



THE BRITISH  
SCHOOL  
OF BEIJING, SANLITUN

20<sup>th</sup> October 2016

# Phonics Workshop

## *Reception*



# What is the purpose of this presentation?

1. What is 'phonics' and what does a lesson look like?
2. How do we teach and use phonics at BSB Sanlitun?
3. Early Reading and Writing at BSB Sanlitun.



# What is Phonics?

Phonics is simply a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

## **What is a Phoneme?**

A phoneme is one of the units of sound that distinguish one word from another in English. So when we say cat the sounds are c-a-t. There are 44 phonemes in the English language.

## **What is a Grapheme?**

A grapheme is the smallest unit of a writing in English. So this is what the children hear and write.

# What is Phonics?

## What is a digraph/trigraph?

A digraph is a pair of letters used in language to write make a single phoneme/sound. E.G the 'ck' sound at the end of 'b-a-ck'. A trigraph is three letters comprising one sound. E.G the 'igh' in 'l-igh-t'

## What is blending?

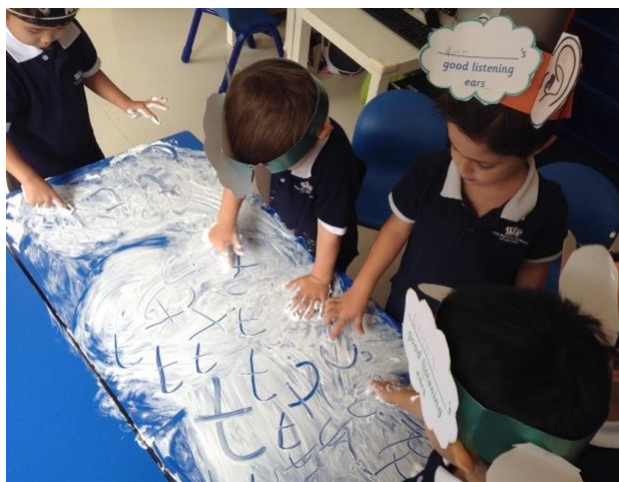
Blending is when we draw individual sounds together to pronounce a word, e.g. s-n-a-p, **blended** together, reads snap. The children use this when reading words.

## What is segmenting?

Segmenting is the opposite to blending. The children will hear the individual sounds in a word and be able to write them down.

# What is a 'Phonics' lesson?

- 'Letters and Sounds' is a systematic approach to teaching reading and writing.
- Teaches letters and sounds in a particular order to enable the child to instantly apply their knowledge of decoding words by sounding out.
- Short, concise, daily lessons.
- Skills build up through 'phases' as a child's ability develops.



# Mnemonics

## 1. What is a 'phonics' lesson?

- 'Phonics lessons are broken into 4 distinct parts.
- 1: Revisit/Review: where we go over all the previously taught phonemes and tricky words.
- 2: Teach: Where we learn the new phonemes and tricky words.
- 3: Practice: Where the children practice blending and segmenting using the new sound.
- 4: Apply: Where the children apply their phonics knowledge to situations like games, writing, reading.

# How do we teach and use phonics at BSB Sanlitun?

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<ul style="list-style-type: none"> <li>- Sounds around them</li> <li>- Oral blending and segmenting</li> </ul> <p>Develops children's speaking and listening skills.</p> <ul style="list-style-type: none"> <li>- 1) tuning in to sounds</li> <li>- 2) listening and remembering sounds</li> <li>- 3) talking about sounds</li> </ul>	<ul style="list-style-type: none"> <li>- 19 letters and their sounds</li> <li>- Blending and segmenting</li> <li>- Beginning to read and write simple words</li> </ul>	<ul style="list-style-type: none"> <li>- 7 remaining letters</li> <li>- Digraph: eg. ch, oo, th</li> <li>- Reading and writing simple words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- No new letters and sounds taught</li> <li>- Practicing skills taught</li> <li>- Blending and segmenting more complex words eg 'swim' 'clap'</li> <li>- Initial and final blends.</li> </ul>	<ul style="list-style-type: none"> <li>- Different ways of spelling and pronouncing graphemes and phonemes</li> <li>- Eg, ie, igh, i-e</li> <li>- (sound families)</li> </ul>	<ul style="list-style-type: none"> <li>- Spelling strategies</li> <li>- suffixes</li> <li>- reading longer, less familiar texts independently with increasing fluency.</li> <li>- Singing, stopped, (suffix)</li> </ul>

# Phase 2

## Phase 2

These are the phase 2 sounds. There are 23 written graphemes but only 19 individual sounds (phonemes).

- 1) s a t p
- 2) i n m d
- 3) g o c k
- 4) c k e u r
- 5) h b f, ff, l, ll, ss

### **Children begin to segment and blend words.**

- Hearing a word and identifying the individual sounds that make up that word. Then combining the separate sounds together to make a word.



