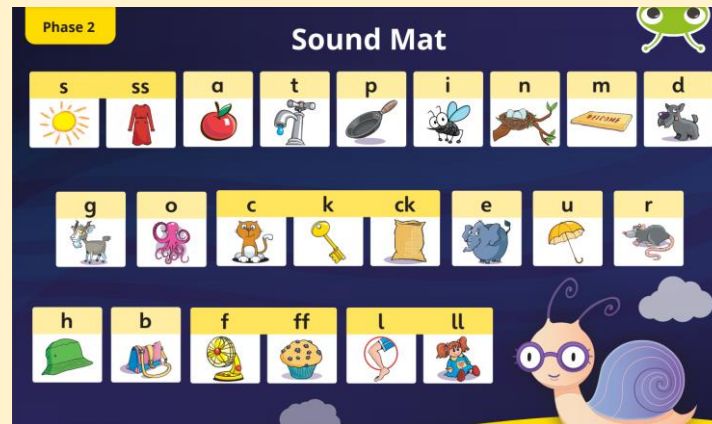


Welcome to our Phonics Workshop





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.

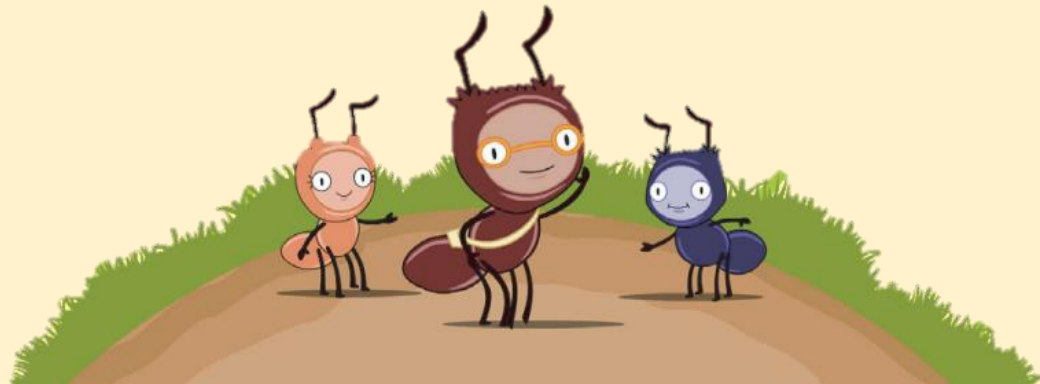
Use of mobile phones is not permitted in school. Please keep these in your bag or pocket (on silent).



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.



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: A word that does not fit with the spelling rules that the children have learnt
- 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



What is the progression of phonics?






























- The children start by learning the sound for individual letters

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

What is the progression of phonics?



- They then move on to learning the sound that groups of letters make

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

What is the progression of phonics?



- When they are confident with recognising the sounds that letters make they can begin to put sounds together (blending) to

read words cat sat

- Identifying digraphs / trigraphs within words

coat down shop

What is the progression of phonics?



Writing

- Identifying initial sounds
- They learn how to represent those sounds with graphemes
- Writing simple CVC words
- Then words that contain more complex sounds or are multi-syllabic
- Then they write captions and sentences

What is the progression of phonics?



Reading and writing irregular words

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



Bug Club

How do we teach phonics?

- 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

How do we teach phonics?

In the classroom –

- Make crafts to help remember the image / sound
- Sort objects by their initial sound
- Write on whiteboards / using glitter / with chalk
- Use magnetic letters



Phonics Tracker

Regular assessment using Phonics Tracker to identify gaps in phoneme and irregular word knowledge.

and

the

no

of

I

into

her

(park)
























ar

(fork)




























or


























(pair)

air

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



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

wh	ph	ay	a-e	eigh	ey	ei	ea	e-e	ie	ey	y	
												
ie	i-e	y	i	ow	o-e	o	oe	ew	ue	u-e	u	oul
												

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 	ow 	oi 	ear 	air 	ure 	

Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips,
Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book,
Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

