

Early Reading and Phonics Workshop



What is Phonics?

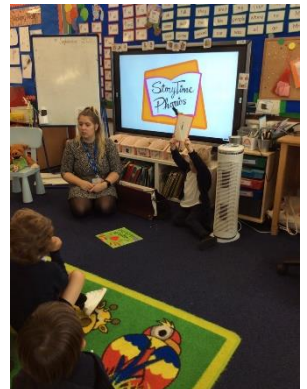
'Phonics refers to a method for teaching speakers of English to read and write their language'

The National Literacy Trust



What phonics looks like

- ▶ 30 mins daily focussed lessons, and is also referred to throughout the day in a variety of activities (e.g. continuous provision).
- ▶ Recap, Teach, Practise, Apply.
- ▶ At GS and KPA, we use Storytime Phonics which follows the Government Letters and Sounds programme.



Some StoryTime Phonics in Mercury so far!



- Tap dancing
- Bubble popping
- Marmalade messes
- Chalk snake

Terminology

- ▶ Children are taught from the beginning to use phonic terminology that may be new to you.
- ▶ A **phoneme** is the smallest unit of sound in a word. (e.g. s, a, p)
- ▶ A **grapheme** is the letter, or letters, representing a phoneme (e.g. t, ai and igh).
- ▶ **Digraphs** have two letters (e.g. sh, ck, th and ll).
- ▶ A **vowel digraph** contains at least one vowel (e.g. ai, ee, ar and oy).
- ▶ **Trigraphs** have three letters (e.g. igh).
- ▶ A **split digraph** (e.g. slide and like).



Phonics– phase 1

- ▶ Your child has been learning to:
 - Have fun with sounds
 - Listen carefully
 - Develop their vocabulary
 - Speak confidently to you, other adults and children
 - Tune into sounds
 - Listen and remember sounds
 - Understand that spoken words are made up of different sounds.
 - Rhyming, initial sounds, environmental sounds

Listening and spoken language skills continue alongside all other phases of learning to read.

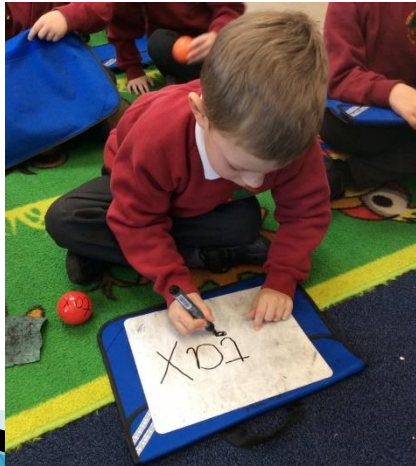




**Phase 1 in action! Initial sound
splat!**

Phonics– phase 2 and 3

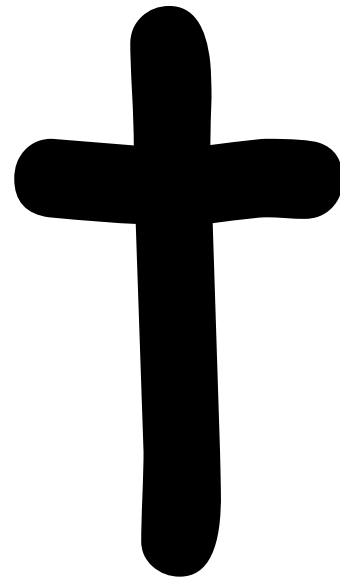
- ▶ Phase 2 (single)
 - ▶ Set 1: s, a, t, p
 - Set 2: i, n, m, d
 - Set 3: g, o, c, k
 - Set 4: ck, e, u, r
 - Set 5: h, b, f, ff, l, ll, ss
- ▶ Phase 3 (digraph, trigraphs)
 - ▶ Set 6: j, v, w, x
 - ▶ Set 7: y, z, zz, qu
 - ▶ Consonant digraphs: ch, sh, th, ng
 - ▶ Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er



Pronunciation is key!
Segmenting and blending (isolation)

