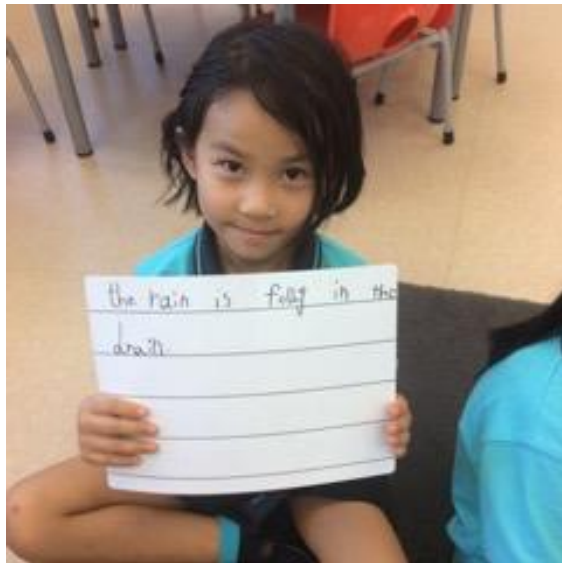
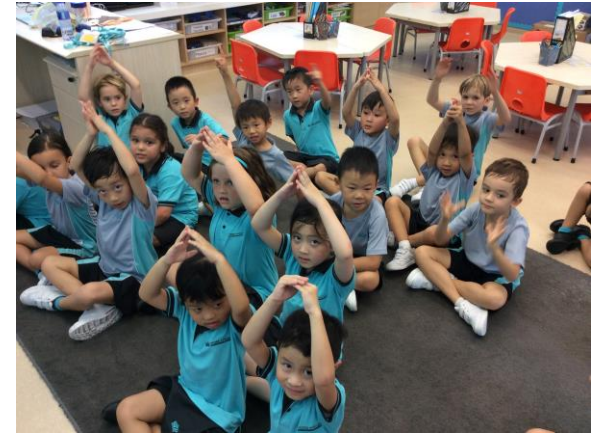




NORD ANGLIA
INTERNATIONAL
SCHOOL
HONG KONG

Tuesday 10th November

Phonics workshop



Why phonics?

At NAIS HK we teach phonics lessons daily using the Letter and sounds programme

Traditional reading and spelling strategies focus on memorising words . However the average person has the ability to retain recognition for around 150 words on sight, as there is approximately half a million words in the English language this produces a shortfall that results in literacy difficulties.

In line with current guidance, we teach a system of synthetic phonics, the goal of which is to teach students the most common sound-spelling relationships so that they can decode, or sound out, words.

We provide a foundation for each child that is based on the letters and sounds of the English alphabet. Once a child learns the 26 letters with their 44 sounds and 70 common spellings, they have the tools they need to read words- any words - whether they have seen them before or not.

Without realising it we, as adults use this approach to decode new words such as:

[Rhamphorhynchus](#)

What is Phonics?

- There are 44 sounds.
- Some of these sounds come from single sounds and some from 2 letters (digraph) or 3 letters (trigraph)
- Some sounds have more than one way to write them
- s (ss)
- ai (ay a_e)
- igh (ie i_e)































- Mr Thorne

- <https://www.youtube.com/watch?v=MOW3pB2KwGA>

- We use pure sounds. Try not to put an 'er' on the end of each sound.

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

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

 <u>wh</u>	 <u>ph</u>	 <u>ar</u>		 ear	 air	 <u>ure</u>
 ay	 <u>ai</u>	 a <u> </u> e	 ei	 er	 ir	 ur
 oa	 oe	 o <u> </u> e	 ow		 oi	 oy
 igh	 ie	 i <u> </u> e	 y	 or	 au	 aw
<u>ee</u>	<u>ea</u>	<u>e </u> e			 ow	 ou
<u>ue</u>	<u>ew</u>	<u>u </u> e			 oo	 oo

Independence

- We teach the children phonics to increase their independence
- It is important the children 'have a go' at writing and reading words on their own.
- It is ok if it is not spelt correctly so long as they have the correct sounds.

Reading – sound buttons

- Recognising the sounds in a written word, eg. c-u-p, or sh-ee-p


rat



car




map



shin



street

The word "street" is written in a black, rounded font. Below the letters, there are red markers: a red dot under the 's', a red dot under the 't', a red dot under the 'r', a red oval under the 'ee', and a red dot under the 't'.

lights

The word "lights" is written in a black, rounded font. Below the letters, there are red markers: a red dot under the 'l', a red oval under the 'igh', a red dot under the 't', and a red dot under the 's'.

thick

The word "thick" is written in a bold, black, sans-serif font. Below the letters, there are red underlines: a red oval under the 't', a red dot under the 'i', and a red oval under the 'k'.

time

The word "time" is written in a bold, black, sans-serif font. Below the letters, there are red underlines: a red dot under the 't', a red dot under the 'i', and a red curved line under the 'm' and 'e'.

Spelling

- To start with it is important they are using the correct sounds not that it spelt correctly.
- Caik
- Fligh
- Creem
- Coyn

Tricky words

- There are some words that cannot be sounded out.
- We expect children to be able to read and write these correctly.

Phase 2	Phase 3	Phase 4	Phase 5
the	he	said	oh
to	she	so	their
I	we	do	people
no	me	have	Mr
go	be	like	Mrs
into	was	some	looked
	you	come	called
	all	were	asked
	they	there	could
	are	little	
	my	one	
	her	when	
		out	
		what	

Any questions?