

Schools alliance for excellence



A network diagram consisting of five interconnected nodes. The nodes are colored red, yellow, green, blue, and pink. The red node is the largest and is positioned on the right side of the network. The yellow node is on the left, the green node is in the center, the blue node is at the bottom, and the pink node is at the top. All nodes are connected to each other by thin grey lines, forming a complete graph.



Primary Phonics Network meeting

Wednesday 24th June 2020



Agenda



• **Introduction & Housekeeping** – Claire Eskelson



Presenter 1 – Elisabeth O’Hanlon (West Ashstead)



Presenter 2 – Laura Prideaux (Cranmere)



Presenter 3 – Louise Gahan (North Downs)



Q & A session – September 2020 (managing transition and planning for ‘catch up’)

Education Endowment Foundation

What should I consider ?

Before you implement this strategy in your learning environment, consider the following:

Phonics can be an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. However, it is also important that children are successful in making progress in all aspects of reading including vocabulary development, comprehension and spelling, which should be taught separately and explicitly.

The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.

The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).

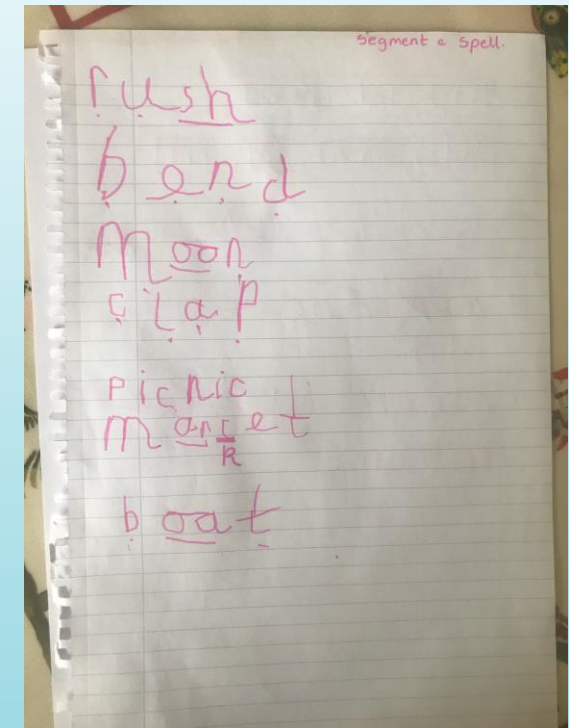
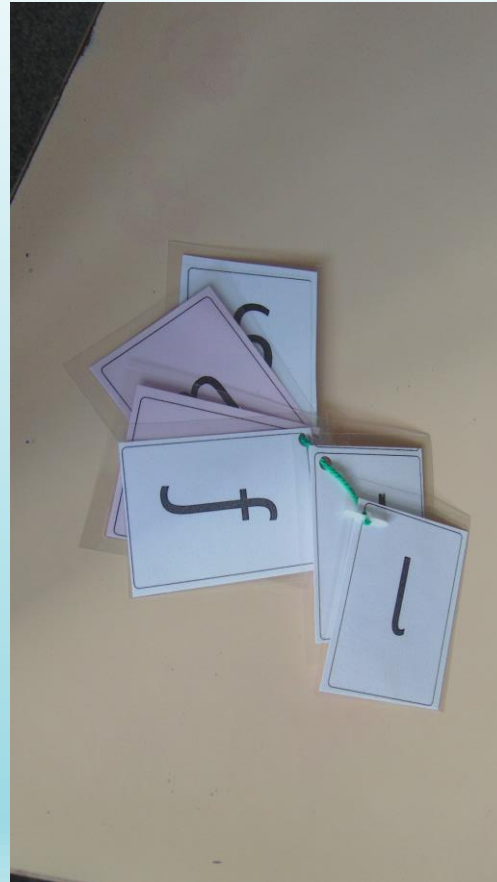
Phonics improves the accuracy of the child's reading but not the comprehension. How are you planning on developing wider literacy skills such as comprehension?

