



Phonics workshop.

Sacred Heart Catholic Primary School
in Swaffham.

Wednesday 10th December 2025



Welcome!

Why are we here?

- To give you an insight into how/why phonics is taught.
- To highlight the impact that phonics can have on children's reading and writing.
- To enable you to know how to better support your children in their learning of phonics.
- To answer questions regarding the teaching and learning of phonics.



We need to learn:

Letter sounds (phonemes).



Letter names.



Letter shapes **A a a** (graphemes).

Letter pattern when writing.

Children need to practise recognising the grapheme and saying the phoneme that it represents. This is called GPC (Grapheme Phoneme Correspondence).



This is where it gets tricky!

- Phonemes are represented by graphemes.
- A grapheme can consist of 1, 2 or more letters.
- A phoneme can be represented/spelled in more than one way (c**at**, k**e**nnel, **ch**oir).
- The same grapheme may represent more than one phoneme (m**e**, m**e**t).



Blending – a key skill for reading.

Recognising the letter sounds in a written word, for example:

One letter can represent a sound as in 't a p'

Two letters can represent a sound as in 'p i **ck**'

Three letters can represent sound as in 'l **igh** t'

Four letters can represent a sound as in 'th r **ough**'

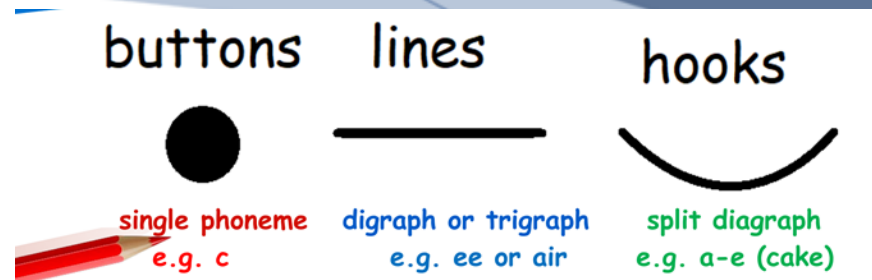


Segmenting – a key skill for writing

- ‘Chunking up’ the word to spell it out
- The opposite of blending
- Identifying the individual sounds in a spoken word (e.g. h-i-m , s-t-or-k, b-ear-d) and writing down letters for each sound (phoneme) to form the word.



Segmenting activity:



Using 'sound buttons/bars' can you say how many phonemes are in each word.

- shelf
- dress
- sprint
- string



Did you get it right?

- shelf = sh – e – l – f = 4 phonemes
- dress = d - r - e – ss = 4 phonemes
- sprint = s – p – r – i – n – t = 6 phonemes
- string = s – t – r – i – ng = 5 phonemes



Why children are taught phonics?

Phonics, taught in a structured way, is generally accepted to be the most effective way to teach reading and writing.

Children learn to hear and recognise sounds in words and spell them correctly.

This assists with their confidence, accuracy and fluency.



Successful readers and writers have lots of early opportunities to:

- Talk and Listen.



- Share books and have stories read to them.



- Play listening games e.g. freeze dance, stop and go, copy cat, sound hunt, what animal/object made that sound?



- Sing songs and rhymes





The Importance of Listening Skills

Phonics learning relies on children being able to hear and distinguish the sounds within words.

Children with poor listening and/or attention skills can struggle with phonics learning.

Listening skills begin at birth and there are lots of things that parents and carers can do to support these skills.

Children are also taught listening and attention skills during their early years education (age 0-5).

The first phase of formal phonics education (Phase 1) also focuses on key listening skills. Without these skills, children may struggle to master the next stage of their phonics learning.



Phonics at Sacred Heart

We use a programme called 'Little Wandle Letters and Sounds Revised' to teach Phonics.

All children in Reception, Y1 and Y2 will receive a daily phonics session following the Little Wandle programme.

In addition to this, the children have three reading practice sessions each week.

Each week, these children will bring home a fully decodable reading practice book matched to their phonic stage.



Everybody read!

Why reading to your child really matters



Why read with your child at home?



Reading a book and chatting about it has a positive impact on children's ability to:

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.



Why does reading together every day matter?



The number of books your child has encountered by the age of six is a positive predictor of their reading ability two years later.

This benefit comes from:

Adults reading to children and children enjoying books simply by looking at them and talking about them.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J.



Does the type of book matter?



Let your child be the boss of the books they choose. Enjoyment really matters.

Comics, information books, magazines, story books, picture books, poems and leaflets are all great for sharing.

Catalogues are fun to share and talk about too.



What if they always want to read the same book?



Repeated reading of books is really beneficial for children. It helps them memorise parts of stories, words and phrases too.

Knowing a book or poem by heart is fun and powerful for children, they can 'read' the story with you, or join in with words or phrases.

If you really want to mix it up, offer another book alongside the much-loved favourite!





A love of reading is the
biggest indicator of future
academic success!



Thank you for your time today.

Please take a pack home with you, to further support your understanding of Little Wandle and how to encourage your child to become a confident reader.