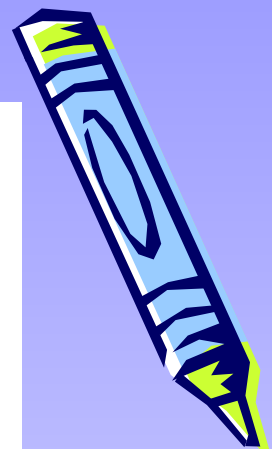


The **MORE** that you  
**READ**, the more things  
you will **KNOW**.

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

  
Dr. Seuss

*Practicing Normal.com*





# Phonics and Reading workshop for parents and carers

Claire Merritt



# Year One 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.



# Yr 1 National Curriculum for Reading

## Comprehension

- Develop **pleasure** in reading, motivation to read, vocabulary and understanding by:
  - Listening to and discussing a **wide range** of poems, stories and non-fiction at a level beyond that at which they can read independently
  - Being encouraged to link what they read or hear read to their **own experiences**.
  - Becoming very familiar with key stories, fairy stories and traditional tales, **retelling** them and considering their particular characteristics
  - Recognising and joining in with **predictable phrases**
  - Learning to appreciate **rhymes and poems**, and to recite some by heart
  - Discussing **word meanings**, linking new meanings to those already known
- Understand both the books they can already **read accurately and fluently** and those they listen to by:
  - Drawing on what they already know or on **background information and vocabulary** provided by the teacher
  - Checking that the **text makes sense** to them as they read and correcting inaccurate reading
  - Discussing the significance of the **title and events**
  - Making **inferences** on the basis of what is being said and done
  - **Predicting** what might happen on the basis of what has been read so far
- Participate in **discussion** about what is read to them, taking turns and listening to what others say
- Explain clearly their **understanding** of what is read to them.



# 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).

# Yr 1 National Curriculum for Reading

## Word reading

- Apply **phonic knowledge** and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all **40+ phonemes**, including, where applicable, alternative sounds for graphemes
- Read accurately by **blending sounds** in unfamiliar words containing GPCs that have been taught
- Read **common exception words**, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and **-s, -es, -ing, -ed, -er and -est** endings
- Read other words of **more than one syllable** that contain taught GPCs
- Read words with **contractions** [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- **Read aloud accurately books** that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- **Re-read these books to build up their fluency and confidence in word reading.**





# 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 who engage their children in books prepare them to become committed and enthusiastic readers: they 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

Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to 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

- 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.
- Make quiet time for reading with your child.
- Write short notes for your child to read.
- Repeat stories- children love the familiarity of language and repeated refrains.



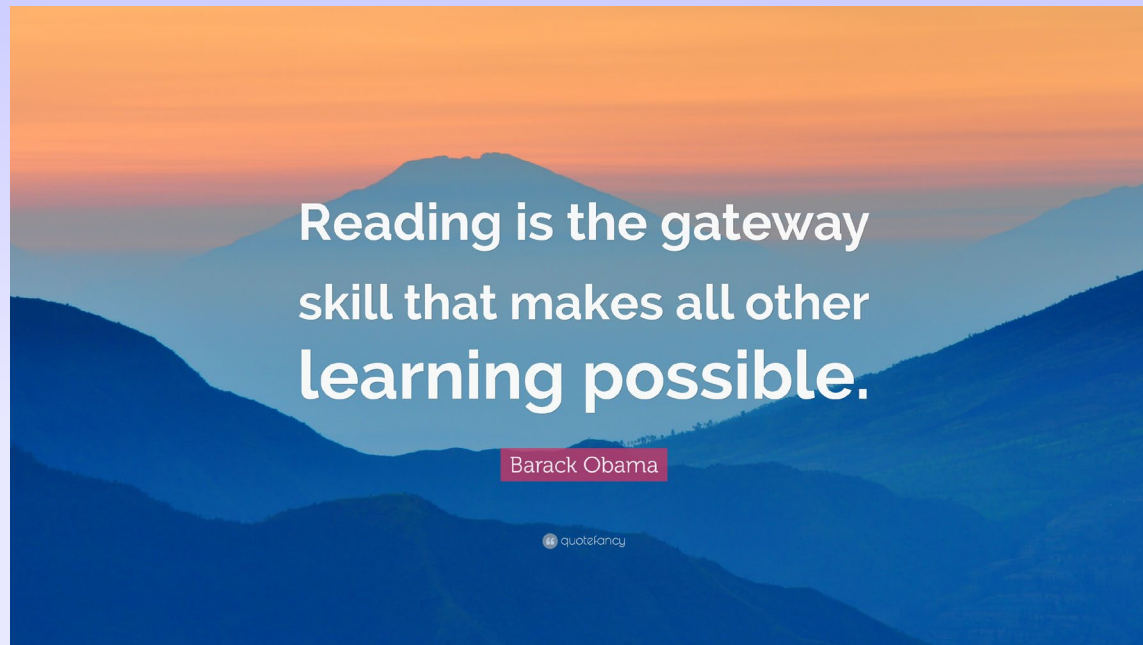
# What is Phonics?

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



# Our SSP Phonics Scheme

- We follow a scheme based on Letters and Sounds.
- 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.



