



Bearwood Primary School Early Years Foundation Stage

Phonics Workshop
October 2023

Our Vision...

"We aspire to be an outstanding, values based school at the heart of our diverse community."

Striving for excellence, our focus is to enable our children to be resilient and independent learners whilst also considerate of others.

Through an all-encompassing curriculum, our children will achieve their highest potential, and have a firm baseline on which to build successful and productive lives in an ever-changing world."

Why do we teach phonics?

► We use phonics as the building blocks for teaching reading and writing.



At Bearwood, we follow Lesley Clarke's Letters & Sounds Programme. The intention is to equip children with the phonic knowledge they need to become fluent readers by the age of 7.

Lesley Clarke
Synthetic Phonics

Phonics Schemes

Terminology

- ▶ **Phoneme** - the smallest unit of sound in speech
- ▶ **Grapheme** – one or more letters representing a phoneme
- ▶ **Segmenting** – identifying the individual phonemes in a word
- ▶ **Blending** – identifying the word made by a string of phonemes
- ▶ **Digraph** – two letters which make one phoneme
- ▶ **Trigraph** - three letters which make one phoneme
- ▶ **CVC word** - Consonant Vowel Consonant eg: cat
- ▶ **Tricky words** (common exception words) – words that cannot be sounded eg: the
- ▶ **High frequency words** – words that appear often but can be sounded eg: and
- ▶ **GPC** –Grapheme Phoneme Correspondence

Phase 1

Delivered in our Nursery

- ▶ Environmental Sounds
- ▶ Instrumental Sounds
- ▶ Body Percussion
- ▶ Rhythm and rhyme
- ▶ Alliteration
- ▶ Voice sounds
- ▶ Oral blending and segmenting.

Phase 2

Autumn Term in Reception

Introduces phoneme/grapheme (letter/sound) correspondence. Children learn a small selection of common consonants and vowels and begin to put them together to read and spell CVC words and simple sentences using only the GPC and tricky words they have learned.

- ▶ Set 1: s, a, t, p
- ▶ Set 2: i, n, m, d
- ▶ Set 3: g, o, c, k
- ▶ Set 4: ck, e, u, r
- ▶ Set 5: h, b, f, ff, l, ll, ss
- ▶ Tricky words: I, no, to, go, the, into,

s		a		t		p	
i		n		m		d	
g		o		c		k	
e		u		r		h	
b		f		l		j	
v		w		x		y	
z		qu					
ck		ll		ff		ss	
						zz	


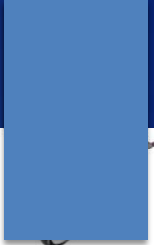



Phase 3

Autumn and Spring

Term in Reception

Teaches one grapheme for each phoneme in order to read and spell simple regular words. Continue to read and spell words and sentences using the GPC and tricky words they have learned.

- ▶ Set 6: j, v, w, x
- ▶ Set 7: y, z, zz, qu
- ▶ Consonant digraphs: ch, sh, th, ng
- ▶ Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- ▶ Tricky words: he, she, me, we, be, was, you, they, all, are her, my,

			
ai 	ee 	igh 	oa 
			
oo 	ar 	or 	ur 
			
ow 	oi 	ear 	air 
			
er 			
			

Phase 4

Summer Term in Reception

This phase consolidates all the children have learnt in the previous phases, including words containing adjacent consonants eg. stamp, and polysyllabic words eg. shampoo, and continue to apply all their phonic knowledge to read and spell to write.

Tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what,

Phase 5

year 1

Children will be taught new graphemes and alternative pronunciations for these graphemes.

- ▶ **Vowel digraphs:** , ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au,
- ▶ **Consonant digraphs:** wh, ph, kn, gn,
- ▶ **Split digraphs:** a_e, e_e, i_e, o_e, u_e
- ▶ **Tricky words:** oh, their, people, Mr, Mrs, looked, called, asked, could

Phase 6


The focus is on learning spelling rules for suffixes to develop their skills and automaticity, creating an increasing capacity for reading complex words and reading for meaning.

-s	-es	-ing	-ed
-er	-est	-y	-en
-ful	-ly	-ment	-ness

Homophones: there, their, they're, here, hear, where, wear

Blending

Building words from phonemes to read.



The diagram illustrates the blending process for the word 'cat'. It shows the individual phonemes 'c', 'a', and 't' in a top row. Below each phoneme is a small orange dot. In the bottom row, the word 'cat' is written, representing the result of blending the three phonemes together.

Blending

Qu ee n
queen

Segmenting

Breaking down words for spelling.

cat

c a t



Segmenting

Queen

qu ee n



What does a phonics lesson look like?

Revisit/review	Flashcards to practice phonemes and tricky words learned so far.
Teach	Teach new phoneme n
Practice	Read words to match to pictures: Pan, sit, tin, tap
Apply	Use new knowledge to write a sentence: I sit in a tin.

What you can do to help

- ▶ Practise the sounds on their sound card with them – the ones they have learned so far. Make sure that you are saying the pure sounds.
- ▶ Practise the tricky words that they have learned.
- ▶ Listen to them read as often as you can. Encourage saying the sounds for each word, then saying the word, and finally reading the sentence.
- ▶ Celebrate their efforts!
- ▶ Talk to your child's teacher if you have any questions.



Resources and more information

- ▶ Sound card for each phase.
- ▶ The fully decodable reading books that the children read with you at home. This is how they practise and apply their phonics knowledge. Research and Government guidance states that children should re-read their books to develop fluency.



Lesley Clarke
Synthetic Phonics

Any questions?