West Ashstead Primary School

Elisabeth O'Hanlon



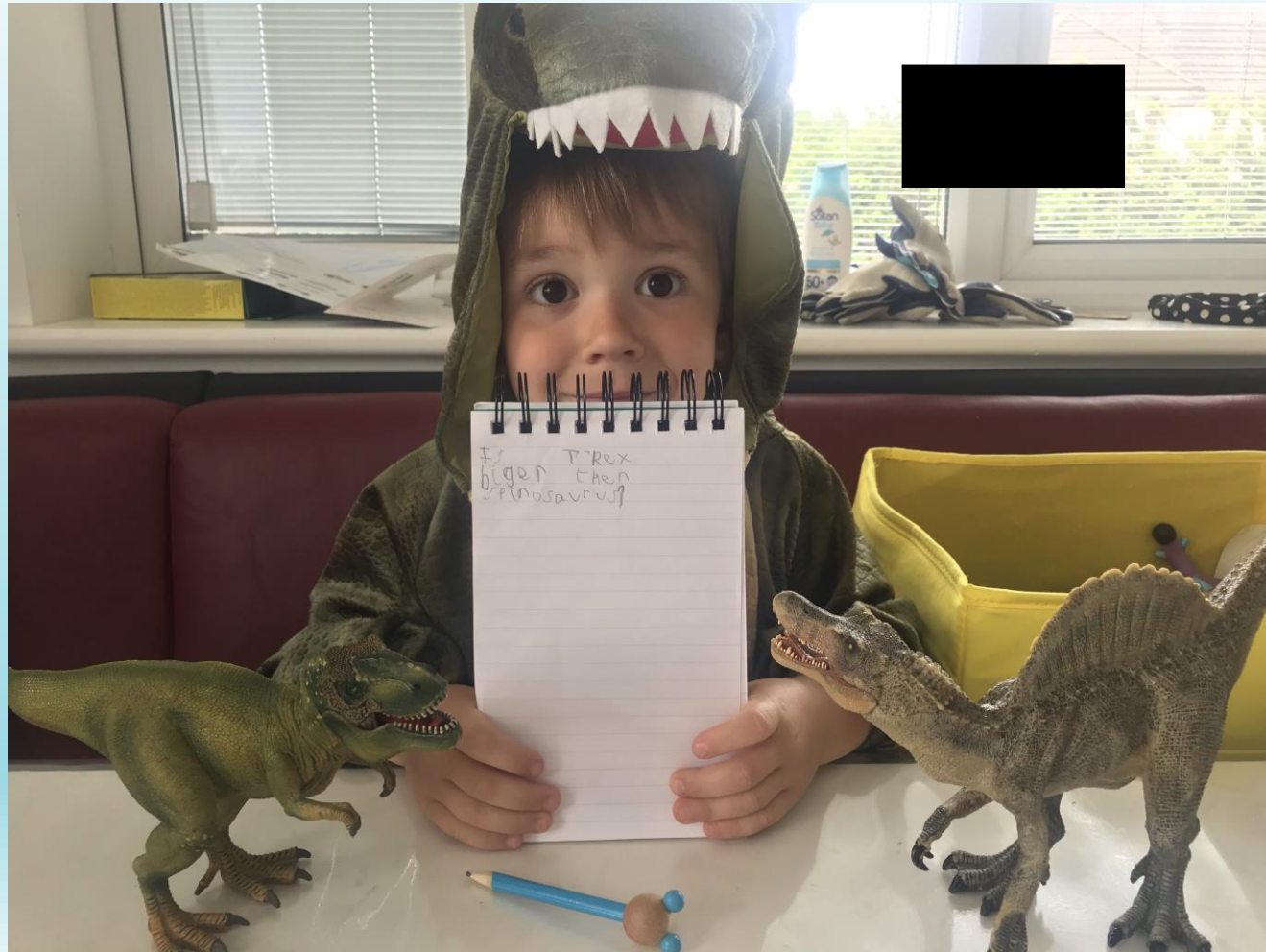
Our children had a set of phoneme cards that they had been given throughout the year and the parents had be trained to use with them. These were incredibly helpful during 'Lockdown' the children were used to flicking through and making the sounds of the different phonemes- daily practice continued. They were very useful for helping with segmenting and blending too.



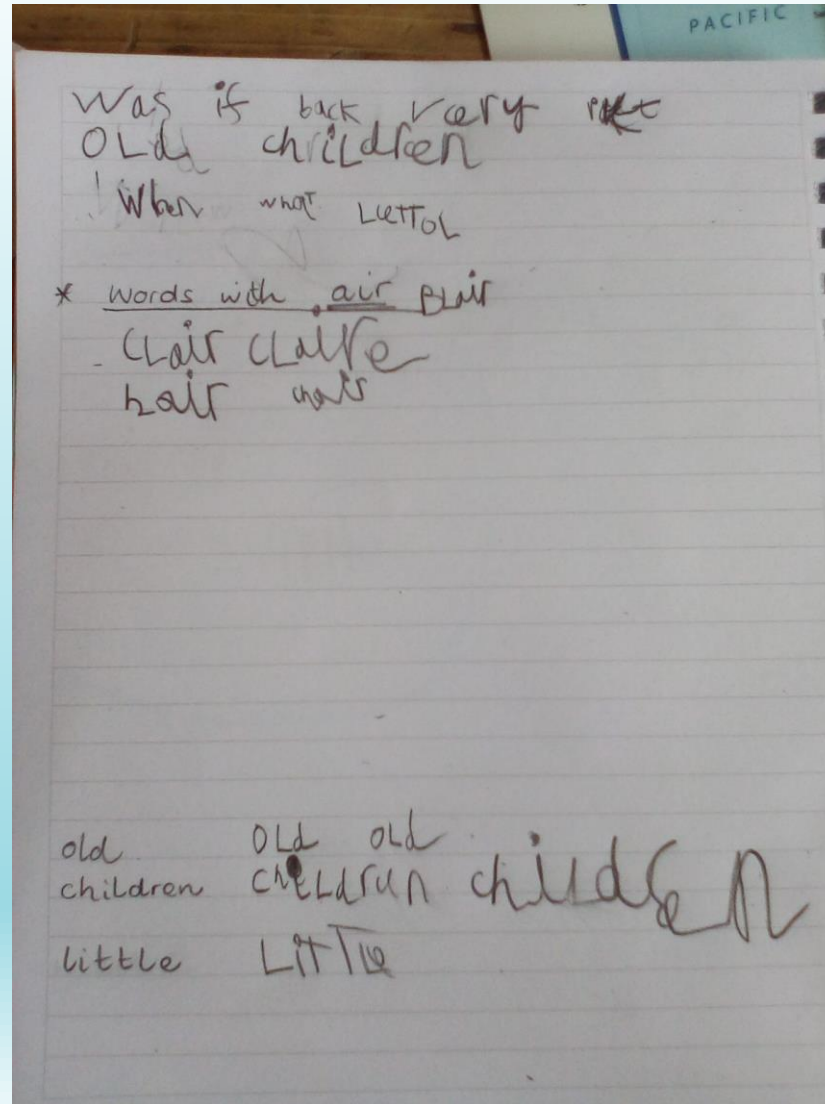
Our children used their phoneme cards to play 'Full Circle' at home. This was a particularly popular activity.



