

**Roe Green Infant & Strathcona School
Year 2 Phonics Workshop**

AIMS

- ▶ To explain what phonics is
- ▶ To share how phonics is being taught in Year 2
 - To show examples of activities and resources we use to teach phonics
- ▶ To develop parents' confidence in helping their children with phonics
- ▶ To give parents an opportunity to ask questions

Did You Know...?

➔ The English language has:

➔ **26 letters**



➔ **44 sounds**

➔ **Over 100 ways to spell these sounds**



➔ It is one of the most complex languages to learn to read and spell

What is Phonics?

- ▶ Phonics is a method for teaching reading and writing.
- ▶ It develops phonemic awareness – the ability to hear, recognise and use the sounds within words.
- ▶ Learners are also taught the correspondence between phonemes (sounds) and the graphemes (spelling patterns) that represent them.
- ▶ Phonics is currently the main way in which children in British primary schools are taught to read in their earliest years.
- ▶ Children will also be taught other skills, such as whole-word recognition (see 'common exception words'), book skills and a love and enjoyment of reading.

Why Are Children Taught Phonics?

- ▶ Phonics, taught in a structured way, is generally accepted to be the most effective way to teach reading and writing.
- ▶ Children learn to hear and recognise sounds in words and spell them correctly.
- ▶ This assists with their confidence, accuracy and fluency.
- ▶ Phonics should not be taught in isolation — children also need to learn other reading and comprehension skills alongside phonic knowledge.

Phonics Class Teaching (Autumn Term)

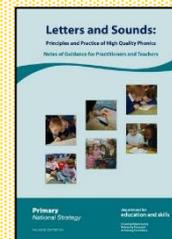
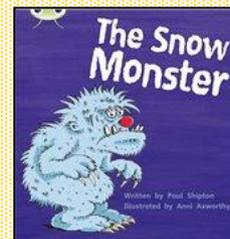
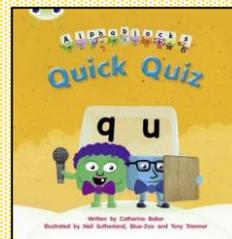
- ▶ For the Autumn term, children will remain in their own class for the teaching of phonics, with their class teacher.
- ▶ 2 daily sessions:
 - *morning (30 minutes) – learning new letters and sounds
 - *afternoon (20 minutes) – revision of letters and sounds learned
- ▶ Fast paced approach.
- ▶ Lessons encompass a range of games, songs and rhymes.
- ▶ Daily intervention sessions take place for some children.
- ▶ Phonics checks have been carried out every 6 weeks in the Autumn term to monitor children's attainment and progress.
- ▶ All Year 2 children will take the Phonics Check (which they should have completed in June 2020) at the beginning of December.
- ▶ Children who do not pass this check will re-take the Phonics Check in June 2021.

Phonics Class Teaching (Spring Term →)

- ▶ Phonics classes will be streamed according to results obtained from the Phonics Check taken at the end of the Autumn term.
- ▶ As a result, phonics classes are fluid - children may change classes over the year dependent on their attainment and progress.
- ▶ 1 daily session
 - *morning (30 minutes) – learning new letters and sounds
- ▶ Children needing to re-take the Phonics Check in June 2021 will undertake phonics assessments every half term to monitor their attainment and progress.

How Do We Teach Phonics?

- ▶ At Roe Green Infant & Strathcona School, we teach phonics using **Bug Club Phonics**, a synthetic phonics program.
- ▶ Bug Club Phonics is one of the DfE's approved phonics teaching programmes and aims to help all children in your school learn to read by the age of six in a fun and accessible way.
- ▶ Following the order of Letters and Sounds, the whole school programme matches the National Curriculum and Early Learning Goals.
- ▶ Letters and Sounds has 6 Phases.
- ▶ In Year 2, phonics teaching will also incorporate 'Nelson Grammar'



Phonic Terms

- **Phoneme**: The smallest units of sound that are found within a word i.e. any one of the 44 sounds which make up words in the English language.
- **Grapheme**: How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.
- **Digraph**: Two letters that make one sound when read.
- **Trigraph**: Three letters that make one sound.
- **CVC**: Stands for consonant, vowel, consonant.
- **Segmenting**: Breaking up a word into its sounds.
- **Blending**: Putting the sounds together to read a word.
- **Common exception words**: Words that cannot easily be decoded.

Phonics Terms

Your children will learn to use the term:

Phoneme

➤ Phonemes are sounds that can be heard in words.

