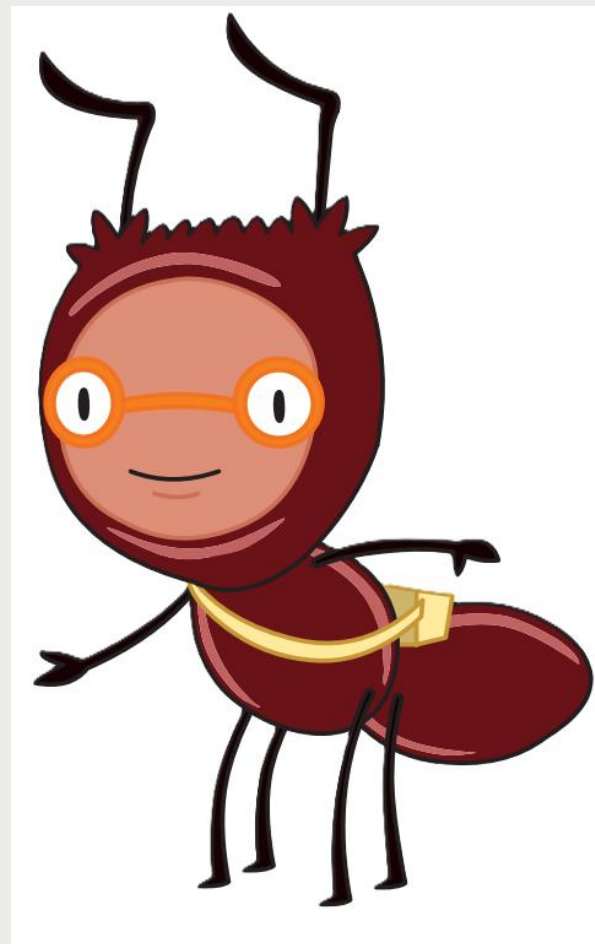


COMPREHENSIVE PHONICS TRAINING FOR TEACHING ASSISTANTS



EMPOWERING ASSISTANTS
WITH ESSENTIAL PHONICS
SKILLS

INTRODUCTION TO PHONICS

IMPORTANCE OF PHONICS AND TA ROLE

Foundational Role of Phonics

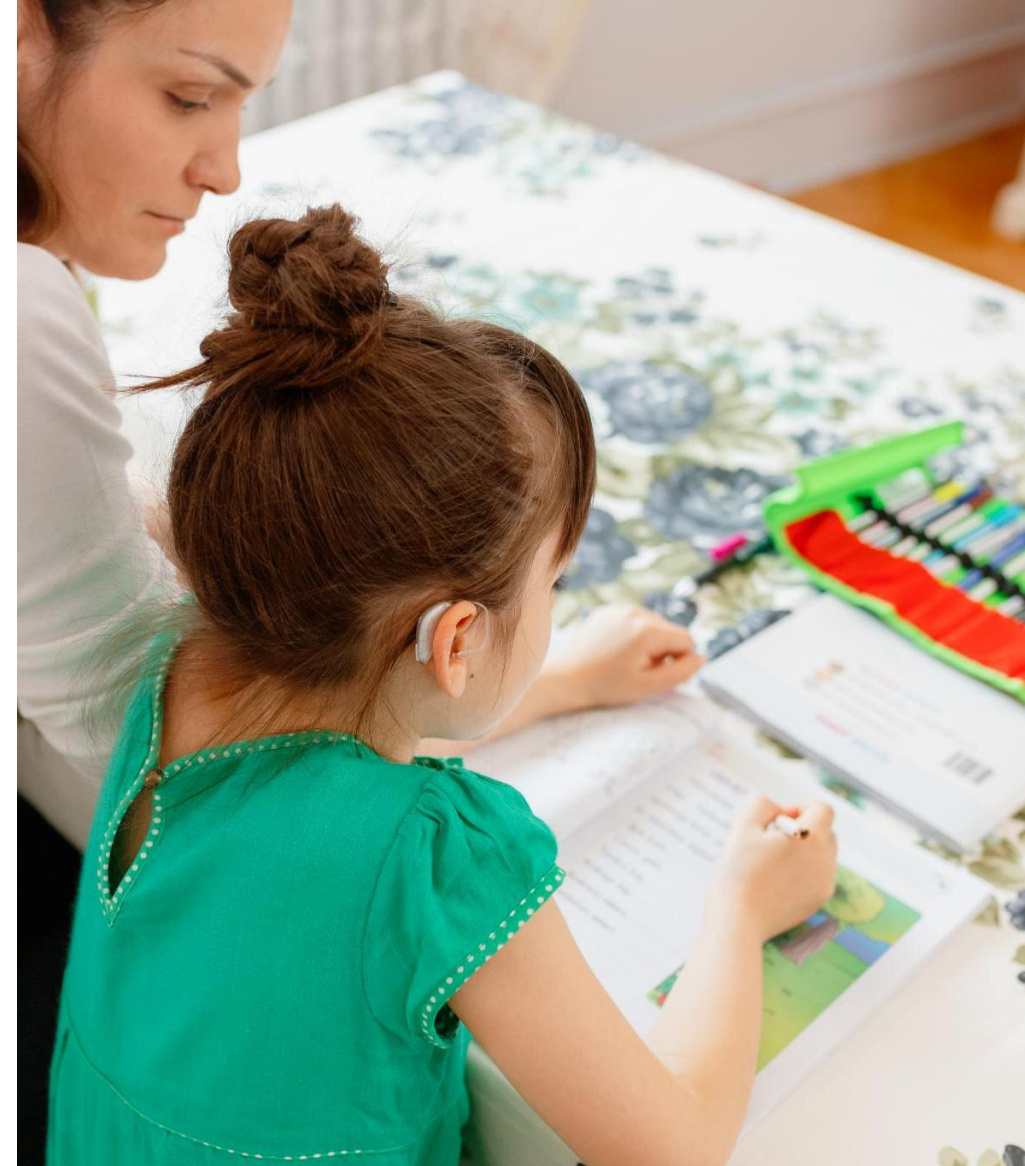
Phonics is essential for early reading development, focusing on decoding words accurately before comprehension.

TA Support in Phonics

Teaching assistants provide vital, consistent phonics support to reinforce classroom instruction and boost literacy skills.

Bug Club and Rapid Phonics

Bug Club offers engaging phonics resources, while Rapid Phonics delivers targeted intervention for students needing extra help.



CORE PHONICS CONCEPTS



TERMINOLOGY AND PURE SOUNDS

Phonics Terminology

Key phonics terms include phoneme, grapheme, digraph, and trigraph for decoding sounds and letters.

Remember, phonemes for reading, graphemes for writing. For example, 'ch' is the phoneme, 'c' and 'h' are the graphemes.

Pure Sounds Importance

Pronouncing pure phoneme sounds without vocal additions such as 'uh' helps children recognize and manipulate sounds accurately.

Visual Aids in Phonics

Sound buttons, phoneme frames and visual cues link sounds to letters, enhancing phonics learning and reading skills.

PHONICS PHASES AND PROGRESSION

OVERVIEW OF PHASES 2 TO 6

Phase 2 Foundations

There are 44 sounds in all, Phase 2 introduces 19 letters and sounds, establishing the basics of phonics learning.

s a t p i n m d g o c k e u r h b f l (ff ll ss ck)

Phase 3 Grapheme Introduction

Introduces the remaining, more difficult or less commonly used phonemes, including digraphs and trigraphs for richer sounds.

