



High Meadow
Community School

High Meadow Community School Curriculum

Phonics Workshop
10th November 2020

Growing together, every day, in every way



Phase 1

Phase One concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.





Phase 2

Letters and sounds
6 Week Unit

Children need to be familiar with the sound PHONEME and also the name of each letter.

s a t p i n m d g o c k e u r c k
h b f l ff ll ss

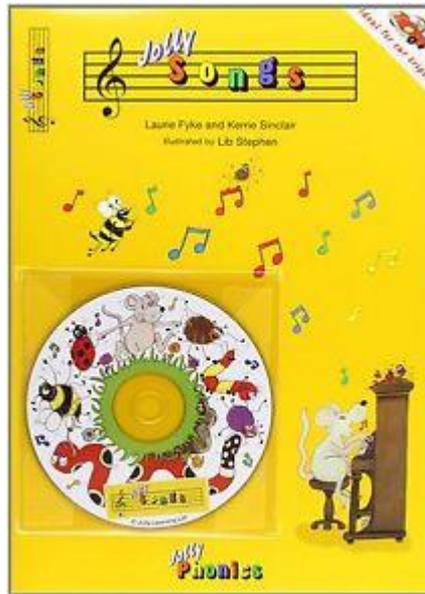
Phonemes must be articulated clearly and precisely

Remember no 'fuh' and 'luh'!



We also use 'Jolly Phonics' as a 'hook' to capture the children's interest.

These are available on YouTube.



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Letter Formation



Children will also be taught accurate letter formation in phonic sessions.

We use pre-cursive letters.

Also remember:

- Tripod grip for pencil
- Writing from left to right
- Lowercase only at this point

a b c d e f
g h i j k l
m n o p q r
s t u v w
x y z



Children will apply their phonic knowledge to segment and blend phonemes to read decodable words.

We use 'sound buttons'...

sit
● ● ●

map
● ● ●

pack
● ● ●

"What a tidy r-oo-m!"

"Where's your c-oa-t?"

"Time for b-e-d!"



Children will also be taught to segment words into individual phonemes to spell decodable words.

We use a phoneme frame (one phoneme per box)



Remember no 'fuh' and 'luh'!



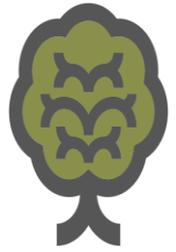
The 'Tricky for now Words'

Children will also be introduced to some 'Tricky' (for now) words.

I the to no go and

These are words that have to be read by sight as they are not decodable.

It is also useful to be able to spell these words.



We will look at reading and spelling the following high frequency words

a, as, at, is, it, in, an, I, and, on, not, into, can,
no, go to, get, got, the, put if, off, big, had, his,
him, but, back, of, dad, mum, up



What if my child is not meeting these expectations?

All children will move on to the next phase, but children who are not yet secure in Phase 2 will have their phonic teaching adapted to fill these gaps whilst still teaching the children new sounds.



Phase 3

Letters and sounds
12 Week Unit

j v w x y z zz

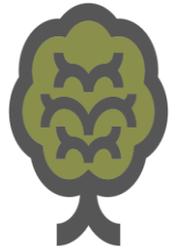
sh ch th ng

ai ee oa oo/oo

or ar igh ur

ow oi ear

er air ure



Next week the children have been introduced to **DIGRAPHS**
and **TRIGRAPHS** (2/3 letters holding hands to make one
sound).

sh ch th ng

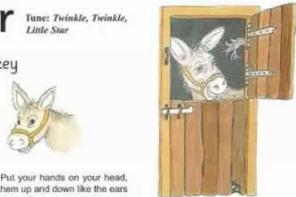


We continue to use the 'Jolly Phonics' actions to aid retention of digraphs/trigraphs but are less dependent on these.

ee / or

ee or Tune: Twinkle, Twinkle, Little Star

See the donkey
in its stall.
"Eeyore!
/eel-lor!/"
is its call.



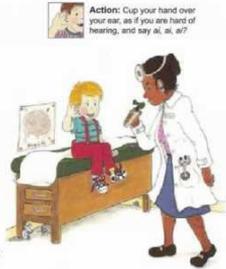
Action: Put your hands on your head, and flap them up and down like the ears of a donkey, saying eeyore, eeyore.

ai

Action: Cup your hand over your ear, as if you are hard of hearing, and say ai, ai, ai?

ai Tune: Compton Races

My ear hurt.
I was in pain.
/ai? /ai?
My ear hurt.
I was in pain.
What did you try to say?





Children will now work on recognising digraphs and
trigraphs within decodable words and using these when
segmenting and blending to read (using a stretched sound button).

ship

coin

path



Children will also be taught to segment words into individual phonemes to spell decodable words.

We still use a phoneme frame (one phoneme per box-can be a digraph/trigraph) to ensure that all letters are included



The 'Tricky for now Words' in Phase 3



Children will also be introduced to new 'Tricky' (for now) words.

we, he, me, be, she, was, you, they, all, are,
my, her

These are words that have to be read by sight as they are not decodable.

It is also useful to begin to spell these words.

We will look at the following high frequency words (read and write)

will, that, this, then,
them, with, see, for, now,
down, look, too.



How is phonics taught at High Meadow?

Phonics takes place first thing in the morning 9.00am - 9.30am. It is fast and fun!

It is split into 4 parts

- Recap and review
- Teach
- Practise
- Apply



The phonemes learnt each day are displayed on the **phonics working wall** and will be referred to during phonic sessions, focus activities with the teacher and during independent play.

The 'Tricky for now' words are displayed as well as previously taught phonemes.



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Independent activities will be enhanced with a 'phonic focus' both indoors and outdoors to consolidate the learning that has taken place during the phonics session.



The reading books we use to teach your child to read



Children will begin the reading scheme when they are secure enough in their phonic knowledge to segment and blend phonemes.

Children will be heard read 1:1 with the teacher/teaching assistant once a week and in a group with the teacher once a week during a guided reading session. Children will be heard read twice a week however we are also hearing children read across all of the other areas of learning.

In school children will begin on the blending skills books then **PINK**, then **RED**.

Reading at Home



Please continue to share other reading material with your child as this will aid their understanding of story language and vocabulary, which helps writing.

Record all home reading (bedtime stories, library book etc) in your child's reading diary.





How you can help your child at home.

Each week I send out an email with a 'Phonics Newsletter' attached. This will show the sounds learnt that week (with the actions) and suggest activities for you to do at home.

Read favourite stories over and over again

Read some stories at a higher level than they can read themselves.



Any Questions?



Thank you for coming this afternoon.