



NORTON INFANT SCHOOL

LEARNING TOGETHER, WE GROW HEALTHY MINDS AND KIND HEARTS

NORTON INFANT SCHOOL IS PART OF THE XP TRUST

XP.
TRUST

Parent Workshop on Phonics

Tuesday 3 October 2023

The Workshop

Part 1

- Understand more about phonics

Part 2

- Find out how your child is taught to read and write at NIS and answer frequently asked questions

Part 3

- Information about the Year 1 Phonics Screening Check

Part 4

- Tips to support parents at home



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



How many times have you already read today?



What is phonics?



Phonics is:

**making connections between the sounds
of our spoken words and the letters that
are used to write them down.**



Grapheme to Phoneme Correspondance (GPC)

What is the key terminology?

Phonics can be tricky and there are some technical terms that your child will learn and use.

Phoneme: Smallest unit of sound in a word. For example, if you say the word cat slowly you can hear the 3 phonemes or sounds c a t.

Grapheme: A phoneme written down is a grapheme - meaning letters of the alphabet.

Diagraph: When a grapheme has two letters that together make one sound eg. sh, ch, th, ff, ll, ss

Split Diagraph: When a grapheme is split by a consonant eg. a-e in bake or o-e in home

Trigraph: When a grapheme has three letters that make one sound eg. igh in the word night

How is phonics taught at NIS?



20-30 minute lesson every day

All lessons include:

Revisiting previous learning

Teaching a new GPC

Practising reading and writing the new GPC

Applying this knowledge in a reading book

How do I say the sounds?



We always say the pure sounds
without an 'uh' at the end.

How do I blend the sounds?



Why aren't sounds taught in alphabetical order?

s a t p i n m d

sit nip pat tap sat
in at tin sip pip
it pit nap tan ant
sap pan pad dad
mat man mad sad

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words 	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work


























Spring 2 Phase 5 graphemes	New tricky words
<p>/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p>	<p>once laugh because eye</p>

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.






Summer 1: Phonics screening check review – no new GPCs or tricky words

Summer 2 Phase 5 graphemes	New tricky words
<p>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /lj/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p>	<p>busy beautiful pretty hour move improve parents shoe</p>

How will children remember all the graphemes?

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

Every GPC has a corresponding picture and formation rhyme.

 a	 e	 i	 o	 u
--	--	--	--	--

What about irregular words?

Tricky Words

I the he she is go to
as of you we

These words have unusual spellings and children are taught the sounds that are different.

What support does *Little Wandle* offer to parents?

Supporting your child with phonics



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2



Phase 3 sounds taught in
Reception Spring 1

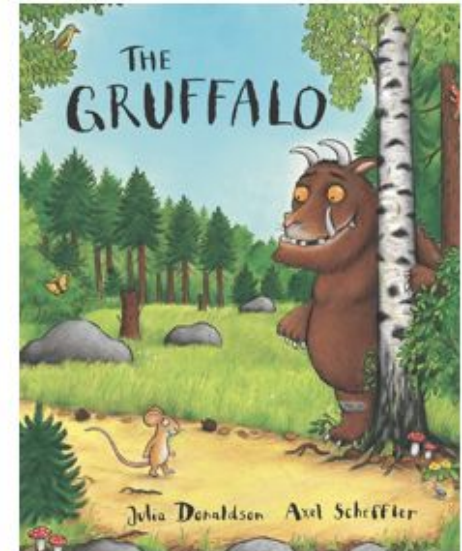
Link to the website:

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



Reading at home

Books going home



Success and motivation

Reading a wordless books

Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



Listening to your child read their phonics book

- Your child should be able to read their book without your help.
- They might sound out words and blend them before they read them fluently.
- If they can't read a word, read it to them.
- Talk about the book and celebrate their success.



Read to your child

The shared book is for YOU to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language.
 - Encourage your child to use new vocabulary.
 - Make up sentences together.
 - Find different words to use.
 - Describe things you see.



The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



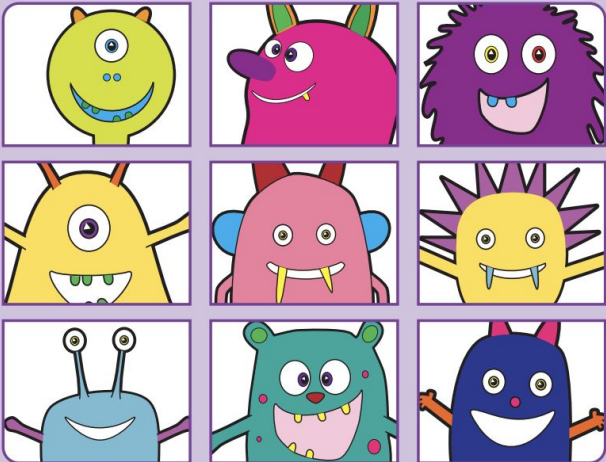
Year 1 Phonics Screening Check

2022 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



Taken in June when children
are in Year 1

4-9 minutes in length

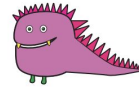
Completed one to one with
class teacher

What will my child be asked to do?

thud

visit

bem



plunt



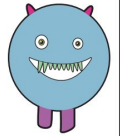
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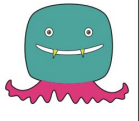
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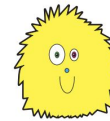
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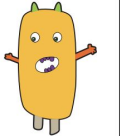
shell

concrete

eld



splew



20 real words

20 non words

A previous test paper:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1083885/STA228473e_YR1_2022_Phonics_pupils_materials_standard.pdf

How is it scored and will I get the results?

In the last three years, the "pass threshold" was 32, meaning children had to read at least 32 words out of 40 correctly.

Parents will be notified of their child's mark and if they met the pass threshold. This is also reported to the Local Authority.

Children who do not score on or above the pass threshold will take the screening check again in Year 2.

**June 2022 - 90% of Year 1 children passed
This was above the national average of 75%**



**One of the greatest gifts adults can
give is to read to children**

Carl Sagan