# Following a Sequence



## Phase 1

### New sounds

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)





# Following a Sequence



Phase 2	New sounds	Yellow Bee Tricky words	High Frequency words (not taught)
	<p>*- teach these sounds with previous sounds not as explicit lessons</p> <p>Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k, *ck Set 4: e, u, r, h, Set 5: b, f, *ff, l, *ll, j Set 6: v, w, x, y Set 7: z, *zz, qu, *ss</p>	<p>*exposure to these words</p> <p>I, na, go, the, into, to</p> <p>* put, *pull, * full</p>	<p>Chn can use their sounds to segment and blend these words</p> <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>

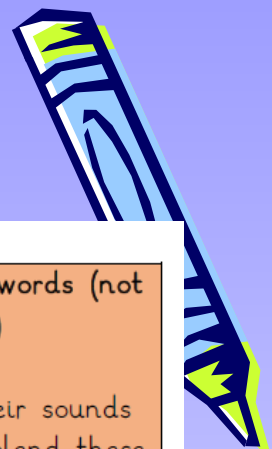
Phase 3	New sounds	Pink Flower Tricky words	High Frequency words (not taught)
	<p>*teach these sounds with previous sounds not as explicit lessons</p> <p><b>Consonant digraphs:</b> ch, sh, th, ng</p> <p>• Teach vowel sounds with rhyme</p> <p><b>Vowel Digraphs:</b> ai, ee, igh, oa, oo (moon), oo (book), ar, or, ur, ow, oi, ear, air, er, ure,</p>	<p>*exposure to these words</p> <p>he, she we, me, be, you, all, are, her, was, they, my</p>	<p>Chn can use their sounds to segment and blend these words</p> <p>will, that, this, then, with, them, see, for, now, down, look, too</p>

## Year 1:

(teach the corresponding capital letters to lowercase letters)

Teach vowels and consonants and their purpose through modelling. (continue rhymes- "There are 5 vowels, a, e, i, o, u"

# Following a Sequence



Phase 4	New sounds	Orange Butterfly Tricky words	High Frequency words (not taught)
	<p>*- teach these sounds with previous sounds not as explicit lessons</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>*exposure to these words</p> <p>said, have, like, so, do, some, when, were, there, little, one, come</p>	<p>Chn can use their sounds to segment and blend these words</p> <p>out, what, went, it's from, children, just, help</p>

Phase 5	New sounds	Blue Dolphin Tricky words	High Frequency words (not taught)
	<p>*- teach these sounds with previous sounds not as explicit lessons</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>*exposure to these words</p> <p>People, Mr, Mrs. looked, called, oh, their, asked, could, don't, old, I'm</p>	<p>Chn can use their sounds to segment and blend these words</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 Words that can't be decoded children have exception words 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



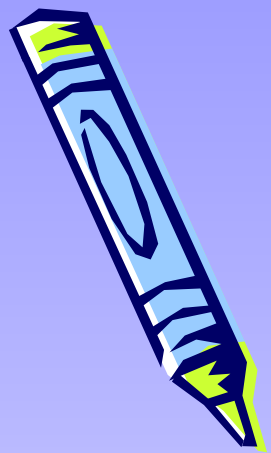
# Phonics Words

Your children will learn to use the term:

Blending



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

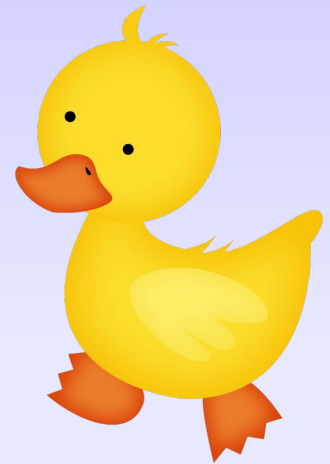
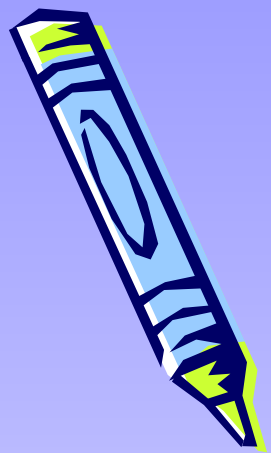


# Blending

b - e - d = bed

t - i - n = tin

p - a - n =



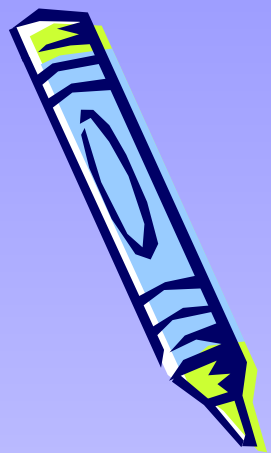
# Phonics Words

Your children will learn to use the term:

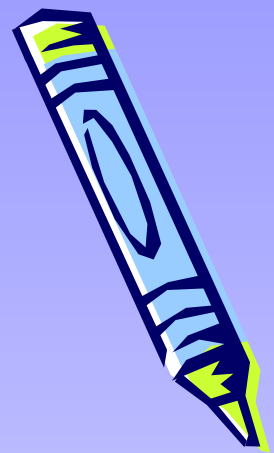
## Segmenting



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 /

snake =



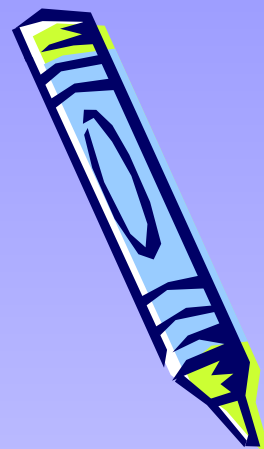
# Stretchy Snake



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

Snnnnnaaaake...

