



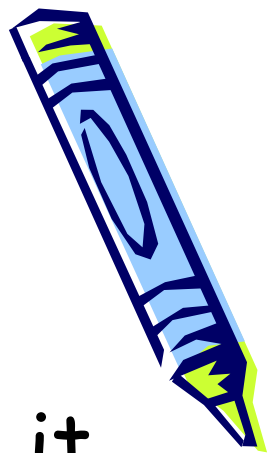
**Phonics and Reading
workshop for parents
and carers**

Jaime Long

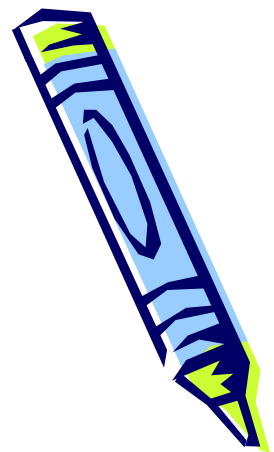


Aims:

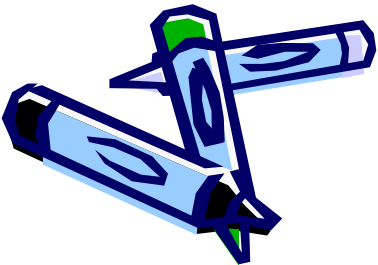
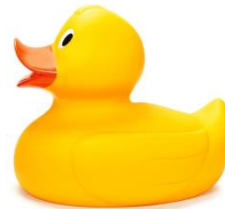
- To explain what phonics is and how it is taught at Keyworth
- To clarify how sounds should be pronounced
- To help you help your child at home
- Give you some strategies to support reading



What do we do?

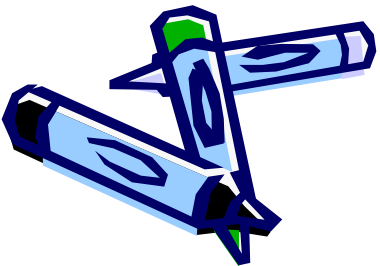
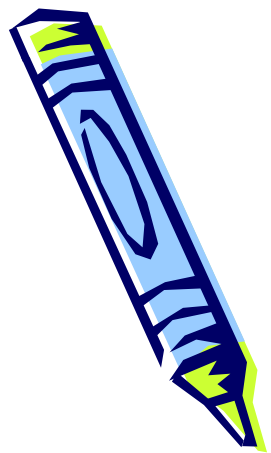


- Daily phonics sessions including handwriting
- Daily English sessions
- Children read individually with an adult twice a week
- Daily opportunities for reading and writing indoor and outdoors
- Duck hands
- Daily story time



What is phonics?

Phonics = Skills of segmenting
and blending + Knowledge of letter
sounds



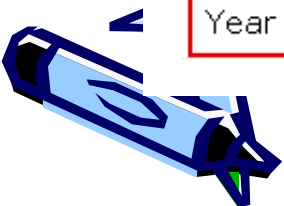
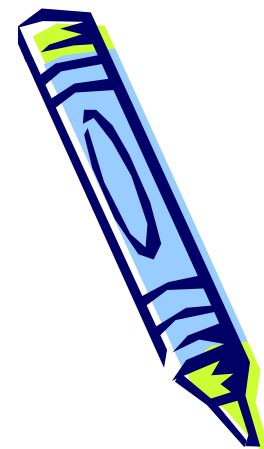
Letters and Sounds



- Children in reception receive a daily (whole class) phonic session.
- We follow the Letters and Sounds programme. This is a national programme which takes place in schools and academies across the country.
- This is supported by group activities with the class.
- All classes are well resourced to support children with their developing phonetic awareness.