We asked them to answer yes / no questions and to write their own.



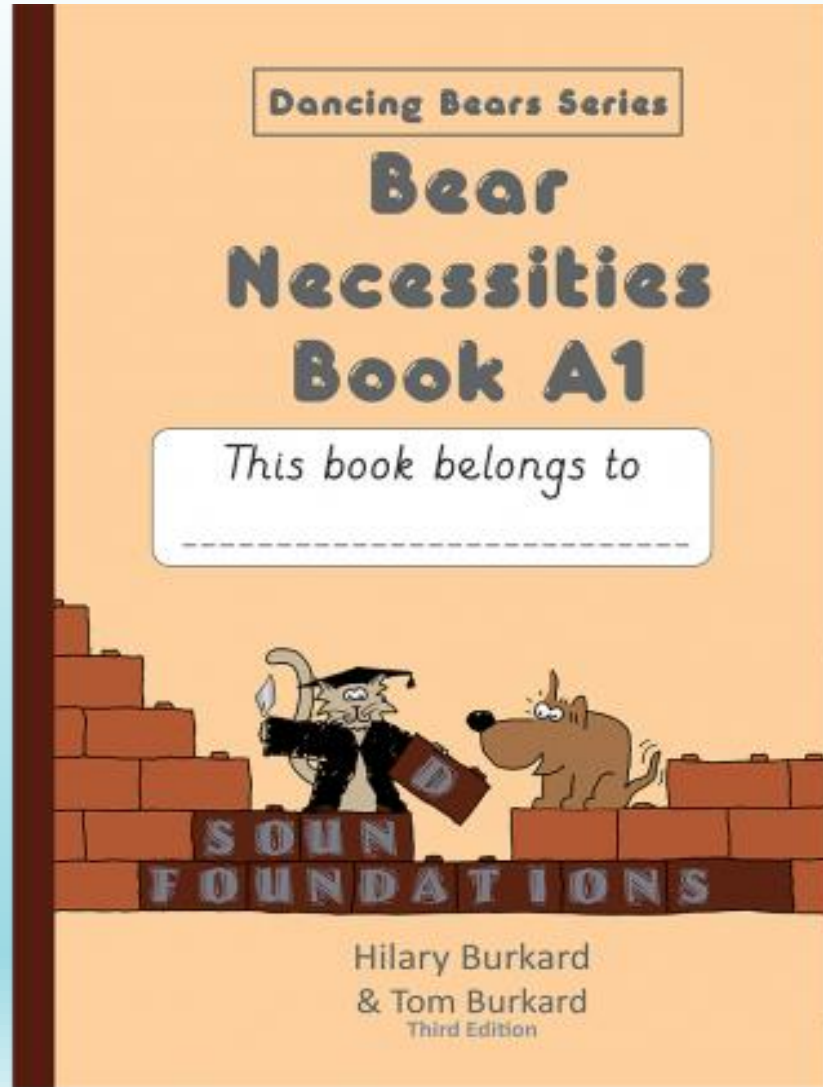
Children were sent a list of the high frequency words from Letters and Sounds and given tips on how to learn them - including using post it notes, word hunts, looking for them within other words in texts, counting how many in each book etc... Some were challenged to learn how to spell each word.



