

The **MORE** that you  
**READ**, the more things  
you will **KNOW**.

The **MORE** that you  
**Learn**, the more places  
you'll **GO**.

  
Dr. Seuss

[FrontalopNormal.com](http://www.FrontalopNormal.com)





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

Claire Merritt



# Reception Reading

Delivered by Claire Merritt- Assistant Headteacher for Early Years and Year One

## Keyworth Primary School

*Part of the Bessemer and Keyworth Federation*

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Head of School: Ray Capper



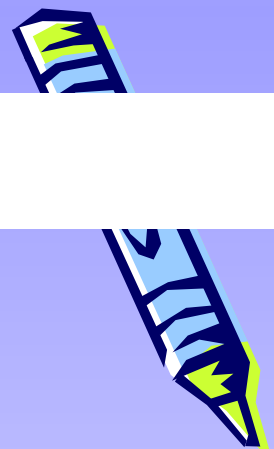
# Literacy and Reading

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.



# Language Comprehension

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them. Reading books (stories and non-fiction), enjoying rhymes, poems and songs together also supports children's language comprehension.

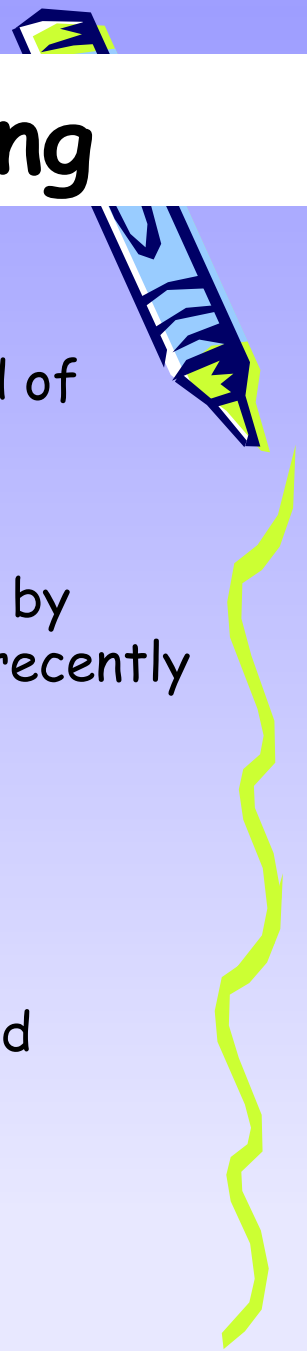


# Early Learning Goal for Reading

## Comprehension

To reach an expected level of development children at the end of Reception will:

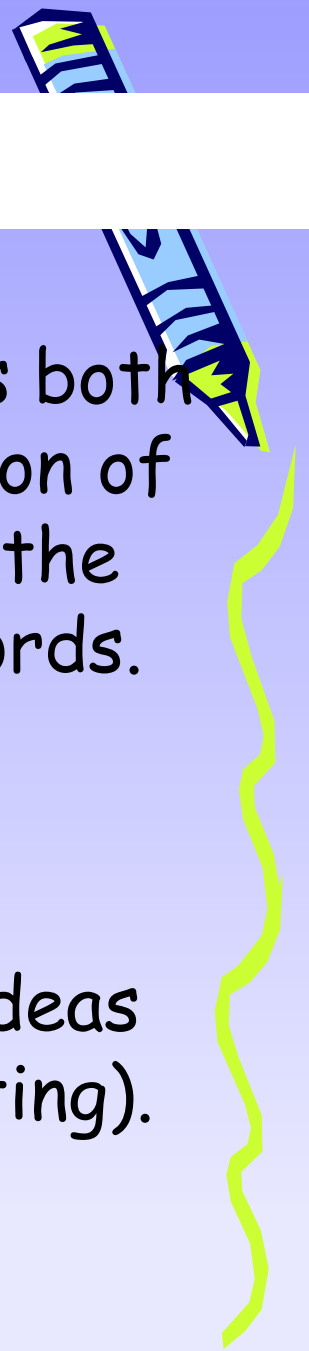
- Demonstrate **understanding** of what has been read to them by **retelling stories** and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - **key events** in stories;
- Use and understand recently introduced **vocabulary** during discussions about stories, non-fiction, rhymes and poems and during role-play.



# Skilled word reading

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

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



# Early Learning Goal for Reading

## Word Reading

To reach an expected level of development children at the end of Reception will:

- Say a sound for each letter in the alphabet (**phase 2 sounds**) and at least **10 digraphs** (e.g sh ch th);
- **Read words** consistent with their phonic knowledge by sound-blending;
- Read aloud **simple sentences** and books that are consistent with their phonic knowledge, including some **common exception words**





# Developing Children's Spoken Language

Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents' talk with them. Talk expands vocabulary.

## Here's some ways to develop children's language

- Read together, everyday
- Explain the meaning of new words
- Talk with your child about their day at school
- Share songs, poems and chants
- Play language games like, eye spy, Simon Says etc.



# Reading and Stories

Parents can transform their attitudes to reading.

Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere.



# Reading and Stories

It can make a difference to children's life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading.

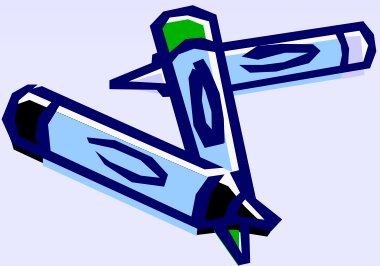
## Here's some ways to encourage reading

- Write short notes for your child to read.
- Repeat stories- children love the familiarity of language and repeated refrains.
- Play phonic games
- Make quiet time for reading with your child.
- Supplement books with your child's interest.
- Let your child see you read. Role model reading.
- Take care of reading books- value their importance
- Keep a variety of reading materials in the house.
- Support and encourage your child to practice reading aloud.