Snake!



# Freddy Frog Fingers

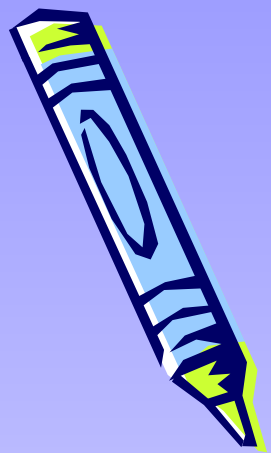


Use your fingers to  
segment a word into its  
sounds!

r- ai- n

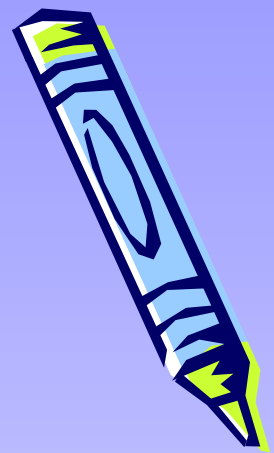
3 sounds

rain





# Segmenting



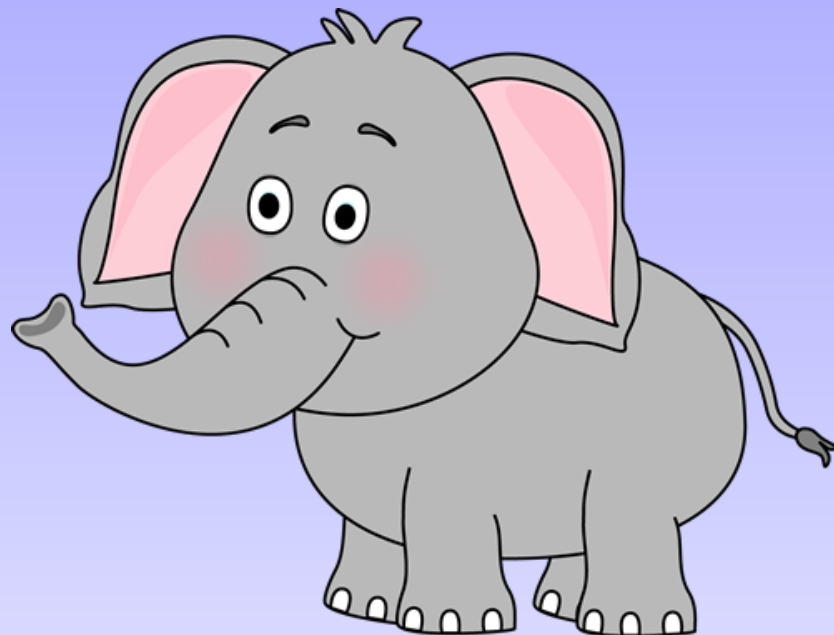
bed = /b / /e / /d /

mug= /m / /u / /g /

snake = s / n / a-e / k

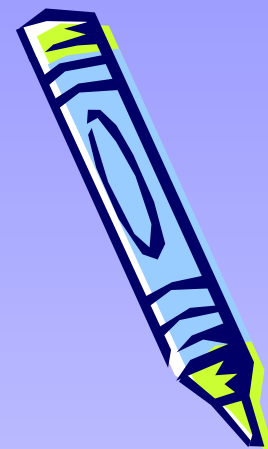


# Elephant Stomps

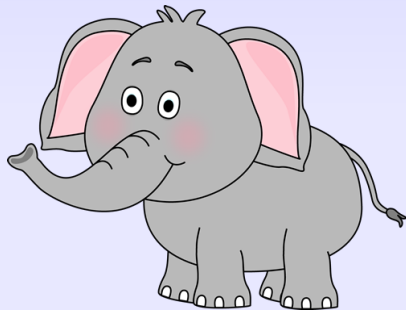
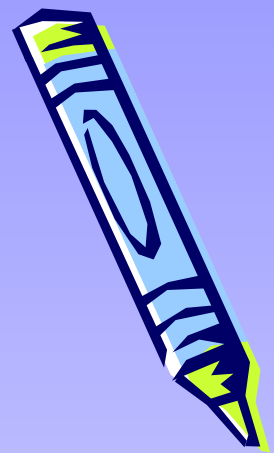


