

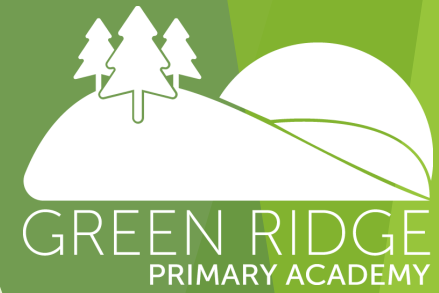


# Phonics and Reading

Workshop for Parents/Carers – September 2018

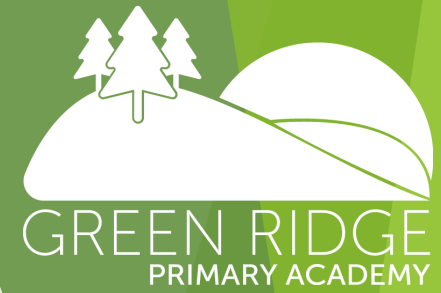
*“Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.”*

Michael Morpurgo



# Reading

- Develops a love of language
- Part of a bedtime routine
- Encourage stories at all times of the day
- Model reading enjoyment yourselves
- Male role models are important too!
- Join a library and make time to borrow books
- <https://www.booktrust.org.uk/supporting-you/families/reading-tips/>



# What is phonics?

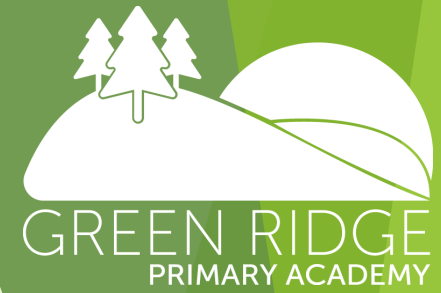
Phonemes

Graphemes

# Do we use any specific programme?

- Letters and Sounds
- Jolly Phonics (actions)
- Read, Write, Inc (writing rhymes)

# Correct pronunciation of pure sounds



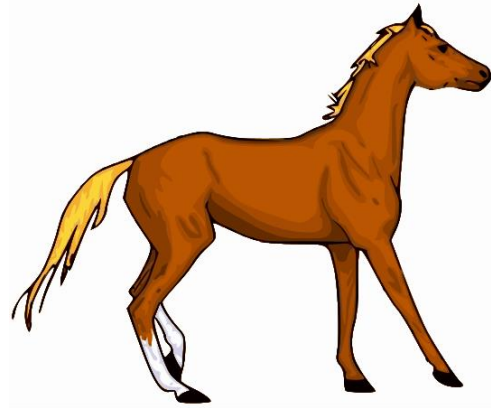
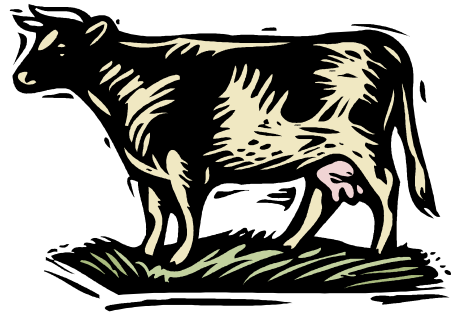
<http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/>

# Phase 1

- Develops children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2.
- Phase 1 gets children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Letters and Sounds Phase 1 starting sound odd one out game. Three of the four objects on each page start with the same sound. Pick the odd one out.