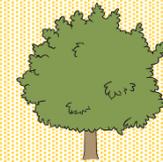
e.g. cat = /c/ /a/ /t/



coin = /c/ /oi/ /n/



tree = /t/ /r/ /ee/





Phonics Terms

Your children will learn to use the term:

Grapheme

- ▶ A grapheme is how a phoneme is written down

Phonics Terms

Your children will learn to use the term:

Digraph

➤ A digraph means that the phoneme comprises of two letters.

e.g. ll, ck, ss, ay, ow, er, oi, au, ph

Phonics Terms

Your children will learn to use the term:

Trigraph

➤ A trigraph means that the phoneme comprises of **three** letters.

e.g. air, ure, ear

Phonics Terms

Your children will learn to use the term:

Segmenting

▶ Children need to be able to **hear** a whole word and **say** every sound that they **hear**.

e.g. bed = /b/ /e/ /d/

tin = /t/ /i/ /n/

mug = /m/ /u/ /g/

chair = /ch/ /air/

thrush = /th/ /r/ /u/ /sh/

Phonics Terms

Your children will learn to use the term:

Blending

- Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word.

e.g. /c/ /u/ /p/ = cup



/d/ /o/ /g/ = dog



/s/ /t/ /ar/ = star



/c/ /l/ /o/ /ck/ = clock



Saying the sounds

- ▶ Sounds should be articulated clearly and precisely.

<https://www.phonicbooks.co.uk/2011/03/13/how-to-say-the-sounds-of-letters-in-synthetic-phonics/>

Common Exception Words

Not all words in the English language, however, can be easily decoded. These words are called 'common exception words' or 'tricky words'.

In Year 2, children need to learn to read and write **64 common exception words** (as well as the 45 common exception words in Year 1).

They will be assessed termly to monitor their progress and attainment. It is very important that they learn to recognise these words in the books that they read and to spell them correctly.

Common Exception Words

Year 1 and 2 Common Exception 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	



Phase 1: Getting ready for phonics

- 1. Tuning into sounds**
- 2. Listening and remembering sounds**
- 3. Talking about sounds**
 - Music and movement
 - Rhythm and rhyme
 - Sound effects
 - Speaking and listening skills

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.

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*

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**

Phase 5

- Children are taught the following graphemes for reading: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e
- They will also learn alternative pronunciations of graphemes, for example:
fin/find, hot/cold, cat/cent, got/giant, cow/blow,
tie/field, eat/bread, hammer/her, hat/what,
yes/by/very, chin/school/chef,
- Even up to 4 sounds for one grapheme!
out/shoulder/could/you

Teaching the Split Digraph

tie

time

toe

tone

cue

cube

pie

pine

Learning all the variations!

Learning that the same phoneme can be represented in more than one way. Examples of this include:

- burn, first, term, heard, work
- meat , bread
- he , bed
- bear, hear
- cow, low

Phonics in Year 2

Children who successfully pass the Phonics Check in December 2020 will focus on:

Phase 5

- The completion of this phase.

Phase 6

- To read and spell all of the common exception words accurately.
- To use the phonemes and graphemes they have learnt to blend to read decodable words and segment to spell with increasing accuracy.
- To choose the correct grapheme when spelling in written work (e.g. train not trayn).
- To understand how adding suffixes and prefixes changes words.
- To understand and apply the rules for suffixes: plurals, past tense, ing, ful, er, est, ment, ness, y, ly, en.
- To clap out syllables to spell unfamiliar words.

Examples of Phase 6 Work

Plurals (adding 's' to nouns -s, -es, -ies, -ves)

- Just add 's'
- If the noun ends in a 'sss/sh/ch/x/zz' sound, add 'es'
- If the noun ends in a '-y', drop the 'y' and add 'ies'
- If the noun ends in '-f' or '-fe', drop the '-f', '-fe' and add 'ves'

Examples of Phase 6 Work

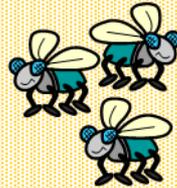
pot → pots



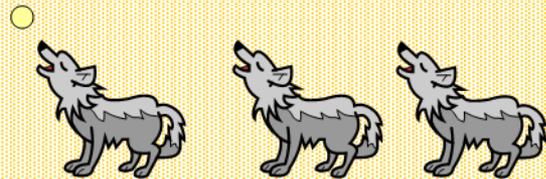
bus → buses



fly → flies



wolf → wolves



Phonics Check

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
reb				var			
wup				slirt			
jub				weaf			
eps				pobe			
vuss				flisp			
quop				braint			
zook				scrid			
chack				splote			
skap				twice			
blorn				gloom			
meft				turn			
veems				mode			
chop				blast			
sing				groans			
dart				spray			
shock				strike			
flat				delay			
skill				modern			
gift				saucers			
coins				charming			

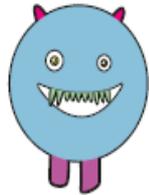
Phonics Check Format

Section 1

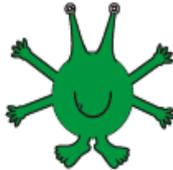
skap



blorn



meft



veems



Section 2

twice

gloom

turn

mode



Is there anything I can do at home?

y	e	s
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How can I help at home?