j w v x y z zz qu ch sh th ng ai ee igh oa oo oo ar or ur ow oi ear air ure er

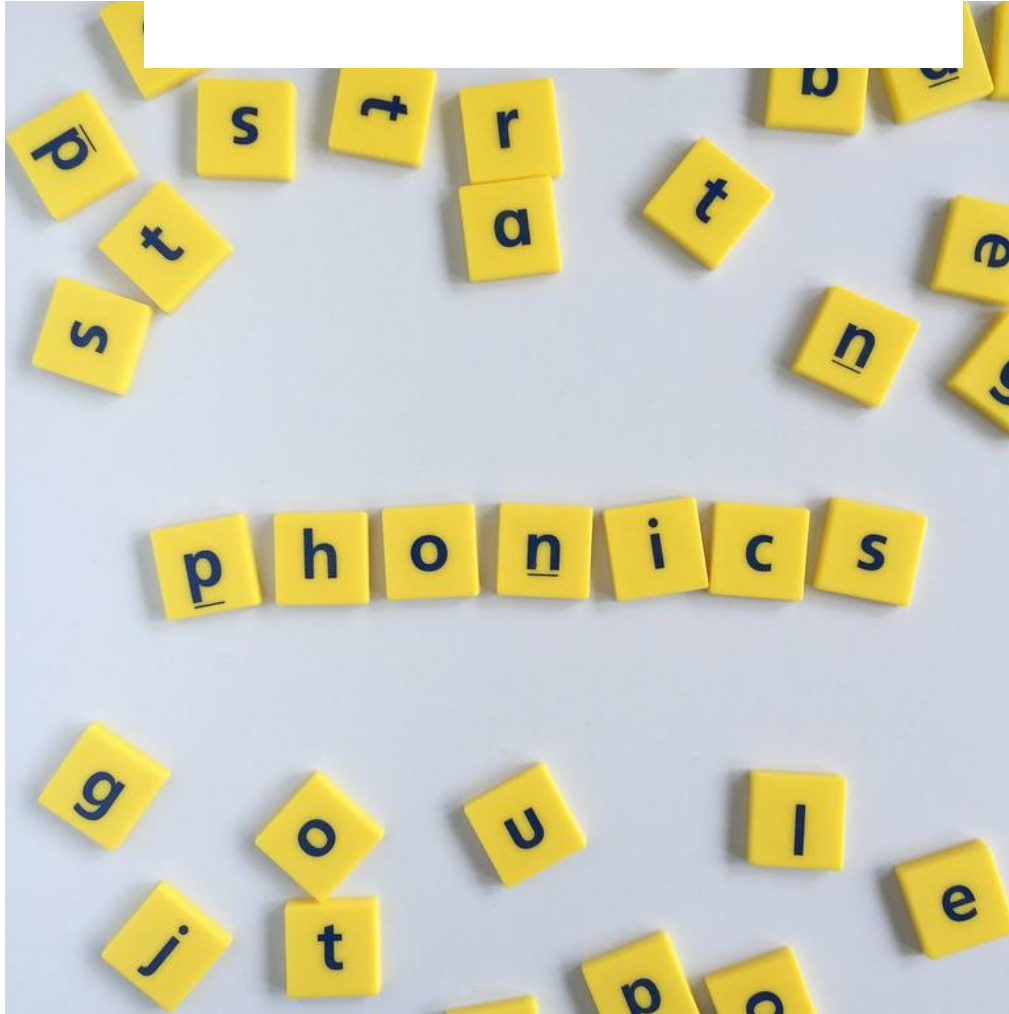
Phase 4 Blending and Segmenting

Focuses on blending and segmenting CVCC, CCVC and more complex words with more than one syllable.

