



# Phonics Workshop

*Day 4*

*Phase 1-4*

Correct letter formation is modelled  
in the parent handbook.

*Our last session - have you  
learnt anything new?*

dance

environmental sounds

instruments

sing

hearing, matching, naming

rhyme

oral blending and segmenting

body percussion -  
stomp, stomp, stomp

**Phase 1**

action rhymes

clap

alliteration

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

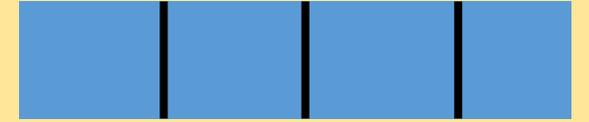
spelling known high frequency  
words - is it an at

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

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 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*

# Tricky Words - Sight Words

## Sight words

Words you need to learn by sight because they cannot be easily sounded out. (see also **Tricky words**).

- Introduced to the children gradually
- Notice them - point them out - count them - write them
- Talk about them before you read - introduce them - recap them
- Initial sound can help e.g. 'said' - what gives you a clue?
- Length of the word

# 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. *By the end of Phase Two 26 of the high-frequency words are decodable, a further 12 are decodable by the end of Phase Three and six more are decodable at Phase Four. These are: went, it's, from, children, just and help.*