



Lickey Hills Primary School and
Nursery

Phonics Workshop

A yellow L-shaped line is located in the bottom right corner of the slide.

Aims



- To share how phonics is taught at Lickey Hills
- To develop parents' confidence in helping their children with phonics and reading
- To show examples of activities and resources we use to teach phonics
- To share websites which parents can use to support their children

Daily Phonics

- Every day the children have a 20 minute sessions of phonics
- We use a fast paced approach
- Lessons encompass a range of games, songs and rhymes
- We use the Letters and Sounds planning document to support the teaching of phonics
- There are 5 phonics phases which the children work through at their own pace, before moving onto spelling rules.

Phase 1:

Getting ready for phonics



1. Tuning into sounds
2. Listening and remembering sounds
3. Talking about sounds

Environmental sounds

Instrumental sounds

Body sounds

Rhythm and rhyme

Alliteration

Voice sounds

Oral segmenting and blending

How can I help at home?



- Nursery rhymes, songs, action rhymes.
- Add sound effects to stories.
- Music and movement: rhythm, guess the instrument.
- Talking about sounds: listening walks, loud/soft, high/low, silly noises.
- Speaking & listening: silly sentences "Happy Harry hops", mimics, animal sounds.

How can I help at home?

Oral segmenting and blending:
The robot game!

Children need to practise hearing a series of spoken sounds and merging them together to make a word.

For example, you say 'b-u-s', and your child says 'bus'.

Phase 2:

Learning phonemes to read and write simple words

- Children will learn their first 19 phonemes:

Set 1: s a t p Set 2: i n m d

Set 3: g o c k Set 4: ck (as in duck) e u r

Set 5: h b l f ff (as in puff) ll (as in hill) ss (as in hiss)

- They will use these phonemes to read and spell simple “consonant-vowel-consonant” (CVC) words:

sat, tap, dig, duck, rug, puff, hill, hiss

All these words contain 3 phonemes.

In Reception we sing the 'Jolly phonics songs' you may have noticed your child doing the actions as they read?!

Saying the sounds



- Sounds should be articulated clearly and precisely.
- We use 'soft sounds' or 'pure sounds' and discourage the use of 'Schwa' (adding 'uh' onto the end of a sound)

Oxford **OWL**

How to pronounce
pure sounds



Phonic words

Your children will learn to use the term:

Blending

- Children need to be able to **hear** each sound and put it together to represent a whole word.



Blending

b e d = bed

. . .

t i n = tin

. . .

m u g = mug

. . .



Phonics Words

Your children will learn to use the term:

Segmenting

- Children need to be able **say** every sound that they **hear** within a word.

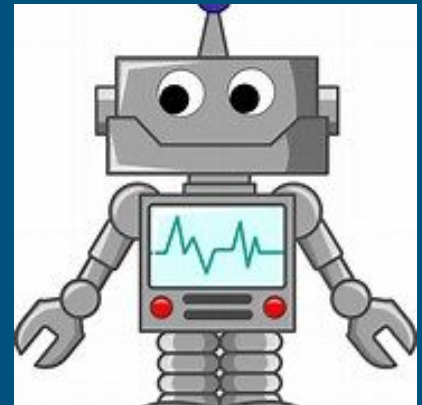
Segmenting



dog = d - o - g

sun = s - u - n

hat = h - a - t



Phase 3:

Learning the long vowel phonemes

- Children will enter phase 3 once they know the first 19 phonemes and can blend and segment to read and spell CVC words.
- They will learn another 26 phonemes:
 - 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
- They will use these phonemes (and the ones from Phase 2) to read and spell words:
 - chip, shop, thin, ring, pain, feet, night,
boat, boot, look, farm, fork, burn,
town, coin, dear, fair, sure

Phonics Words



Your children will learn to use the term:

digraph

This means that the phoneme comprises of two letters

e.g. ll, ff, ck, ss

Phonics Terminology

Phoneme frame and sound buttons



ch	i	ck
----	---	----

— . —

f	i	sh
---	---	----

. . —

Lets think about these
words



rain

duck

tree

Here is how they are written
on a phoneme frame



r	ai	n
---	----	---

.

—

.

d	u	ck
---	---	----

.

.

—

t	r	ee
---	---	----

.

.

—

Phonics Terminology



Your children will learn to use the term:

Trigraph

This means that the phoneme comprises of three letters
e.g. igh , ear, ure



Let's look at these words

chair

near night

Here is how they are
written on a phoneme frame



n	ear	
---	-----	--

.

—

ch	air	
----	-----	--

—

—

n	igh	t
---	-----	---

.

—

.