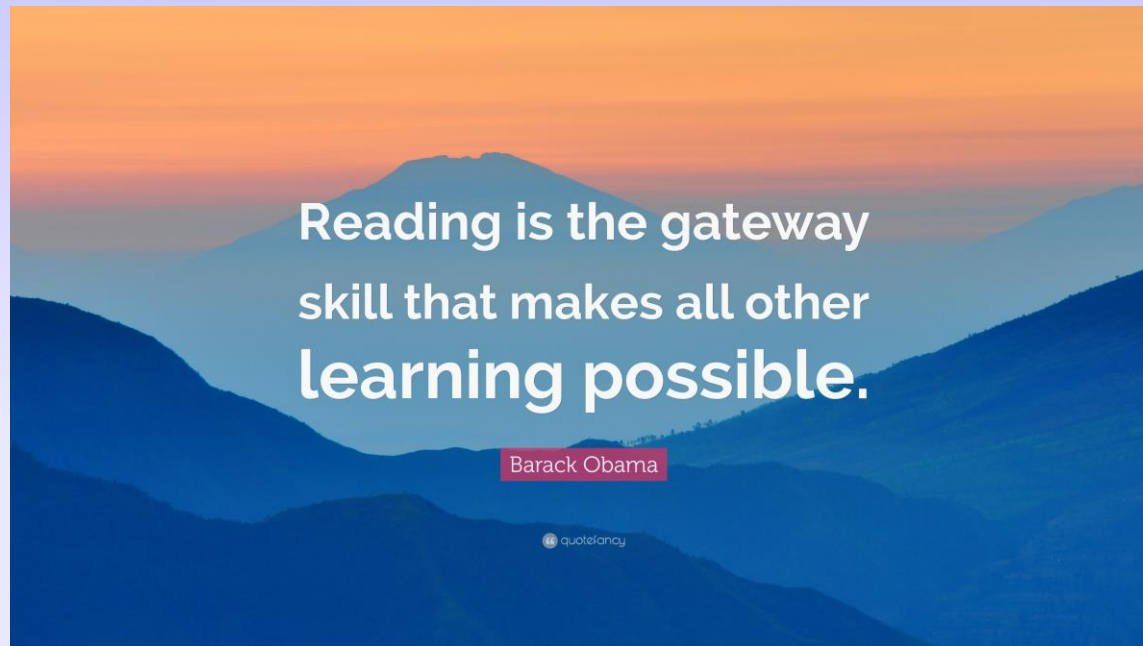
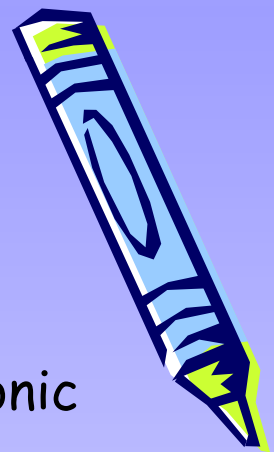
# What is Phonics?

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



# Our SSP Phonics Scheme

- We follow the GEM federation phonics scheme.
- Children in Reception receive a daily (whole class) phonic session.
- This is supported by activities within the classroom.
- All classes are well resourced to support children with their developing phonetic awareness.



Reading is the gateway  
skill that makes all other  
learning possible.

Barack Obama

quotefancy

# Following a Sequence



	New sounds
Phase 1	Aspect 1: Environmental sounds (stories, walk around local area)
	Aspect 2: Instrumental sounds (Bag on instruments)
	Aspect 3: Body Percussion (Action songs and rhymes)
	Aspect 4: Rhythm and rhyme (Rhyming stories- what rhymes with...)
	Aspect 5: Alliteration (Have fun with names, story characters)
	Aspect 6: Voice Sounds (Adding different voices to stories)
	Aspect 7: Oral blending and segmenting (robot speech- c-a-t and put it back together → cat)



# Letters and Sounds - Phase 1

- Crucial phase in developing speaking and listening skills and phonological awareness
- Paves the way for a systematic phonics programme to begin.
- Vital for all children but particularly vital for children with special educational needs and English as an additional language .



Body percussion

Environmental sounds



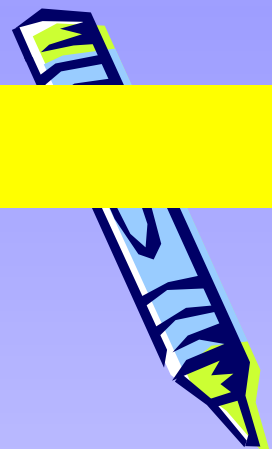
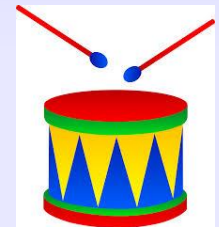
alliteration

Rhythm and rhyme

Oral blending and segmenting

Voice Sounds

Instrumental Sounds





# Following a Sequence



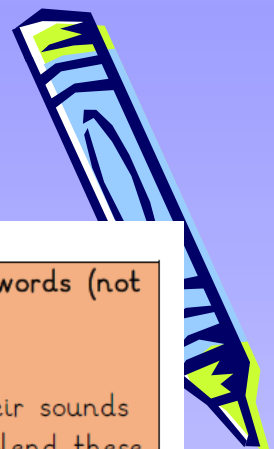
<h2>Phase 2</h2>	<p><b>New sounds</b></p> <p>*- teach these sounds with previous sounds not as explicit lessons</p>	<p><b>Yellow Bee Tricky words</b></p> <p>*exposure to these words</p>	<p><b>High Frequency words (not taught)</b></p> <p>Chn can use their sounds to segment and blend these words</p>
	<p><b>Set 1:</b> s, a, t, p  <b>Set 2:</b> i, n, m, d  <b>Set 3:</b> g, o, c, k, *ck  <b>Set 4:</b> e, u, r, h.  <b>Set 5:</b> b, f, *ff, l, *ll, j  <b>Set 6:</b> v, w, x, y  <b>Set 7:</b> z, *zz, qu, *ss</p>	<p>I, no, go, the, into, to</p> <ul style="list-style-type: none"> <li>* put, *pull,</li> <li>* full</li> </ul>	<p>a, an, is, at, in, it, of, on, can, dad, had, and</p> <p>off, get, back, his, mum, but, is, big, him, not, got, up</p>

