

EYFS Phonics Workshop



For parents and
carers

Synthetic Phonics

Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together to make a word.

c a p

k ee p



Rose Review

Jim Rose carried out an independent review into the teaching of early reading and writing. This report has paved the way for phonic teaching nationally.

The teaching of 'synthetic phonics' offers the vast majority of children the best and most direct route to becoming skilled readers and writers.

Rose, 2006



Rose Review



Read Write Inc.

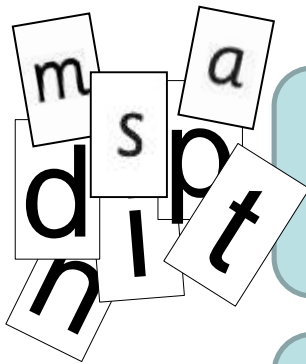
The English Language

There are **44** speech sounds in the spoken English language.

There are over **150+** ways to write these sounds.



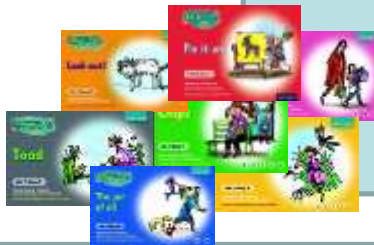
Becoming a Reader



First - word
recognition (decoding).

sat

mat



Then - language
comprehension.

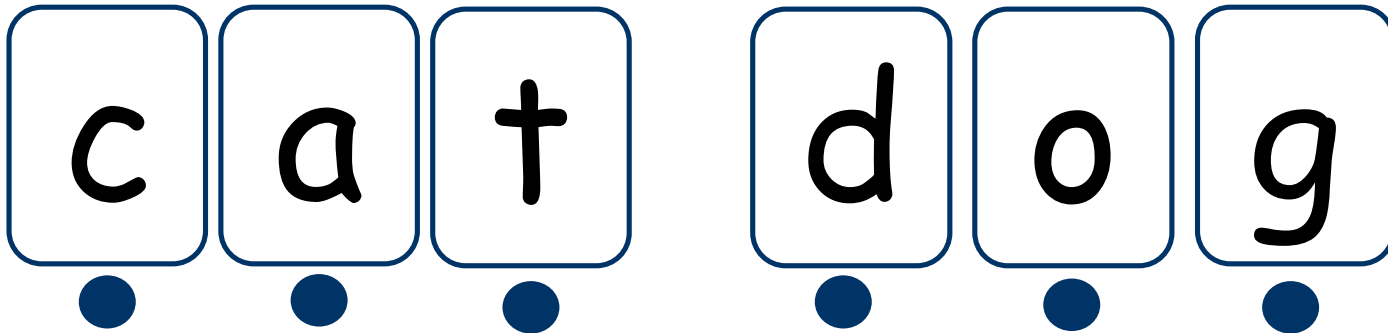
Before children can comprehend what they have read they must be able to decode words effortlessly.



Meet Fred



Fred speaks a little differently.
He can only
Fred Talk



Can you hear the word?
Can you speak like
Fred?

Pure Sounds

Cut off the 'ugh'



Fred speaks purely
and in a clear voice
with no 'ugh' sound.

MTYT
(my turn,
your turn)

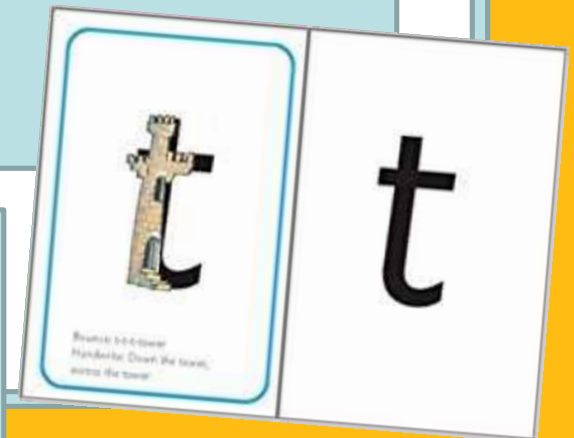
m a s d t p i



Speed Sounds

Set 1 Sounds

Taught through daily intensive, **active** and **fun** sessions. These sounds are reviewed throughout the day. We also focus on the correct formation of the letters.



