

Phonics @ Sandgate Primary School

Foundation Stage Parent Workshop
September 2022



Introduction

- Phonics is a way of teaching children to read by correlating sounds with written letters.
- From the onset children are exposed to high quality systematic teaching of phonic skills, both discretely in phonics lessons and within a broad and language rich curriculum.
- The teaching of early reading has high expectations and pace.
- Attention to the transition from learning to read to reading to learn.
- We currently use the Department for Education validated AnimaPhonics programme.



Let's start with some definitions...



- A phoneme is the smallest unit of sound in a word.
- A grapheme is a letter or group of letters representing a single phoneme:

t ch igh



Digraphs

Two letters that represent one sound.

A Consonant digraph contains two consonants:

sh ck th ll

A Vowel digraph contains at least one vowel:

ai ee oy oa

Split digraph:

A digraph in which the two letters are not adjacent

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



Some more definitions

Trigraph:

Three letters that represent one sound

igh

ear

Tetragraph:

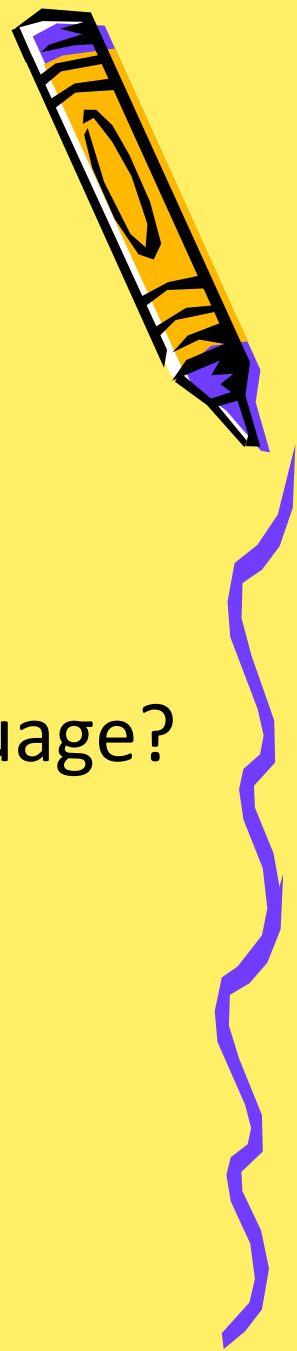
Four letters that represent one sound

eigh

ough



The Alphabetic Code



A Quick test.....

- How many letters in the alphabet?

A bit harder

- How many phonemes in the English language?
- Twenty-six
- Forty-four



Oral Blending, Blending & Segmenting



Oral Blending - Hearing a series of spoken sounds and merging them together to make a spoken word. No text is used.

For example, when a teacher calls out b – u – s, the children say “bus”. This skill is usually taught before blending and reading printed words.

Blending - Recognising the letter sounds in a written word, for example c – u – p, and merging or synthesising them in the order in which they are written to pronounce the word “cup”.

Segmenting - Identifying the individual sounds in a spoken word, for example h – i – m, and writing down or manipulating letters for each sound to form the word “him”.



Pronunciation



- Many people make the mistake of making unvoiced sounds voiced, e.g. saying 'tuh' instead of 't' (e. g. but/butter).
- h, p, s, f, m, n

Teaching the children “pure/precise sounds” is vital



Phases



The phonemes and graphemes are divided into different phases. In Foundation, we focus on the sounds in Phases 2, 3 and 5a. (Phase 4 is focused on consolidating existing learning) Your child will have sets of sounds sent home as we learn them.

Phase 2	Phase 3	Phase 5a
s, a, t, p	j, v, w, x	ay, ea, ie, ew, ow
i, n, m, d,	y, z, qu, ch	
g, o, c, k	sh, th, th, ng	
ck, e, u, r	ee, ar, oa, or	
h, b, f, l,	oo, oo, ai, igh	
	ear, ow, ur, oi	
	air, ure, er, ue	



Actions

- Here at Sandgate, the AnimaPhonics programme that we use has its own actions to support the children with learning their sounds, in a multisensory approach. We will now go through the actions for the sounds your child will learn in Foundation.





s for snake

ACTION



Wiggle your hand like a slithering snake.

Slither Like a Snake



a for ant

ACTION



Pretend to take a bite from an apple.

Ant Ate an Apple



t for tiger

ACTION



Tap on your wristwatch.