<h2>Phase 3</h2> <p><b>Year 1:</b>          (teach the corresponding capital letters to lowercase letters)</p> <p>Teach vowels and consonants and their purpose through modelling.          (continue rhymes-          "There are 5 vowels, a, e, i, o, u"</p>	<p><b>New sounds</b></p> <p>*teach these sounds with previous sounds not as explicit lessons</p>	<p><b>Pink Flower Tricky words</b></p> <p>*exposure to these words</p>	<p><b>High Frequency words (not taught)</b></p> <p>Chn can use their sounds to segment and blend these words</p>
	<p><b>Consonant digraphs:</b> ch, sh, th, ng</p> <ul style="list-style-type: none"> <li>• Teach vowel sounds with rhyme</li> </ul> <p><b>Vowel Digraphs:</b> ai, ee, igh, oa, oo (moon), oo (book), ar, or, ur, ow, oi, ear, air, er, ure.</p>	<p>he, she we, me, be, you, all, are, her, was, they, my</p>	<p>will, that, this, then, with, them, see, for, now, down, look, too</p>





# Following a Sequence



Phase 4	<p>New sounds</p> <p>*- teach these sounds with previous sounds not as explicit lessons</p>	<p>Orange Butterfly Tricky words</p> <p>*exposure to these words</p>	<p>High Frequency words (not taught)</p> <p>Chn can use their sounds to segment and blend these words</p>
	<p>St, nd, mo, nt, nk, ft, sk, lt, lp, lf, lk, pt, xt, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl</p>	<p>said, have, like, so, do, some, when, were, there, little, one, come</p>	<p>out, what, went, it's from, children, just, help</p>

Phase 5	<p>New sounds</p> <p>*- teach these sounds with previous sounds not as explicit lessons</p>	<p>Blue Dolphin Tricky words</p> <p>*exposure to these words</p>	<p>High Frequency words (not taught)</p> <p>Chn can use their sounds to segment and blend these words</p>
	<p>ay, ou, ie, ea, oy, ir, ue (glue), ue (queue), aw, wh, ph, ew (pew), ew (screw), oe, au, ey, a-e, e-e, i-e, o-e, u-e, u-e</p>	<p>People, Mr, Mrs, looked, called, oh, their, asked, could, don't, old, I'm</p>	<p>by, time, house, about, your, day, made, came, make, here, saw, very, put, should, would</p>



# Phonic Terms

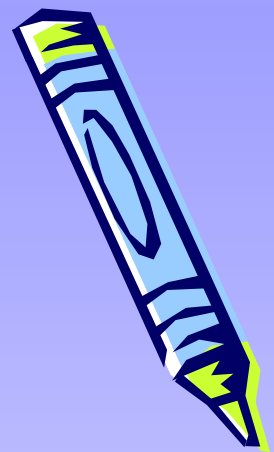
- Phoneme (sound)
- Grapheme (shape of letter)
- Blending (putting sounds together to make a word)
- Segmenting (breaking word into sounds)
- Digraph (2 letter sounds /oo/oa/ch/)
- Trigraph (3 letter sounds /igh/)
- CVC (consonant, vowel, consonant)
- Sound button (press the button say the sound)
- High frequency words Words that that your child will see frequently in reading books.
- Tricky/ Common exception words Words that can't be decoded children have to learn these words by sight



Phoneme is a sound.

Graphemes are letters

Phoneme grapheme  
correspondences are the  
sounds made by the  
letters i.e sh sh-op



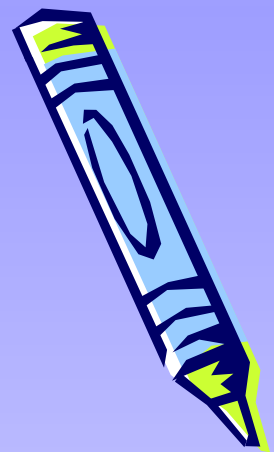
# Phonics Words

Your children will learn to use the term:

Segmenting



Children need to be able to **hear** a whole word and **say** every sound that they **hear** .

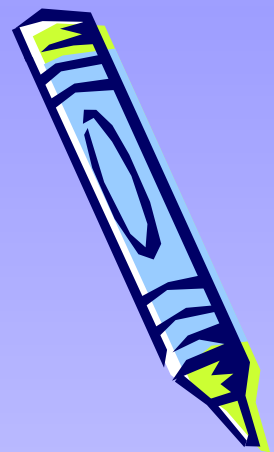


# Segmenting

bed = /b / /e / /d /

mug = /m / /u / /g /

snail =



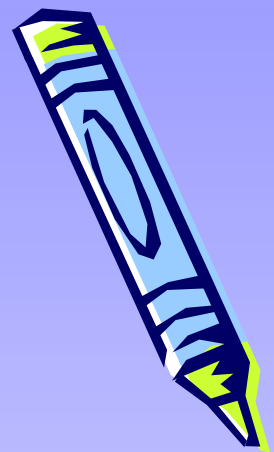
# Stretchy Snake



Stretch out your words  
so that you can hear  
your sounds!

Snnnnaiiii...

Snail!



# Freddy Frog Fingers

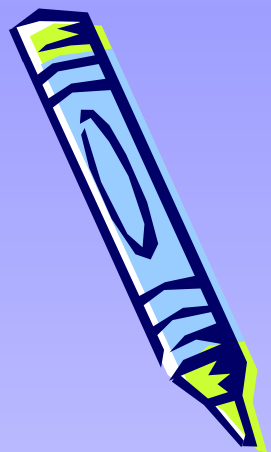


Use your fingers to  
segment a word into its  
sounds!