Phases 5 and 6: Fluency and Variability

Explores alternative pronunciations and spellings and promotes fluency and independent reading.

wh ph ay a-e ea ey e-e ie i-e ow oe o-e ew ue u-e aw au ir ou oy eigh c(i) c(e) c(y)



TEACHING STRATEGIES

BLENDING, SEGMENTING, AND TRICKY WORDS

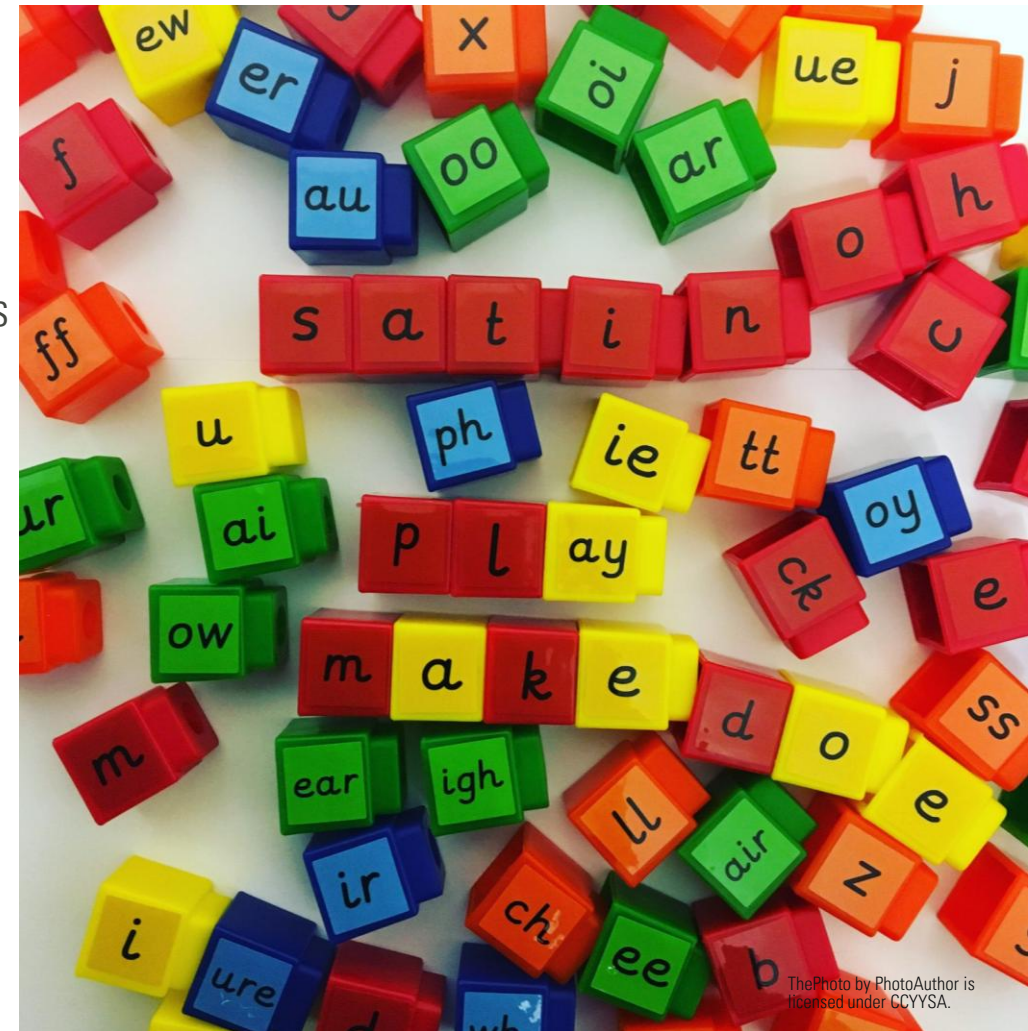
Phonics Skills: Blending and Segmenting

Blending (decoding) combines sounds to form words ie c-a-t. We use sound buttons to support this. **Segmenting** (encoding) breaks words into their constituent sounds. We use phonic fingers and phoneme frames to support this.

Blending for reading, **segmenting** for spelling.

Teaching Tricky Words

When teaching tricky/irregular words, you should ask the child to sound out the parts of the word they know and identify the 'tricky part'. We do not teach them as sight words and should always adopt the 'phonics first' approach. Using repetition, visual aids and context within sentences will help the children to learn them.