Tap Tag Tiger



p for pig

ACTION



Pop bubbles in the air.

Pig is Popping Bubbles



i for insect

ACTION



Use your fingers
to show how
Insect lands on
the stick

Itty Bitty Insect



n for newt

ACTION



Make a pillow
with your hands
and take a nap.

Nap with Newt



m for meerkat

ACTION



Hold up your
meerkat paws,
and smell the
mangoes.

Meerkat Loves Mangoes



d for dog

ACTION



Dig like a dog.

Dig Like a Dog



g for gorilla

ACTION:



Beat your chest
like a gorilla.

Go Go Gorilla



o for octopus

ACTION:



Draw a circle
in the air with
your finger.

Draw an Orange in the Air



c for crab

ACTION:



Make crab
claws with
your hands.

Cut Out Like Crab



k for kangaroo

ACTION:



Make crab
claws with
your hands.

Count on Kangaroo



ck

ck as in back

ACTION



Make crab
claws with
your hands.

Cuddling 'ck'



e for elephant

ACTION



Raise your
hands to your
mouth and call
out an echo.

Elephant, Elephant



u for umbrella

ACTION



Use your arms
to make an
umbrella above
your head.

Under My Umbrella



r for rat

ACTION



Raise your
rocket hands
up into space.

Rat's Rocket

ck

ck as in back

ACTION



Make crab claws with your hands.

Cuddling 'ck'



e for elephant

ACTION



Raise your hands to your mouth and call out an echo.

Elephant, Elephant



u for umbrella

ACTION



Use your arms to make an umbrella above your head.

Under My Umbrella



r for rat

ACTION



Raise your rocket hands up into space.

Rat's Rocket



b for bear

ACTION:



Bounce a ball.

Bounce the Ball



h for hen

ACTION:



Fan your mouth
as if you have
eaten a
hot chilli.

Hot, Hot Hen



f for frog

ACTION:



Use your
fireman's hose
to put out
the fire.

Froggy is a Firefighter



l for lion

ACTION:



Rub your wrist
on your chin,
as if licking
your paw.

Lion's Paw





j for jellyfish

ACTION



Juggle balls
in the air.

Juggling Jellyfish



v for vulture

ACTION



Snap your
hands below
your chin like a
Venus flytrap.

Vulture's Venus Flytrap



w for worm

ACTION



Roll your hands
over each other
like a washing
machine.

Worm's Washing Machine



x as in fox

ACTION



Make a cross
with your arms
like Agent Fox.

Agent Fox





y for yak

ACTION



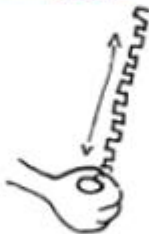
Hold your nose
to block out the
yucky smell.

Yukky Yak



z for zebra

ACTION



Fasten
your zip.

Zebra's Zip



qu for quail

ACTION



Place a queen's
crown on
your head.

Quail the Quiz Queen



ch for cheetah

ACTION



Give yourself a
cuddle as you
chatter in
the chill.

Chilly Cheetah





sh for sheep

ACTION:



Put your finger
to your lips and
say 'sh'.



th as in moth

ACTION:



Gently flap
your hands like
the wings of a
moth in the day.



th as in the

ACTION:



Quickly flap
your hands like
a moth's wings
at night.



ng as in lemming

ACTION:



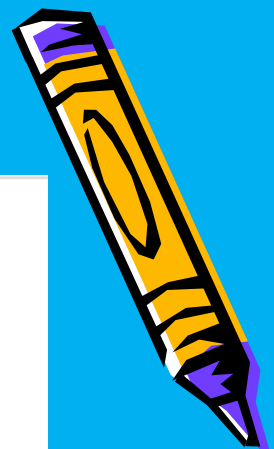
Pull the rope to
ring the bell.

Sheep's Sleep

Beth the Moth

The Moth and the Moon

The King's Bell Rings





ee as in eel

ACTION



Press your car horn to make the sound 'ee'.

Eel's at the Wheel



ar as in alarm

ACTION



Shake your hands above your head like an alarm clock.

Armadillo's Alarm



oa as in goat

ACTION



Row a boat.