Phase 5

Sound Mat



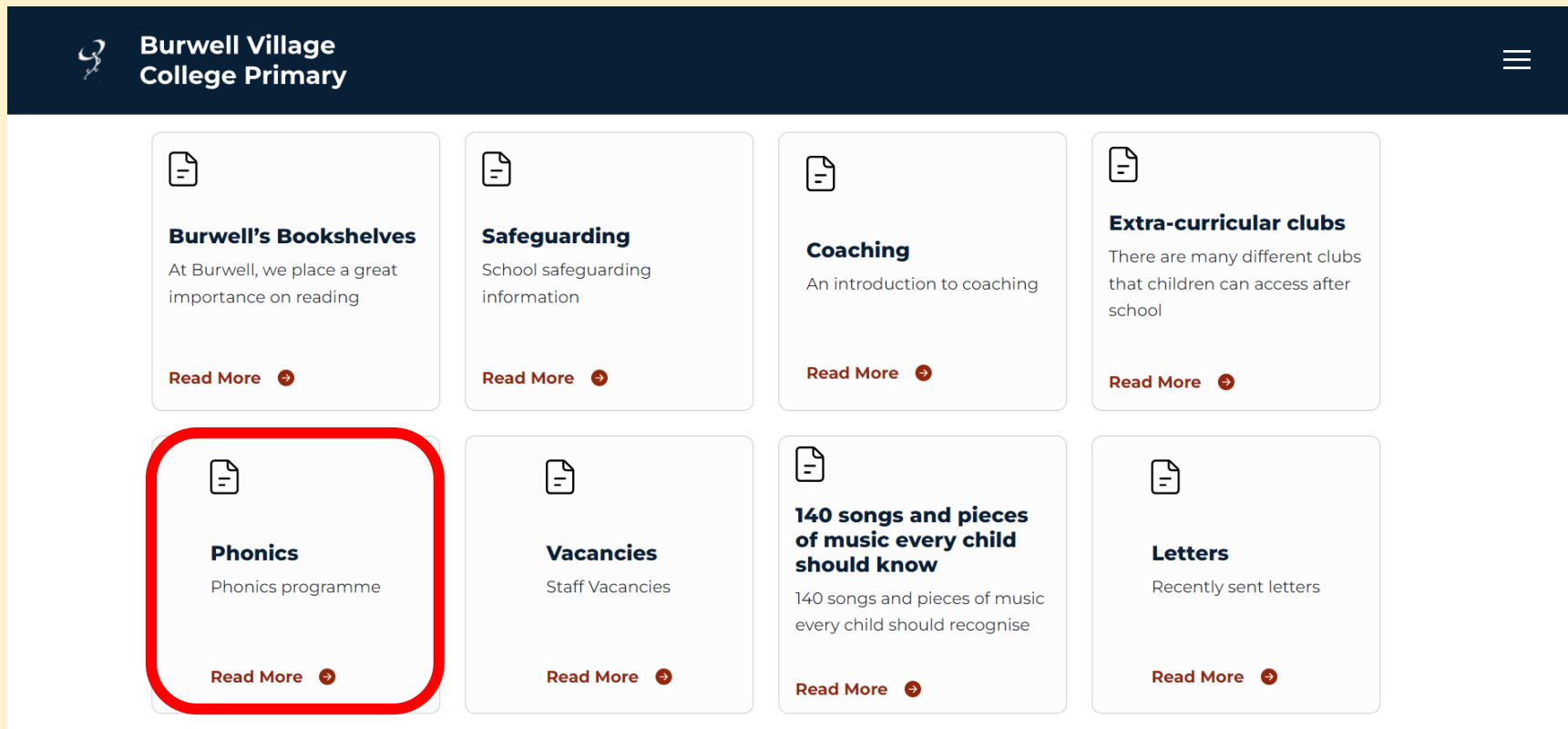
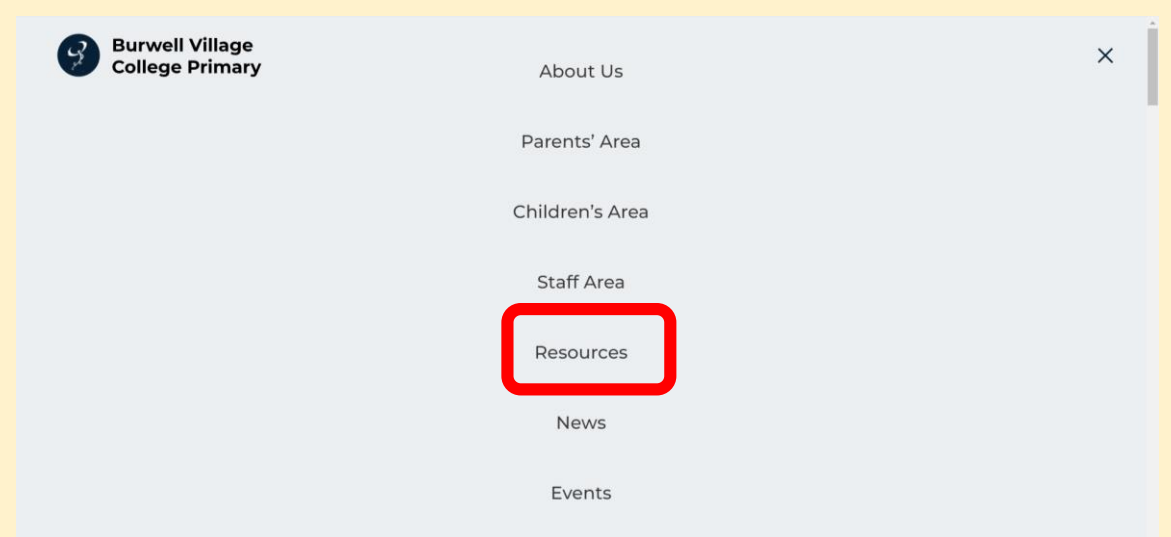
wh	ph	ay	a-e	eigh	ey	ei	ea	e-e	ie	ey	y

