



THE BRITISH INTERNATIONAL SCHOOL
ABU DHABI
A NORD ANGLIA EDUCATION SCHOOL

Welcome

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FS

Curriculum and Phonics workshop





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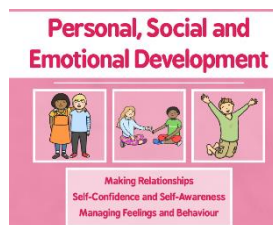
Curriculum

- Learning through play
- Objective led planning (Who? Can do. Next steps)
- Planning from the children's interests and for their individual needs
- 7 areas of learning

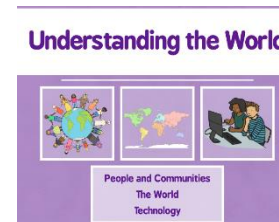
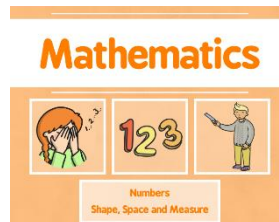


The Curriculum: “...broad, balanced, relevant, exciting...” and based upon the Early Years Foundation Stage (EYFS)

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development. Children should mostly develop the 3 prime areas first. These are:



These prime areas are those most essential for your child’s healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:





Early phonics

Early phonic skills **concentrate on developing children's speaking and listening skills and lays the foundations** for the phonics work which starts during the Song of Sounds program.

During this time the emphasis is to get children attuned to the sounds around them and for them to begin developing oral blending and segmenting skills.

Early phonic skills include:

Tuning into sounds (auditory discrimination)

Listening and remembering sounds (auditory memory and sequencing)

Talking about sounds (developing vocabulary and language comprehension).



The 7 Aspects

- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting



The Importance of Phase 1

Listening for sounds and distinguishing between them is called sound discrimination. With all the background noise in the modern world, some children have learnt to block out sounds and need to relearn this skill. Before they can start listening to initial sounds, onsets and rhymes, children need to learn to hear sounds and discriminate between them.

Once children are able to discriminate between sounds, they are then ready to move onto manipulating these sounds, segmenting words which they hear in preparation for the next stage, where they learn actual **phoneme** (what it sounds like)/**grapheme** (what it looks like) relationships and how to blend the sounds together to make words.

Without the ability to do this, children will only learn to read by learning and recalling every single word they see each time they read. Without the ability to segment and blend, children are not able to decode and read unfamiliar words.



What does a phonics session look like?





Song of Sounds Stage One

When the children are able to discriminate between different sounds, we begin to teach them the 44 sounds which make up the English language.

We use the Song of Sounds scheme to introduce these sounds where children learn the actual **phoneme** (what it sounds like)/**grapheme** (what it looks like) relationships and how to blend the sounds together to make words.

The first 26 sounds the children learn are represented by one letter such as s, a, t, p, i and n. Children learn the letter name and the sounds that these letters most commonly represent.

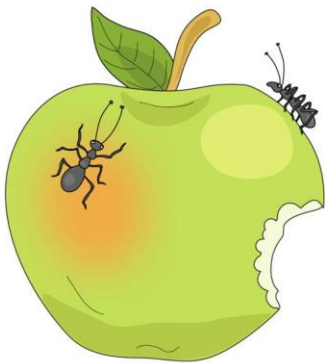
It is important to pronounce these sounds properly to allow children to blend sounds together when ready to read words.



Song of Sounds Stage One

Song of Sounds is a multisensory approach to learning phonics.

We teach each sound through a song with a matching picture and action. Children then associate the sound with the picture and letter and eventually with just the letter.



a

Ants on an apple a a a



o

Octopus is orange o o o

<https://www.youtube.com/watch?v=XddZMF1jAgo>



Phoneme finder





Song of Sounds Stage One

When children are confident with the single letter sounds, we then teach the remaining sounds which are made up of 2 or 3 letters. We can refer to these as **digraphs** and **trigraphs**

For example the letters **ay** together make the /ai/ sound like in **play**. Children are taught to recognise that when these letters are together they no longer make two individual sounds but one.

In the word 'bee' although there are 3 letters, there are only two sounds as the letter 'ee' is representing one sound.

Activity: **Sound buttons**

How many sounds can you hear in....

rat crab carpark play snow sheep yesterday



Blending

Once children are familiar with some sounds we start to blend these sounds together to read simple words. We refer to these as cvc words, which is simply a word made up of consonant, vowel, consonant.

d-o-g

r-ai-n

Children will be able to say the individual sounds, but now need to blend these sounds together to read the word.

Oral blending helps. We play games like “I spy with my little eye a... c-a-t”

It's at this stage when children can blend 3 sounds together we will send home books with words.



Segmenting

Segmenting: breaking words down into individual sounds. E.g. asking the children, which sounds can you hear in a word?

Encourage children to count the sounds that they can hear in a word.

Some children might only hear and recognise the initial sound.

Some children might hear and recognise the initial and final sound in a word.

Some children might hear and recognise the initial and final sounds as well as sounds in the middle of the word.



Writing

When children begin writing, first they normally recognise and hear the **initial** sound.

Then they might hear and recognise the **final** sound and finally, once their segmenting skills improve, they will hear sounds in the middle of the word.

Knowing the ability of the children and the expectation in this area is very important. We need to encourage children to enjoy writing and to feel that they can write, praising every success.



Supporting children with their writing

- Encourage children to count the sounds in a word. Ask “Which sounds can you hear?” “Can you count the sounds on your fingers?” Model counting sounds with children, over emphasizing sounds when necessary.
- Encourage children to use their sound mat – giving children visual prompts works.
- It is important to know the children and to know the phonics knowledge that they have.



