



Little Steps to Big Results!

Information Workshop

Aims and Objectives

- ✓ To understand why phonics is used to support the teaching of early reading
- ✓ To understand phonics terminology
- ✓ To introduce the **Phonics Steps** programme
- ✓ To understand how the Phonics Steps programme supports reading
- ✓ To understand how to support your children with their phonics and reading at home

Complex Alphabetical Code

s	s	ss	se	c	ce	st	sc	ps	u	u	ou	qu	qu	
a	a								r	r	rr	wr	rh	
t	t	tt							k	h	wh			
p	p	pp							b	b	bb			
i	i	y							f	f	ph	ff	gh	
n	n	nn	kn	gn	ne				l	l	ll			
m	m	mm	mb	ma					j	j	g	dge		
d	d	dd							v	v	ve	f		
g	g	gg	gw	gh	gue				w	w	wh	u		
o	o	a							x	x				
c	c	k	ck	qu	x	ch			y	y	u			
e	e	ea	ai	a					z	z	zz	se	ze	s

ck	ch	tch																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											</
----	----	-----	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	----

Phonics
STEPS

Alternate Spellings

Phonics
STEPS

KS1 / 2
Phase 5
Phase 4
Phase 3
Phase 2

Why Teach Phonics?

dog

Why Teach Phonics?

g o d

t a p

Why Teach Phonics?

g o d

p a t

Why Teach Phonics?

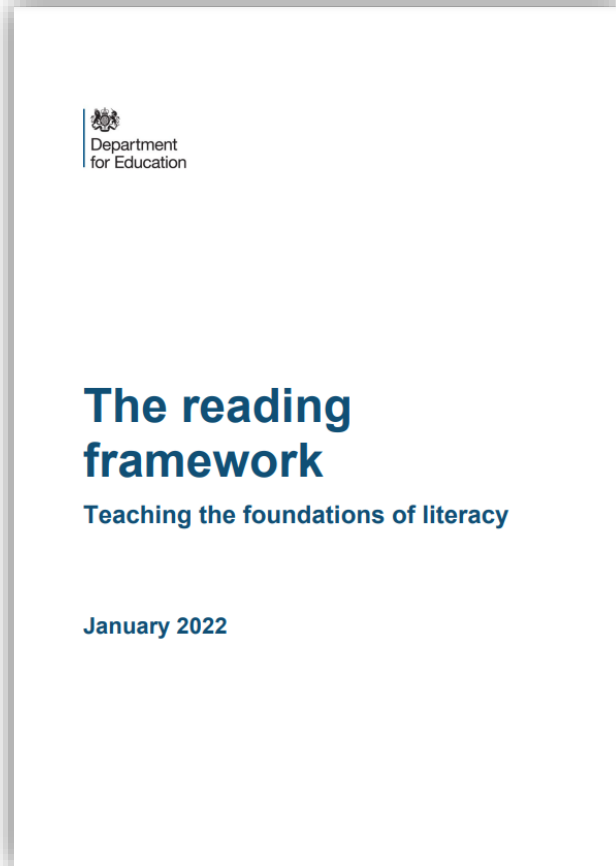
g o d

d o g

p a t

t a p

The Reading Framework



‘All children should take part in high-quality phonics sessions. For some of the time, the teacher should teach directly. All the children should participate by listening and responding, and by practising and applying what they are learning.’

Department for Education (2021) *The Reading Framework - Teaching the Foundations of Literacy*, P. 48

Glossary of Key Terms

Phoneme - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.

Grapheme - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.

GPC - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

Phonological Awareness - The ability to recognise and manipulate the spoken parts of sentences or words.

Digraph - A grapheme containing two letters that makes just one sound (phoneme).

Split Vowel Digraph - A grapheme containing two letters that make one sound (phoneme) split up by consonant in the middle.

Trigraph - A grapheme containing three letters that makes just one sound (phoneme).

Oral Blending - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.

Blending - This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.

Oral Segmenting - This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.

Segmenting - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

CVC Word - A word made up of a consonant, vowel, consonant.

CVCC Word - A word made up of a consonant, vowel, consonant, consonant.

CCVC Word - A word made up of a consonant, consonant, vowel, consonant.

Adjacent Consonants - Two or more consonants next to each other in a word, for example 'clip'

Suffix - A letter or group of letters added to the end of a root word to create a new word. For example -ing in playing.