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	mb			

c(ian)	ss(ion)	t(ion)	ch	ea	s(ion)	s(ure)	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



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



Lilac

- How to use this wordless book**
1. With your child, do the 'Sound practice' below.
 2. Look at the front cover together.
 3. Talk about where you should start the book.
 4. Ask your child to use the pictures to tell you the story. Encourage them to talk about the things they can see in the pictures. Talk together about how each puddle is bigger than the last and that the boy's clothes get wetter as the story goes on.
 5. Ask questions such as: 'What do you think will happen next?' and 'What do you think the boy is saying in each picture?'

A

Reception

Pink

B



Sid's nits

Sam's nits



The duck pecks.
Peck, peck, peck.

The ram kicks.
Kick, kick, kick.

A



3. Pop the baps in bags.



4. Zip up the bags.
Pack the bags.

Red

B



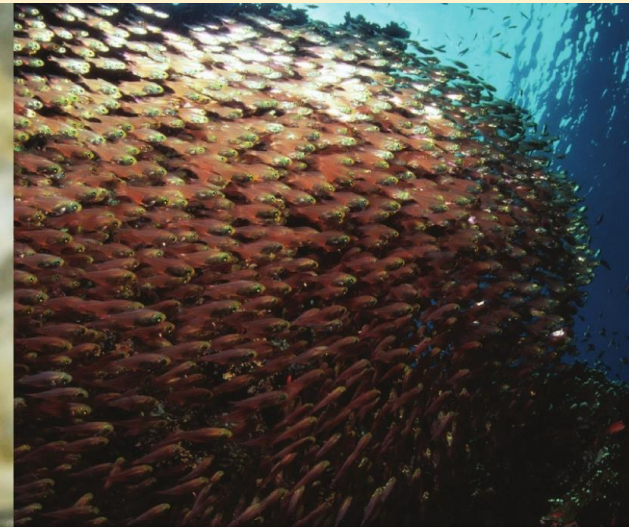
Neela has a fishing rod.
"I will hook the fish."

Craig will scoop the fish into
his net.

Yellow



This fish is a carp. It is so little
that it will fit on a finger tip!



This is a shoal of little fish.
They look like one big fish.

50 Recommended Reads for ...

Reception

(ages 4-5)

Which ones have you read?