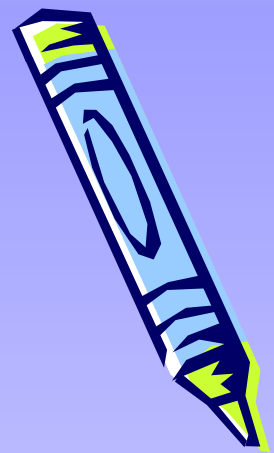
s - n - ai - l

4 sounds

snail



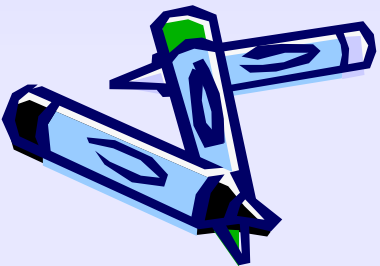
# Segmenting



bed = /b / /e / /d /

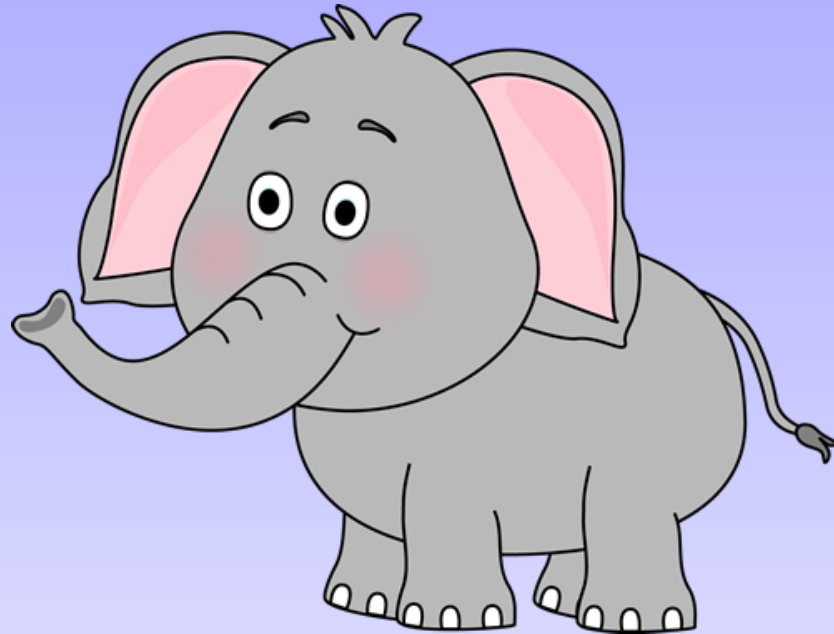
mug = /m / /u / /g /

snail = s / n / ai / l



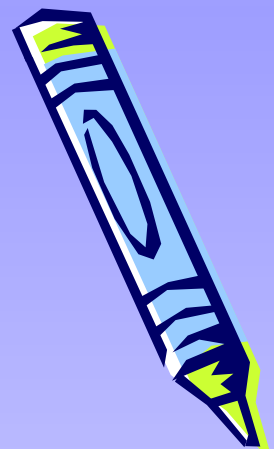


# Elephant Stomps

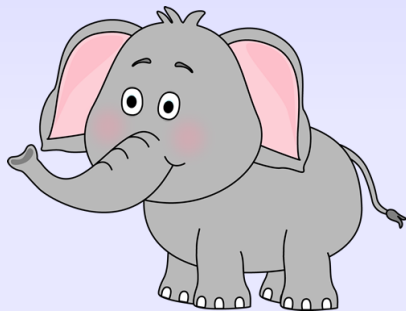
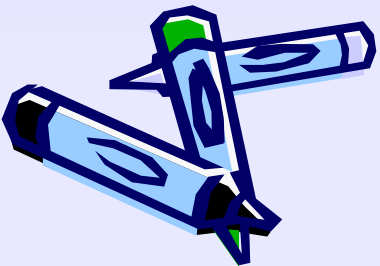
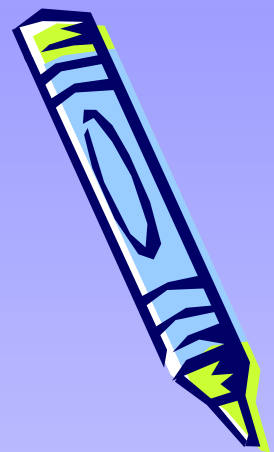


Stomp out the syllables in a word

el-e-phant



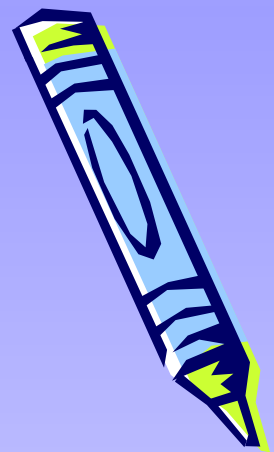
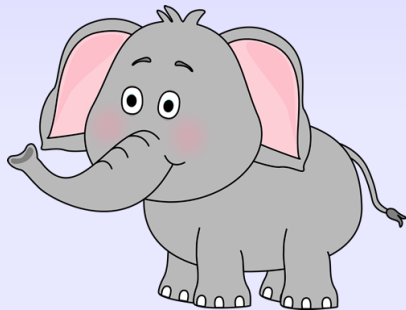
# Segmenting Sounds



# Segmenting Sounds



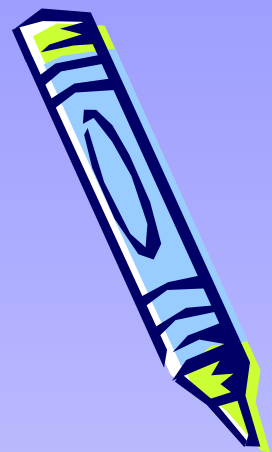
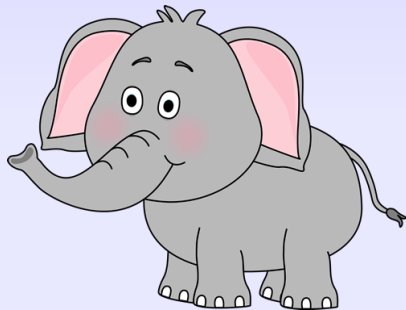
sand



# Segmenting Sounds



sandpit



# 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**.
- We learn handwriting rhymes which help the children remember which way their letters go round.



Here are the rhymes we say with the children when we are practicing handwriting. This helps children to remember the names of their letters.

We do not want the children to write in capital letters and in Reception will practice writing lower case letters.