Phase 4:

Introducing consonant clusters:
reading and spelling words with four or more phonemes

- Children move into phase 4 when they know all the phonemes from phases 2 and 3 and can use them to read and spell simple words (blending to read and segmenting to spell).
- Phase 4 doesn't introduce any new phonemes.
- It focuses on reading and spelling longer words with the phonemes they already know.
- These words have consonant clusters at the beginning:
spot, trip, clap, green, clown
- ...or at the end: **tent, mend, damp, burnt**
- ...or at the beginning and end! **trust, spend, twist**



Lets look at these words

spot damp

Here is how they are
written on a phoneme frame



s	p	o	t
---	---	---	---

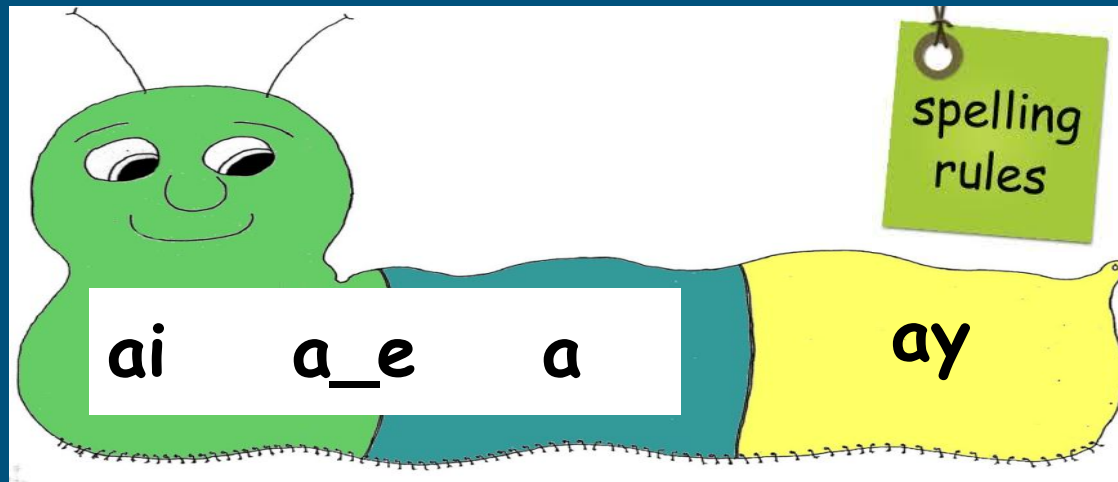
• • • •

d	a	m	p
---	---	---	---

• • • •

Phase 5a

- Teach new graphemes for reading
- **ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,** and split digraphs **a-e, e-e, i-e, o-e, u-e**
e.g. make, kite

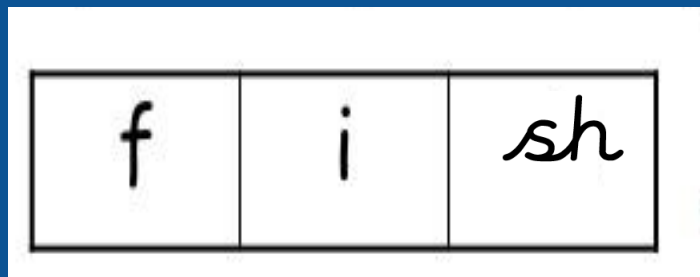


digraphs and trigraphs within a word are joined
sound buttons (dots, line and loops)



song

like



Teaching the split digraph



tie

time

toe

tone

cue

cube

pie

pine

Phase 5b

Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, cat/cent, got/giant, but/put, cow/blow,
tie/field, eat/bread, farmer/her, hat/what,
yes/by/very, chin/school/chef,
out/shoulder/could/you.

Learning all the variations!

Learning that the same phoneme can be represented in more than one way:



burn

first

term

heard

work

Learning all the variations!

Learning that the same grapheme
can represent more than one
phoneme:

meat bread

he bed

bear hear

cow low

After phase 5... spelling rules



- This focuses on spelling and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.
- Children might learn about past tense, rules for adding 'ing' and irregular verbs
- 'tion' and 'sion' words

Is there anything I can do at home?

y

e

s

How can I help at home?



- When spelling, encourage your child to think about what “looks right”.
- Have fun trying out different options...wipe clean whiteboards are good for trying out spellings.

- | | | |
|---|--------|--------|
| • | tray | trai |
| • | rain | rayn |
| • | boil | boyl |
| • | boy | boi |
| • | throat | throwt |
| • | snow | snoa |



At home

- Read regularly - not just the books from school, books from the library and from their own book boxes. We recommend 10 minutes each day, whether its you or them reading.
- Help your child practise their phonemes. Encourage the 'soft sounds'
- Play games in the car - what sound does that start with? Can we segment and blend the word?
- Pairs - matching words to picture cards.
- Magnetic letters / Flour / Glitter words

<https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm>

www.letters-and-sounds.com

<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/advice-for-parents>

<https://www.youtube.com/watch?v=EYx1CyDMZSc>



Tricky Words

There are many common words that the children cannot use their known sounds for when they first meet them e.g. sh**e** We teach the children to sound these out and to spot the 'tricky' part. Eventually the children learn to read these on sight.



Years 1 and 2 Statutory Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Phonics Terminology

Recap

Your children will learn to use the term:

Phoneme

Phonemes are sounds that can be heard in words

e.g. c-a-t

Grapheme

This is the written representation of a sound.

Digraph/trigraph



Thank you!

Please do come and see us if you
need further guidance