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SUPPORTING INDEPENDENCE AND READING SESSIONS

ENCOURAGING SELF-CORRECTION AND TA ROLE

Promoting Phonics Independence

TAs encourage students to use sound mats to independently identify and practice phonics sounds. You could also draw a small phoneme frame to help them segment and identify how many phonemes are in the word.



Best Bet Method in Phase 5

The 'best bet' strategy guides students to select graphemes based on sound position in words during spelling. Ask the children which spelling pattern they know for that part of the word, e.g /ay/ at the end of a word or syllable and /ai/ in the middle.

Encouraging Self-Correction

TAs provide grapheme options and ask students to choose correct spellings to build deeper understanding, e.g m _____ n oo or ew

Supporting Reading Comprehension

TAs use prompts to guide decoding and comprehension without giving direct answers, fostering autonomy.

Phase 3

Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 	ch
sh 	th 	ng 	ai 	ee 	igh 	oa 	oo 	oo
ar 	or 	ur 	er 	ow 	oi 	ear 	air 	ure

Jam, Van, Web, Fox, Yell, Zip, Buzz, Queen, Chips, Shell, Moth, King, Snail, Sheep, Night, Boat, Spoon, Book, Star, Fork, Surf, Ladder, Owl, Coins, Ear, Chair, Manure

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INTERVENTION AND NEXT STEPS

RAPID PHONICS

Purpose of Rapid Phonics

Rapid Phonics helps students with phonics gaps through focused, structured lessons and supportive resources.

snappy Lesson plans to secure children's phonic knowledge, blending and segmenting skill

- ready-made flashcards and photocopiable resources to use during these sessions
- finely-levelled 100% decodable readers for children to practise and apply their new skill:
- eBooks for further practice and to build confidence and fluency
- assessment tests to help pinpoint children's needs and set them on the right path

<https://www.youtube.com/watch?v=oWHFFvFQ9h0&t=10s>

5 principals

1. Teaching is interactive and lively
2. Direct instruction (modelling): I do, We do, You do
3. Sessions are fast paced to engage the children's attention and manage behaviour
4. Strategies are multisensory, integrating what you SEE (letters) with what you HEAR (sounds) and with what you DO
5. Practise – little and often – with materials at right level



A cartoon illustration of a young boy with spiky black hair, a large nose, and a slight smile. He is wearing a white t-shirt with a grey smiley face, blue shorts with a patch, and white sneakers. He has a green device on his wrist connected to a black cord.

GETTING STARTED

- Asses with code knowledge and placement tests
- Teach dynamic lessons with snappy lesson plans
- Give practise by hearing children read
- Build independence through e-books

3 step program

Step 1: Rapid Phonics begins with consonant-vowel-consonant (CVC) words at Step 1.1 because research indicates that these words are learned more easily than vowel-consonant (VC) words

Step 2: introduces consonant and vowel digraphs for children who have secure and automatic letter/ sound matches at Step 1 and well-developed blending and segmenting skills. Research indicates that consonant digraphs are learned more easily than vowel digraphs, so these are taught first.

Step 3: teaches the most frequently occurring spelling choices for children who have a secure and automatic grasp of the 40+ letter/sound matches at Steps 1 and 2 and well-developed blending and segmenting skills. This stage should be an essential part of any literacy programme as it takes account of the unique nature of the complex and ancient code which is the English writing system. When spelling alternatives are learned at this stage

Example Snappy Lesson for Steps 1 and 2

A summary gives you the objectives for the Snappy Lesson and success criteria. You can share these with the children at the start of the session if you wish.

Use this section to review the sounds, using flashcards, that have previously been taught; concentrate on any that children have been struggling with.

Keep these sections brisk, interactive and fun. Remember to praise children frequently!

Use the flashcards, or write these words on your own mini-whiteboard.

Some sentences rehearse previously-learned tricky words. Look out for children who need a reminder of what the tricky part of the word is, and encourage them to blend the rest.