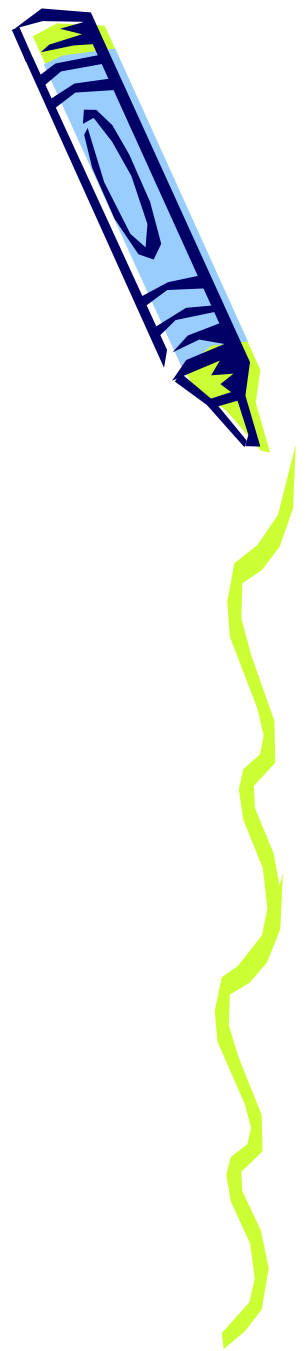


| Phase | Phonic Knowledge and Skills |
|--|---|
| <i>Phase One</i> (Nursery/Reception) | Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting. |
| <i>Phase Two</i> (Reception) up to 6 weeks | Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions. |
| <i>Phase Three</i> (Reception) up to 12 weeks | The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the "simple code", i.e. one grapheme for each phoneme in the English language. |
| <i>Phase Four</i> (Reception) 4 to 6 weeks | No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants, e.g. swim, clap, jump. |
| <i>Phase Five</i> (Throughout Year 1) | Now we move on to the "complex code". Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know. |
| <i>Phase Six</i> (Throughout Year 2 and beyond) | Working on spelling, including prefixes and suffixes, doubling and dropping letters etc. |



Phonic terms

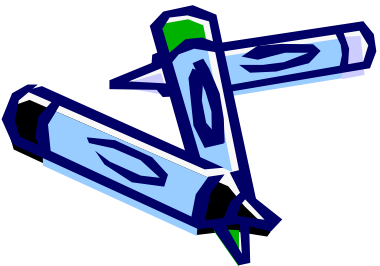
- Phoneme (sound)
- Grapheme (shape of letter)
- Blending (putting sounds together to make word)
- Segmenting (breaking word into sounds)
- Digraph (2 letter sounds /oo/ /ch/)
- Trigraph (3 letter sounds /igh/)
- CVC (consonant, vowel, consonant)
- Sound button
- High Frequency Words/ Tricky Words/
Sight words



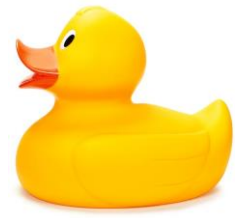
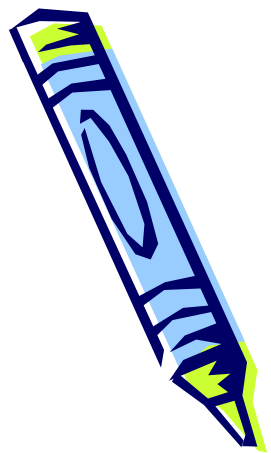
Phoneme is a sound

