Welcome to our phonics workshop

Bug Club

Being a successful reader

Two main skills:

- Phonics – decoding by blending the sounds in words to read them
- Language comprehension- understand what the word means within the context it appears

Language development and phonics working together to support reading development

What is phonics?

- Children are taught to break down words into separate sounds or ‘phonemes’. They are then taught how to blend these sounds together to read the whole word. Written letter is called a ‘grapheme’, spoken sound is called a ‘phoneme’.
- Children have a 20 minutes phonics lesson each day. We follow ‘Bug Club’ Phonics scheme.
- Phonic strategies taught are then used to read and write in other lessons.
- There are about 40 different sounds.

Phase 3 & Phase 5

Phase 3	Phase 5
j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (long), oo (short), ar, or, ur, ow, oi, ear, air, ure, ur Irregular words: me be he we she they are you all was	zh, wh, ph, ay, a_e, eigh/ey/ei (long a), ea, e_e, ie/ey/y (long e), ie, i_e, y, i (long i), ow, o_e, o/oe (long o), ew, ue, u_e (long oo), u/oul (short oo), aw, au, al, ir, er, ear, ou, oy, ere/eer, are/ear, c, k, ck, ch, ce/ci/cy, sc/stl, se, ge/gi/gy, dge, le, mb, kn/gn, wr, tch, sh, ea, (w)a, o Irregular words: oh Mrs their asked called people looked Ms Mr

Phase 4

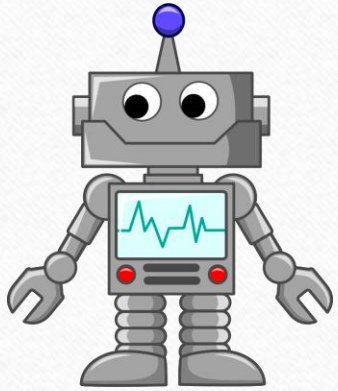
- You’re probably wondering about phase 4… the children often ask about it too!
- In phase 4 the children don’t learn any new sounds, this phase focuses on cvcc, ccvc and ccvcc/cccvc/cccvcc words.
- Words such as; quilt, soft, camp, blot, clap, crab, stem, crept, twist, drift, split, splint, bench
- Irregular words: have, said, like, so, there, some, were, little, come, one, do, when, out, what

Terminology - Digraphs and trigraphs

- Some sounds are represented by 2 letters, we call these ‘digraphs’, for example, ai, ee, oa, oo.
- Some sounds are represented by 3 letters, we call these ‘trigraphs’, for example, igh, air, ear, ure.
- When sounded out words containing digraphs/trigraphs- you don’t break these sounds up, e.g.
- Sheep sh ee p
- light l igh t

Segmenting

- ‘Chopping up’ the word to s p e ll it out, e.g. ‘blue’ …. ‘b…..l…..ue’
- Remember to use ‘robot arms’.
- Happens first, the opposite of blending.





Bug Club Phonics

Unit 18 /oo/ short as 'u', 'oul': Lesson

Guide

Sounds | Sounds | Reading | Spelling | Writing | Writing Cursive | Follow-up

Words

Pictures

Hide

Undo





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

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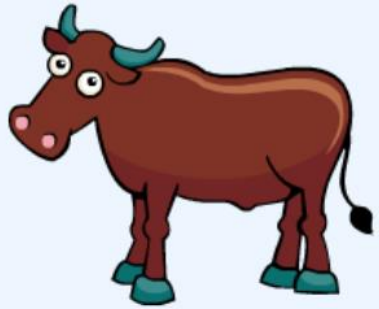

b u l l



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

Blending

- Recognising the letter sounds in a written word, for example t-r-y
- Blending them in the order in which they are written to pronounce the word ‘try’
- Soft sounds. Not tuh-ruh-yuh.



Bug Club Phonics

Unit 21 /ow/ as 'ou': Lesson

Guide

Sounds | Sounds | Reading | Spelling | Writing | Writing Cursive | Follow-up

Blend | Undo

trousers

t r ou / s er s



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

Segmenting activity

Word	Phonemes					
try	t	r	y			
freight						
interfere						
pollute						
whale						
could						

Word	Phonemes					
try	t	r	y			
freight	f	r	eigh	t		
interfere	i	n	t	er	f	ere
pollute	p	o	l	l	u_e	t
whale	wh	a_e	l			
could	c	oul	d			

Helping your child with decoding unfamiliar words

- Say each sound in the word from left to right.
- Blend the sounds by pointing to each letter, i.e. /b/ in bat, or letter group, i.e. /igh/ in sigh, as you say the sound, then run your finger under the whole word as you say it.

bat sigh

- Try to ensure that you say the sound accurately (soft sounds).

Helping your child with decoding unfamiliar words

Bug Club

- Talk about the meaning if your child does not understand the word they have read.
- Work at your child's pace.
- Repetition!!!
- Little and often is best!
- Writing – phonetically plausible – e.g 'the elefant is gray'.
- Always be positive and give lots of praise and encouragement.

Phonics screening check

- The purpose of the phonics screening check is to confirm that all children have learned phonic decoding to an age appropriate standard.
- Will take place in school, with a familiar adult, during the week commencing Monday 8th June 2026.
- The phonics screening check contains 40 words divided into 2 sections of 20 words. Both sections contain a mixture of real words and pseudo-words.
- Pseudo-words are words that are phonically decodable but are not actual words with an associated meaning. They are included in the check specifically to assess whether your child can decode a word using their phonics skills. All pseudo-words in the check are accompanied by a picture of an imaginary creature. Children are taught that when a word has a creature next to it, it is a pseudo-word. This ensures that they are not trying to match the pseudo-word to a word in their vocabulary.
- The check is designed to give teachers information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage, so that they do not fall behind in this vital early reading skill. Children who have not met the standard in year 1 will re-take the phonics screening check in year 2. The results of any re-take will also be shared with you.
- Results will be shared in your child's summer term report. Generally the pass mark is around 32/40.

Phonics screening check: what can I do?

- With all books, encourage your child to 'sound out' unfamiliar words and then blend the sounds together from left to right rather than looking at the pictures to guess. Once your child has read an unfamiliar word, you can talk about what it means and help them to follow the story.
- Why reading matters:

Researchers in USA looked at the impact of parents reading with their children and found the following to be true of 5 year olds…

Children never read to would on average have heard – 4662 words

Children read 1-2 times per week – 63, 570 words

Children read 3-4 times per week – 169, 520 words

Children read to daily – 296,660 words

Children listening to five books a day – 1,483,300 words



https://www.activelearnprimary.co.uk/start

Thank you for coming!

Any questions?

Please do come and find us!

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