## LETTER FORMATION ORDER WITH RHYMES


Curly Caterpillar Letters	
c	Around the crab, stop at its foot
a	Around the apple, up and down the leaf
d	Around the dog, up its tail and down its foot
g	Around the grape, up and down the vine
q	Around her head, up to her ear, down her neck and flick
e	Scoop around the yolk, up and around the egg
s	Down the slithery snake
f	Start at the flower, down the stem, across the leaves
o	Around the juicy orange
Ladder Letters	
l	Down the lolly and flick
i	Down and a flick with a blot at the top
t	Down the tree, flick and cut the branches
j	Down the tentacle and a dot at the top
y	Under the yo-yo and down the curly string
u	Down and under the umbrella, and follow the drip
One Armed Robot Letters	
r	Down the robot, up and over its arm
b	Down its back, up and around its belly
n	Down the pole, up and around the net
h	Down the chimney, up and over the house
m	Down the mountain, over the mountain, over the mountain flick
k	Down its back, up, around its pouch, down its leg and flick.
p	Down the body, up, and around it's beak
Zig-ag Monster Letters	
v	Down the violin, up to the bow
w	Watch the waves, down up, down, up
x	X marks the spot



# Handwriting



## What to do, to support children's handwriting

- Provide lots of opportunities for children to mark make.
- Allow children to practice using tools such as paintbrushes, scissors, rolling pins, crayons and playdough tools which all strengthen their hand movements in preparation for writing.
- Use big pieces of paper to practice forming I (gross motor practice) which is more fun and strengthens gross motor movements. 



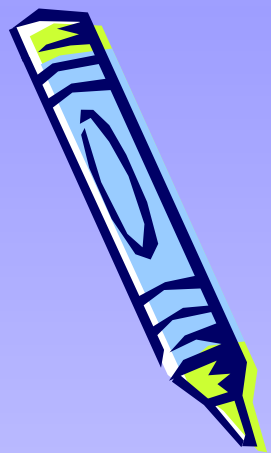
# Phonics Words

Your children will learn to use the term:

Blending



Children need to be able to **hear** the separate sounds in a word and then blend them together to **say** the whole word



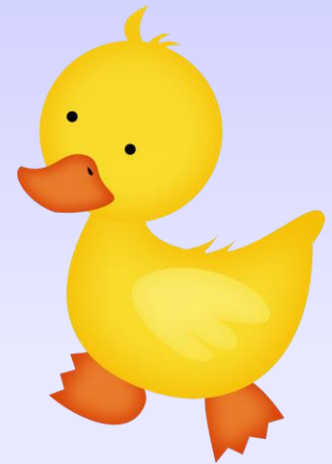
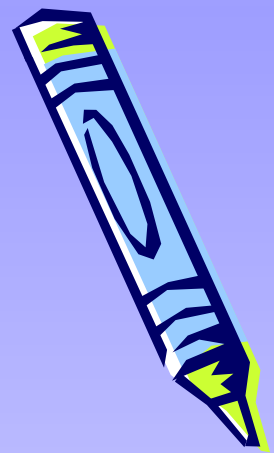


# Blending

b - e - d = bed

t - i - n = tin

p - a - n =



# Letters and Sounds- Phase 2

Phase 2 develops children's knowledge of letter shapes and sounds.

**Children learn the letter sounds rather than the name of the letter,** this helps children to say sounds and blend sounds together to make words. (blending and segmenting)



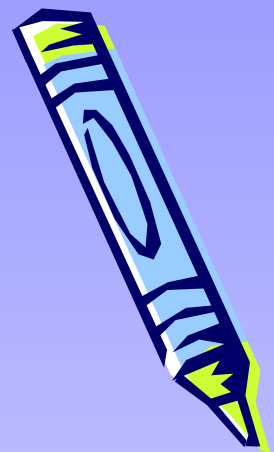
We ask the children to say each sound and then blend the sound together.

We put sound buttons underneath each sound (at the beginning) so when we press the button we say the individual sound.

c a t



In Reception, we use a strategy called 'duck hands' where the children use their hand like a ducks beak to say the letter sounds.



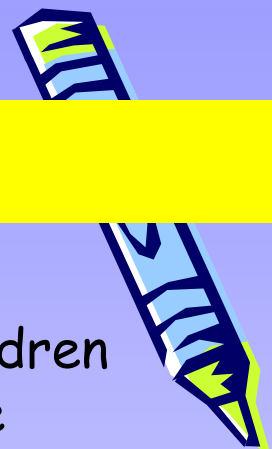
# Letters and Sounds- Phase 2

Along with each phase, there are tricky words that the children will also need to learn. These words cannot be decoded. The children learn these words by practicing them in class, seeing them in reading books and talking about why they cannot be sounded out.

Each phonics phase has a set of tricky words that go with it.

Phase 2 tricky words are split into two parts to match with the two levels in our reading book scheme 1a/1b

I is a to the into



# Tricky Word Mats

Common exception words



I

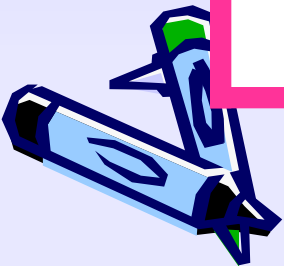
a

the

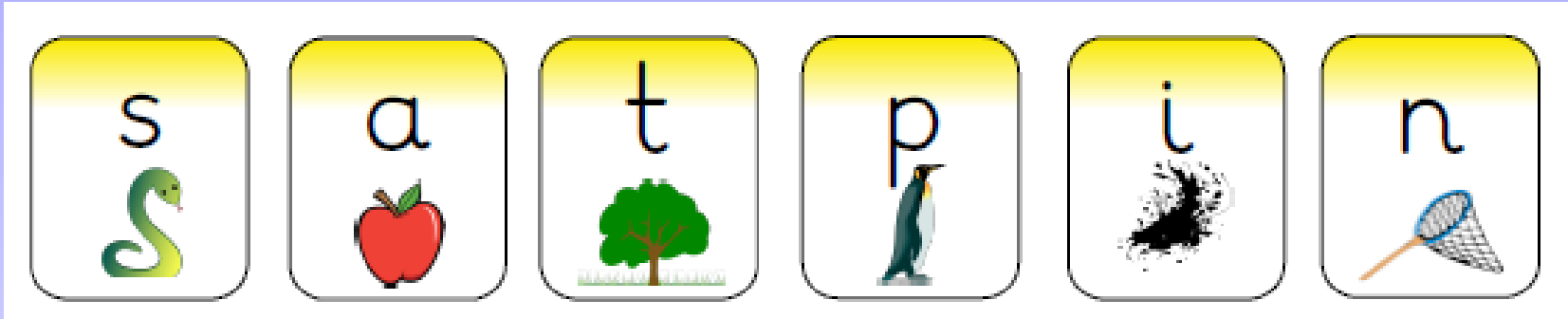
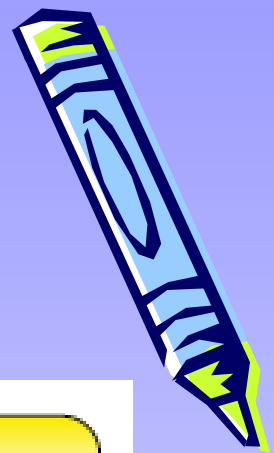
to