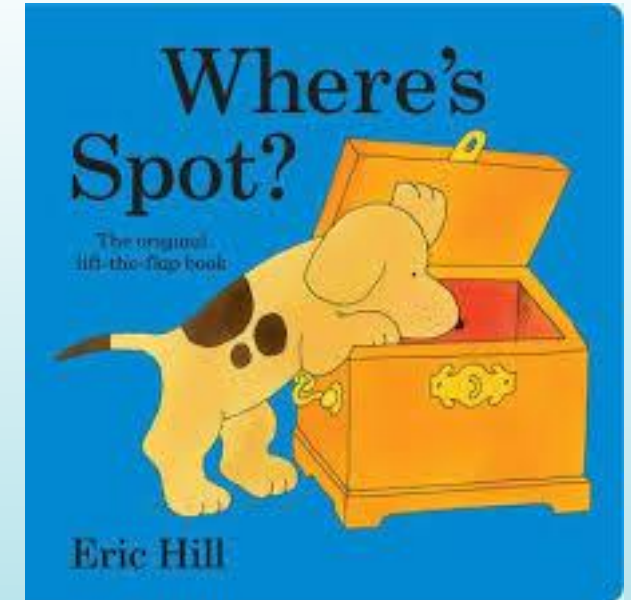
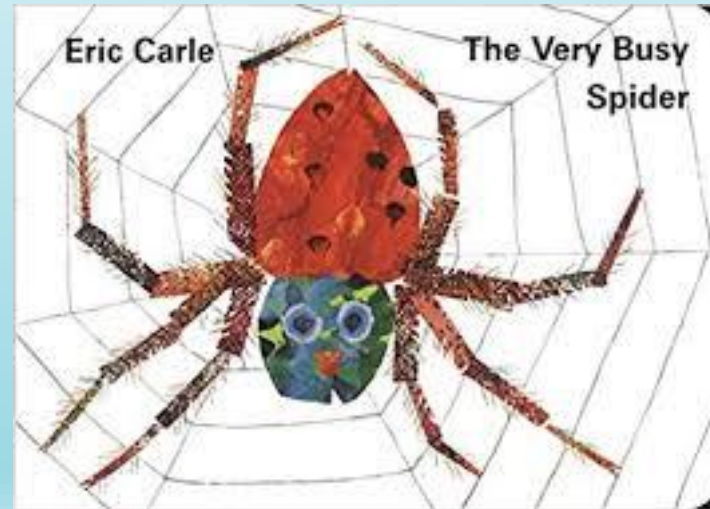
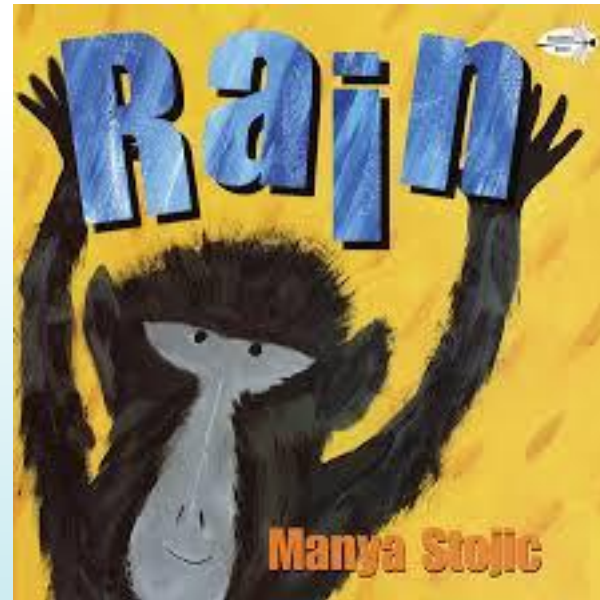
Our aim with the phonics was to keep it manageable so that it was done frequently. We tried to make it fun and relevant to the different children. We gave feedback on work submitted and gave ideas to incorporate the learning into everyday tasks.



Most of our children are back now and we have divided them to give the best possible 'catch up' we can.. Daily phonic sessions in smaller groups and some individual sessions using Bear Necessities.



Daily reads and frequent guided reads- applying their phonic skills and encouraging higher order reading strategies and skills such as prediction and inference. Phonic games, regular music sessions, listening activities , group and individual handwriting practice .
Lexia , an online phonics and reading programme, for some children especially those still at home .
And praise, praise and more praise!!!



Cranmere Primary School

Laura Prideaux





Over the last 4 years we have been working to develop our vision for phonics at Cranmere:

- we aim to ensure every child has the potential to become confident, happy and fluent readers who understand the value of books and enjoy reading for pleasure.
- We therefore feel it is important to deliver a highly structured, rigorous and progressive programme of daily phonics to enable them to develop the skills needed to decode.
- We believe that early implementation is vital to ensure that the children have the necessary skills needed to attempt more challenging texts and develop their comprehension skills by the time they finish KS1.

We have tried to maintain this vision through our home learning over the past 12+ weeks by planning for an approach which is similar to what we would be doing in school and giving parents access to the same resources.