Learning to read set 1 sounds

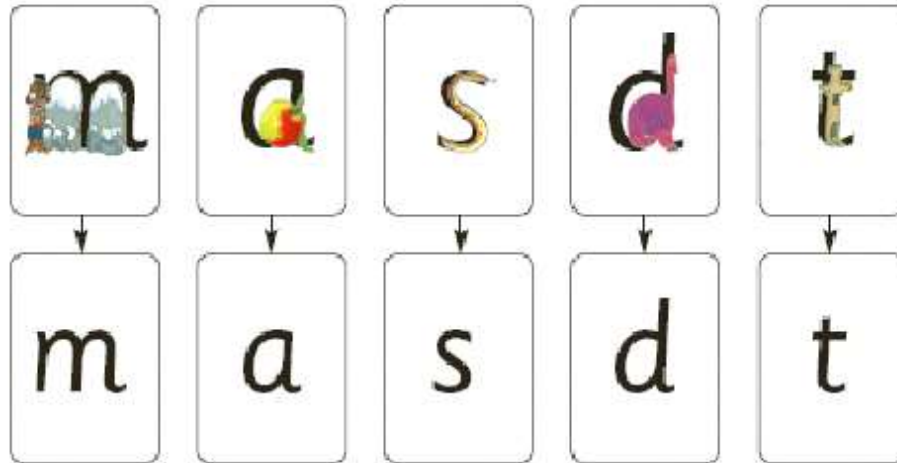
Letter-sound pictures are used to help children learn these sounds quickly.

e.g.

ssssnake is morphed into s

d-d-d-dinosaur is morphed

into d



The children are taught the Set 1 Speed Sound cards in the following order:

m a s d t, i n p g o, c k u b, f e l h sh, r j v y w, th z ch qu x ng nk



Look at your
child's Speed
Sound
flashcards
regularly

Bounce: a-a-a-a-a-a



Handwrite: All around
the apple and down the
leaf.

Bounce: d-d-d-d-d-d



Handwrite: Round the
dinosaur's bottom, up his
tall neck and down to his
toes.



Ensure your child
says the sound and
not the ditty.

Teaching Sounds

exciting

praise

focused

fun

active

repetition



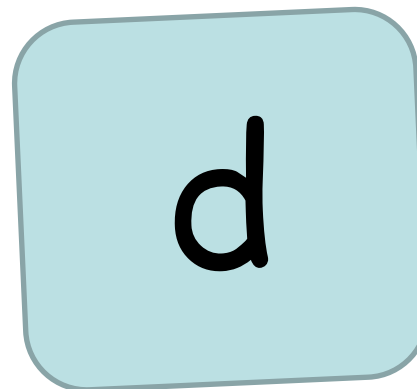
Teaching a Set 1 Sound

Learn how to teach your child a
Set 1 Sound, step by step.

[Watch the video](#)



Blending Games



Teaching Blending



Teaching sound-blending

Learn Ruth Miskin's method of teaching children to blend sounds into words.

[Watch the video](#)



Robot Words

I am a robot. Please
can you help me?
I can see a ----.



Pound a sound



Green Words

ship

fit

rap

lot

sip

cap

CVC
words

Go ahead and sound it out! You will
find words to read in your Freddy
Frog Book!



Nonsense Words

zop

rof

rish

lat

gide

cip

Also
known as
pseudo
words

We read both real and nonsense words
to give us lots of practise to segment
and blend.