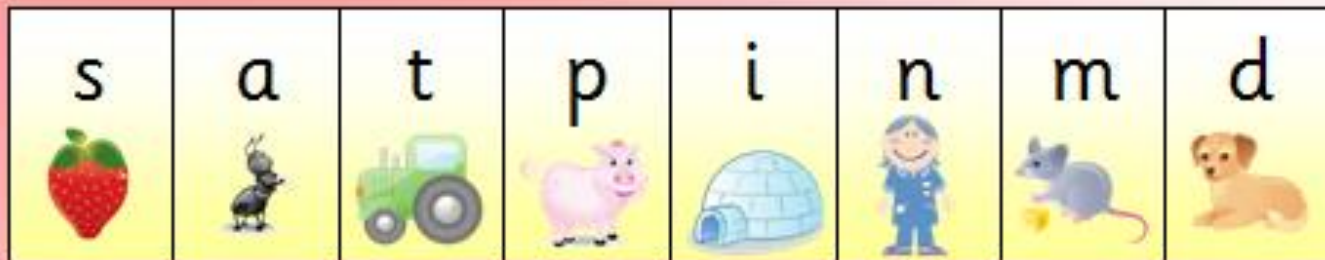






# Phase 2

## Phase 2 Sounds



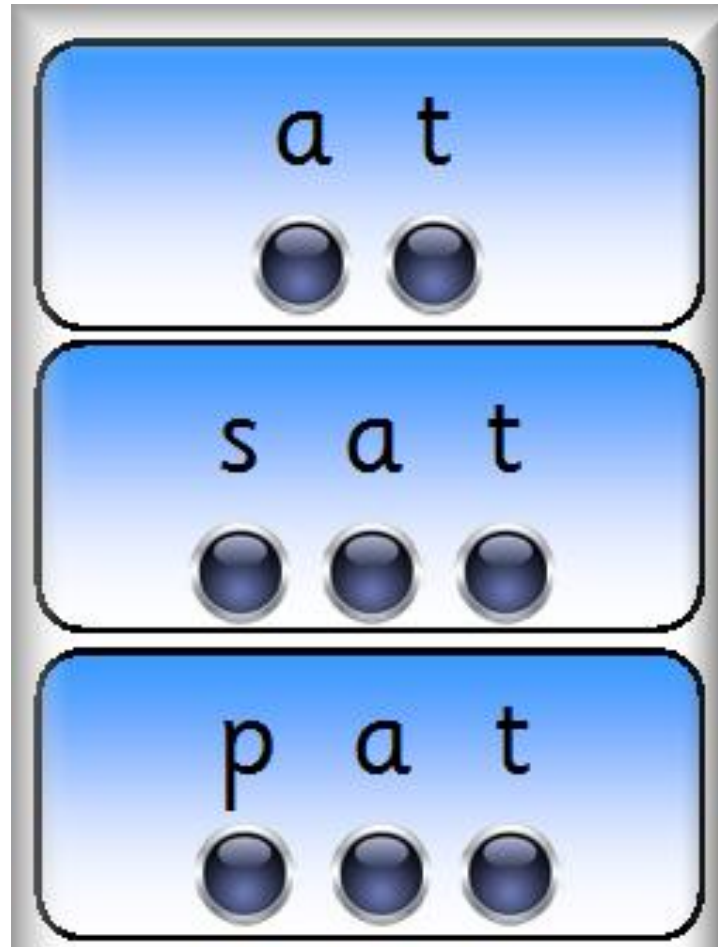
# Blending

- to draw individual sounds together to pronounce a word, e.g. s-n-a-p, **blended** together, reads snap.