Prefix - A letter or group of letters added to the beginning of a root word to create a new word. For example un- in unhappy.

Schwa - The schwa is a sound that is represented by all of the vowels. It makes the /uh/ sound. When sounding out a word phonetically you should always speak in pure sounds. For example, when saying the sound for the letter 's', children should be encouraged to say: 'ssss', and not 'suh'.

Demystifying Phonics Jargon – Subject Terminology

- Phoneme
- Grapheme
- Digraph
- **Schwa**

Know Your Sounds

- ✓ As the expert reader, you must know all your phonics sounds, for example: **ay, ee, igh, oa, ow, er, ew, ure, air, ear**
- ✓ All sounds must be pronounced purely without a schwa!

c-a-t



cuh-ah-tuh



Phonics Steps– Phase Overview

The learning in Phonics Steps is sequenced across **five phases** corresponding to the original 2007 Letters and Sounds progression

Phase 1

Phonological awareness
(children listening to, making, exploring and talking about sounds)



Phase 2

Children beginning to learn phoneme grapheme correspondence



Phase 3

Phoneme-grapheme correspondence, digraphs and trigraphs



Phase 4

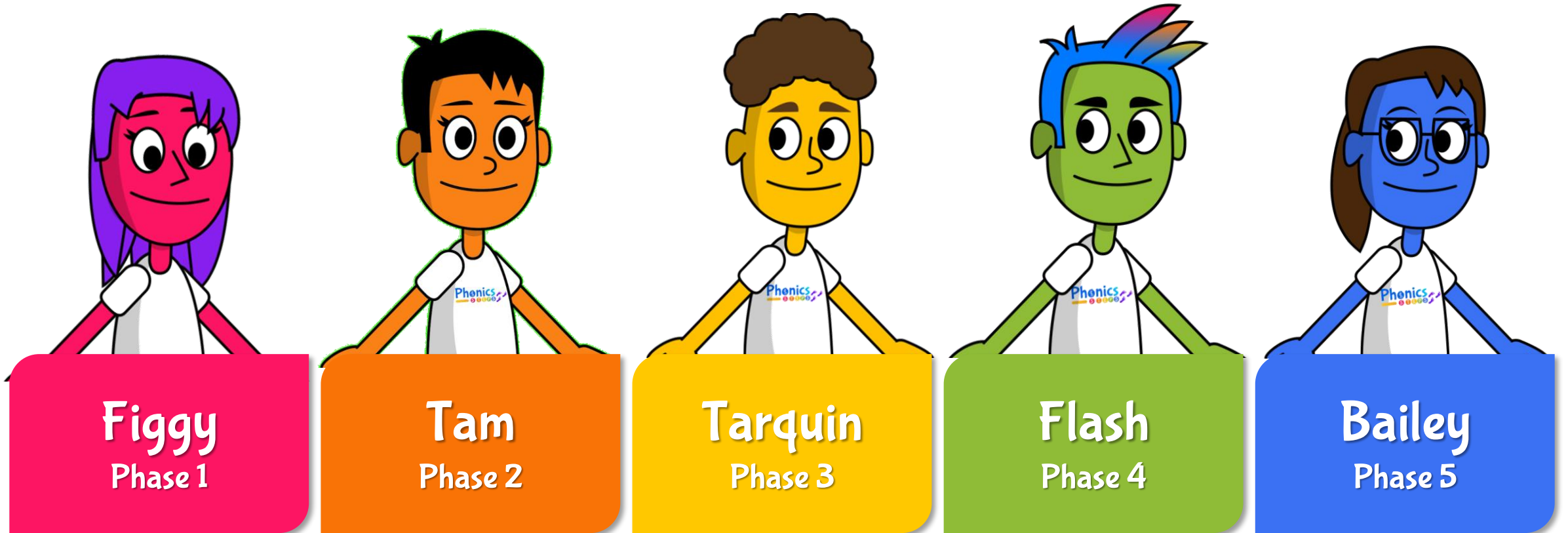
CVCC, CCVC, CCVCC words, polysyllabic words



Phase 5

Alternative graphemes for phonemes, alternative pronunciations and spellings. Introduces suffixes, prefixes and compound words.

Virtual Characters



Figgy
Phase 1

Tam
Phase 2

Tarquin
Phase 3

Flash
Phase 4

Bailey
Phase 5

Five animated characters guide the children through each phase of their learning, helping introduce and review graphemes and phonemes for each phase.