Stomp out the syllables in a word

el-e-phant



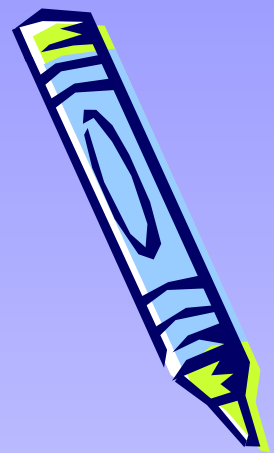
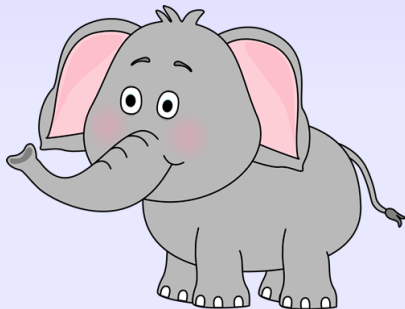
# Segmenting Sounds



# Segmenting Sounds



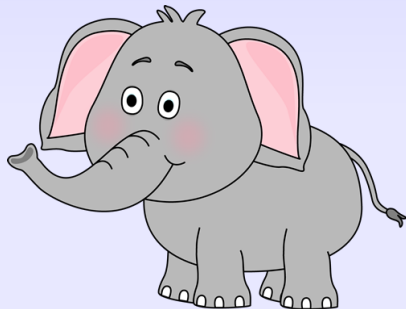
sand



# Segmenting Sounds



sandpit



# 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)



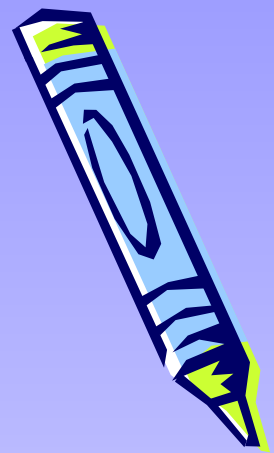
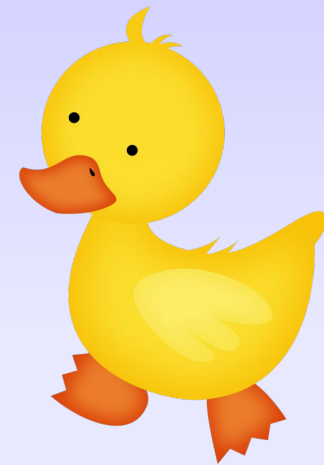
We ask the children to say each sound and then blend the sound together.

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.



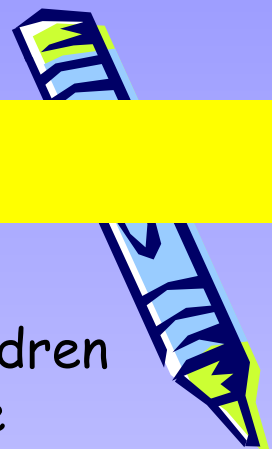
# Letters and Sounds- Phase 2

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 spilt 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