Red Words

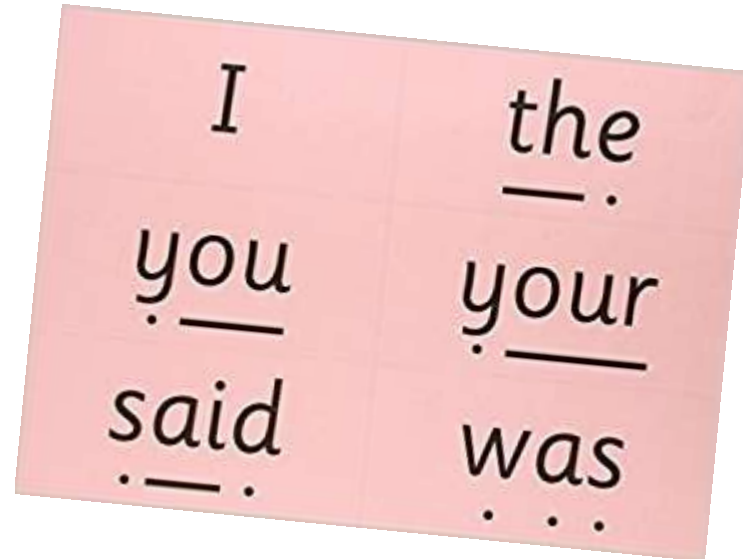
look

say

cover

write

check



Magnetic Letters

Model word making

Fred talk m-a-t
then make using
magnetic
letters



Fred Fingers

Before the children write CVC words we use 'Fred Fingers'

Visualise
before you
write it.



Games and activities to help at home

Best Seller



Read Write Inc. Home: Phonics Flashcards
by Ruth Miskin and Tim Archbold | 6 Sep 2007

★★★★☆ ~ 541

Cards

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✓prime FREE delivery by Tomorrow, Oct 7

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£3.96 (24 used & new offers)



Early Learning Centre 137253
Lower Case Magnetic Letters

★★★★☆ ~ 96

£11.99



Brainstorm Toys A4 Magnetic Dry
Wipe Board

★★★★☆ ~ 226

£5.99



How can I help my child read at home?

Read as many stories to your child as you can. Talk about the stories.

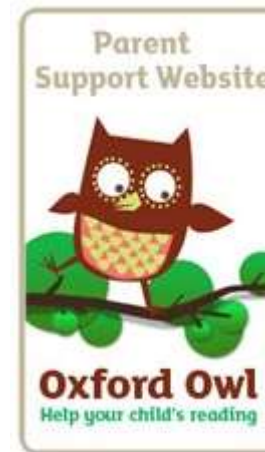
Explain the meaning of new words. Most importantly though, show the fun that can be gained by listening to stories.

What you read to your child today, he will be able to read for himself very soon.

Useful websites



www.oup.com



www.oxfordowl.co.uk

We all know that reading opens the door to all learning.

A child who reads a lot will become a good reader.

A good reader will be able to read challenging material.

A child who reads challenging material is a child who will learn.

The more a child learns the more a child wants to find out.



Glossary of terms

- The following terms and their definitions have been taken from Jim Rose's (2005) *Independent Review of the Teaching of Early Reading - Interim Report*.
- **blend** — to draw individual sounds together to pronounce a word, e.g. s-n-a-p, blended together, reads snap
- **cluster** — two (or three) letters making two (or three) sounds, e.g. the first three letters of 'straight' are a consonant cluster vowel)
- **digraph** — two letters making one sound, e.g. sh, ch, th, ph. Vowel digraphs comprise two vowels which, together, make one sound, e.g. ai, oo, ow
- **split digraph** — two letters, split, making one sound, e.g. a-e as in make or i-e in site
- **grapheme** — a letter or a group of letters representing one sound, e.g. sh, ch, igh, ough (as in 'though')
- **grapheme-phoneme correspondence (GPC)** — the relationship between sounds and the letters which represent those sounds; also known as 'letter-sound correspondences'
- **mnemonic** — a device for memorising and recalling something, such as a snake shaped like the letter 'S'
- **phoneme** — the smallest single identifiable sound, e.g. the letters 'sh' represent just one sound, but 'sp' represents two (/s/ and /p/)
- **segment** — to split up a word into its individual phonemes in order to spell it, e.g. the word 'cat' has three phonemes: /c/, /a/, /t/
- **VC, CVC, CCVC** — the abbreviations for vowel-consonant, consonant-vowel-consonant, consonant-consonant-vowel-consonant, and are used to describe the order of letters in words, e.g. am, Sam, slam.