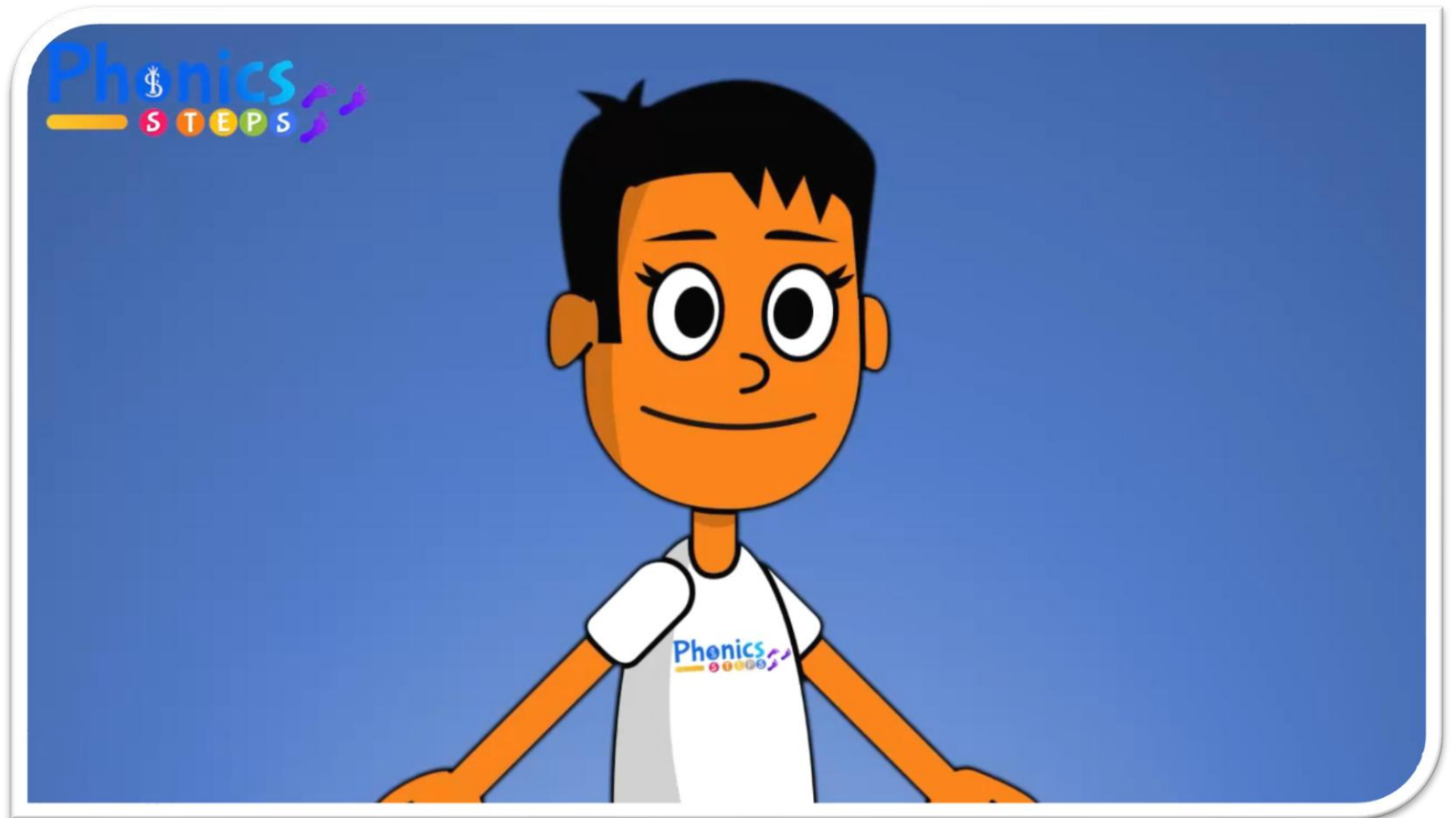
Phase 1

Phonological awareness (children listening to, making, exploring and talking about sounds)



Phase 2

Children beginning to
learn phoneme
grapheme
correspondence



Phase 3

Phoneme- grapheme
correspondence,
digraphs and
trigraphs



Phase 4

CVCC, CCVC,
CCVCC words,
polysyllabic words



Phase 5

Alternative graphemes for phonemes, alternative pronunciations and spellings. Introduces suffixes, prefixes and compound words.

