



Danemill
Primary School

Only the best is good enough.

Phonics / Handwriting / Grammar Workshop

Phonics Information

In school, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.

Vocabulary

Phoneme

A phoneme is the smallest unit of sound in a word. It is generally accepted that most varieties of spoken English use about 44 phonemes.

Grapheme

A grapheme is a symbol of a phoneme. It is a letter or group of letters representing a sound.

Segmenting and blending

Segmenting consists of breaking words down into phonemes to spell. Blending consists of building words from phonemes to read. Both skills are important.

Digraph

This is when two letters come together to make a phoneme. For example, /oa/ makes the sound in 'boat' and is also known as a **vowel digraph**. There are also **consonant digraphs**, for example, /sh/ and /ch/.

Trigraph


This is when three letters come together to make one phoneme, for example /igh/.


Split digraph


A digraph in which the two letters are not adjacent – e.g. *make*


Year 1 Screening

- Government assessment
- Year 1 children and some from Year 2
- June
- Approximately 10 minutes
- 40 words to read (20/20)
- Pseudo words
- By the end of the school year you will receive the results

blan 

steck 

hild 

quemp 

Phonics Phases

Phase 1 – Phase One of 'Letters and Sounds' 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 1 is divided into seven aspects.

Each aspect contains three strands:

- Tuning in to sounds (auditory discrimination)
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension)

Phase 2 and Phase 3

Phase 2 Sound Mat



Phase 3 Sound Mat



Phase 4 and Phase 5











































st nest	nd hand	mp lamp	nt tent	nk ink	ft gift	sk sock	lt belt
lp help	lf shelf	lk milk	pt script	xt text	tr tree	dr drawing	gr grandpa
cr crab	br brush	fr frog	bl blackberry	fl flag	gl glasses	pl plane	cl clown
sl sleep	sp spade	st starfish	tw twins	sm small	pr printer	sc scarf	sk skunk
sn sniff	nch bench	scr screw	shr shrew	thr thread	str string	Phase 4 Blends and Clusters	
ay crayon	ou cloud	ie tie	ea beads	oy boy	ir girl	ue glue	ue queue
aw saw	wh whistle	ph elephant	ew pew	ew screw	oe toe	au hourbed	ey monkey
a-e snake	e-e concrete	i-e slide	o-e bone	u-e plate	u-e cube	Phase 5 Blends and Clusters	

Phase 6

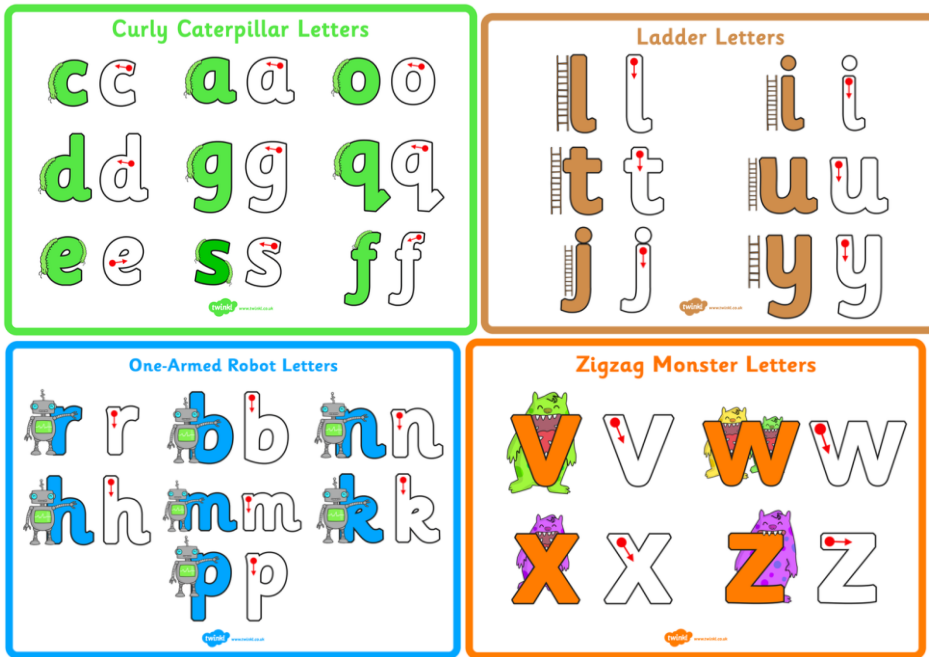
In phase 6, the focus is on learning spelling rules for word endings (these are known as suffixes). The children will learn how words change when you add certain letters. There are 12 different suffixes taught:

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

Alternative Graphemes

a 	o 	x 	t 	e 	p 	r 	i 	n 	m 	h 	b 	d 	g 
s ss 	c k ck 	q qu 	u oo 	j 	y 	ch 	sh 	th 	w wh 				
v 	f ff ph 	ow ou 	l ll 	oa ow oe o e 	oo ue ew u e 	ar 							
ng 	z zz 	ai ay a e 	ear 	igh ie ie ee 	e e ea 	air 							
ure 	oi oy 	or aw au 	er ur ir 	I no go the to into he she we me be was									
you they all are my her said have like so do come some were there little one when out what													

Handwriting and Letter Formation



Letter formation is a very important part of handwriting, It is crucial in ensuring fluency, presentation and the ability to join handwriting correctly. It is important to identify and unlearn any bad habits that the children may have and to try to encourage the correct formation of the letters.



Children should not join from these letters: b g j p q x y

Word Classes (parts of speech)

Instead of 'What sort of word is this?' think 'What job is this word doing in this sentence?'

Verbs show action or being.

e.g. run, go, have, invite, laughed, listen, playing, singing, walk

The dog and cat are running.

Nouns name things, people, places, feelings etc.

e.g. cat, chair, Mrs Moore, Enderby, Danemill Primary School, happiness, scooter

Scott held the book in his hand.

Pronouns replace nouns.

e.g. he, I, she, its, me, my, that, this, those, us, who, their, them, you, we, his

He walked over to Jamie and gave him his book.

Ambiguity is the problem! Whose book is it anyway?

Determiners introduce nouns.

e.g. a, an, the, those, one, six, thirteen, several, a few, my

The girl picked a few flowers for an old lady.

Adjectives describe nouns.

e.g. huge, sad, alive, tearful, painful, smooth, curious, glistening, black, interesting

The happy, smiling boy picked up the glistening, turquoise stone.

Adverbs describe verbs, adjectives or other adverbs.

e.g. badly, fully, hardly, nearly, never, quickly, silently, well, very, really, almost

Sarah walked very slowly into the beautifully decorated room.

Prepositions show the relationship between words in a sentence.

e.g. above, before, except, in, near, from, since, between, upon, with, to at, after

I went into my garden to sit under the sunshade next to the stream.

Position in time and space!

Conjunctions join sentences and paragraphs.

e.g. Firstly, on the other hand, meanwhile, since, nevertheless, later, however, next

Meg likes swimming. However, she prefers to swim outdoors.

Thank you very much for attending, we hope that the meeting was valuable! If you have any further questions please do not hesitate to ask.

Miss Hainsworth and Mrs Moore

Online Resources

www.phonicsplay.com

www.ictgames.com/dinosaurEggs_phonics

Glossary for the programmes of study for English

High frequency word lists: www.shakespeareandmore.com/spelling .

Spelling patterns: www.wordstudyspelling.com