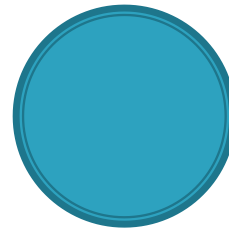
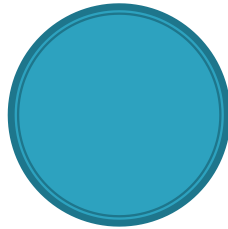
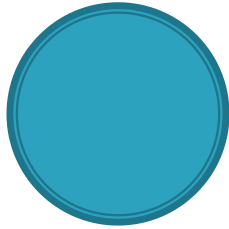
m

S



Segment and blend

sat



Sound buttons

- ▶ We use sound buttons as a visual aid to support segmenting and blending.

cat



tap



church



ship



Phonics– Phase 4

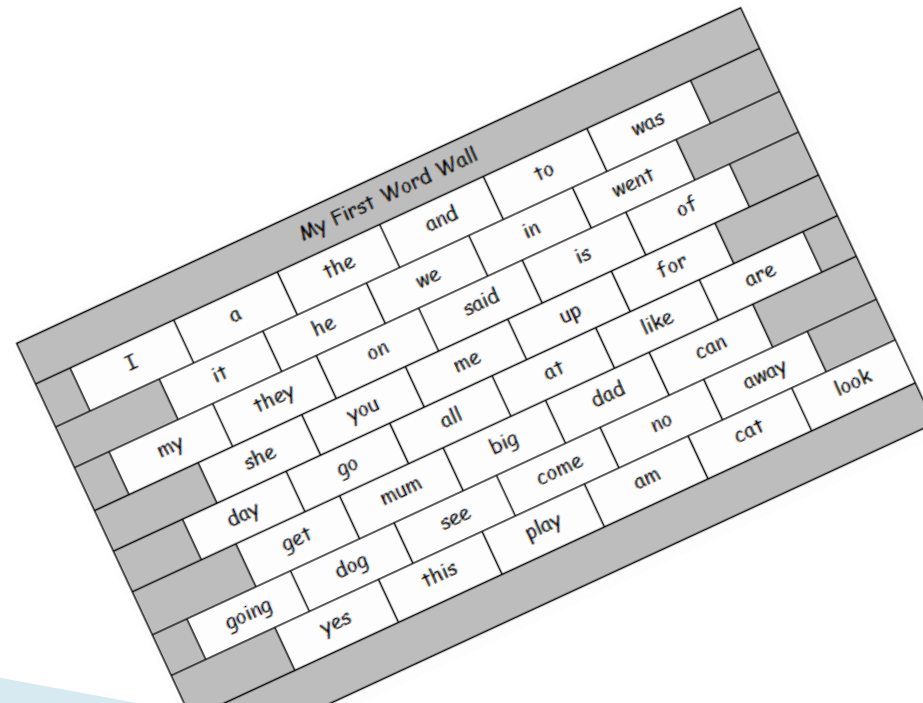
- ▶ In Phase 4–
- ▶ No new graphemes.
- ▶ Aim is to consolidate the children's knowledge.
- ▶ Focus on reading adjacent consonants, such as trap, string and milk.
- ▶ In phase 3 they learn to read CVC words. Now they are taught to read and write CVCC words.
- ▶ Tricky Words:
 - said
 - have
 - like
 - so
 - do
 - some
 - come
 - were
 - there
 - little
 - one
 - when
 - out
 - what

Phonics– Phase 5

- ▶ In phase 5 new graphemes are taught:
 - ▶ ay, ou, ie, ea
 - ▶ oy, ir, ue, aw
 - ▶ wh, ph, ew, oe, au, ey
 - ▶ a_e, e_e, i_e, o_e, u_e
- ▶ Phase 5 teaches more graphemes and phonemes but also teaches alternative pronunciations.

Words Walls

- ▶ Word walls 1–3 contain high frequency words and some tricky words.
- ▶ Learning these words by sight will improve reading fluency.



Book bands/ phonics books

Your child will receive 3 books.