s

a

t



# Tricky words

he

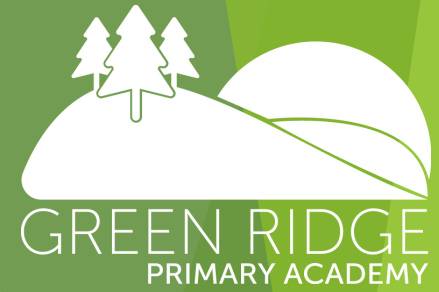
the

no

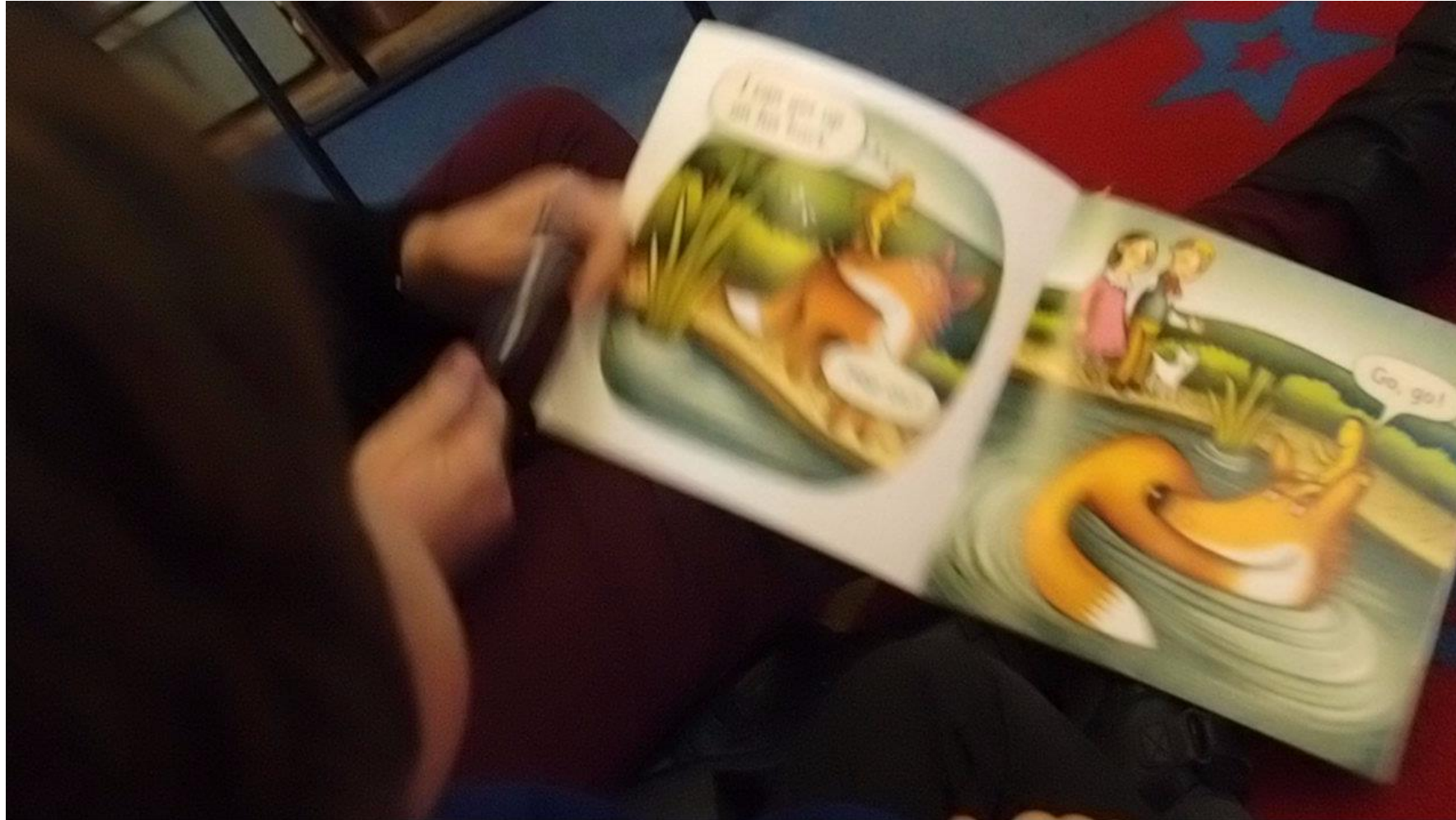
was

all

go



# How do these skills translate to reading?



# Segmenting

Phonemes can be put together to make words.

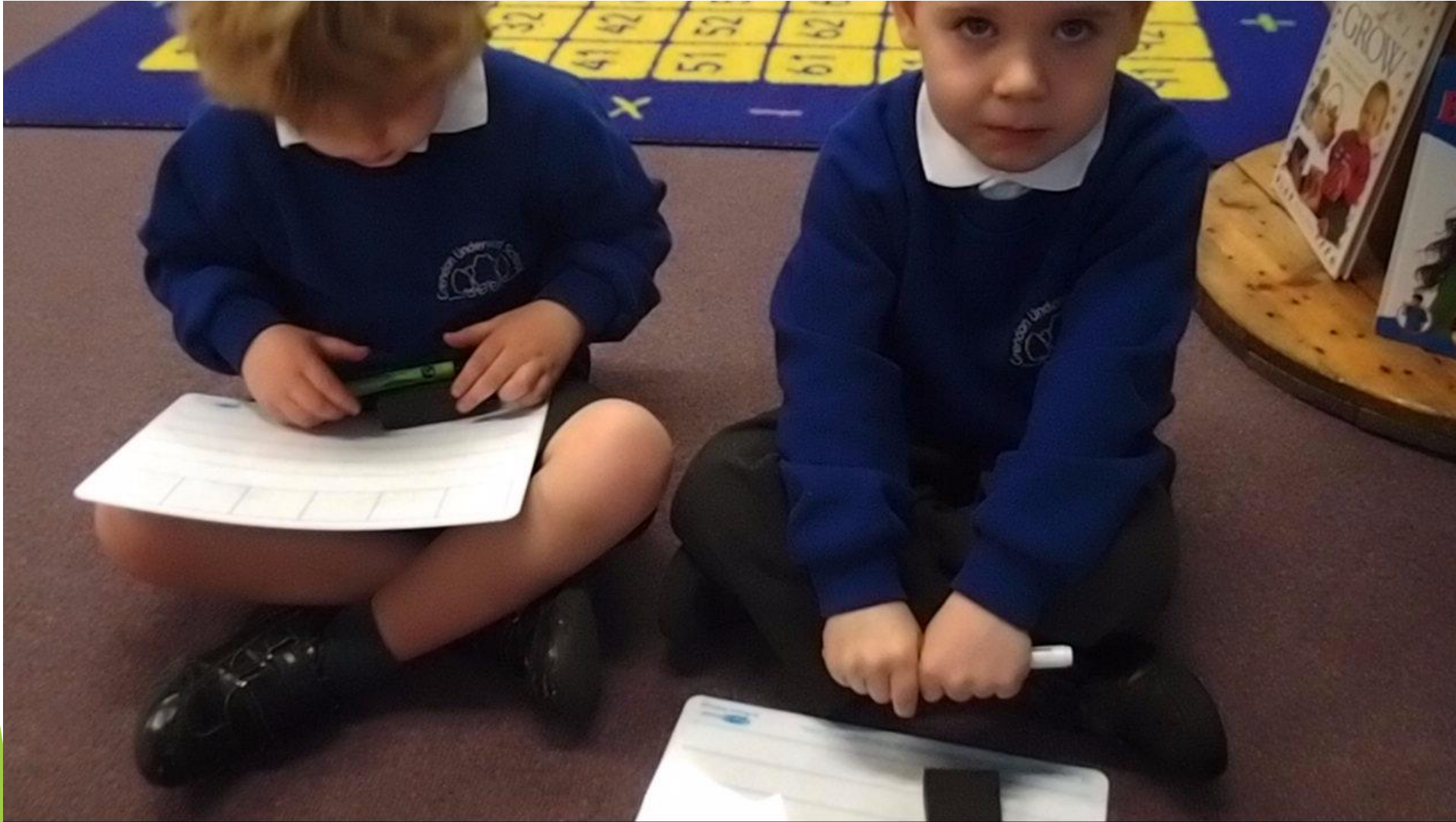
Grapheme - A way of writing down a phoneme.