Goat Rows a Boat



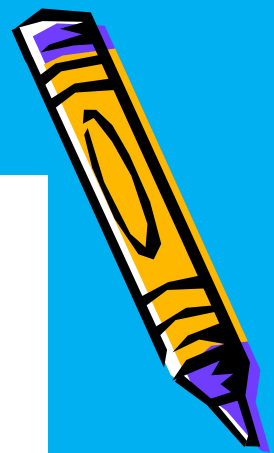
or as in tortoise

ACTION



Pull the cord to sound the horn.

The Storm Horn





oo as in rook

ACTION:



Look through
your binoculars
and shrug.

Rook's Apathetic Look



oo as in goose

ACTION:



Look through
your binoculars
and lean
forward.

Googley Goose



ai as in alien

ACTION:



Take your aim,
and throw an
acorn.

Alien Acorns



igh as in aye-aye

ACTION:



Rest your
finger on your
cheek and point
to your eye.

Aye Aye's Eye





ear for earwig

ACTION



Tug one of
your ears.

Deer's Earwig



ow as in owl

ACTION



Rub your head
as if you've
had a bump.

Owl's Bump



ur for urchin

ACTION



Twist the cap
to free Urchin
from the bottle.

Irksome Urchin



oi as in oyster

ACTION



Hide behind
your arms, like
an oyster's shell,
then pop out!

Oyster's Pearl





air as in aeroplane

ACTION



Fly your hand
through the air
like an
aeroplane.

Squirrel's Aeroplane



cure as in cure

ACTION



Give a thumb's
up for finding
the cure!

Doc Azure's Cure



er as in beaver

ACTION



Tap your chin
like you're trying
to remember
something.

Mister Beaver



ew as in unicorn

ACTION



Put your finger
on your head to
make a
unicorn horn.

Eunice the Unicorn



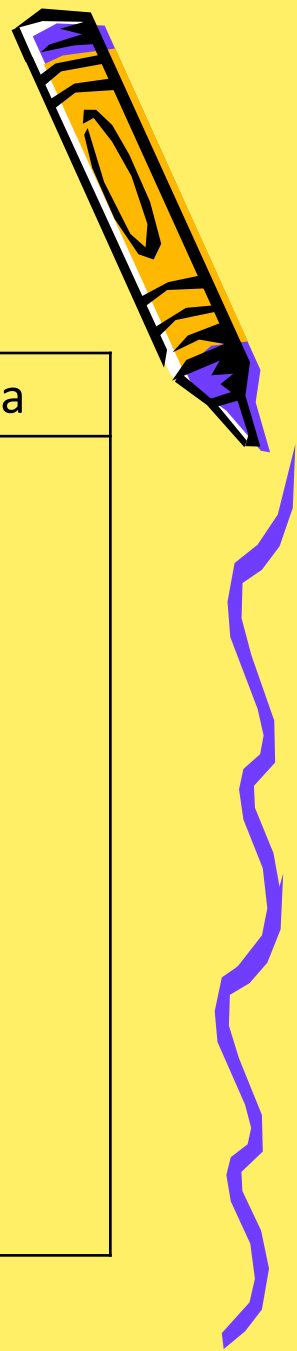
Common Exception Words (Rainbow Words)



- These are also sometimes referred to as high frequency words or tricky words. They are words that need to be learnt by sight.
- It really helps to ‘flash’ through these words, showing them to your child regularly to help them remember the words.



Common Exception Words (Rainbow Words)

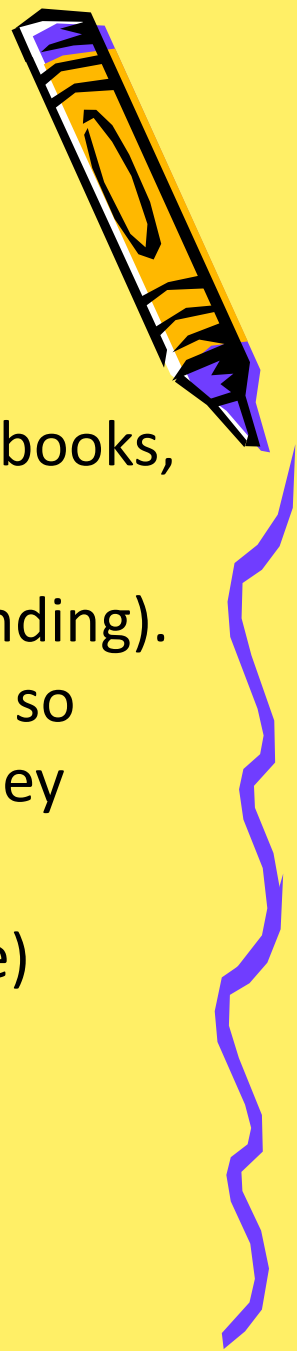


Phase 2	Phase 3	Phase 4	Phase 5a
The	Is	Go	Their
To	Me	No	Are
I	Was	into	Her
	my	Put	His
	of	He	Said
		She	Like
		You	Have
		They	Do
		We	One
		Be	So
		All	Some