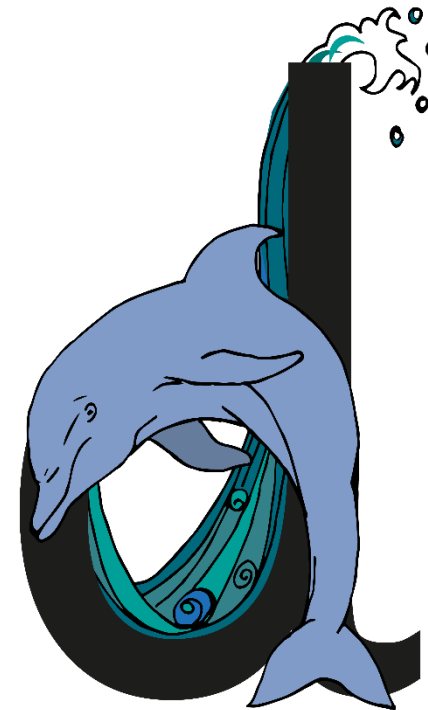
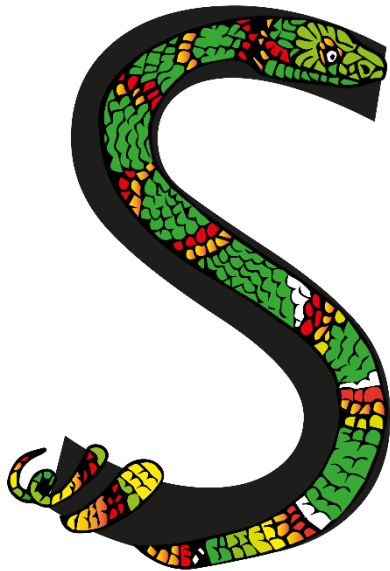


Programme Timeline

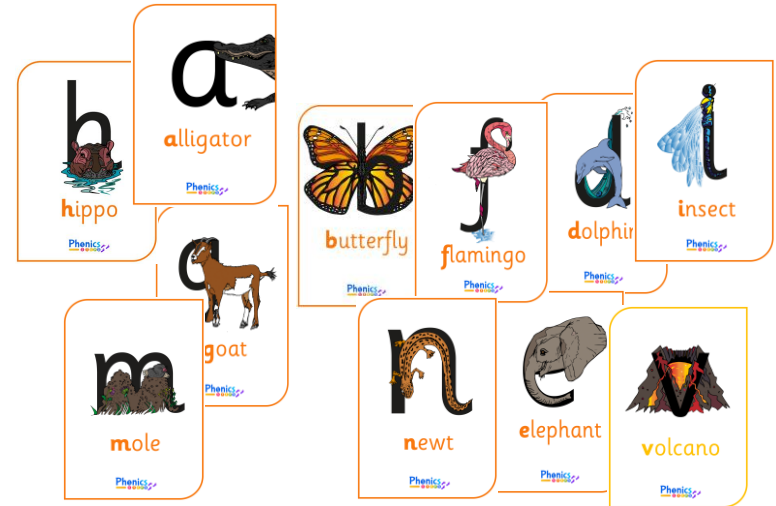
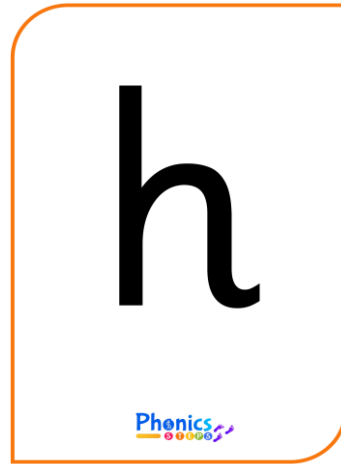
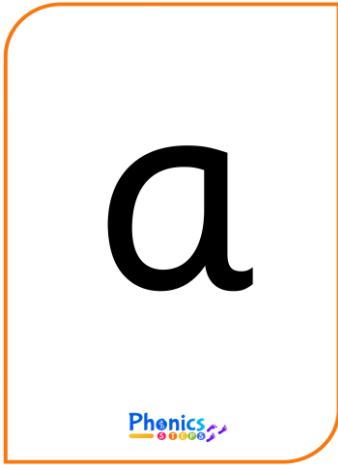
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5a	Phase 5b	Phase 5c	Phase 5d
Autumn Term 1		Reception			Year 1			
Autumn Term 2		Reception				Year 1		
Spring Term 1			Reception				Year 1	
Spring Term 2			Reception				Year 1	
Summer Term 1	Nursery			Reception				Year 1
Summer Term 2	Nursery			Reception				Year 1