# Phase 3

## Phase 3

These are the phase 3 sounds. There are 7 remaining phonemes and the children are introduced to digraphs (two letters, one sound).

j, v, w, x, y, z, zz, qu

ch **chip**

sh **shop**

th **thin/then**

ng **ring**

ai **rain**

ee **feet**

igh **night**

oa **boat**

oo **boot/look**

ar **farm**

or **fork**

ur **hurt**

ow **cow**

oi **coin**

ear **clear**

air **hair**

ure **pure**

er **water**

# How do we teach and use phonics at BSB Sanlitun?

## Hands on Activities:

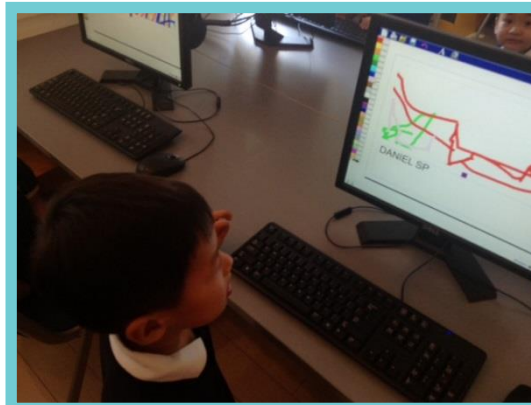
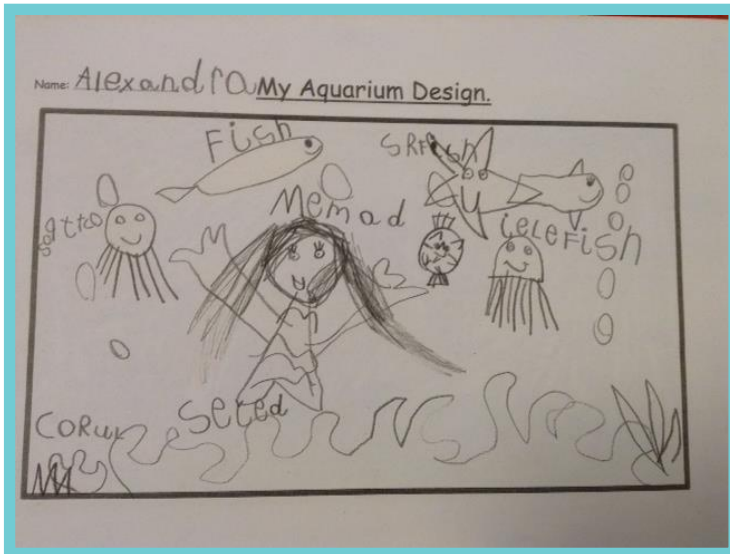
1. Silly soup
2. Rhyming / Alliteration flashcards
3. Sound sorter
4. Mark making through different media:
  - Sand/glitter/shaving foam
  - Play dough letter shaping
  - Magnetic letter blending
  - Fine motor skills letter filling