Graphemes can be made up from 1 letter e.g. p,

2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g ough










## Phoneme Frames







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# Phase 3

## Phase 3 Sounds

j	v	w	x	y	z	zz	qu	ch
								

sh	th	ng	ai	ee	igh	oa	oo	oo
								

ar	or	ur	ow	oi	ear	air	ure	er
								



# How did you do...

th a t

h igh

sh ar k

f l oa t



# Phonetic writing

I went too plai  
wiv Roaze. Shee iz  
luvlee. Wee had fish  
and beens for tee.

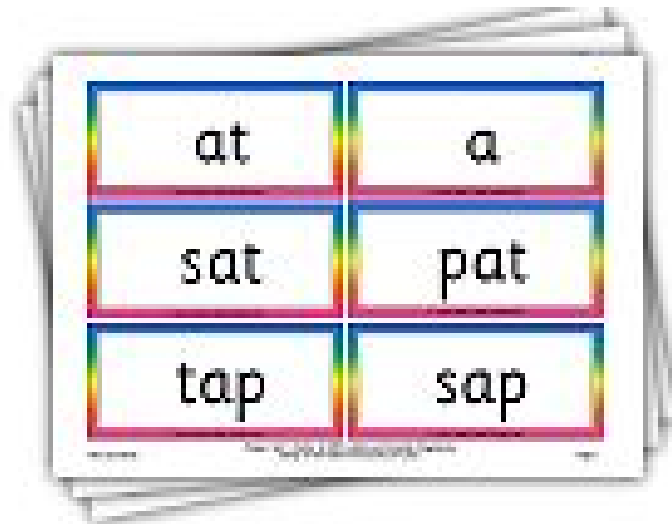
# Reading



"I would aim to read everyday to make it a habit and then it wouldn't be a problem if we didn't now and again."

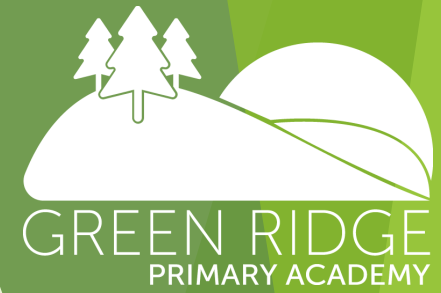
*(Y1 parent)*

# Home support






















# Phase 4

- No new sounds to learn
- Consolidates all the learning from Phase 2 and 3
- Continues to develop blending and segmenting skills
- Only a 5 week unit of work