into

is



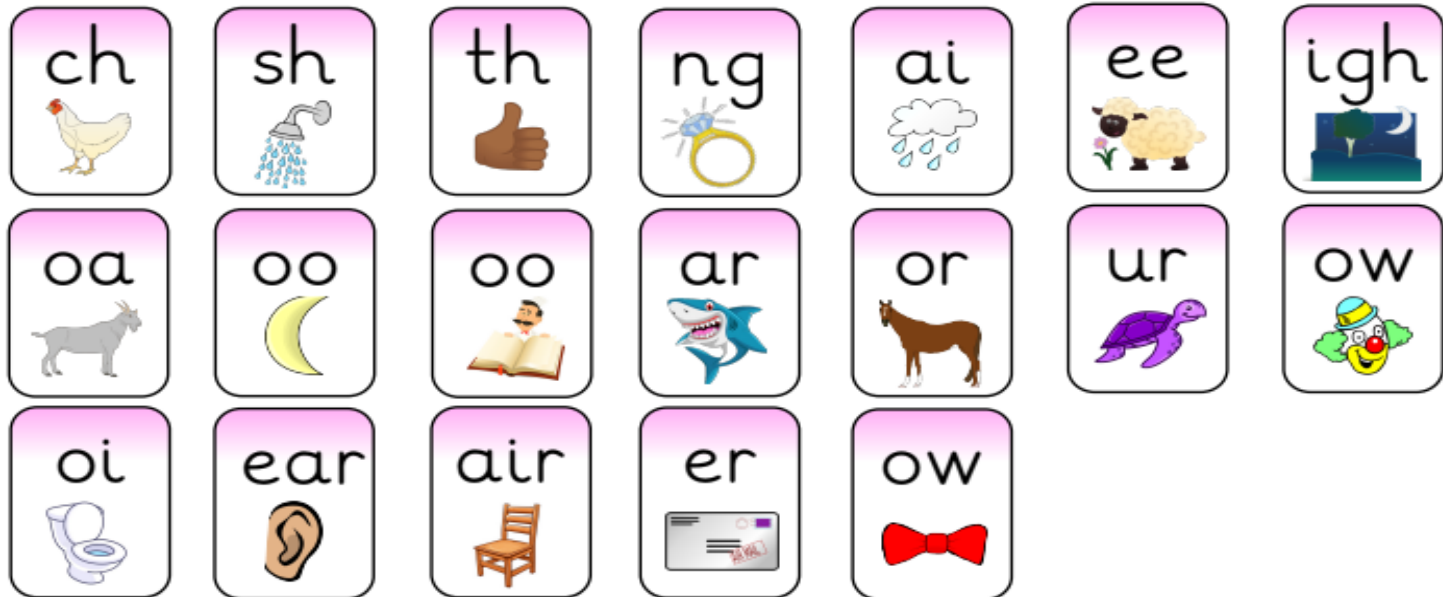
# Sounds so far...



# Letter and Sounds- Phase 3

- Phase 3 introduces twenty-five new graphemes one at a time.
- Phonics teaching follows an order. Phase 3 is about learning digraphs (2 letters that make one sound) and trigraphs (3 letters that make one sound).

## Phase 3 Sound Mat



# Letter and Sounds- Phase 3

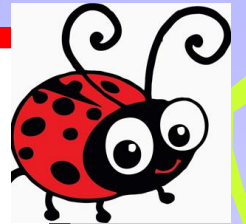
Phase 3 tricky words are spilt into two parts to match with the two levels in our reading book scheme 2a/2b

he

you

she

we



all

they

are

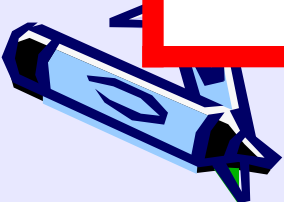
was

be

her

me

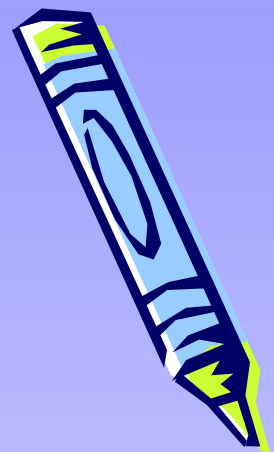
my





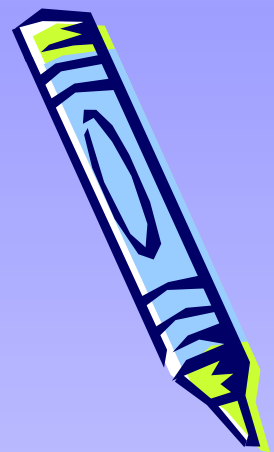


ship



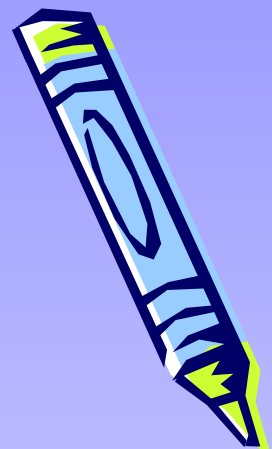


ship



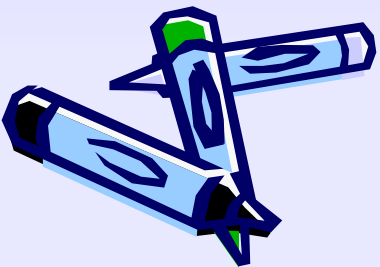
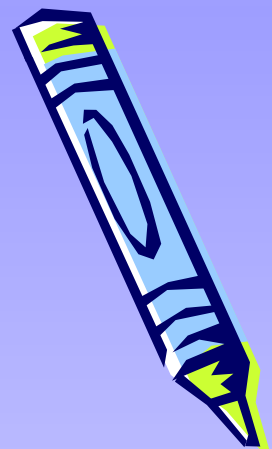