Phonics books

- ▶ Relate to current sounds your child is learning or one they need to practise.
- ▶ Decodable words e.g. cvc words
- ▶ Develops using phonics knowledge to break and blend words

Coloured band book

- ▶ Relate to the stage your child is on their reading journey
- ▶ Read with at least 90% accuracy
- ▶ Develops segmenting and blending skills, understanding of what they have read, expanding vocabulary

Library book

- ▶ Purely for joy
- ▶ Access to wide range of books
- ▶ Develops their imagination

Reading:

- Expands vocabulary
- Develops imagination
 - Encourages concentration and focus
- Promotes empathy
- Provides a chance to access the whole curriculum
- Develops expression
- Teaches us about the world around us

Reading Bands

My child has
read this book
already.

This book is
too easy for
my child!

My child's
friend is on the
next colour.

When can my
child move up?

Library

- ▶ We change our library books every week.
- ▶ The children are given free choice.
- ▶ Promotes discussion and building of vocabulary.



The Importance of Book Talk

- ▶ Book talk refers to the discussion you might have about a book.
- ▶ Look at the front cover, the title, the pictures. Discuss what you think the book might be about.
- ▶ Who are the character?
- ▶ What might happen? How do you know?
- ▶ Retell the story in your own words.

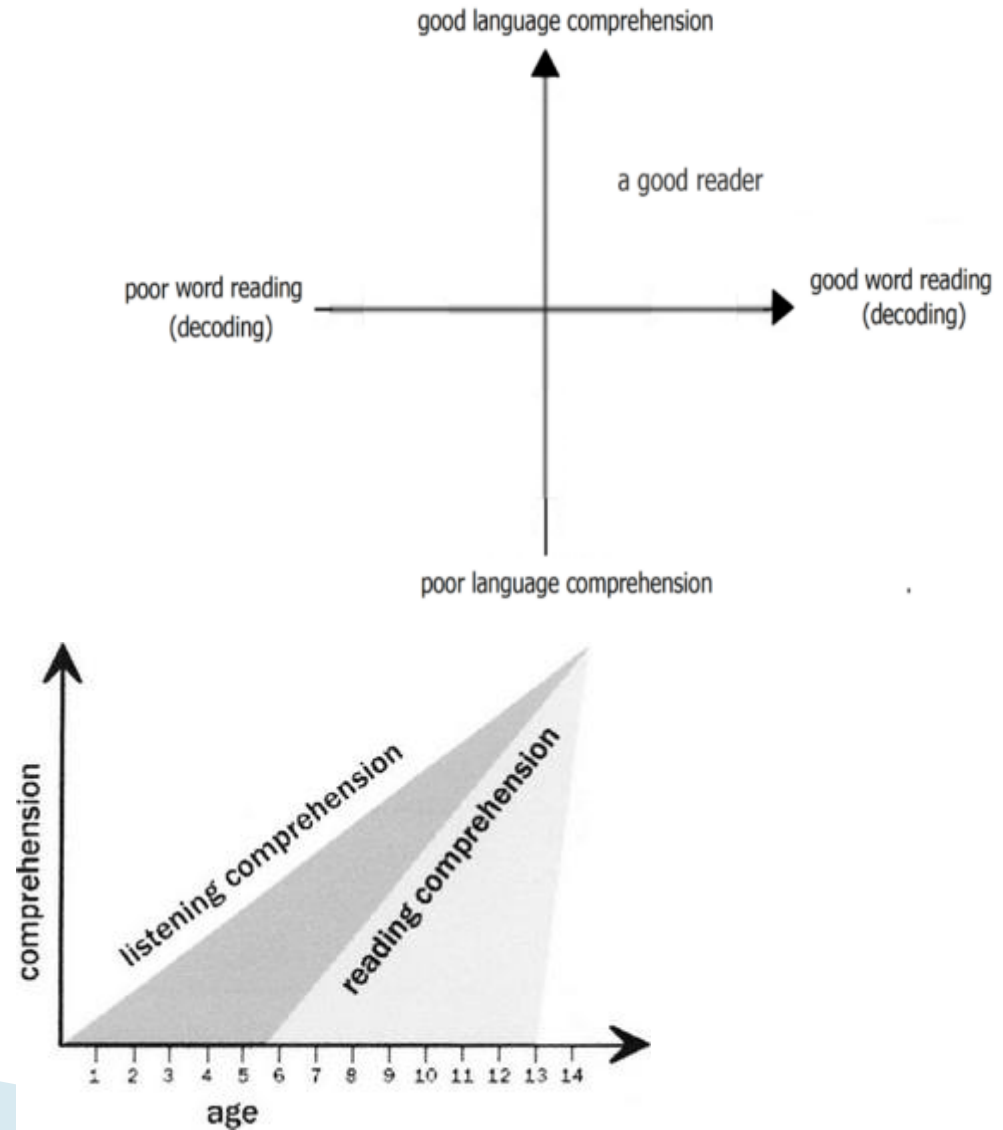


It's vital to
develop
children's
listening and
speaking skills
alongside
reading

Links between decoding and comprehension

- Comprehension: the understanding of the text by connecting ideas within and between sentences.
- Decoding: applying phonics knowledge to correctly read written words.
- Developing secure decoding skills, and in turn fluency and comprehension, opens a world of opportunities.

Figure 1: The knowledge of a good reader



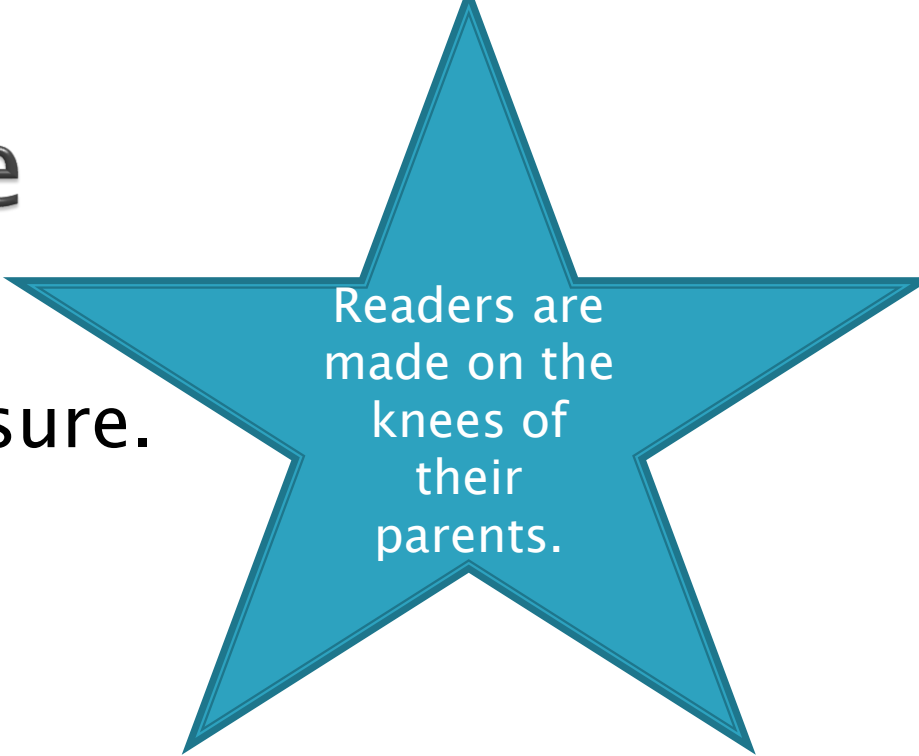
Reading at GS

- ▶ 1:1 reading
- ▶ Guided Reading
- ▶ Shared Reading
- ▶ Independent Reading



Reading at Home

- ▶ Sharing books for pleasure.
- ▶ Bedtime Stories.
- ▶ 1:1 reading of school reading book.
- ▶ Sharing newspapers, magazines and non-fiction texts.



Readers are
made on the
knees of
their
parents.

Phonics packs



Top Tips



- ▶ Practise little and often.
- ▶ Practise phonics flash cards and games.
- ▶ Discuss the world and children's experiences to gain new vocabulary.
- ▶ Sharing books with your child often. Look at the pictures and talk about the book.
- ▶ Encouraging your child to form their letters correctly.
- ▶ Model correct speech and correct your child's speech if they say something incorrectly.
- ▶ Play reading and writing games.
- ▶ Come and chat if you are worried or have questions!

What can I do if my child is stuck?