# Phase 5

## Phase 5 Sounds

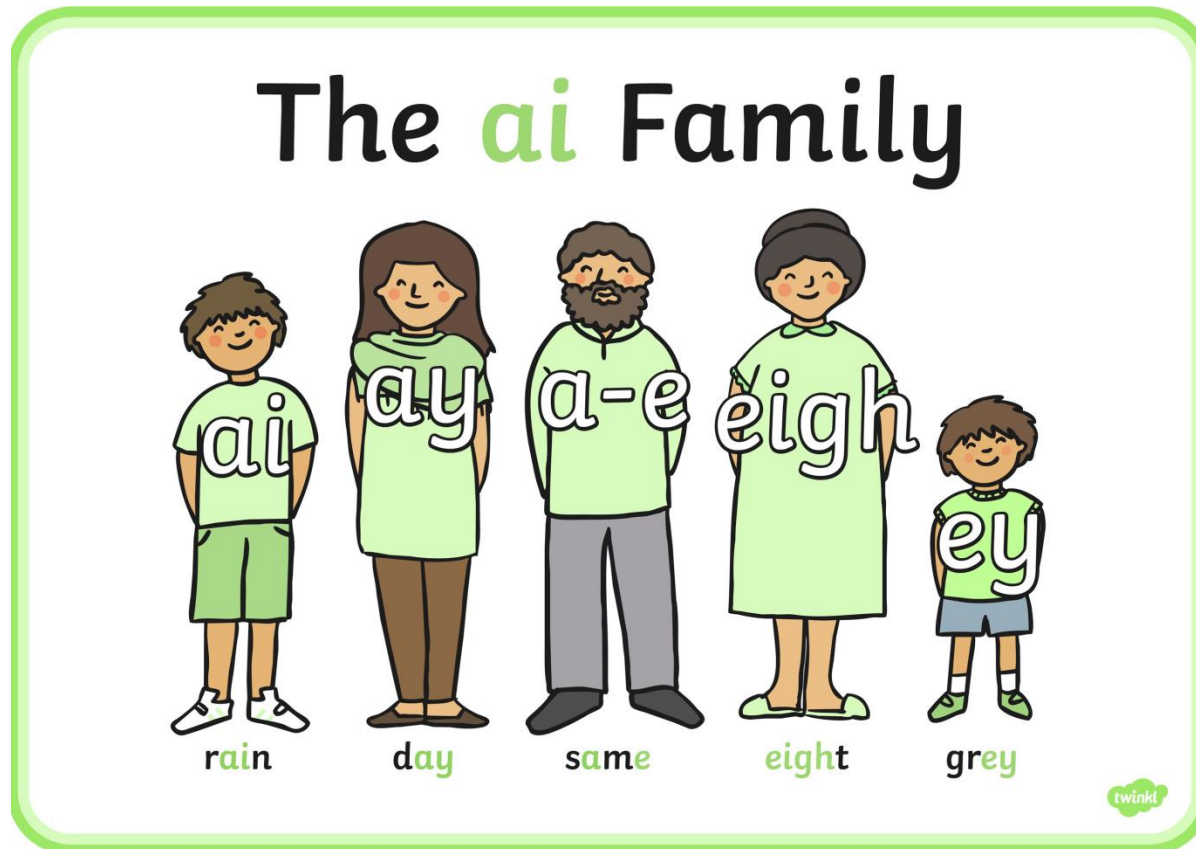
ay 	ou 	ie 	ea 	oy 	ir 	ue 	aw 	wh 
ph 	ew 	oe 	au 	ey 	a_e 	e_e 		
i_e 	o_e 	u_e 						

[www.communication4all.co.uk](http://www.communication4all.co.uk)



# Phase 5

- Learn new representations of vowel digraphs:  
ee = ea (treat), e\_e (these)



[www.twinkl.co.uk](http://www.twinkl.co.uk)

# Phase 6

Children become fluent readers and increasingly accurate spellers

- Learn spelling rules for forming past tenses , plurals
- Learn to modify words by adding prefixes and suffixes  
*hop - hopping      watch - watched      like – liked*
- Learn how to choose between different possible graphemes for each phoneme
- May be a “best bet” suggestion e.g. ai oi spellings don’t come at the end of a word; instead, the ay and oy spellings are used in these positions : play not plai, enjoy not enjoj
- Or may not....  
e.g. goal      pole      bowl      soul

# Year 1 Phonics Screening Test

- 1:1 test with familiar adult
- Decodable words – read and nonsense 'alien'
- Score
- Test
- Results
- Separate meeting for parents about this in the summer term



# Thank you for coming

Please fill in your evaluation forms and  
leave in the box by the door.