Remembering the Phonemes & Graphemes

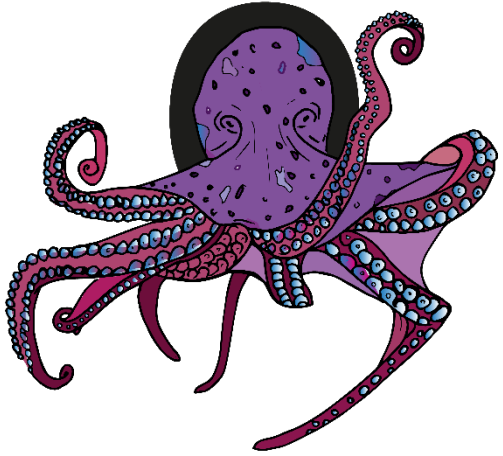
Each phoneme is linked to an easily recognisable illustration which helps children to learn and recall the sound.



Flashcards



Actions Linked to the Phonemes



Action to help remember:

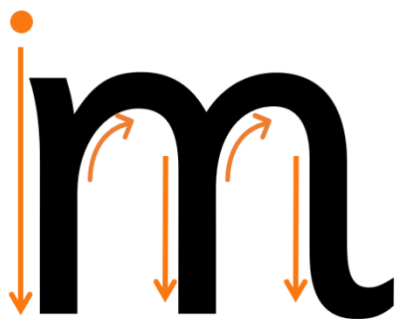
Wiggle your fingers downwards as if they are tentacles.



Action to help remember:

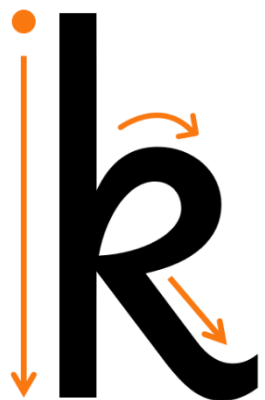
Move two fingers from each cheek upwards as if you have whiskers.

Handwriting Mnemonics Linked to Flashcards



Handwriting mnemonic to help remember:

Down and over, down and over.



Handwriting mnemonic to help remember:

Down, up, loop and kick.

Purpose Written Songs for Each Phoneme

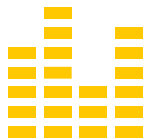
For each phoneme, brand new lyrics have been written to well-known nursery rhymes or children's melodies.

Each song has:

- ✓ Purpose written lyrics
- ✓ MP3 with guide vocal
- ✓ MP3 instrumental

To the tune of 'Once I caught a fish alive':