night

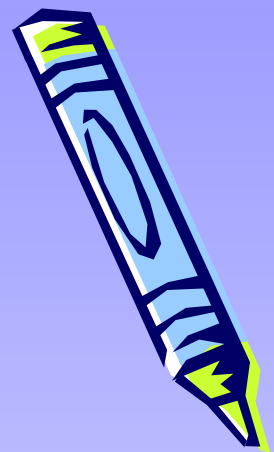




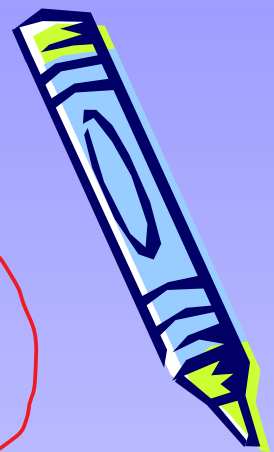
night



The chip is  
hot!



The chip is  
hot!



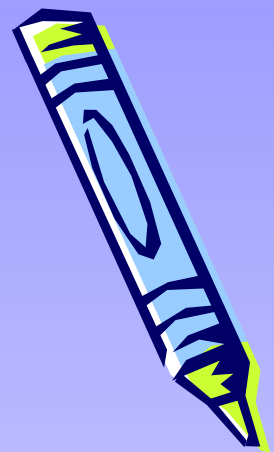
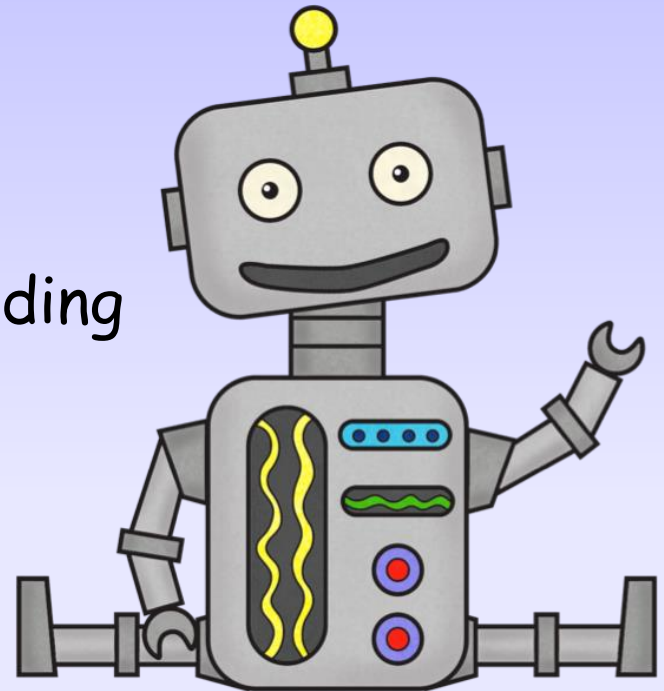
# No rocky robots

Good readers reread!

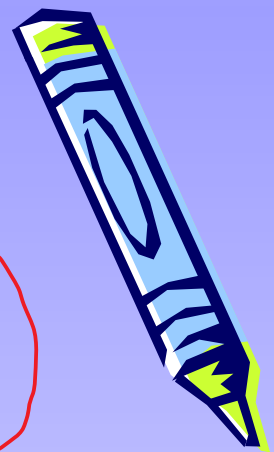
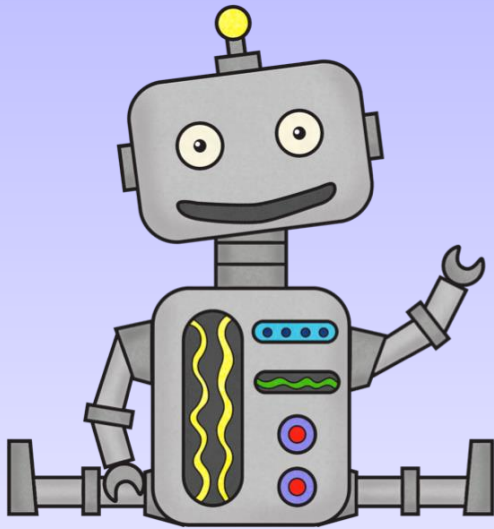
We encourage the children not to talk like robots when reading!

This helps their:

- Fluency (How quickly it is read)
- Expression (How it is said)
- Most importantly their understanding



The chip is  
hot!





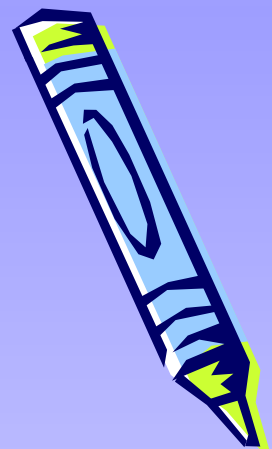
# Letter and Sounds- Phase 4

- Phase 4 introduces children to blends. This is where children are exposed to words where two consonants are next to each other make a consonant blend.
- In phase 4 children are encouraged to sound out the individual phonemes and then blend the sounds to create the word.

tent camp sprain tree dream



# These strategies are introduced from Nursery to Year one

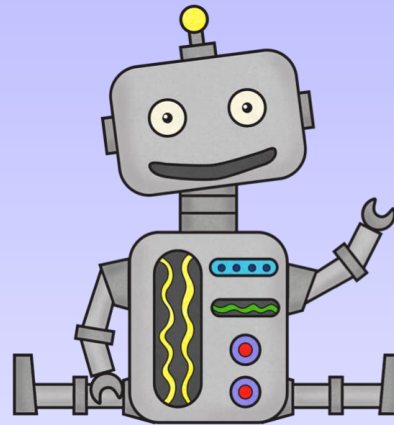
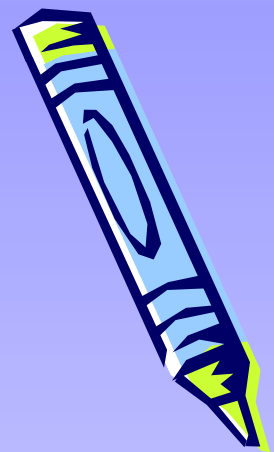


