



THE BRITISH SCHOOL  
OF BEIJING, SANLITUN  
A NORD ANGLIA EDUCATION SCHOOL

# Phonics Workshop

## Key Stage 1

14 October 2015

[www.bsbsanlitun.com](http://www.bsbsanlitun.com)

# WHAT IS THE PURPOSE OF THIS PRESENTATION?

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- 1) What is phonics?
  - 2) Why is phonics important?
  - 3) How do we teach and use phonics at BSB Sanlitun?
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- Phoneme – The smallest unit of sound in a word. It can have more than one letter to represent one sound.
  - Grapheme – a letter or number of letters that represent a sound.
- Eg, sh

# WHAT IS 'PHONICS'?

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- Phonics is a method of teaching reading and writing.
- 'Letters and Sounds' is a systematic approach to teaching reading and writing.
- Develops phonic knowledge and skills with the aim of children becoming fluent readers.
- Short, concise, daily lessons.
- Skills build up through 6 phases as a child's ability develops .

# PHASES 1 - 6

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## Phase 1

- Develops children's speaking and listening skills.
- Children become attuned to the sounds around them ready to begin developing their oral blending and segmenting skills.

1) Tuning in to sounds

2) Listening and remembering sounds

3) talking about sounds

# PHASES 1 - 6

## Phase 2

There 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) ck e u r

5) h b f ff l ll ss

Children begin to  
segment and blend words.

# PHASES 1 - 6

## Phase 4

Consolidating phase two and three and reading/spelling longer words.  
Eg, sunset, toothbrush, snackbox.

**Initial blends:** fr, st, cr, sp, tr, tw, br, pl, gl, bl, gr

**Final blends:** mp, nt, ft, nk, st, lt, nt, lp, lk

### Activity

How many words can you make using initial and final blends in 2 minutes.

# PHASES 1 - 6

## Phase 5

The purpose of phase 5 is for children to broaden their knowledge of digraphs.

The children will also learn alternative spellings for some of the phonemes they already know. Such as /ph/ instead of /f/ in words as dol**ph**in or **ph**onics!

**g** instead of /j/ in gym.

**c** instead of /s/ in city.

### **Sound families**

play, rain, make, grey, eight

In phase 5, children recognise that some sounds have various graphemes.  
ay, ai, a-e, ey, eigh

# ACTIVITIES

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## Activities:

- Segment and blend words.
- Sound families.
- High frequency words, pick one, read it, put it into a sentence verbally.
- Trash or treasure.



# HOW WE TEACH PHONICS

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## Phase 6

By this stage children will be equipped with the sounds and the strategies needed to read longer and less familiar texts independently and with increasing fluency.

### **Children are able to:**

- Read the words automatically if they are familiar.
- Decode them quickly and silently because their sounding and blending routine is now well established.

# HOW WE TEACH PHONICS

The children will learn the conventions for adding suffixes.

## **Suffixes**

walked  
taller  
playing  
helpful  
smallest

# ACTIVITY

Root Word	Suffix
happy	es/s
like	ed
safe	ing
fish	er
wave	est
walk	ly
funny	y
play	ness
stop	ment
run	ful
time	less
sad	tion

# HOW WE TEACH PHONICS

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## Investigating and learning how to add suffixes

This will sometimes involve doubling letters and dropping letters.

This can change not only the tense of a word but the function of a word.

**hop**; hopp**ing** (present tense verb to a present continuous verb)

**hope**; hope**ful** (changed from a verb to a noun or adjective)

**carry**; carri**ed** (present tense verb to past tense verb)

**happy**; happ**iness** (adjective to a noun)

# ACTIVITIES

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One of the classic ways of memorising new words is the **Look, Say, Cover, Write, Check technique**.

Other fun activities could include:

**Syllabication** - Break each of your spelling words into syllables and writing them down. *Example:*

*automatic = au/to/mat/ic*

**Puzzles** - Create a word search or crossword puzzle using some of your spelling words. Some children

have used: [www.puzzlemaker.com](http://www.puzzlemaker.com)

**Water Calligraphy** - Use a paintbrush and water to write your words outside on concrete or pavements.

**Colourful Words** - Use two different coloured pens to write your words. Use one pen to write the consonants and one to write the vowels. Do this four times for each word.

**Identifying Sounds** - within books and objects/places around them.

# TERMINOLOGY

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Here is a list of the terminology we will use with the children during our phonics lessons. We do not expect the children to use this terminology themselves but they will come across them during daily phonics lessons.

**Phoneme** – The smallest unit of sound in a word. It can have more than one letter to represent one sound e.g. a

**Grapheme** – a letter or number of letters that represent a sound e.g. igh

**Diagraph** – two letters that represent one sound e.g. sh

**Vowel Diagraph** – two vowel letters that represent a vowel sound. e.g. ai

**Split diagraph** – a vowel partnered with an e which has a consonant between it. E.g. **make**

**Suffix** - is a letter or group of letters added at the end of a word which makes a new word. E.g. ed



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**Thank you.**

**The KS1 Team**

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