

Phonics Workshop

Day 4

Phase 1-4



Your Feedback

Overwhelmingly people feel more confident -

'my understanding has definitely increased'

'It has helped to do practical examples together in the session'

'my understanding has improved and my appreciation of the importance of a solid foundation'

In our last session can we:

- Go over each phase covered so far
- Opportunity to ask questions as we have done each week
 - Learn about Phase 4 and recap previous phases
 - Practical ways to help at home
 - A handout that covers all sessions

dance

environmental sounds

instruments

sing

hearing, matching, naming sounds

rhyme

oral blending and segmenting

body percussion -
stomp, stomp, stomp

action rhymes

Phase 1

alliteration

clap

rhythm



listen - tuning our ears in

distinguish between sounds

voice sounds - boing, wheeee, oh!, baa

pronunciation

nonsense words

phoneme frames

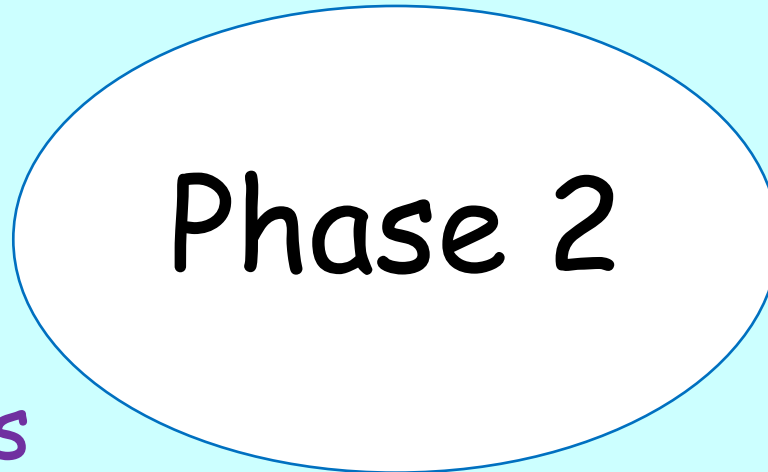
Metal Mike

full circle



sounds buttons
and sound sticks

immediate success



Phase 2

whiteboards

magnetic letters

tricky words
I no go to the

Phase 1

high frequency words

double letters - ff ll ss

pronunciation

nonsense words

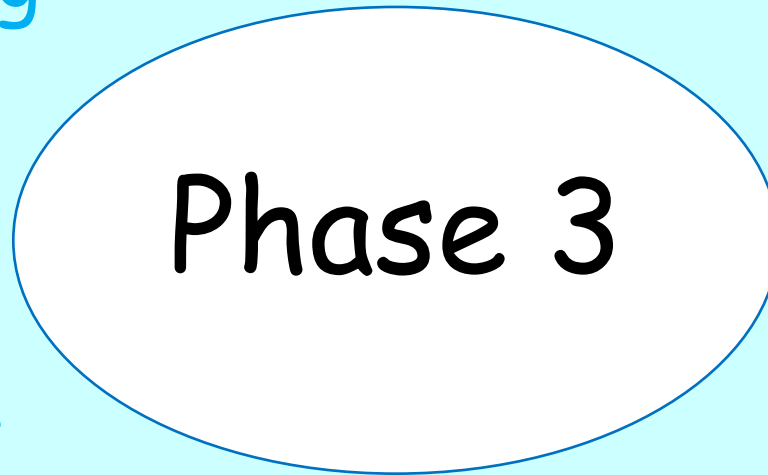
phoneme frames

digraphs
sh, ch, th, ng

trigraphs
igh, air, ure, ear



whiteboards



sounds buttons
and sound sticks

magnetic letters

tricky words

Phase 1

spelling known high frequency
words - is it an at

*he me be she we was my
you they her all are*

Phase 4...

'The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words **containing adjacent consonants** and **polysyllabic words**.'

CVCC - bend, mend, hump, bent, damp, tent

CCVC - spin, speck, stop, track, twin, clap, glad, gran

Applying learning from phase 2 and 3

Polysyllabic words – words with more than one syllable – *lunchbox, desktop, children, shampoo, Chester, giftbox, sandwich, chimpanzee, windmill*

Phase 4 -

By repeated sounding and blending of words, children get to know them, and once this happens, they should be encouraged to read them straight off in reading text, rather than continuing to sound and blend them aloud because they feel that this is what is required.