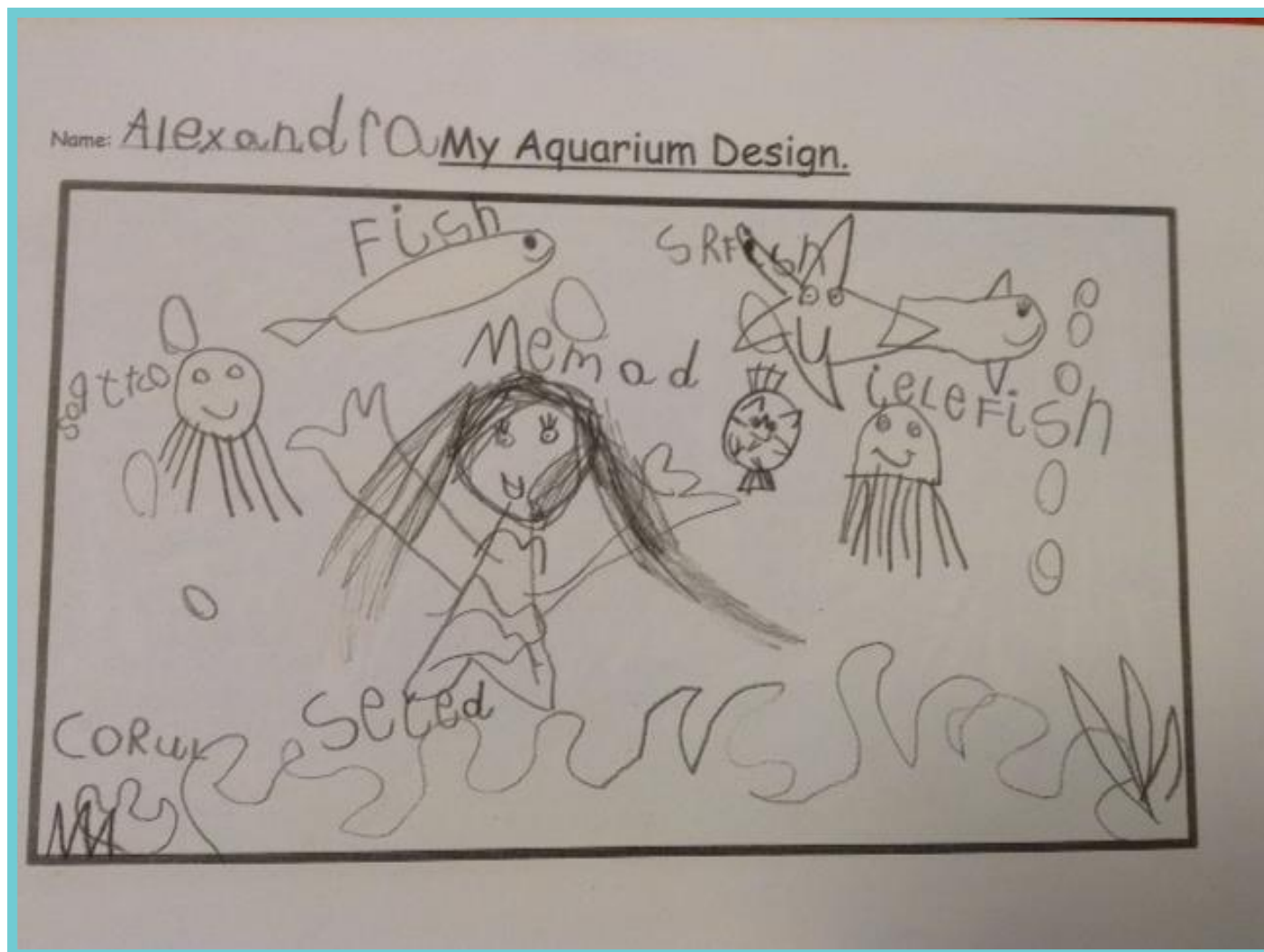
# Phonics in writing

## 3. Early Reading and Writing at BSB Sanlitun

- Mark making.
- 'Sounding out' (spelling phonetically).
- Blending our sounds together and recognising the correct letter to make that sound.
- Memorising high frequency words.
- Developing a word bank.

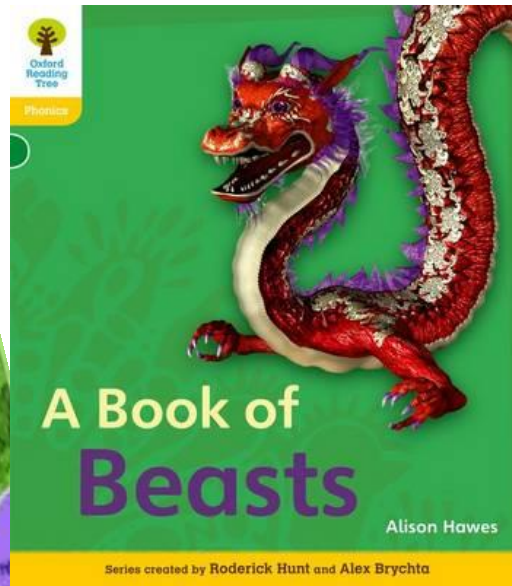
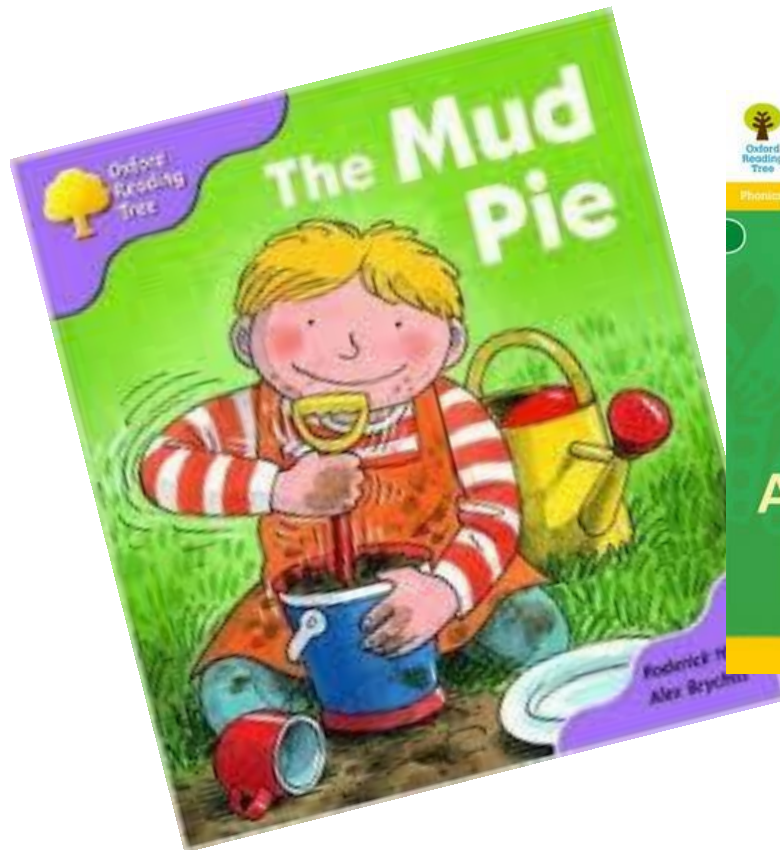