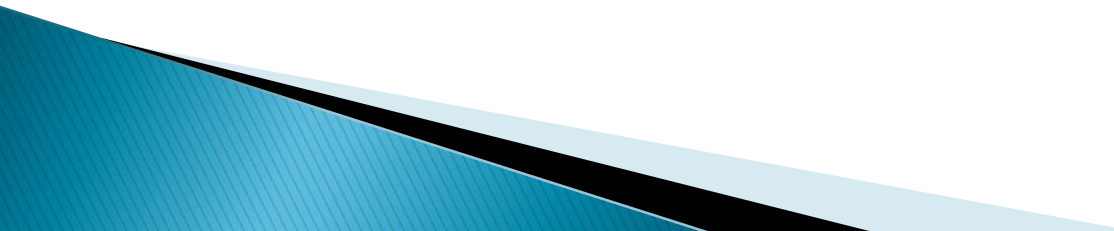
- ▶ Don't let them struggle for too long– count to three and then help them by:
 - Encouraging your child to look at the pictures.
 - Ask what sound the word starts with?
 - Re-read the sentence up to the point your child is stuck.
 - Write the word down and ask your child to add sound buttons.
 - Give the child the word.
 - Write any words your child struggles with and needs to learn in their reading diary.
- 

Year 1 Phonics Screening Check

- ▶ The Phonics Screening Check takes place at the end of year 1.
- ▶ The phonics screening check assesses children's ability to decode words.
- ▶ The children will read 40 words. Some of these words will be alien or nonsense words.



Useful Resources

- ▶ The School Website
 - ▶ Phonics Play–
▶ www.phonicsplay.co.uk
 - ▶ Letters and Sounds– <http://www.letters-and-sounds.com/>
 - ▶ Mr Thorne Does Phonics/ Geraldine the Giraffe Learns... (Youtube)
 - ▶ Espresso
 - ▶ Teach Your Monster to Read
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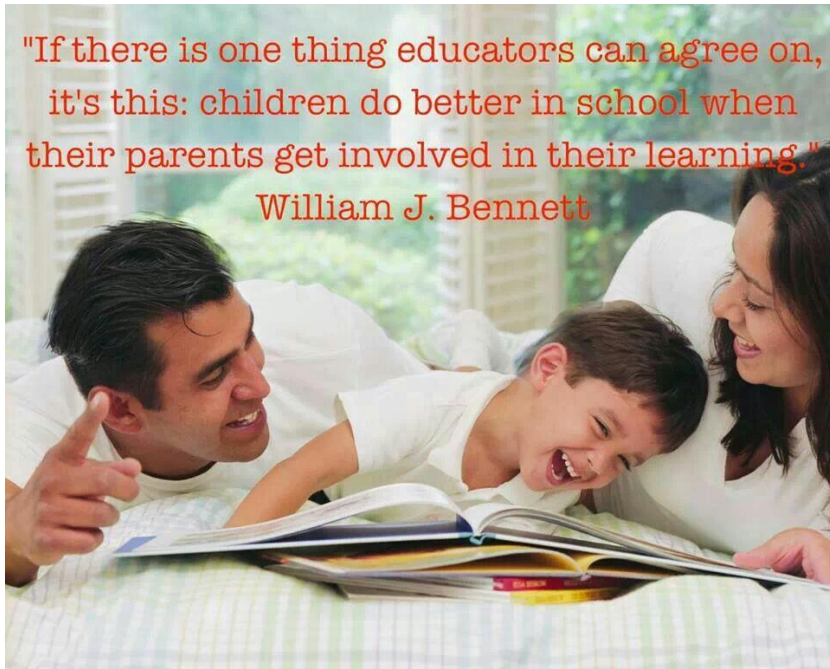
Useful apps

- ▶ Teach Your Monster to Read app
- ▶ Mr Thorne Does Phonics: Letters & Sounds (£1.99)
- ▶ Alphablocks (free) – excellent for initial sounds and blending



"If there is one thing educators can agree on,
it's this: children do better in school when
their parents get involved in their learning."

William J. Bennett



“At the end of the
day, the most
overwhelming key to
a child's success is
the positive
involvement of
parents.”

- Jane D. Hull

*Did
you
know?*

Parent
involvement
is the
number one
predictor of
early literacy
success.

(NEA, 2007)

edutopia.org

Any Questions?

