

PHONICS & READING WORKSHOP

September 2021

Aims of this session

- To help you understand how children learn to read and the skills they need.
- To give you strategies when helping your child at home.
- To raise your child's self esteem and promote reading in a positive light, thereby raising attainment levels.

How do we teach reading?

- Systematic Synthetic Phonics
- Guided Reading groups
- Whole class shared reading
- Individual readers

What is phonics?

- Letter sounds
- Government initiative – letters and sounds
- Good phonics = good reading, writing and spelling.

Synthetic Phonics

- We use an approach called Synthetic Phonics. This is a method of teaching reading which first teaches the letter sounds and then builds up to blending these sounds together to achieve full pronunciation of whole words.

Definitions

- Phoneme – the sound
- Grapheme – how the sound is written
- C – consonant
- V – vowel
- CVC: Stands for consonant, vowel, consonant.
- Trigraphs: Three letters that make one sound
- Segmenting is breaking up a word into its sounds.
- Blending : Putting the sounds together to read a word
- Tricky words: Words that cannot easily be decoded.

The Phonic Alphabet

- The English language has 44 phonemes
- They should be taught to write each letter, forming it accurately.
- Children are taught to produce the sounds as shortly as possible, e.g no 'uh' on the end of 'd' and 'g'.
- <https://www.youtube.com/watch?v=lwJx1NSineE>

Jolly Phonics

- Each sound is supported by an action.
- Demonstrate actions for sounds, play guessing game
- We also learn songs for each sound
- https://youtu.be/dz2SKHp_Ukc

Letters and Sounds – currently this will change

- 6 phases

- Phase 1-listening to sounds

- Phase 2 and beyond- introducing the phonemes.

Phase 1: Good listening skills

- Speaking and listening skills (games)
- Rhyme
- Alliteration
- Play game with Mike

Letters and Sounds: Phase 2

- 19 phonemes and graphemes
- Blend to read and segment to spell
- Tricky words
- Play quickwrite

Phase 2 sounds

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

Letters and Sounds: Phase 3

- Next 25 graphemes
- Middle vowel phonemes

Phase 3 sounds

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

Phase 4

- When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 44 phonemes. They will be able to blend phonemes to read CVC words and segment in order to spell them.
- In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk.

Phase 5

- Children entering Phase Five will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words.
- In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make.
- Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

Phase 5

- Teach new **graphemes** for reading

- ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au,
a-e, e-e, i-e, o-e, u-e

- Learn alternative pronunciations of graphemes (the same grapheme can represent more than one phoneme):

Fin/find, hot/cold, cat/cent, got/giant, but/put,
cow/blow, tie/field, eat/bread, farmer/her, hat/what,
yes/by/very, chin/school/chef, out/shoulder/could/you.

Learning all the variations!

Learning that the same phoneme can be represented in more than one way:

burn

first

term

heard

work

Learning all the variations!

Learning that the same grapheme can represent more than one phoneme:

meat

bread

he

bed

bear

hear

cow

low

Teaching the split digraph

tie

time

toe

tone

cue

cube

pie

pine

Phase 6 (Usually Year 2)

- Phase 6 focuses on spellings and learning rules for spelling alternatives. Children look at syllables, base words, analogy and mnemonics.
- Children might learn about past tense, rules for adding 'ing' and irregular verbs
- 'tion' and 'sion' words
- Homophones e.g. knight and night, to, too and two.

Resources

- Puppets
- Jolly phonics songs
- Whiteboards
- Flashcards
- Espresso
- Teach Your Monster to Read

Expectations

- Phase 1: majority of children will be confident and achieved this level by the end of Nursery.
- At least 80% of children should leave Reception:
 - Having achieved Phase 3
 - Reading and writing independently
 - Confident readers and writers
 - Expect above average to be working at Phase 4

Year 1 Expectations

- Children will be secure with phase 5.
- Phonics screening check – June 2022
 - 40 words
 - Real and nonsense words
 - One-to-one

Support at Home

In EYFS and Year 1

- Grapheme cards
- Tricky word cards

- Use as flashcards
- Build words
- Play snap for matching sounds
- Use to write words and sentences

READING

- National Curriculum 2014

" All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum."