# Phonics in writing



# Home reading books

From tomorrow all children will be bringing home a reading book to read with a parent or older sibling.



# How can you support your child in reading?

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## Tip 1: Read together every day

Reading with your child continues to be really important so keep reading lots of different books together. Most picture books will be too hard for a child of this age to read alone, but it's good for them just to listen to a story or information book and talk about the pictures with you.

## Tip 2: Allow some reading alone time

Try a short reading time when you are reading (newspaper, magazine, book) and your child is too. It's good to start this habit of quiet reading time early, however short to begin with!

# How can you support your child in reading?

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## Tip 3: Talk about the book before you begin reading

Before reading a book together, always talk about the title, the pictures and the information on the cover (front and back). If it's new, ask what your child thinks the book might be about. If it's an old favourite then talk about the bits you love most! Don't worry if some books get chosen again and again!

## Tip 4: Read with different voices

When reading aloud use lots of expression and try different voices for different characters. Get your child to join in with bits too, such as, 'They pulled and they pulled!' and 'Fee, fi, fo, fom...'. See if your child can copy you!

# How can you support your child in reading?

## Tip 5: Ask each other questions

Talk about the stories and information books when you've finished reading together and ask questions. What did you like best? Why did the tiger let Floppy go? Have you ever played a trick on anybody? Get your child to ask you questions too.

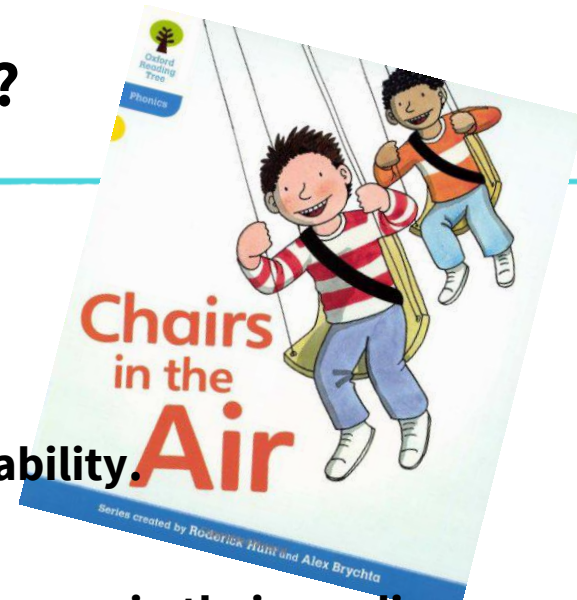
## Tip 6: Retell stories and events

Ask your child about things that happened at school or with their friends. Sometimes, after you've shared a story or watched a TV programme, ask your child to tell you about it. Help them by asking What happened first? What next? And then what?

**Enjoy sharing books together, reading should be fun  
not a chore!**



# How can you support your child in reading?



- Books are chosen to reflect the child's current reading ability.
- Children will move through the bands as they make progress in their reading and comprehension.
- Children will use their phonic sounds and segmenting and blending skills to decode the words.
- Books will be given out on a Friday and should be returned on a Monday morning.

# Reading Records.

- We appreciate your comments and replies!

The image shows a Scholastic 'My Reading Record' form. At the top right, there is a red 'SCHOLASTIC' logo. Below it, the title 'My Reading Record' is written in a large, bold font. To the left of the title is an icon of an open book. Below the title, there are four fields: 'Name:' with a line for writing, 'Date' with a line, 'Book Title' with a line, and 'Page' with a line. Below these fields is a large table with 10 rows and 3 columns. The first column is the widest, the second is medium, and the third is the narrowest. At the bottom of the form, there is a small line of text: 'Beyond Book Records - Scholastic Inc.' and a URL: 'http://www.scholastic.com'.

# Captions and pictures.

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**Each week children will have 1 piece of homework. In their books they will have a caption which they should...**

1. Read the caption using their segmenting and blending skills.
2. Copy the caption 1 or 2 times to practice their letter formation.
3. Draw a picture to match the caption showing that they have read and understood the sentence.



*We need you.*