**Segmenting is splitting
the word up into sounds**














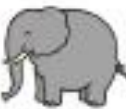









**Blending is putting the
sounds together to make
a word.**

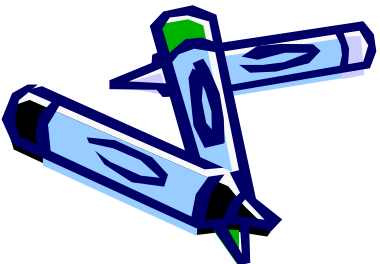


c a t









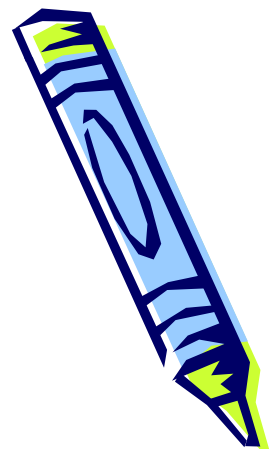
Phase 2 Sound Mat

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

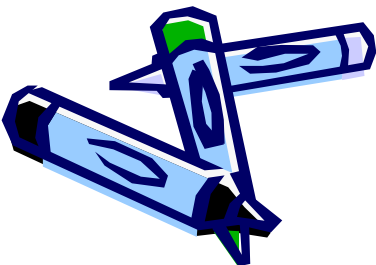
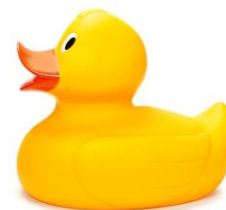
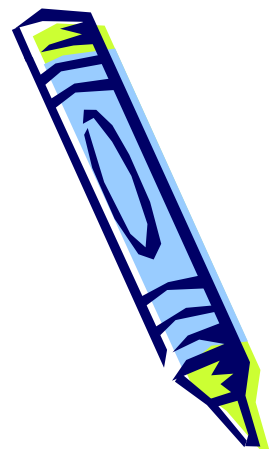


Phase 3 Sound Mat

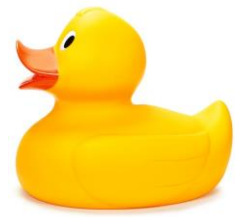
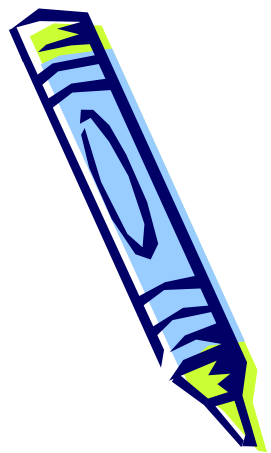
| | | | | | | | |
|--|--|---|---|--|---|--|--|
| j  | n  | w  | x  | y  | z  | zz  | qu  |
| ch  | sh  | th  | ng  | ai  | ee  | igh  | oa  |
| oo  | oo  | ar  | or  | ur  | ow  | oi  | ear  |
| air  | ure  | er  | | | | | |



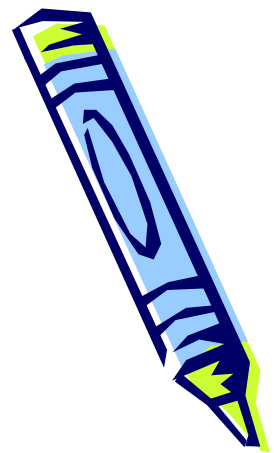
shell



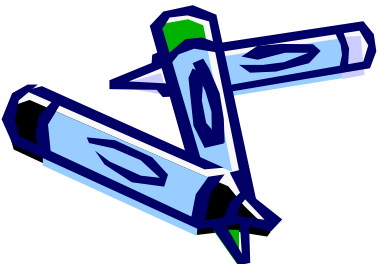
night



Letter Formation

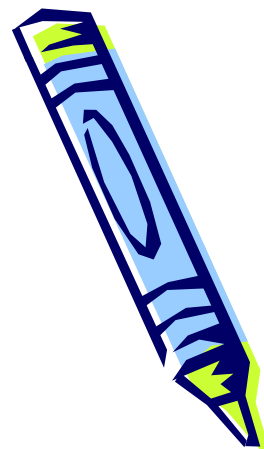


- We start by making sure the children can **hold** a pencil or pen correctly - tripod grip.
- As we learn each new sound we show how the children **form** each letter **correctly**.
- **Cursive** at the beginning of the summer term to prepare for year 1.



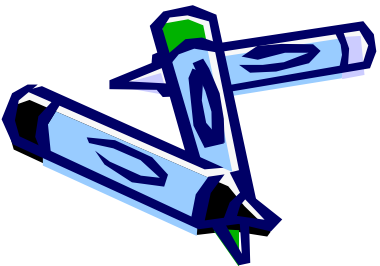
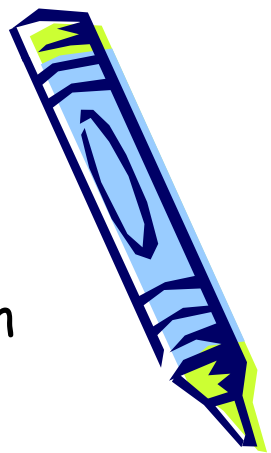
Handwriting Rhymes and Characters