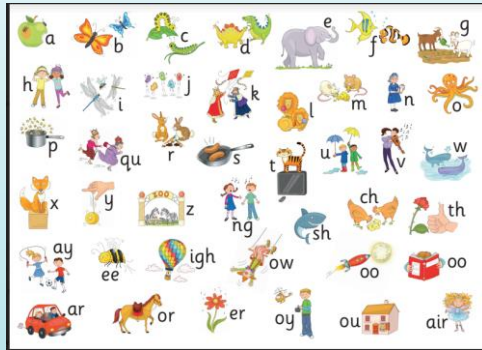
Phonics for Home learning

What have we been doing over the last 12 weeks to ensure children are continuing to practise and apply their phonics?



All year groups (Nursery- Year 2) were sent the link to the song we use daily in school (related to phonic stage they are at) <https://www.youtube.com/watch?v=7ZfjUQ6IEQs> so that the children could practise and recap the phonemes by joining in with the song and the actions.

Each year group has also sent home, as part of their home learning pack, the sound mat which relates to the song to support them when reading and writing at home. In Reception this has been emailed out to parents and in Year 1/2 it has been posted on their classroom stream on Google classroom.



Nursery – Song and practical phonics suggestions given linked to first initial sounds (SATPIN) weekly.

Reception: Song and phonics activity suggestions have been provided on their weekly Home Learning plans, linked with the sounds they would have been learning in school.

Year 1 – Children encouraged to sing the song daily- teachers have given children a sound a week to focus on e.g or, aw, au. Each day there have been activity suggestions linked to this (sometimes with a video link to watch and then an activity linked to that particular sound). Children have also been encouraged to practise phonic application through weekly spellings (using Spelling Shed) and then writing them in context.

Year 2 – Recapped phonic patterns using Spelling Shed and then moved on to other spelling patterns.



Examples of Resources used in Nursery for home learning

Have fun with phonics



Continue to have fun with phonics with a focus on SATPIN

Big Cat phonics -song of sounds

<https://www.youtube.com/watch?v=7ZfjUQ6IEQs>

We sing the song of sounds every day in nursery, practise the actions and saying the sounds

Can you write the letters SATPIN on stones? Can you move the stones to make CVC words? Can you go on a hunt to find things beginning with 's'

Have fun with phonics



Continue to have fun with phonics with a focus on SATPIN

Big Cat phonics -song of sounds

<https://www.youtube.com/watch?v=7ZfjUQ6IEQs>

We sing the song of sounds every day in nursery, practise the actions and saying the sounds

Can you write the letters SATPIN on bottles, fill them with water to keep them stable, can you throw a hoop over one? Or knock it over with a bean bag? Which sound is it? Can you move the bottles to make CVC words? For example Sam, sat, tin.

Have fun with phonics

Phonics-initial sounds/SATPIN

We are learning to hear and say initial sounds, this week the sounds are 'i' & 'n'

'i' insects are interesting i,i,i

'n' nurse Nelly's nice n,n,n

Big Cat phonics -song of sounds <https://www.youtube.com/watch?v=7ZfjUQ6IEQs>

We sing the song of sounds every day in nursery, practise the actions and saying the sounds

<https://new.phonicsplay.co.uk/> for some fun phonics games

Can you write the letter 'n' using crayons or paint?

Practice writing their name-tracing/copying and independently

Have fun with phonics

Phonics-initial sounds/SATPIN

We are learning to hear and say initial sounds, this week the sound is 'p'

'p' popcorn popping p,p,p

Big Cat phonics -song of sounds <https://www.youtube.com/watch?v=7ZfjUQ6IEQs>

We sing the song of sounds every day in nursery, practise the actions and saying the sounds

<https://new.phonicsplay.co.uk/> for some fun phonics games

Can you write the letter 'p' using shaving foam, with chalk on the pavement outside?

Practice writing their name-tracing/copying and independently

Resources used in Reception for Home learning

Phonics Can you use the sound buttons to help you to sound out and spell the words?



Can you write these words?

Phonics

Our Weekly digraphs / trigraphs will be: ay, ee, igh, ow refer to “song of sounds” sheet previously sent home or download from school website. The song of sounds song is also on our website. Please sing daily and encourage your child to “teach” you the actions.

Write a list of words with the above digraphs play, see, high, grow. Can you sing the song of sounds?

“May I play ay,ay,ay”

“busy busy bee ee,ee,ee”

“soar up high igh,igh,igh”

“Throw the snow ow,ow,ow”

Can you read and write the following tricky words: was, you, all, they

Phonics - Practise sounding out and blending these words:



Can you use your phonic knowledge to write the words?

At this stage in our phonics programme, we revisit and review all of the sounds and focus on application of these in words. When spelling and writing words, children frequently miss out the consonant blend in words such as :

t-e-n-t

p-r-a-m

c-l-o-ck

m-i-l-k

e.g: Milk is misspelt “mik”

It is helpful to encourage your child to use their “Phoneme fingers to count the sounds in words” Encourage them to get into the habit of this before attempting to write slightly more complex words.