## Reading and Writing Mnemonics

Year Group	Mnemonic for Reading		Mnemonic for Writing	
From Nursery		From Summer term (if children are ready to read CVC words)		Oral segmenting of word of syllables through games from Spring term- start with own name, then class names
				From Summer- for verbal segmenting only... beginning to count the sounds
The first few weeks should focus on recapping strategies taught in previous years				
From Reception		From the beginning when teacher modelling reading.  Child- from phase 3 phonics		From beginning of Reception- teacher modelling and children supported write
		From the beginning when teacher modelling reading. Does it sound right?  Child- from phase 3 phonics		Teacher models segmenting words into syllables for writing from Autumn term.  From Spring term children applying in supported writing
		From phase 3 sounds (Autumn 2) and/or from phase 2 tricky words		
		Modelled later on in phase 3 (Spring term)		
The first few weeks should focus on recapping strategies taught in previous years				
From Year 1				



Reading strategies learnt  
throughout reception.



# Reading at Home Expectations

- A child's home reading book is matched to their phonic level so children will have learnt the sounds they are reading in class.
- Our scheme at Keyworth is Big Cat Letters and Sounds.

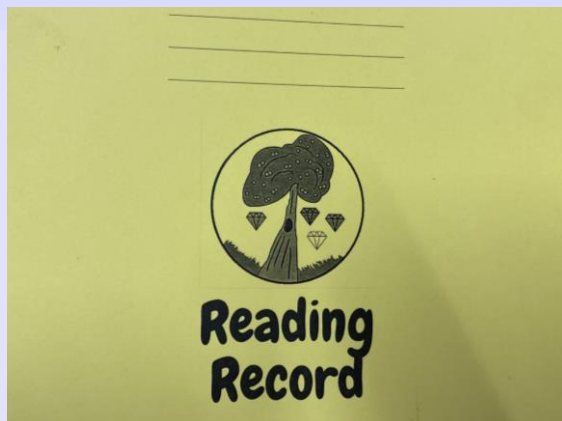


**Please look after reading books!**

We care about our reading books. If a book is lost at home or comes back to school damaged, we will have to charge you a cost of £5 for a replacement book.

# Reading at Home Expectations

- Children should read their school reading book at home daily, (with adult support) for 10 - 15 minutes.
- Parents should fill in the Reading Record with the date the child has read, the title of the book and a parent signature each time a read is completed.
- Children need to bring in their reading books every day!



Date	Book Title	Teacher Guidance	Rewards	Parent to sign



# Reading at Home Expectations

We want to motivate children to read!

Reads are totalled each week and children are rewarded with reading stickers and certificates.



# Reading with your Child

## Before Reading

- Find a quiet space with your child.
- Talk about and make predictions about what you are about to read
- Look for clues/ predict

## -During Reading

- Praise all efforts to read independently
- Support children to segment and blend words together.
- Be patient
- Give the children time to decode unfamiliar words.
- Ask questions about the characters, setting, story to ensure they have understood.

Explain the meaning of any new vocabulary.

## After Reading

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



# Reading at Home

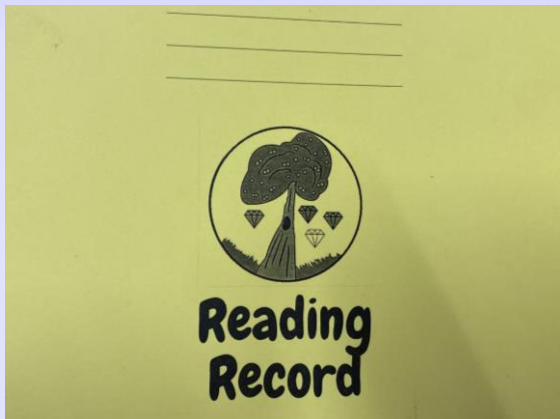
- Read books together
- Go to the library
- Role play stories
- Rhyming games
- Phonic games
- Listening games
- Read for purpose labels/  
signs/posters/postcards/recipes





# Reading at school

- Teachers individually read with children weekly and change books, as necessary.
- Teacher's will write in the guidance box as and when they need to give parents a message about their child's reading
- We will only change your child's book when they are able to read the book fluently and with confidence.
- We want to know children have seen the book and understood what they have read.

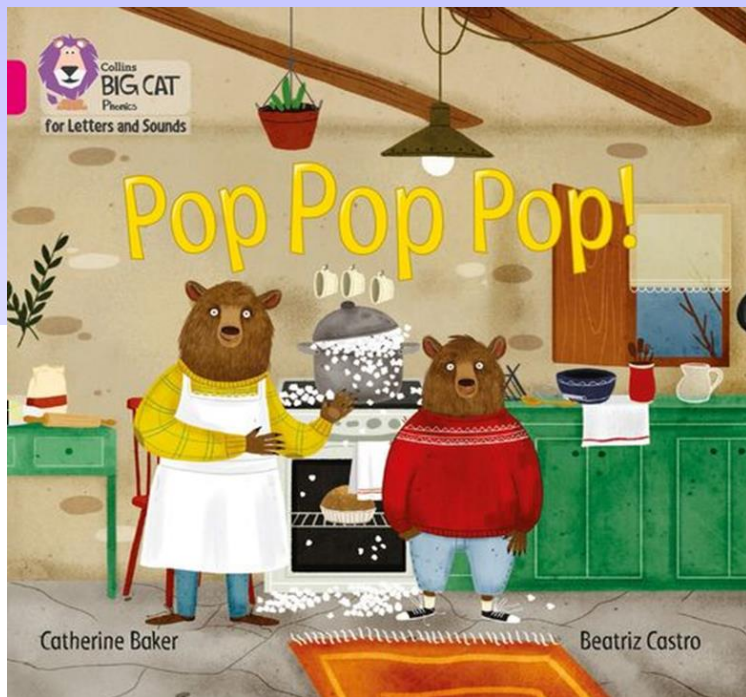


Date	Book Title	Teacher Guidance	Rewards	Parent to sign

# End of year expectations

To recognise and spell all the tricky words up to level 4 (Blue words).

To confidently use their sounds to read sentences and explain what they have read.



Reading a  
blue  
level 4  
book