 <input type="checkbox"/> How to Catch a Star Oliver Jeffers	 <input type="checkbox"/> Puffin Peter Petr Horacek
 <input type="checkbox"/> The Tiger Who Came to Tea Judith Kerr	 <input type="checkbox"/> A Great Big Cuddle Michael Rosen and Chris Riddell
 <input type="checkbox"/> Tad Benji Davies	 <input type="checkbox"/> Rain Before Rainbows Smriti Halls and David Litchfield
 <input type="checkbox"/> One Springy Day Nick Butterworth	 <input type="checkbox"/> Zog Julia Donaldson and Axel Scheffler
 <input type="checkbox"/> You Choose Pippa Goodhart and Nick Sharratt	 <input type="checkbox"/> Fabulous Frankie Simon James Green and Garry Parsons
 <input type="checkbox"/> Super Duper You Sophy Henn	 <input type="checkbox"/> The Lion Inside Rachel Bright and Jim Field
 <input type="checkbox"/> My Encyclopedia of Very Important Animals	 <input type="checkbox"/> Oi Frog! Kes Gray and Jim Field
 <input type="checkbox"/> Never Teach a Stegosaurus to do Sums Rashmi Sirdeshpande and Diane Ewen	 <input type="checkbox"/> Hello Friend! Rebecca Cobb
 <input type="checkbox"/> Pumpkin Soup Helen Cooper	 <input type="checkbox"/> Wriggle and Roar! Julia Donaldson and Nick Sharratt
 <input type="checkbox"/> Kind Alison Green	 <input type="checkbox"/> Meet the Oceans Caryl Hart and Bethan Woollvin
 <input type="checkbox"/> Ernest Shackleton Isabel Sanchez Vegara	 <input type="checkbox"/> We Catch The Bus Katie Abey
 <input type="checkbox"/> Splash Claire Cashmore and Sharon Davey	 <input type="checkbox"/> On the Way Home Jill Murphy
 <input type="checkbox"/> Supertato Sue Hendra	 <input type="checkbox"/> My Mum is a Lioness Swapna Haddow and Dapo Adeola

50 Recommended Reads for ...

Reception

(ages 4-5)



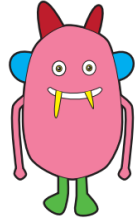
 <input type="checkbox"/> Luna Loves Art Joseph Coelho and Fiona Lumbers	 <input type="checkbox"/> The Great Explorer Chris Judge
 <input type="checkbox"/> Red Lorry, Yellow Lorry Michelle Robinson and Jez Tuya	 <input type="checkbox"/> The Amazing Mrs Pepperpot Alf Proysen and Hilda Offen
 <input type="checkbox"/> Papa Penguin Lindsay Camp and Momoko Abe	 <input type="checkbox"/> The Extraordinary Gardener Sam Boughton
 <input type="checkbox"/> The Colour Monster Anna Lenas	 <input type="checkbox"/> Dogger Shirley Hughes
 <input type="checkbox"/> Octopus Shocktopus! Peter Bently and Steven Lenton	 <input type="checkbox"/> Fair Shares Pippa Goodhart and Anna Doherty
 <input type="checkbox"/> The Body Book	 <input type="checkbox"/> Zim Zam Zoom! James Carter and Nicola Colton
 <input type="checkbox"/> Afraid of the Dark Sarah Shaffi, Isabel Otter and Lucy Farfort	 <input type="checkbox"/> Astro Girl Ken Wilson-Max
 <input type="checkbox"/> Rabbit's Pancake Picnic Teegen Evans and Paula Bowles	 <input type="checkbox"/> Pattan's Pumpkin Chitra Soundar and Frane Lessac
 <input type="checkbox"/> The Cat and the Rat and the Hat Em Lynas and Matt Hunt	 <input type="checkbox"/> Marvellous Machines Jane Wilsher and Andres Lozano
 <input type="checkbox"/> Elmer David McKee	 <input type="checkbox"/> Caterpillar Cake Matt Goodfellow and Krina Patel-Sage
 <input type="checkbox"/> William Bee's Wonderful World of Things That Go! William Bee	 <input type="checkbox"/> My Must-Have Mum Maudie Smith and Jen Khatun
 <input type="checkbox"/> Blue monster Wants It All! Jeanne Willis and Jenni Desmond	 <input type="checkbox"/> Britannica First Big Book of Why Sally Symes, Stephanie Warren Drimmer and Kate Slater

Find more booklists for primary schools at
booksfortopics.com



Scan the QR code to visit the list online

besb



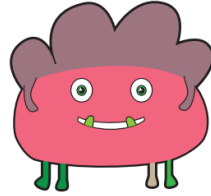
trapeze

barp



concrete

whike



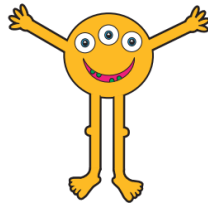
blossom

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:



- Activity 1: Roll a sound – take it in turns. Choose a different coloured counter each. Cover up the grapheme.
- Activity 2: Snap – sounds and pictures.
- Activity 3: I spy – turn over card and find something on the picture that matches the sound.
- Activity 4: Word building – use cards to build words e.g. sat, pat, pin