Practise all of the tricky word yellow set : he, she ,we, me, be , you, they, all, are, my, her, was

Can you write a sentence for each of these words? Can you include a consonant blend word as above? E.g

She went in the tent.

Phonics Can you write a caption or a sentence for each of these pictures?



Examples of resources/activity suggestions for home learning in Year 1

Use the link below to practise reading and writing words containing the au,

<https://www.youtube.com/watch?v=7xvdbR6g060>



Can you look around your house to find anything with the au sound in?

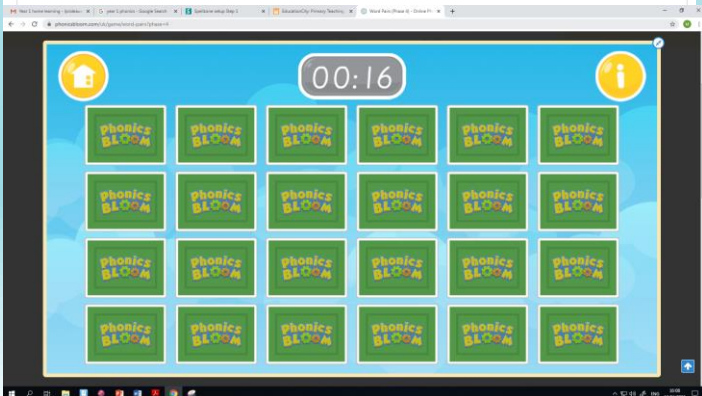
Can you write them in a list?

Challenge - Can you put your words into sentences?



ea for /ee/ sound - Mr Thorne Does Phonics - YouTube

YouTube - Mr T's Phonics



Today's phonics: Sing through the **Song of Sounds** song to recap all sounds

aw, or and au - Use the link below to practise reading and writing words containing these digraphs.

<https://www.youtube.com/watch?v=dOHRK0GHkue4>

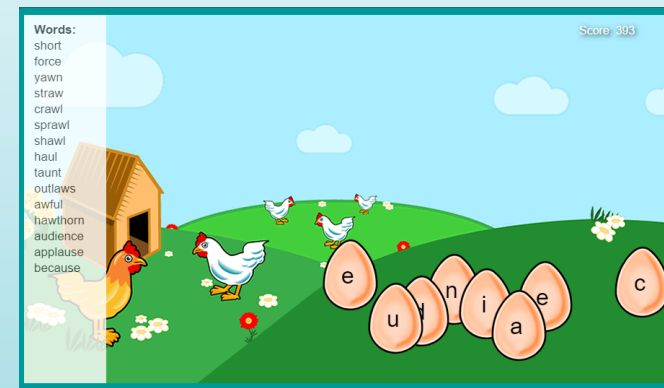
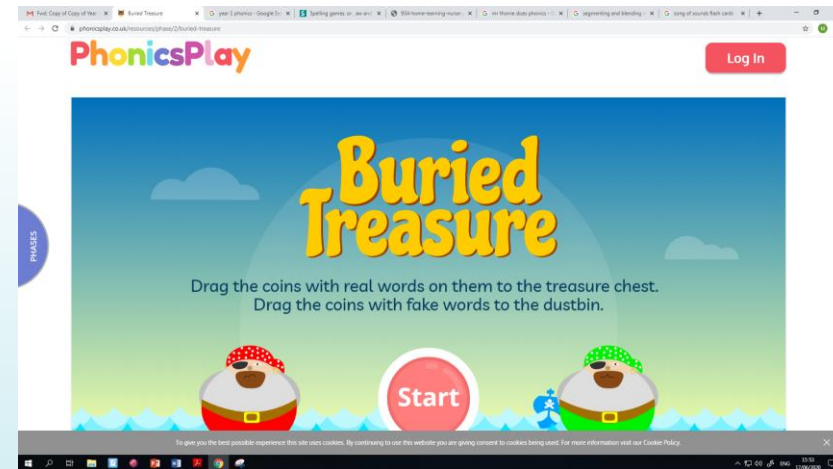
We are looking at the au sound today!





Do you think you could put these three words into sentences

author

pause

launch



amaze	found
vate 	gloud 
same	coes 
crate 	toe

l	v	f	t	s	s	c	yawn	Time: 4 seconds
f	b	s	r	h	r	s	haul	Stop playing and show the words
v	s	m	t	o	a	c	short	
j	e	y	o	r	l	r	straw	
c	w	a	u	t	a	a	crawl	
p	v	w	k	k	s	w		
n	r	n	h	a	u	l		

Name _____ Date _____

<u>ie</u>	<u>i-e</u>	<u>igh</u>

Self-assess your work today
Colour in one of the faces.