**N,n, Ned the newt,
Nippy, nippy, Ned the newt.
N,n, Ned the newt,
Nippy, nippy, Ned the newt.**



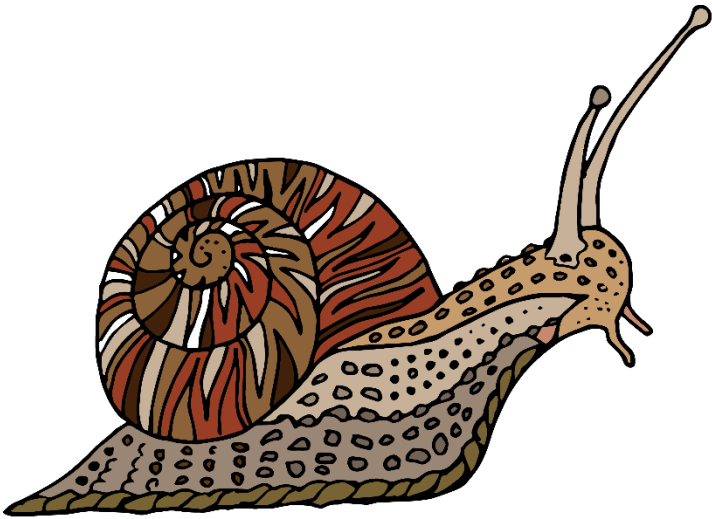
PLAY GUIDE TRACK

STOP GUIDE TRACK

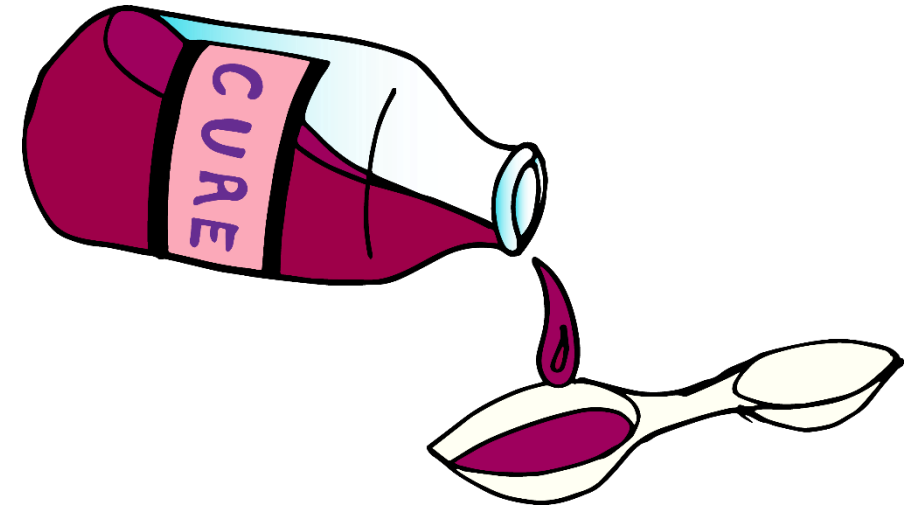
PLAY BACKING TRACK

STOP BACKING TRACK

Stories for Each Phoneme



ai



ure

Teaching of Tricky Words

Phase 2		Phase 3		Phase 4		Phase 5a		Phase 5b		Phase 5c	
Reading 	Spelling 	Reading 	Spelling 	Reading 	Spelling 	Reading 	Spelling 	Reading 	Spelling 	Reading 	Spelling 
and the to I no go into		he she me be we was you they all are my	the to no go	said so have like some come were there little one do when what out	he she me be we was you they all are my	oh their people Mr Mrs looked called asked	said so have like some come were there	water where who again thought through work mouse many laughed because different any eyes friends once please	little one do when what out many laughed because different any eyes friends once please	I'm by very	I'm by very oh their people Mr Mrs looked called asked

- ✓ Children are taught to read and spell **tricky words** as they move through the phases.
- ✓ They are expected to spell the tricky words that they have learnt in the previous phase.



Phonics



S

T

E

P

S



Phase 3

To read and write the grapheme **ng**

Week 3 – Lesson 4



Revisit and
Review

Read the Sound Flashcards





Revisit and
Review

th

Skip to Tricky Words



Revisit and
Review

f

Skip to Tricky Words



Revisit and
Review

z

Skip to Tricky Words



Revisit and
Review

Read the Tricky Word Flashcards





Revisit and
Review

the

Skip to Introduction
Video



Revisit and
Review

to

Skip to Introduction
Video





Teach



Tarquin

Tarquin

ng





Teach

ng

Practise the
Sound







PLAY GUIDE TRACK

STOP GUIDE TRACK

PLAY BACKING TRACK

STOP BACKING TRACK

To the tune of 'Hop Little Bunnies'

Hear the children singing,
Singing all day long,
Can you join in with their merry
song?

Ng,ng,ng,ng,ng,ng.
What a beautiful song!