I

a

the

to

into

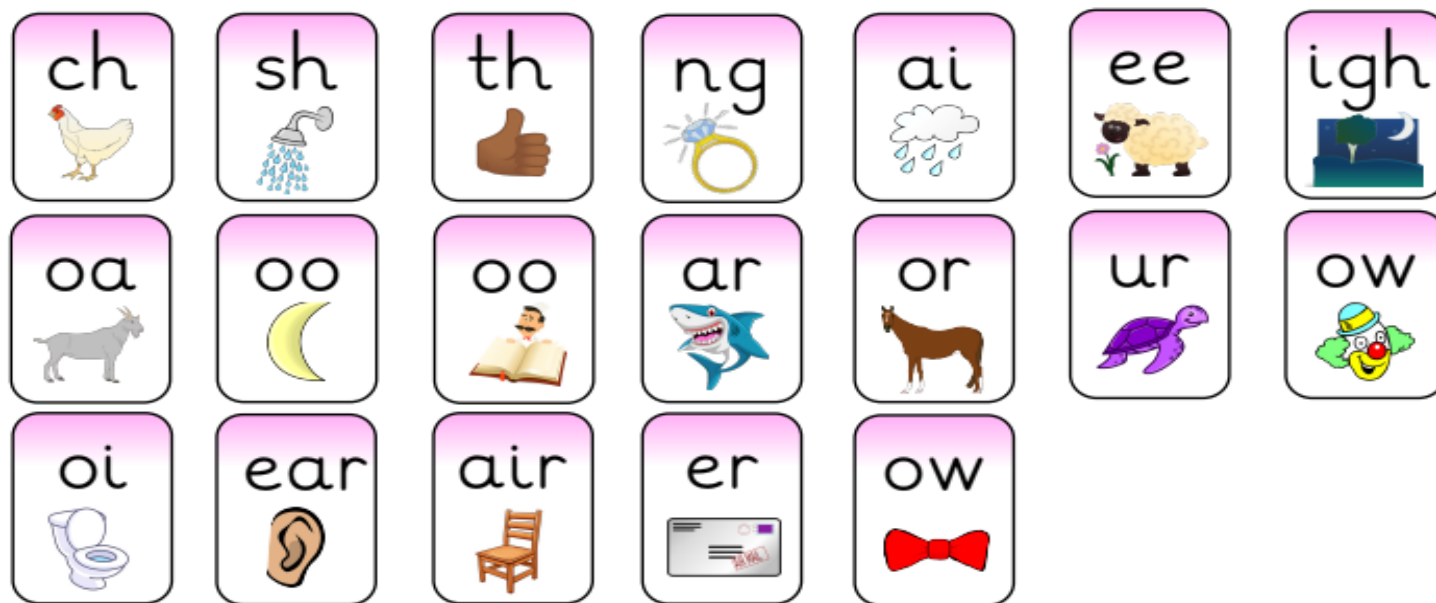
is



# 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

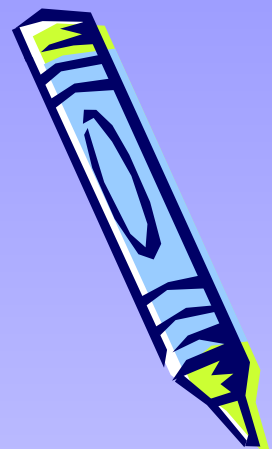
be

her

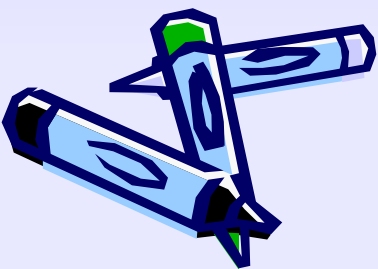
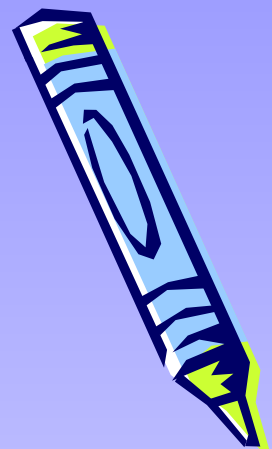
me

my

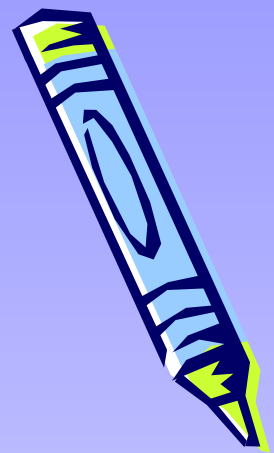
# ship



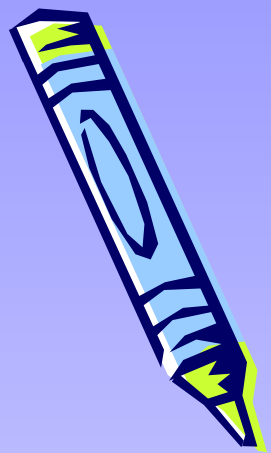
ship



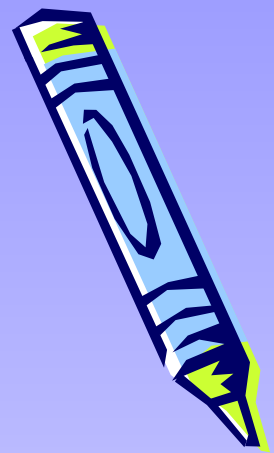
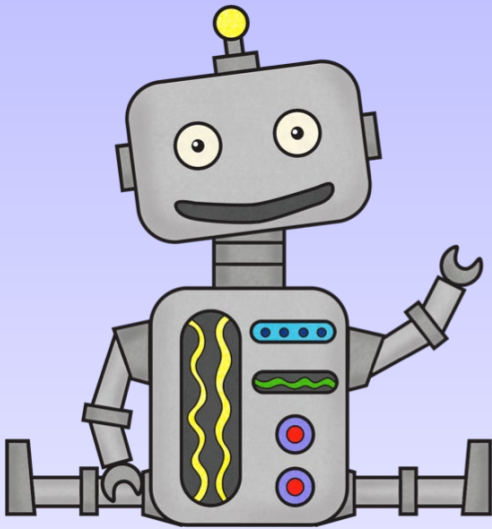
night



night

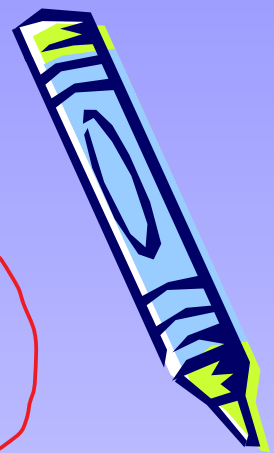
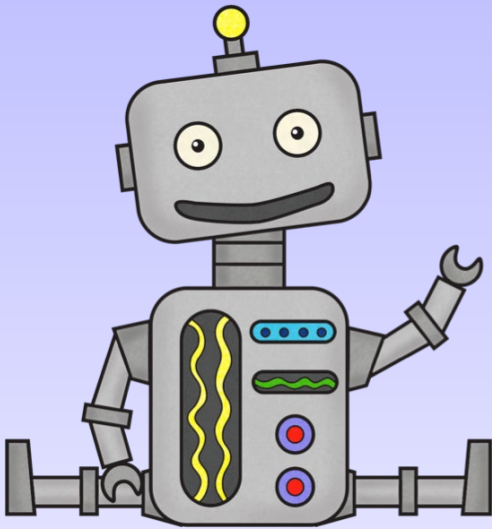


The chip is  
hot!





The chip is  
hot!