Teacher assessment of your work

right	bike	lie	might	fight
kite	pie	sight	shine	hike
wife	right	tie	mile	hide
bright	side	shine	replied	light
write	ride	flight	invite	wide

globe	phone	shadow	note	crown
goat	Remote	hose	snow	crow
yellow	throat	rope	toad	roman
stone	home	bone	coat	pillow
bowl	toe	rose	boat	



'e_e' Spelling Game

Instructions: A game for 2 players. Each player takes it in turn to roll a dice. If a player lands on a 'missing letters' square, they must copy the word onto a whiteboard, filling in the split e_e grapheme, and reading the word to their partner. If a player lands on a sentence square, they must either write or say the sentence to their partner before moving on. The player who reaches the 'FINISH' first is the winner.

The er, ir and ur sisters

We sound the same!
But we look different.

Rules

- 1) If you reach the end of the board.
- 2) Take all the words for the word and spell it in a line.
- 3) If you don't reach the end of the board, you are out.
- 4) If you don't reach the end of the board, you are out.

If you get it wrong, you don't get to move on.

Phonics Activity Mat 1

Read these words to a friend.

siff	quiz	vord	short	roodib	pairs	krabe	display	firebag	earphones
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Write the real words next to the chest and the nonsense words next to the bin.

rith	spoke	zoin	gish
flight	think	quess	frown

Circle all of the words that contain the ea digraph.

dream	free	crane	leap
pair	pray	beads	lemon

Add the sound buttons to these words.

screw	jigsaw	pondweed
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Write the missing sounds in these words.

6	si__
*	st__
o	__op
o	t__th
o	cl__n
o	t__let
o	sp__
o	sh__p__s
o	gl__b__
o	J__n__

Write a word that contains oi.

Phonics in school- Reception

Our Reception children came back this week.

The key focus is on phonics!

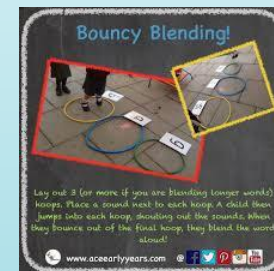
The children have been steamed by reading/phonics ability.

A programme has been put in place to catch them up on some of the phonics teaching they have missed and to begin to prepare them for Year 1.

- **Week 1** focusses on recapping all the sounds using the song/flashcards and other resources from Song of Sounds (like those they have had for home learning).
- After this they will assess where the children are and move forwards from there with an emphasis on application of the sounds.
- Home learning for the days they are not in school will be adapted to ensure children are continuing that learning at home on the days they are not in school.

Delivery of phonics will include:

- Rigorous phonics teaching every morning (15-20 minutes).
- The children will begin by singing the Song of Sounds song.
- They then plan to recap previous learning going back over the patterns from the beginning to recap and embed the sounds.
- Flash cards/word cards/active games will be used to do this.



They will then assess where the children are at the end of the week and use this as a basis for phonics planning moving forward.

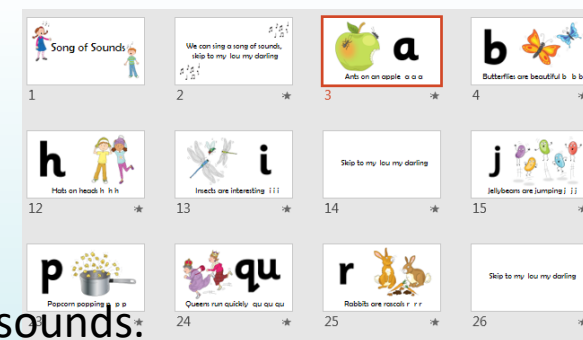
Phonics activities will also be embedded into their learning play, sound mats/ letter cards will be available to support them.



Resources being used in school to support children

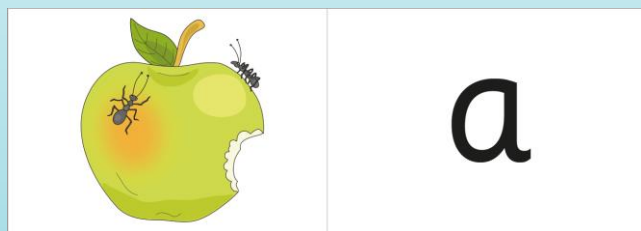
Song of sounds phonics song will be sung every morning.

<https://www.youtube.com/watch?v=48uf9I6P2xQ>



They will also sing the alphabet song every day – focusing on linking letter names and sounds.

Flashcards/word cards will be used to recap all letter sounds learnt since the beginning of Reception to recap and embed them – Strong focus on application.



Sounds mats available in the classroom to support children with independent reading and writing.