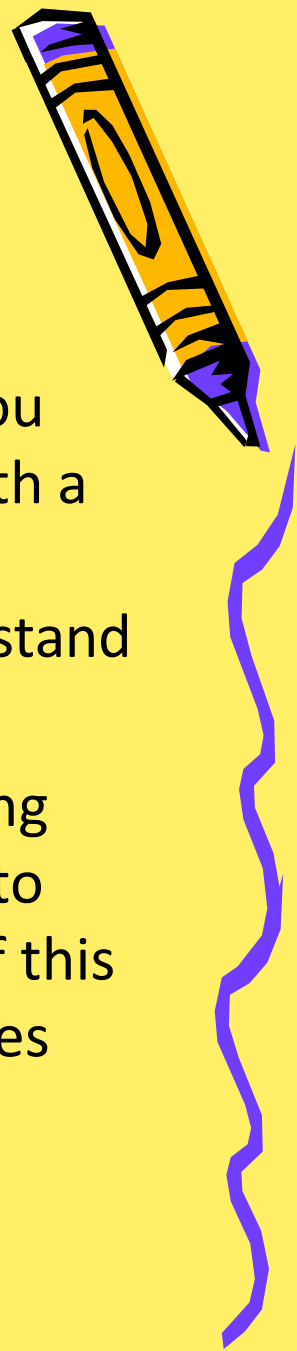


Reading Books

- All children begin on Lilac (sharing/discussion books)
- This year we will also be sending home single sound books, that look at a sound your child has learnt at school.
- Pink level (once secure with Phase 2 sounds and blending). Our book band system is arranged by sets of sounds, so children will progress through the colour bands as they become secure with the sounds we have taught.
- Rainbow words (Common exception words - e. g. the)



Reading Books



- When writing in the home school diary, it's great if you can write a short note as to how your child got on with a book. Eg. Blended well, mixed b & d, struggled to recognise the tricky word 'no'. This helps us to understand what we need to focus on next.
- As well as the reading book that focuses on developing their knowledge of phonics, your child will also start to receive a picture book to enjoy at home. The focus of this is around the story and the language that accompanies this. Further details to follow.



Resources

- Sound cards
- Sound buttons/lines
- Alien Words
- Fans/Flip Books
- Magnetic letters
- Bingo boards
- Whiteboards
- Phoneme grids



Games






- Bingo
- Full circle (sat, pat, pan, pin, sin, sit, sat)
- Noughts and crosses
- Quick as a flash sounds
- What's in the box?
- Loop cards/Dominoes
- Sound Splat!



Alien Words

- Ensures children are sounding out each word and not learning by sight.
- Children are expected to read alien words in the Year One Phonics Screening Check (June).

ot	
vap	
osk	
ect	



EYFS Profile

By the end of the Foundation year, children are expected to be able to do the following when it comes to reading...

Word Reading ELG:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension ELG:

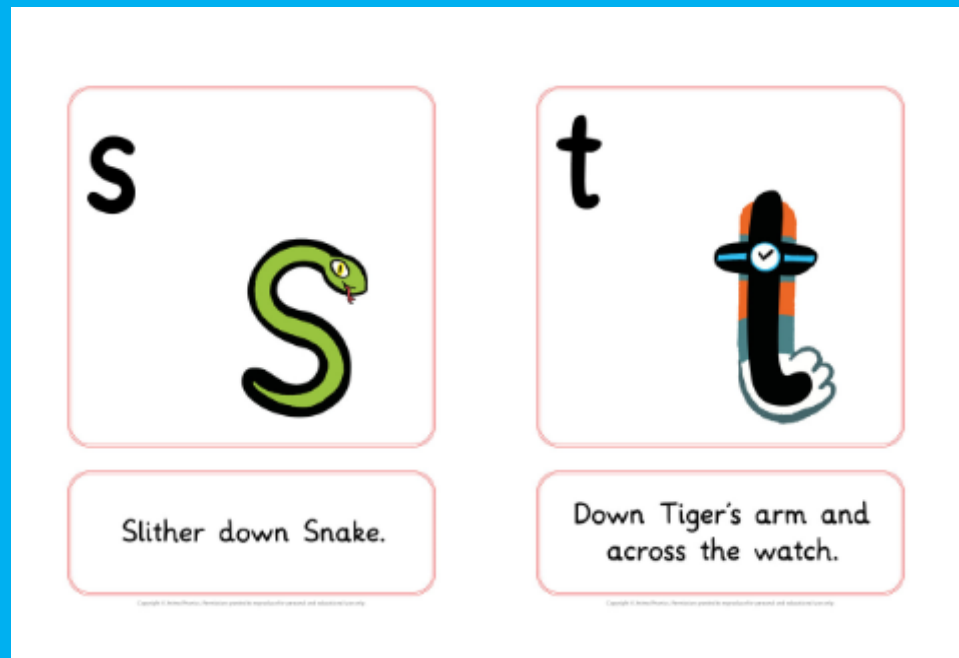
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -
- Anticipate – where appropriate – key events in stories; -
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



Writing

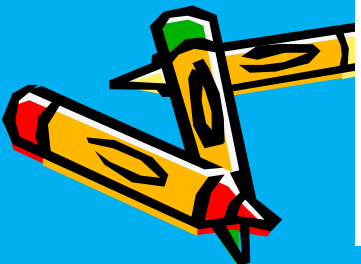
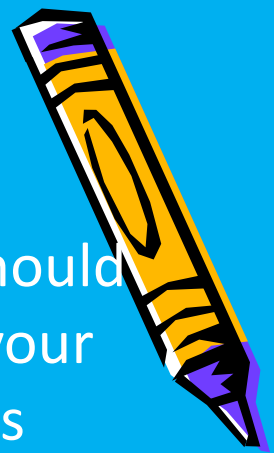
Our parent writing workshop will be held in Term 2, but we wanted to mention how we are approaching the teaching of writing so far...

- Fine Motor
- Start with the patterns
- When learning each sound, AnimaPhonics has a phrase to focus on how to form the letters correctly.

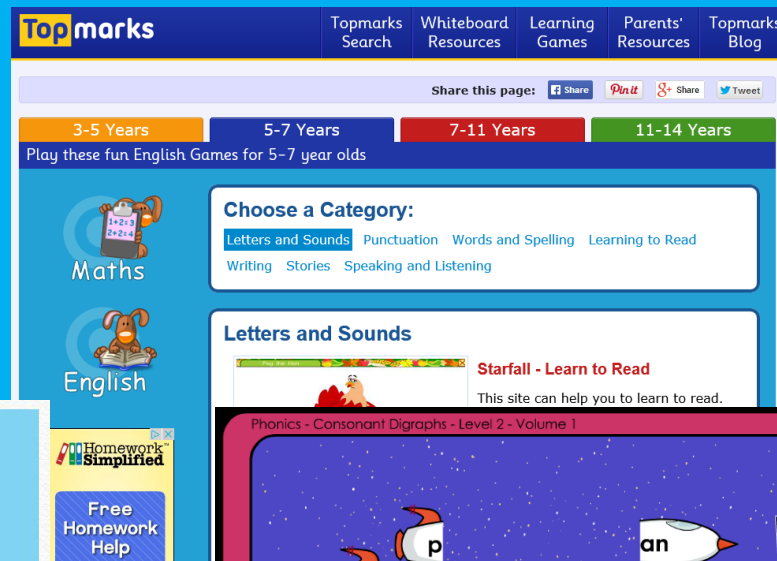


Writing

The Department for Education has decided that children should not be taught the cursive script in Foundation. Therefore, your children will be taught to print letters and use lead out lines only.