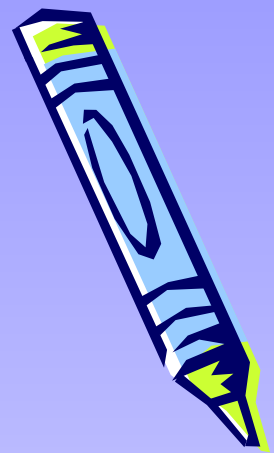
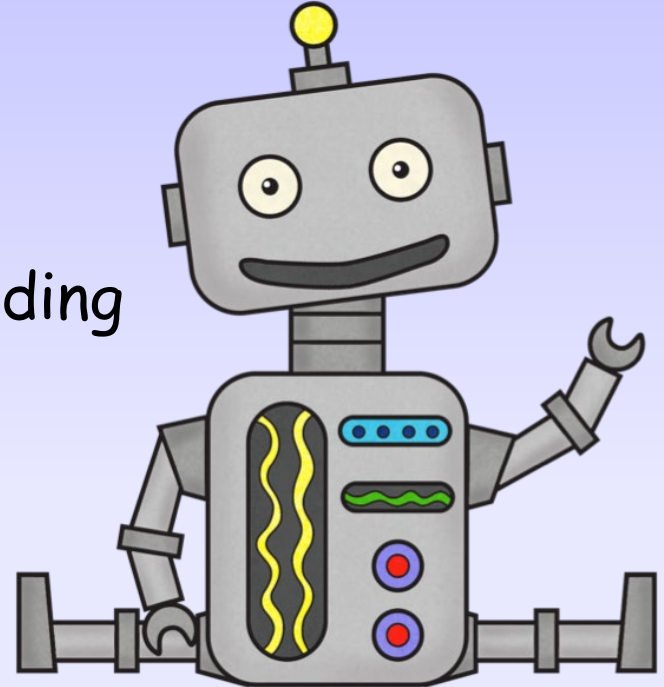
# No rocky robots

Good readers reread!

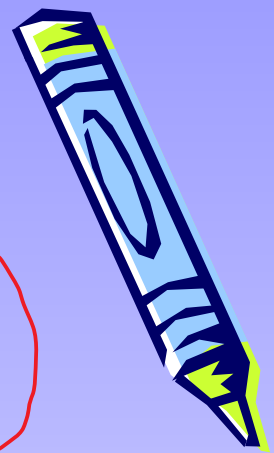
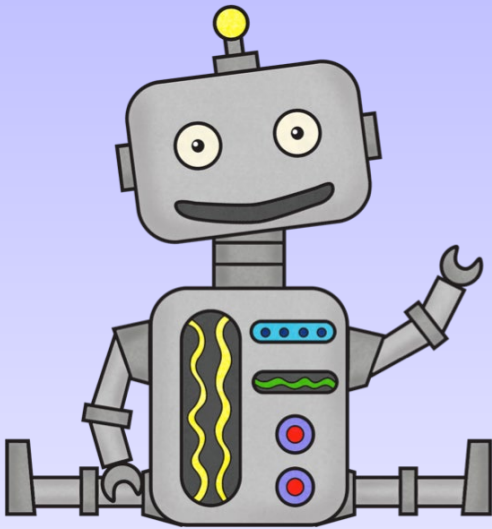
We encourage the children not to talk like robots when reading!

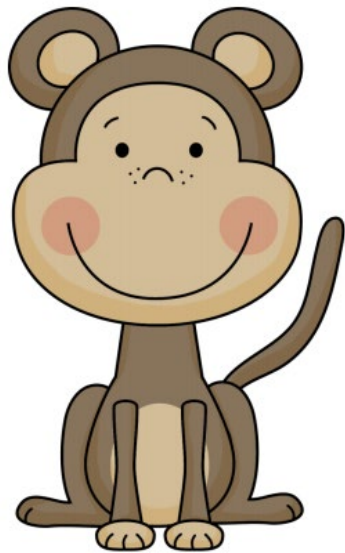
This helps their:

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



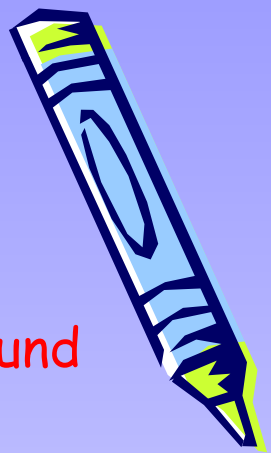
The chip is  
hot!