Examples of Teaching resources that will be used in school (Big Cat Phonics)

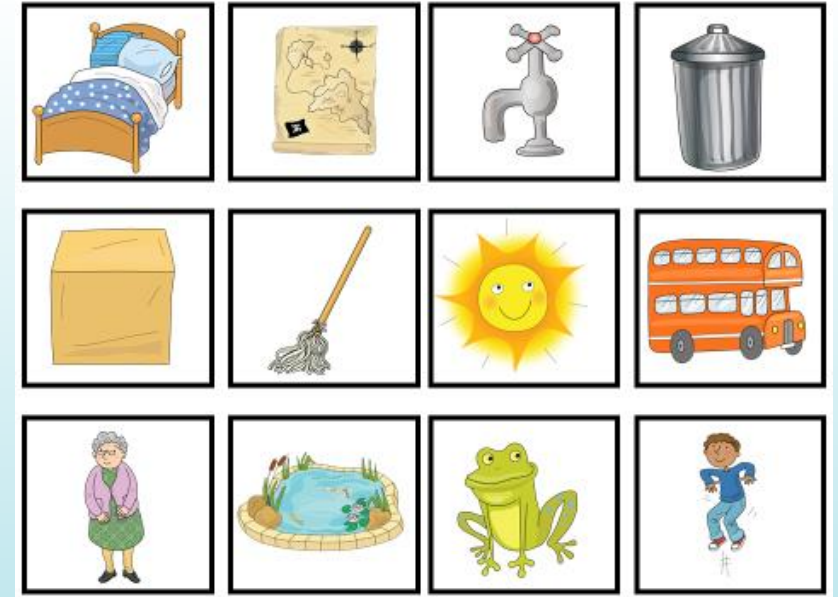
How many sounds can you remember?



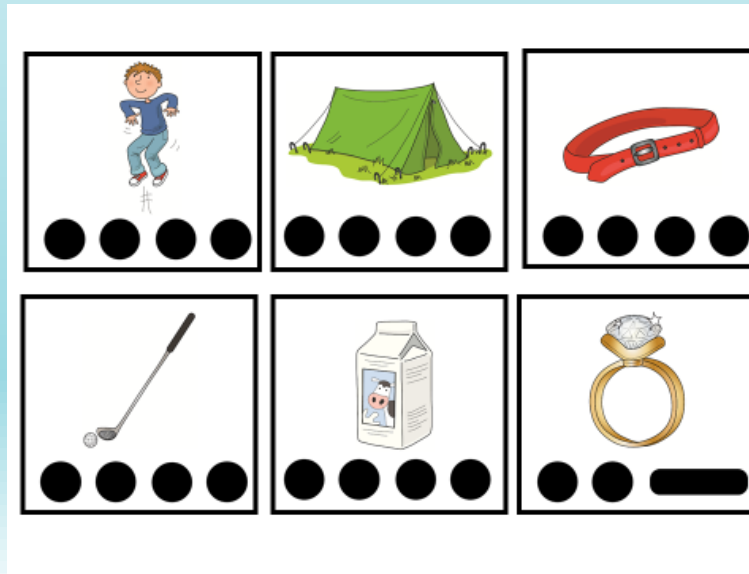
Guess the sound!



Bingo



Build the word!



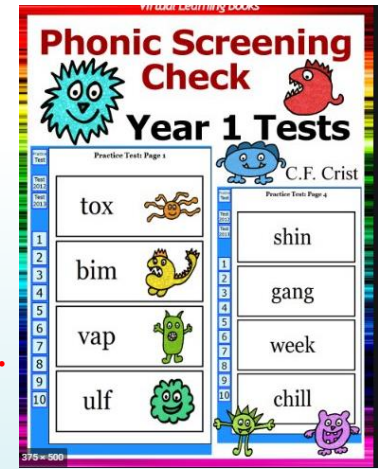
Spelling the word



Year 1 - Moving forwards

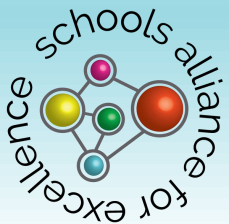
Our Year 1 children are not currently back in school (other than key workers).

- We are continuing to provide resources via home learning in line with our vision for phonics, focussing on digraph families and the children continue to sing the Song of Sounds song to help them to intrinsically remember the sounds.
- We will continue to provide activity ideas (online and written) to support them with phonics.
- In school we are spending 15 minutes on phonics a day, singing the song, introducing new sounds and completing an activity, like they would have been doing for home learning.
- When the children return in September we plan to use a 'phonics check' to assess where they are early on and then put interventions in place for the children that don't pass it to support them. We will also look at grouping children according to where they are in their phonics knowledge and application.
- Early Intervention/precision teaching will be put in place to support children who are further behind/have larger gaps.
- Year 3 will also need to assess children coming up from Year 2 and possibly continue with whole class phonics sessions for at least the first term of year 3.
- Further intervention will be put in place for children who need more support due to falling further behind.



Websites that have been useful for home learning/in school

- <https://www.phonicsplay.co.uk/>
- <https://www.phonicsbloom.com/>
- <https://www.youtube.com/watch?v=3Uz9U7YhmCw>
- <https://www.ictgames.com/mobilePage/viking/index.html>
- <https://www.educationcity.com/>
- http://www.familylearning.org.uk/phonics_games.html
- http://www.literactive.com/Download/live.asp?swf=story_files/mouse_house_US.swf
- <https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>



North Downs Primary School

Louise Gahan



Discussion