Flashcard Hide & Seek

ILLUSTRATED VERSION

BLANK VERSION

Next Slide

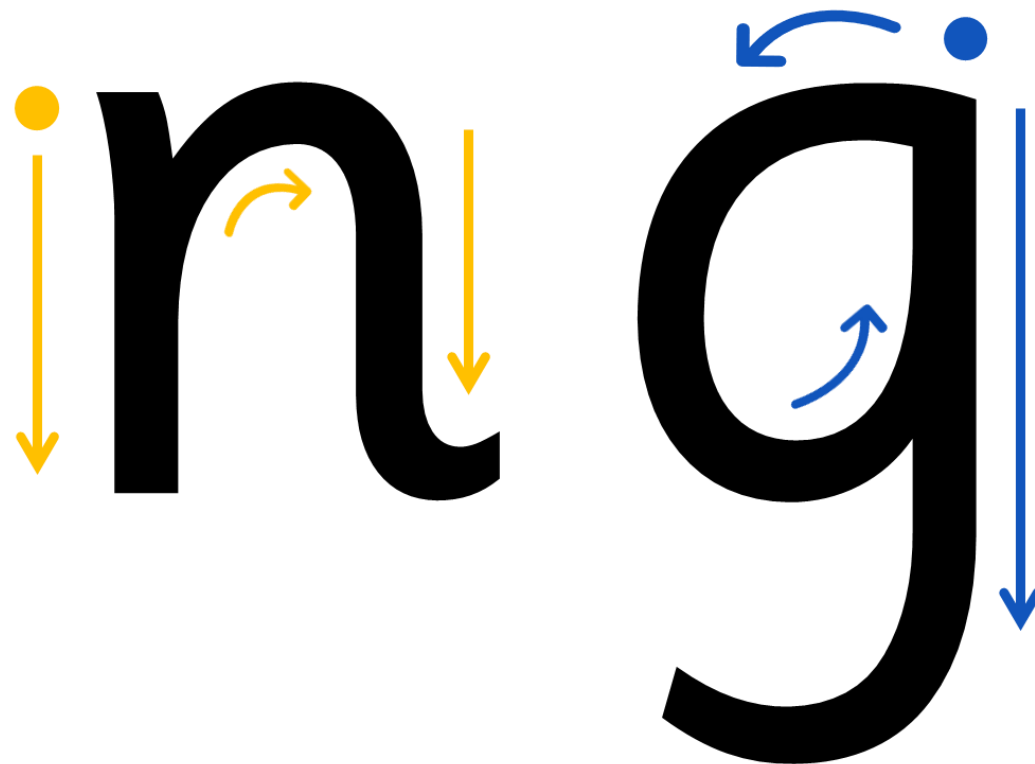
Click to reveal each version of the flashcard.



Practise

Down and
over.

MODEL



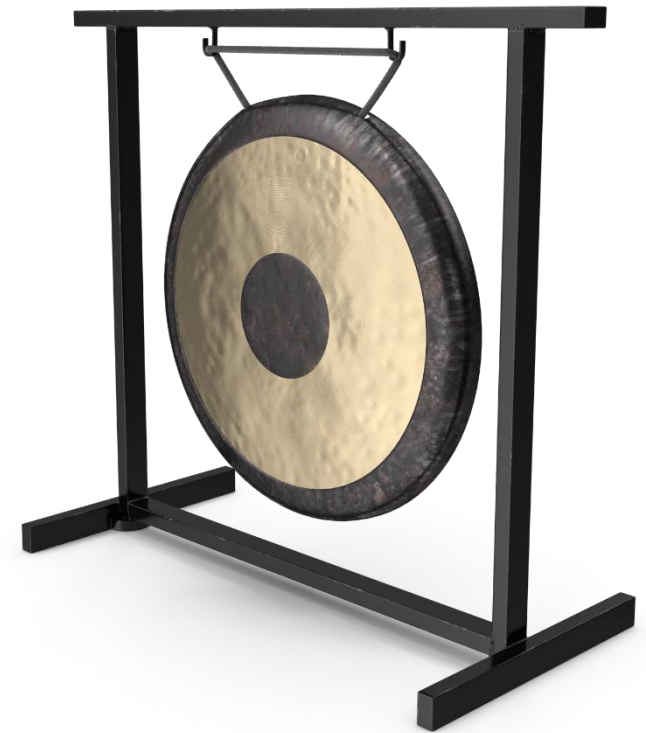
Around and
down.



Practise



ng



Segment & Blend

song





Apply



Crown the King Game



Assess



Tarquin

What have we learnt?



Reading Books

Learning to Read Book

This is a book with the sounds and words that I know.

The purpose of this book is to become familiar with the new sounds and words being learnt and to continue to revisit known sounds and words.

- Match the sounds to your sound cards.
- Use your finger to add sound buttons.
- Sound, blend and read.
- After sounding and blending, re-read the sentence or words.
- Re-read the book to become familiar with the text.
- Discuss the story.

- ✓ Matched to current phonetic decoding ability.
- ✓ Assigned by the teacher based on progression guide.
- ✓ Our progression is directly mapped to the books from our publishing partner OUP.

Reading for Pleasure Book

This is a book to be read to me by an adult.

The purpose of this book is to hear and enjoy the story.

- Choose a book freely.
- Discuss the reason for your choice.
- Help to turn the pages.
- Enjoy listening to the story.
- Engage in the story, asking questions and predicting what might happen next.
- Enjoy matching the spoken word to the printed word.
- Identify the main events or key points in the story.
- Discuss the images.
- Discuss the characters.
- Enjoy fiction and non-fiction texts.