- Children will be taught sounds in a specific order and we encourage children to write phonetically, rather than focusing on the correct spelling, for example one of the first digraphs taught is 'ay'. For a while, this will be the only 'ay' sound children are taught and therefore they will be unable to spell words such as rain, snail, cake and name correctly. However, at this stage we would encourage children to use the 'ay' sound to phonetically spell and would expect to see spellings such as rayn, snayl, cayk, naym.

This is not saying children can not and should not be corrected and taught the correct spellings when they are ready. Children will also learn spelling rules.



Tricky words

Within the English language, there are some exceptions to the rule.

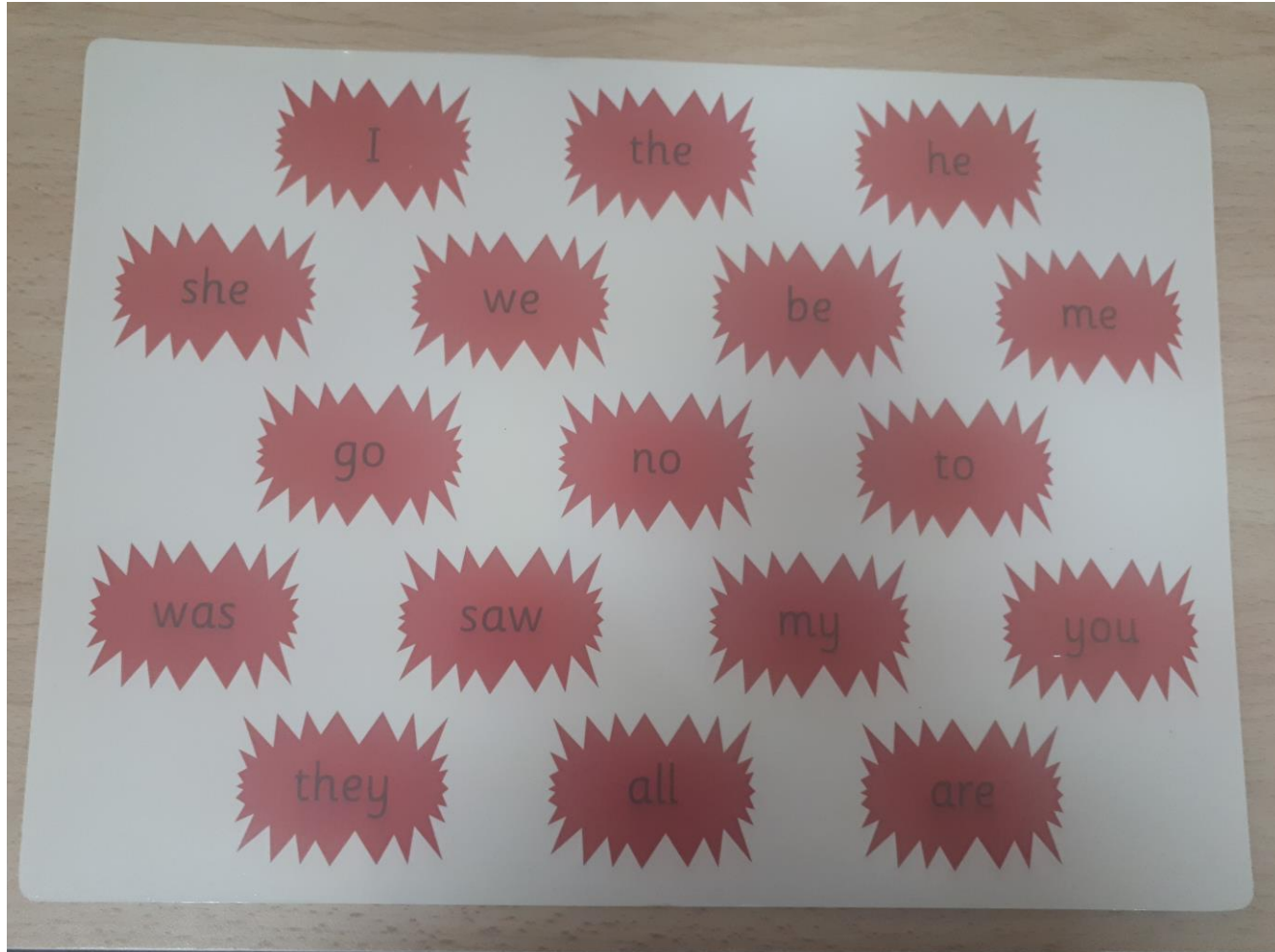
For example in the word **he**, the letter **e** is making the /ee/ sound although this letter usually makes the /e/ sound.

We explain to the children how this is a tricky part of this word. This is a tricky word and we have to remember it is spelt in this way. Children can't sound this word out so just explain it's a tricky word, we just have to remember what it says.

The **boy** is sad.



Tricky words





Tricky words

What are the tricky parts of these words?

my

is

no

to

she

was



Tricky words

What are the tricky parts of these words?

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Ways to help your child at home

Letter formation

Name writing

Reading regularly to and with your child

Pointing out letters in the environment

Ask children to practise 'Song of sounds' song

Encourage fun writing for purpose, eg shopping list, labels, invitations etc.

Apps on the iPads that allow children to practise their blending and segmenting skills. Eg Phonics play

Thank you for coming!

Goodbye! إلى اللقاء

Q & A