Snappy Lesson 14 STEP 1.1

Sound: d

Learning Objectives: to blend and segment three phoneme words using alphabet phonemes
Success Criteria: to read three phoneme words and write dictated words and a sentence with 100% accuracy

Reading	Spelling
<p>1. Review Sounds (show in a pack)</p> <ul style="list-style-type: none"> • satpin cahrm 	<p>7. Sound Dictation</p> <ul style="list-style-type: none"> • satpin cahrm
<p>2. New Sound: d</p> <p>Show the flashcard for d. With the phonemes s, a, t, p, l, n, c, e, h, r, m, d play the Grab Game. With the cards on the table, say a sound and ask children to grab for the letter. Remind them about Fingerlips Freeze when they touch the flashcard. Only allow one 'grab'.</p>	<p>8. New Sound: d</p> <p>Model writing the letter on the board and talk through the letter formation. Sky Write the letter together. Ask children to write the letter on whiteboards or paper at tables. Check the letter formation for correct start point, exit stroke and place on line.</p>
<p>3. Oral Blending (Robot Game)</p> <p>Play the Robot Game. Pretend to be a Robot who can only speak in sounds (robot speech), moving arms back and forth like robot arms, in time with each sound.</p> <ul style="list-style-type: none"> • Say sounds s-a-d. Ask children what word they hear. Children say the word 'sat', repeat the word to the children. • Repeat for: red, hid, Dad, din, did. 	<p>9. Oral Segmenting (Phoneme Fingers)</p> <ul style="list-style-type: none"> • Say a word and the children use Phoneme Fingers and flick their fingers for each sound in: dip, din, had, din, mad, did • Flick fingers to model for or to support children.
<p>4. Manipulating (Swap) Sounds</p> <p>Stick vowel cards at the top of the board: a i e</p> <p>Stick consonant cards at the bottom: p n h r m d d</p> <p>Play the Full Circle Word Game using the letters on the board to make a word. Ask the children to use Phoneme Fingers for each sound in the word. Read the word to the children. Ask a child to change one sound in the word, swapping a card from the word with another card at either the bottom or the top of the board, using Phoneme Fingers to make and read the new word. Continue the game changing one sound at a time until you get back to the first word made.</p> <p>Full circle words: din, din, dip, did, hid, had, ham, hin, dim or: dip, did, hid, rim, ram, man, man, men, din, din, dip</p>	
<p>5. Reading Words</p> <ul style="list-style-type: none"> • Ask children to read these words: sat, red, hid, Dad, din, did 	<p>10. Word Dictation</p> <ul style="list-style-type: none"> • Ask children to tap for the sounds and write: dip, din, had, din, mad, did
<p>6. Reading Sentences (see page 84)</p> <p>Dan had a red hen. Did the cat sit in his hat? Heed hid the pen. Is Dad sad?</p>	<p>11. Sentence Dictation (see page 84)</p> <p>Dan had a red hen. Did the cat sit in his hat? Heed hid the pen. Is Dad sad?</p> <p>After writing, children read back sounds, words, phrases and sentences.</p>

Look out for tricky word: the

Ask the children to write on lined mini-whiteboards or ruled paper.

Do as many or as few sentences as you feel children need. Round off the session by praising them for their efforts!

STRUCTURE OF A LESSON

- Review sounds already taught
- New sound
- Oral blending – Robot Game
- Manipulating sounds - Full Circle Game
- Reading words
- Reading sentences
- Sound dictation
- Writing new sound
- Oral segmenting
- Word dictation
- Sentence dictation