- Practise the phonemes together.
- Use them to make different words at home and play phonics games
- Keep the Phase sound mats handy – regularly discuss the “best guess”
- Read everyday with your child (approximately 10 minutes)
- Phoneme frames and sounds buttons (one phoneme (sound) per box)
- ‘Alien Words’ - use phonemes to make up imaginative nonsense words e.g. glurg, sprong (helps children to practise and apply their phonics skills and to filter new vocabulary)
- **N.B. Phonics packs may be sent home by class teachers for any phonemes and graphemes that your child is finding difficult to learn**

Phonics words

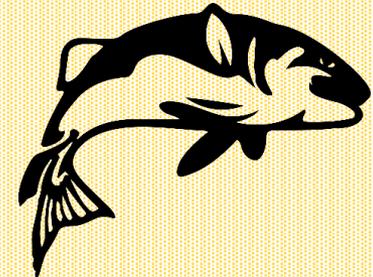
Phoneme frame and sound buttons

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c	a	t
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f	i	sh
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Phoneme frames activity

- ▶ log
- ▶ duck
- ▶ fill
- ▶ thrush

Answers

l	o	g
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• • •

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

• •

—

f	i	ll
---	---	----

• •

—

th	r	u	sh
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• •

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How can I help at home?

Oral 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'.

“What’s in the box?” is a great game for practising this skill.

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**

Useful Websites

- **LETTERS & SOUNDS**

<http://www.letters-and-sounds.com/>

- **PHONICS PLAY**

<http://www.phonicsplay.co.uk/freeIndex.htm>

- **MR T's PHONICS (VIA YOUTUBE)**

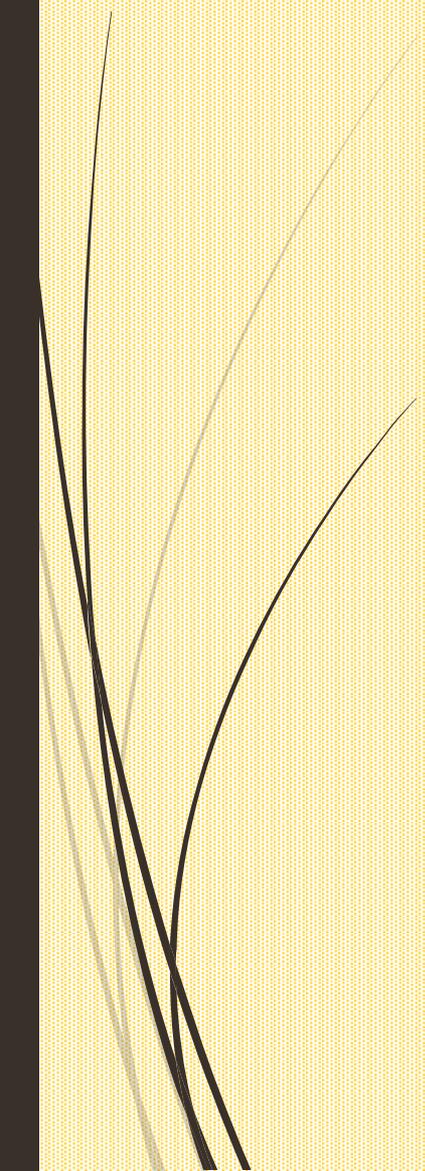
<https://www.youtube.com/c/MrTsPhonics/featured>

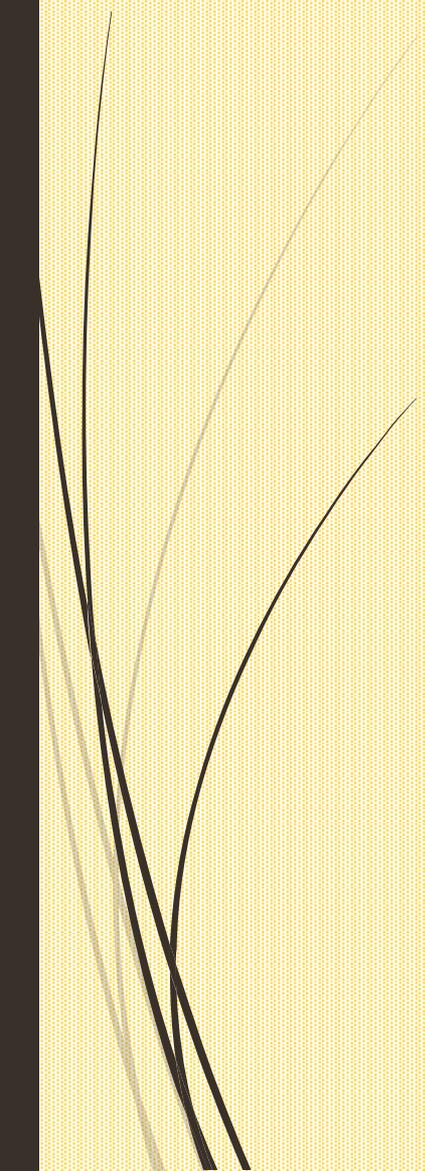


Don't forget...

We want all children to have a real love for books!

**Learning to read
should be fun for
both children and
parents.**





QUESTIONS?