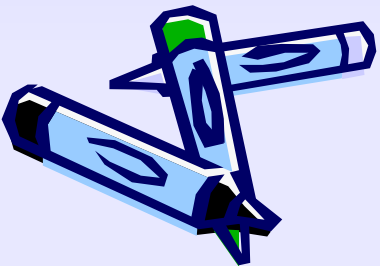
# Chunky monkey

Chunk the word up to make it easier to sound out.



jumping - look ing

quickly - quick ly



# 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



# Letter and Sounds- Phase 5

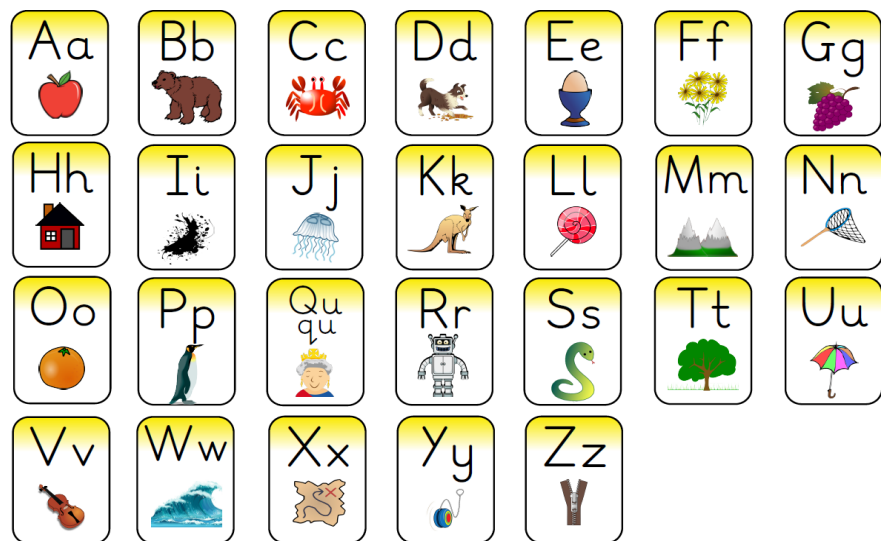
Phase 5 introduces alternative graphemes for the same phoneme. E.g.

ai ay a-e

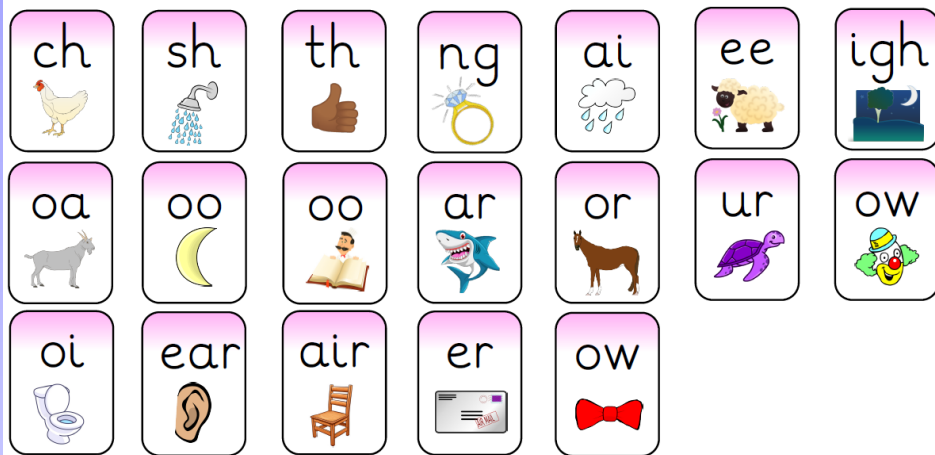
We would also begin to talk about when we might see or use each one of these.



