Welcome to Beaumont Primary School phonics workshop for parents!

Once your child knows the 40 + phonemes in the English language they will be able to read any words that adhere to these rules. They might not, however, understand them! (e.g. cure) It is therefore important to discuss vocabulary with your child when you hear them read.

Task:
Which of these words do you think your child would know the meaning of? Could they use it in a sentence of their own?

clout, obey, complete, barley, spear, lure, national, urgent, suction,…

There are a large number of common words that do not follow phonetic patterns and these need to be taught separately. At school we call these “tricky words”.

For example, the word ‘even’, if broken into known phonemes (e – v – e – n) and blended together would be incomprehensible, therefore it is “tricky”.

Task: tricky or not?

Which of these words are “tricky” and which are phonetic:

has, was, gone, said, saw, could, busy, again, mother, children?

Decoding (segmenting words into phonemes and blending these together to read the words) is only the start – the point of reading is to make sense of the text.

Reading COMPREHENSION should start from day one of reading (and even before decoding -> e.g. books with pictures only).

THIS IS THE POINT OF READING!

Phonics

Task:
What questions that aid comprehension could you ask about this picture?

Children should also be using phonics to spell words when writing. They often forget to do this!

This is still a useful skill even higher up in the school when they are expected to spell polysyllabic words like ‘energetic’, for example.

Phonics

Task:

Use your phonic knowledge (and "robot arms" - if feeling brave!) to spell the following words:

What longer words can you think of that could be spelled correctly with the aid of phonics?

Thank you for your interest!

Any questions?