

Phonics Workshop

Julian's Primary School

Why teach phonics?

- It is a way of systematically introducing children to the sounds that build words.
- It teaches children how to decode letters into their respective sounds, a skill that is essential for them to read unfamiliar words by themselves.
- English has a complicated spelling system. It is important to teach letter sound mappings in a systematic way, beginning with simple letter sound rules and then moving onto more complex rules.

ay	igh
play	right
eight	pie
cake	kite
straight	fly

What do we mean by phonics?

- Phonics is the word used to describe the sounds the letters make. In simple terms, the word 'cat' can be read from its three sounds: c-a-t.
- These are not the names of the letters as we say them in the alphabet, but the sounds these letters make.
- Likewise, the word 'thick' is made up of three sounds: th-i-ck, where pairs of letters combine to make a single sound.

VOCABULARY

PHONEME

- The smallest unit of sound in a word. There are approximately 44 phonemes in English

DIGRAPH

- Two letters representing one phoneme e.g. qu, ee
- Can be a split digraph e.g. a-e, o-e

TRIGRAPH

- Three letters representing one phoneme e.g. igh, ear

VOCABULARY

SEGMENT

- To break down a word, or part of a word, into its component parts:
- c-a-t ch-a-t ch-ar-t g-r-ou-n-d b-a-th

VOCABULARY

BLEND

- The process of combining phonemes into words:

- S-t-r-i-ng → string

Can you split it? Yes you can!

	phonemes
cot	c- o- t
bright	b- r- igh- t
sing	s - i- ng
cheap	Ch – ea - p
shame	Sh-a-m e
thirst	th - ir- s- t
park	p - ar - k

How do we do it at Julian's?

- We use a Phonics programme called Read, Write inc (RWinc)
- Daily phonics session in Reception and Year One.
- Children are grouped after all set 1 sounds have been taught to allow for accurate pitch of pace and progression
- Assessed and regrouped every 6-8 weeks

How do we do it at Julian's?

- SET ONE

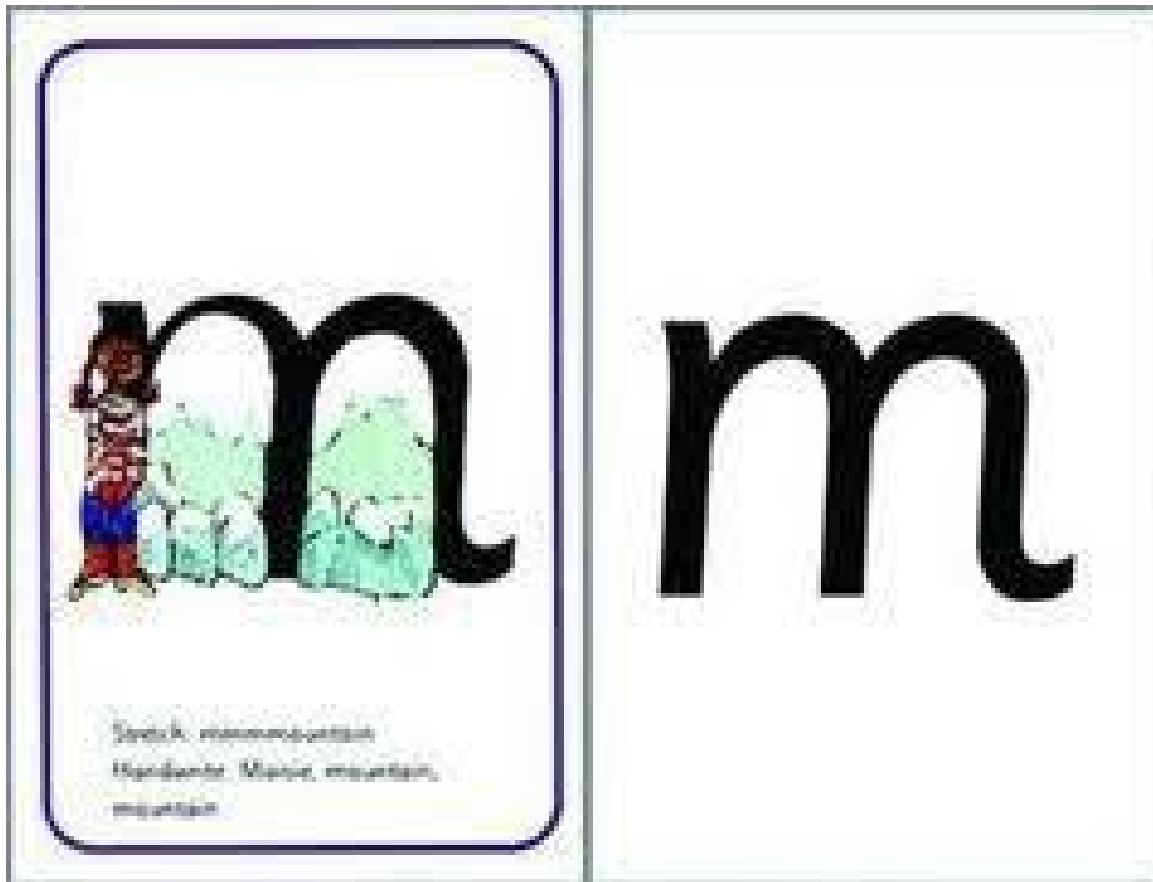
- The children are taught the Set 1 Speed Sounds in the following order:

m a s d t i n p g o c k u b f

e l h sh r j v y w th z ch qu x

ng nk

Teaching the sounds



Monday – Thursday

1 sound per day

Friday – Revise all
4 sounds and build
simple words using
letter tiles

e.g.

Sam

mad

dad

am

sad

Sets two and three ...

Long vowel sound	Set 2	Set three	
ay	ay: may I play	a-e: make a cake	ai: snail in the rain
ee	ee: what can you see	ea: cup of tea	e: he me we she be
igh	igh: fly high	i-e: nice smile	
ow	ow: blow the snow	o-e: phone home	oa: goat in a boat
oo	oo: poo at the zoo	u-e: huge brute	ew: chew the stew
oo	oo: look at a book		
ar	ar: start the car		
or	or: shut the door	aw: yawn at dawn	
air	air: that's not fair	are: share and care	
ir	ir: whirl and twirl	ur: nurse with a purse	er: a better letter
ou	ou: shout it out	ow: brown cow	
oy	oy: toy for a boy	oi: spoil the boy	
ire		ire: fire fire!	
ear		ear: hear with your ear	
ure		ure: sure it's pure?	

Moving on to set 2

- This is when we introduce the vowel digraphs and trigraphs



- blow
- snow

I like to play in
the snow.



I can blow big
bubbles.



Look at my plant
grow.



Sound Buttons

Fred Talk

mat

chat



Fred talk helps children read unfamiliar words by pronouncing each sound in the word one at a time. Children can start blending sounds into words as soon as they know a small group of letters well

How to pronounce the sounds



<https://www.youtube.com/watch?v=TkXcabDUg7Q>

How you can support your child(ren)

- Practise segmenting and blending
- Give them time to sound out words
- Don't ask them to sound out words like *the* or *was*. We teach these kind of words in different ways.
- Don't use letter names to sound out words
- Practise writing the letters
- Make it fun!