They should continue, however, to use overt or silent phonics for those words which are unfamiliar.

There are 100 common words that recur frequently in much of the written material young children read and that they need when they write. Most of these are decodable, by sounding and blending, assuming the grapheme–phoneme correspondences are known.

These are also known as the 100 high frequency words.

pronunciation
s-t-o-m-p

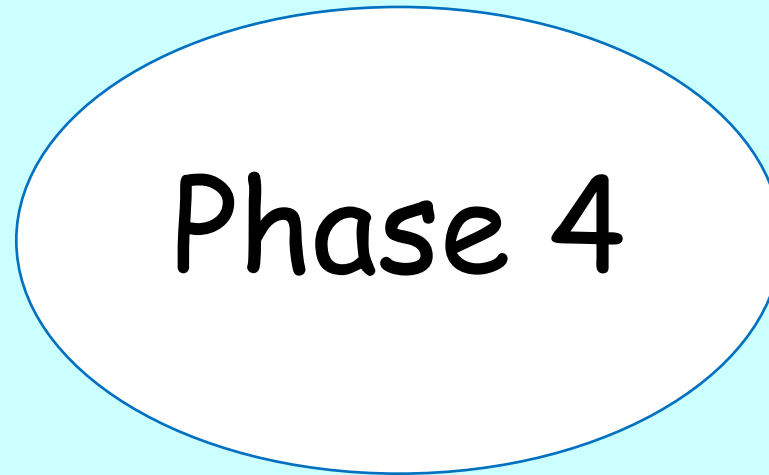
nonsense words
shelf, drep, plank, trunt

phoneme frames



sounds buttons
and sound sticks

magnetic letters



polysyllabic words

tricky words

Phase 1

spelling known high frequency
words

*have like there little some
one come do were when
out what*

Phase 3 Full Circle

Full circle - Resources when the graphemes **sh, ch, th** and **ng** have been learned

- List of words (ship, chip, chin, thin, than, can, cash, rash, rang, ring, rip, ship), magnetic whiteboards and letters (sh, ch, th, ng, p, n, r, c, a, i), for each pair of children
- List of words (song, long, lock, shock, shop, chop, chip, chick, thick, thing, sing, song), magnetic whiteboards and letters (ch, sh, ck, th, ng, s, l, p, i, o), for each pair of children

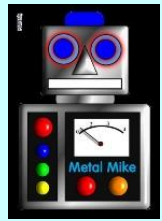
When the graphemes for the new vowel sounds have been learned

- List of words (car, card, lard, laid, maid, mood, moon, moan, moat, mart, cart, car), magnetic whiteboards and letters (**ar, ai, oo, oa**, c, d, l, m, n, t), for each pair of children
- List of words (light, right, root, room, roam, road, raid, paid, pain, main, mail, sail, sigh, sight, light), magnetic whiteboards and letters (**ai, igh, oo, oa**, l, t, r, m, d, p, n, s),

If using magnetic letters, for digraphs/trigraphs the graphemes should either be custom-made as units or individual letters need to be stuck together using sticky tape (e.g. 'oa' not separate 'o' and 'a').



What can you do at home?



- Sing songs, read poetry, do action rhymes – enjoy books
- Make Metal Mike – draw pictures of CVC words – remember to use ‘robot arms’
- Watch Mr Thorne together – download the app
- Use the Phonics Overview to read/write short captions and sentences relevant to the phase your child is practising – plastic eggs to turn this into a ‘hunt’
- Play full circle
- Play I-Spy
- Play with magnetic letters, white boards and phoneme frames
- Put foam letters in the bath
- Roll out big paper on the floor – try activities that don’t involve sitting at the table
- Use large pavement chalk to practise letter formation
- Play Buried Treasure - real and alien words
- Use Oxford Owl for eBooks and games
- Play tricky word bingo – a grid with 6/8 tricky words
- Talk about syllables – notice them, clap them
- Log on to [Twinkl](#)
- Use the correct pronunciation – try your hardest not to add ‘uh’ to the end of the sound – ‘sssss’ not ‘suh’