| Sound | Rhyme | | | |
|---|--|---------------------|-------------------|---------------------|
| a | Round the apple and down the leaf (apple) | | | |
| b | Down the boot, up and over the laces (Boot) | | | |
| c | Curl around the caterpillar (caterpillar) | | | |
| d | Round the dinosaurs bottom, up his tall neck and down to his feet (dinosaur) | | | |
| e | Lift off the top and scoop out the egg (egg) | | | |
| f | Down the stem and draw the leaves (flower) | | | |
| g | Round her face, down her hair and give her a curl (girl) | | | |
| h | Down the head to the hooves and over his back (horse) | | | |
| i | Down his body, and a dot for his head (insect) | | | |
| j | Down his body, curl and dot (Jack in the box) | | | |
| k | Down the kangaroo's body, tail and leg (kangaroo) | | | |
| l | Down the long leg (leg) | | | |
| m | Down Maisie, over the mountain, over the mountain (Maisie and mountains) | | | |
| n | Down Noddy, over his net (football net) | | | |
| o | All around the orange (orange) | | | |
| p | Down his plait and around his head (pirate) | | | |
| q | Round her head, up past her earrings and down her hair (queen) | | | |
| r | Down his back, then curl over his arm (robot) | | | |
| s | Slither sown the snake (snake) | | | |
| t | Down the tower across the tower (castle tower) | | | |
| u | Down and under, up to the top and draw the puddle (umbrella) | | | |
| v | Down a wing, up a wing (vulture) | | | |
| w | Down up, down up (worm) | | | |
| x | Down the arm and leg and repeat the other side (exercise) | | | |
| y | Down a horn, up a horn and under his head (yak) | | | |
| z | Zig - zag- zig (zip) | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Bouncy vowels</td> <td style="width: 33%; text-align: center;">Bouncy consonants</td> <td style="width: 33%; text-align: center;">Stretchy consonants</td> </tr> </table> | | Bouncy vowels | Bouncy consonants | Stretchy consonants |
| Bouncy vowels | Bouncy consonants | Stretchy consonants | | |

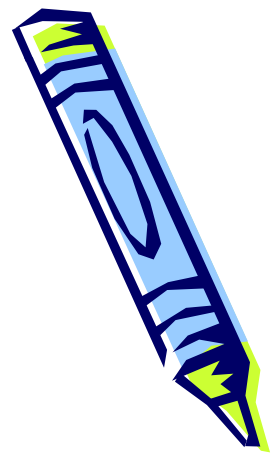


High Frequency Words

- High frequency words are words that are very common in the English language
- Some of these words are easy to sound out and read and spell, some are not. For example:
- Words like **he, said, was**, are called tricky words
- Each day we learn a new high frequency word and say it in a sentence
- -phase 2 HF words



Reading at home



- 10 - 15 minutes each day
- Teachers individually read with children weekly and change books as necessary.
- We want to know children have seen the book and understood what they have read.
- Please comment in the reading diaries



Reading with your child



Before Reading

- Look for clues/ predict
- Book Walk
- Talk about the words and ideas you may find in the story
- Point out the difficult words

During Reading

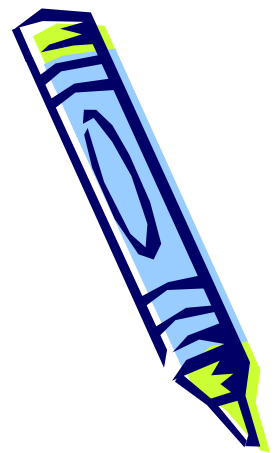
- Praise all efforts to read independently
- Remind children that reading should sound like talking model this by reading a sentence and having them copy you.
- Time
- Ask questions about the character

After Reading

- Encourage child to retell the story
- Discuss characters
- Which was your favourite why? Have you ever...

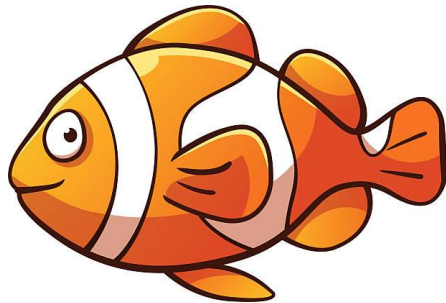


What happens if children get stuck on a word?