EXAMPLES OF WORK

Assessment examples

Workbook examples

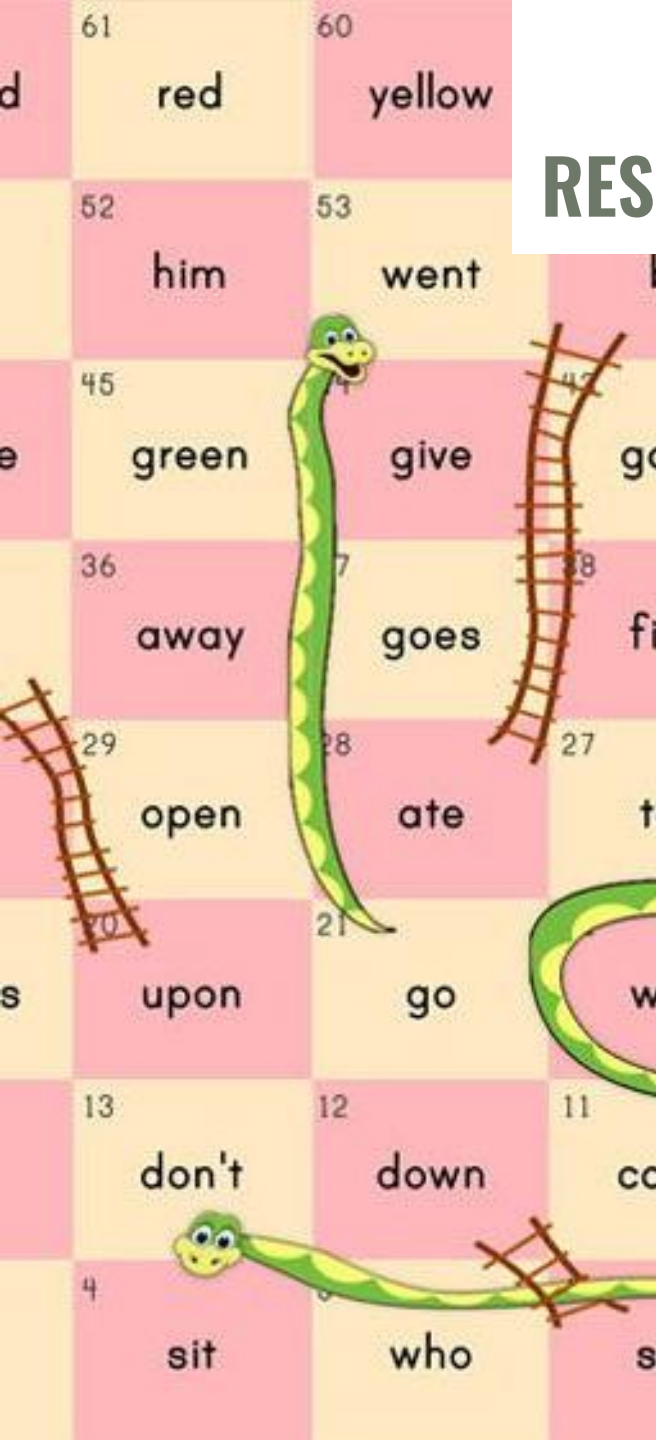
Feed Forward

Progress

Equipment needed – wipeboard,
pen, sound cards, word cards,
picture cards (optional), sentence
cards, workbooks books



RESOURCES AND COMMON PITFALLS



RESOURCES TO SUPPORT

- Scheme fidelity – not Twinkl sound cards/worksheets
- Sorting real and alien words – buried treasure
- Bingo
- Magnetic boards
- Matching words to pictures
- Correcting sentences
- Sorting words into sound groups
- Highlighting sounds in words
- Word/sentence dictation
- Speed fingers sound mat
- Full circle with sound cards
- I spy – oral blending
- Guess the word – find the picture
- Tricky word snap

GOOD PRACTICE

Things to remember:

- Pure sounds
- Not saying 'split e' or 'magic e'
- Scheme fidelity
- Using correct terminology
- Always phonics first
- Model correct spelling – children can make phonetically plausible attempts but not the adult
- Encourage independence – use scaffolding
- Making sure the children say the sound, not the picture, for example 'ure' not manure
- Making sure the book band correlates with their phonic knowledge – they should be able to read 90% without error and have good comprehension