- ✓ Chosen by the child.
- ✓ Could be physical books or an e-book.
- ✓ Developing children's comprehension skills through conversation with an adult.

Decodable Reading Books

The National Curriculum states that pupils should be taught to:

‘... read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.’

Department for Education (2013)
National Curriculum

- ✓ Schools should invest in books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases. *These books are often referred to simply as ‘decodable’ books.*

Decodable Reading Books

Phase 3 – Week 2

**Little
Blending Books**
for Letters and Sounds

**Word
Sparks**

**Project
X
Phonics**

**HERO
ACADEMY**

**Alien
Adventures**

**HERO
ACADEMY**

<u>Little Blending Books</u>	<u>Word Sparks</u>	<u>Project X</u>	<u>Hero Academy</u>	<u>Alien Adventures</u>	<u>Hero Academy Non-Fiction</u>
Little Blending Book 7	Knight Quinn (Partner Text) Duck-bot	Exploring Letters 7 The Rocket A Quick Quiz	The Zipbot Pip's Mess	Cat's Picnic A Bag of Tricks	Zak is Off

Listening to children read phonics books in school

- ✓ Hear children read their phonics book twice a week in school
- ✓ Record titles of books going home in the reading folder and reading record
- ✓ Ensure reading book matches their phonetic ability. For example, if the book has the word 'day' in it but the child cannot read the 'ay' sound then a child cannot have that book.
- ✓ Send extra flashcards of phonemes / graphemes home with targeted children



Reading for Pleasure

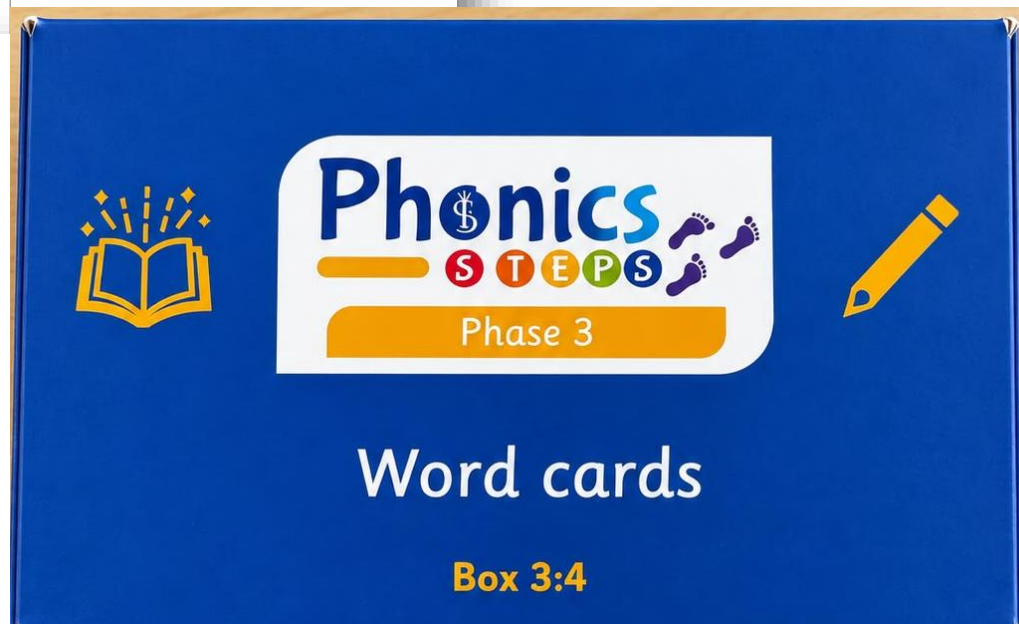
Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).

Research reports a link between library use and reading for pleasure; young people that use their public library are nearly twice as likely to be reading outside of class every day (Clark and Hawkins, 2011).



writing guides, flashcards, pronunciation videos, action
the children's phonics lessons, they will already be



'Little steps to big results' underpins our teaching and learning ethos, with learners accompanied on their journey by a range of
relatable characters who understand, and experience with them, the wonder of learning to read and write In each phase, learners
walk in the footsteps of the children who've come before them and the characters they meet along the way. With pride and joy at

Thank You

If you have any further questions, please do not hesitate to contact us or your child's class teacher via:

info.southfarnham@sfet.org.uk

Any Questions?