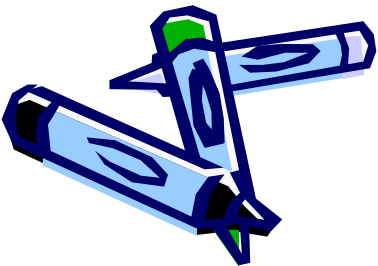
Eagle Eye

Look at the picture and use the beginning letter



Lips the Fish

Say the first sound





Stretchy Snake

Slow stretch each sound together



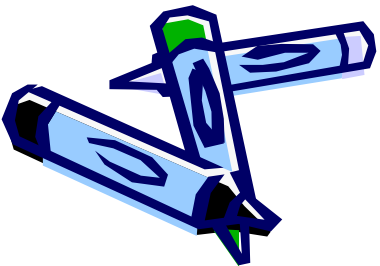
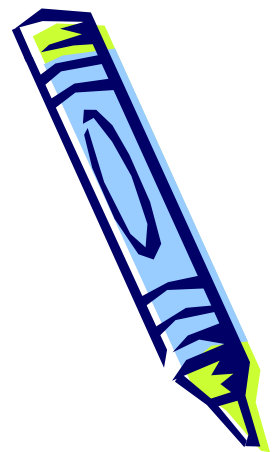
Chunky Monkey

Break the word into chunks.



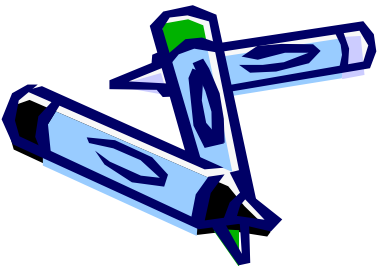
Skippy Frog

Skip the word. Read to the end. Go back and try it again.

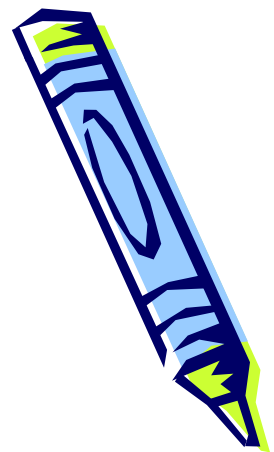


Writing at home

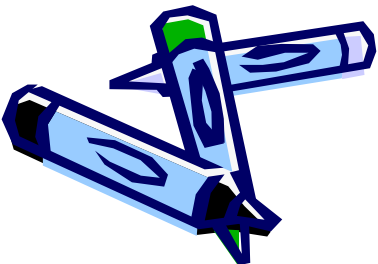
- Writing shopping lists
- Writing secret notes/ messages
- Writing cards and invitations
- Drawing and labelling pictures e.g. treasure maps
- Using a range of materials for writing e.g. post-its, bath crayons, shaving foam, chalk outside, using buckets of water and paintbrushes outside
- Cursive

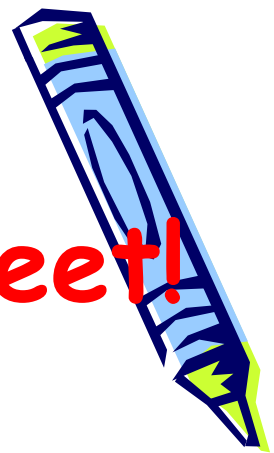


Phonics websites



- <http://www.letters-and-sounds.com/>
- www.free-phonics-worksheets.com
- www.firstschoolyears.com
- www.kidzone.ws/phonics
- www.bbc.co.uk/schools/wordsandpictures/phonics/
- www.bbc.co.uk/schools/ks1bitesize/literacy/
- www.ictgames.com/literacy.html
- www.phonicsplay.co.uk
- <http://www.northwood.org.uk/phonics.htm>
- <http://www.mrthorne.com/44phonemes/>
- <http://www.youtube.com/watch?v=IwJx1NSineE&safe=active>





Record Reading on a WOW sheet!



"Today Sam was able to sound out the word fish.

He started by sounding out 'f- i- ' and then independently remembered the 'sh' sound.

He was really proud of himself ."