Websites



<http://www.bbc.co.uk/skillswise/game/game-phonics-tool>

The screenshot shows a web browser window displaying the BBC Skillswise website. The URL bar shows <http://www.bbc.co.uk/skil>. The page header includes the BBC logo, a 'Sign in' button, and navigation links for News, Sport, Weather, iPlayer, TV, Radio, and More. A search bar is also present. The main content area is titled 'Skillswise English & maths for adults' and features a navigation menu with links for Home, Reading, Writing, Spelling, Word grammar, Sentence grammar, Speaking & listening, and Help. Below this, there are links for English sounds, Letters & words, Text types, Dictionaries, Skimming, Fact or opinion, Understanding, and Pleasure. The main section is titled 'The sounds of English Phonics tool' and includes a sub-header 'Use this tool to show how the sounds of English can help in learning to read'. The tool interface shows a video of a woman speaking, a large word 'tree' with its phonetic breakdown 't r ee', and a keyboard with letters and phonetic combinations. A sidebar on the right contains a 'Guide to the phonics tool' section with a video of a woman speaking, a 'Learn how to use the tool' section, and a 'Back to topic' section. A notification bubble at the bottom right says 'Turn on McAfee VirusScan Enterprise McAfee VirusScan Enterprise is turned off. Click to turn on.' The taskbar at the bottom shows icons for Windows, Internet Explorer, and other applications. The system clock in the bottom right corner shows 09:26 on 23/09/2015.

Alphablocks

Cbeebies iplayer



Sound pronunciation

- Below you will find a link to video which demonstrates how to say the sounds correctly. Please bear in mind that the video goes on to cover sounds that will be taught in Year 1.
- <https://www.youtube.com/watch?v=UCI2mu7URBc>

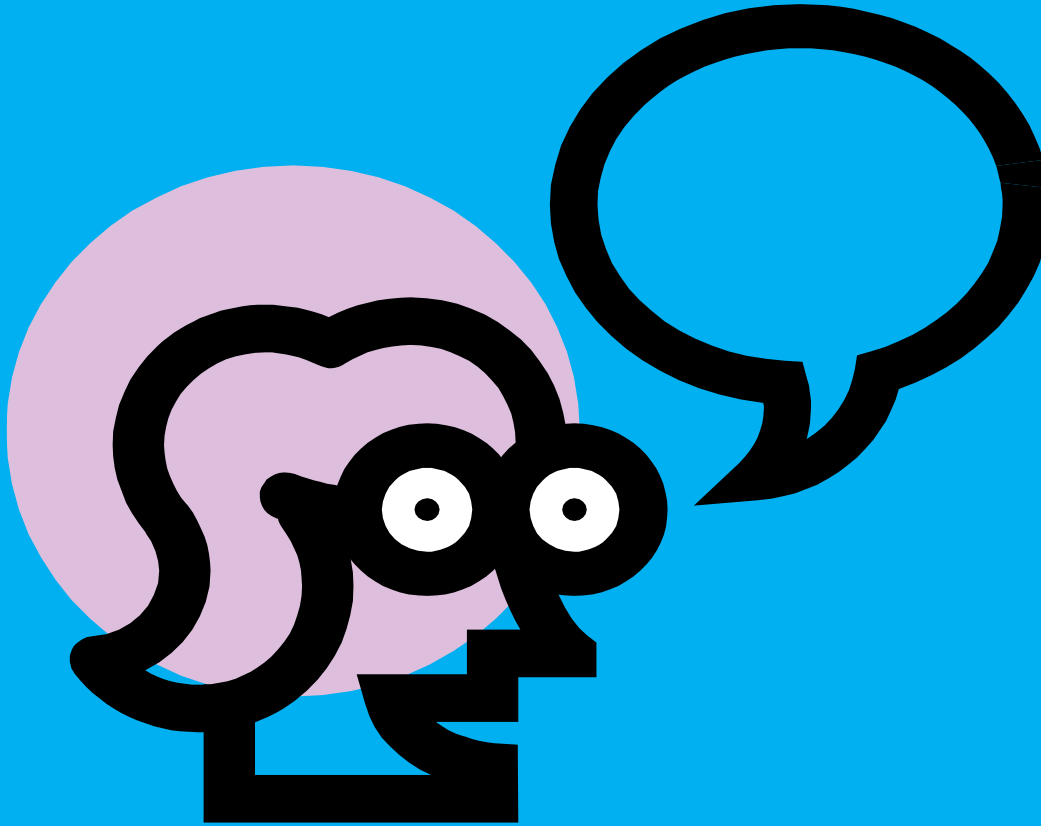


Sound Board

<https://www.animaphonics.com/soundboard.html>



Any Questions?



You can also write us a note in the home school diary.