Word Reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

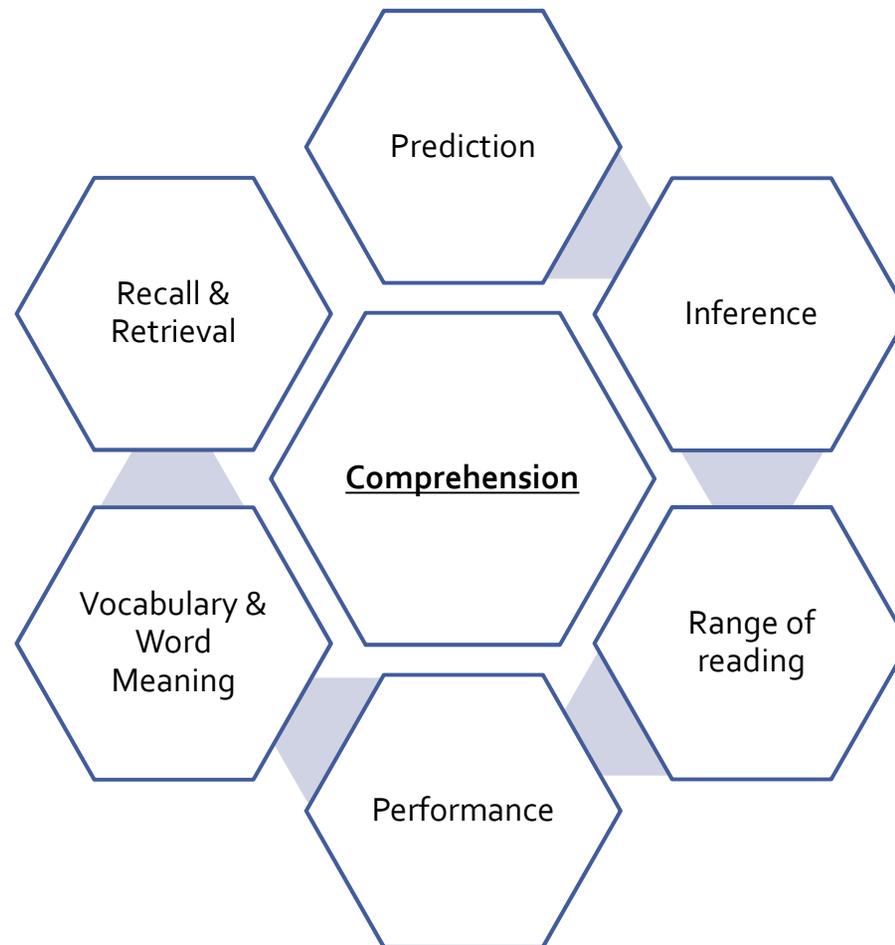
Comprehension

Good comprehension draws from linguistic knowledge ... and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

Phonics teaches...



Shared reading & Guided Reading teaches...



Reading Scheme

- Children will read a book with graphemes in that they have been learning.
- Book bands no longer determine book choice.
- Read multiple times = practice.
- Fluency & automaticity.
- Books changed twice a week in school.

Guided Reading

- Children read in groups
- Focus on comprehension skills
- Discussion & opinions
- Range of text types
- Teacher led

Shared reading

- Usually whole class
- Teacher reads to the class
- Analysis of text type
- Linked to literacy topic
- Stimulus for writing
- WAGOLL

Reading at Home

- Talk & Play = vocabulary, language, imagination
- Model a love of reading
- Do it with enthusiasm
- Read TO your child
- Access to reading material – books, comics, annuals, newspapers, magazine
- Library

Neil Griffiths

- Developing a love of reading