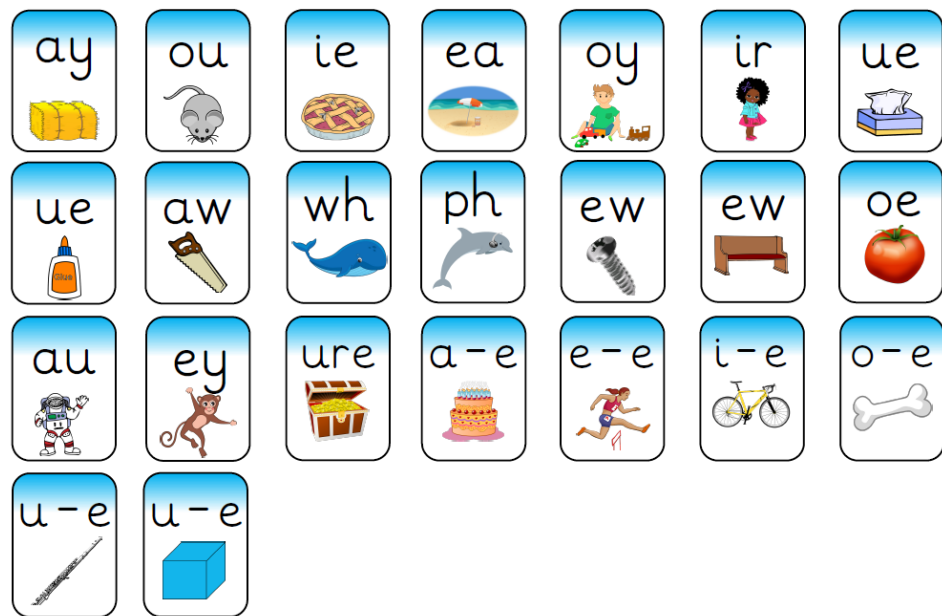
Phase 2 Sound Mat



Phase 3 Sound Mat



Phase 5 Sound Mat



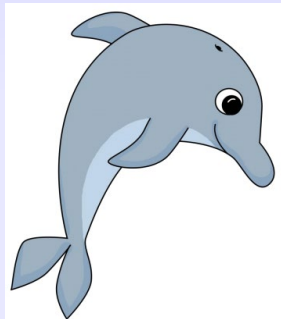
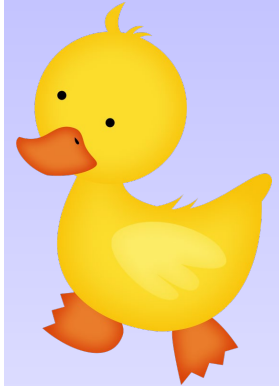
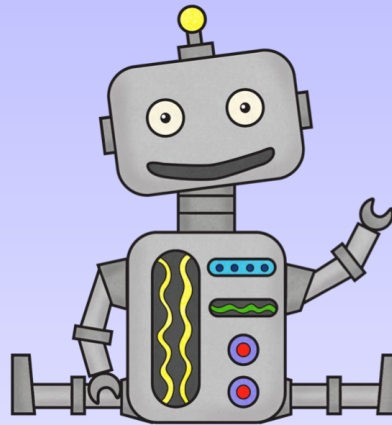
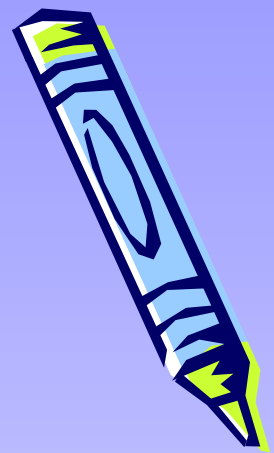
Phase 5 is  
the end of  
phonics!







# Reading strategies learnt throughout year one.



# 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.

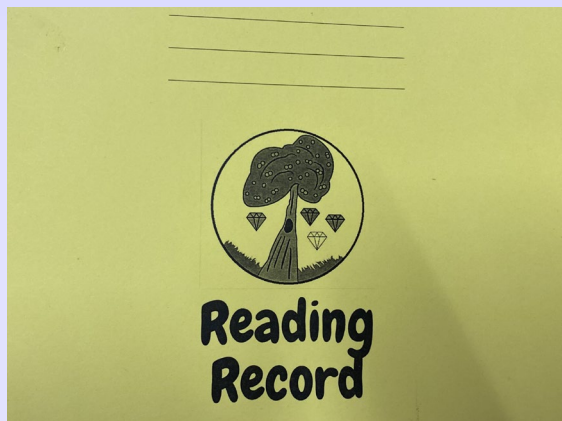


## Please look after reading books!

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 everyday!



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...



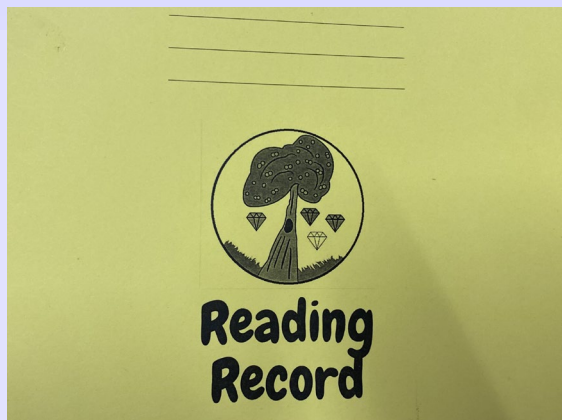
# Reading at Home

- 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.

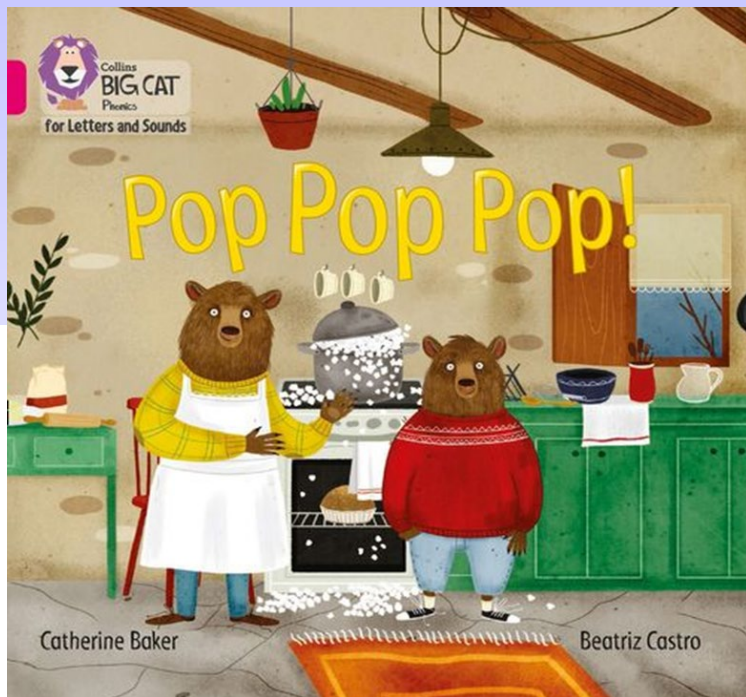


Date	Book Title	Teacher Guidance	Rewards	Parent to sign

# End of year expectations

To recognise and spell all the tricky words up to level 6 (Orange words).

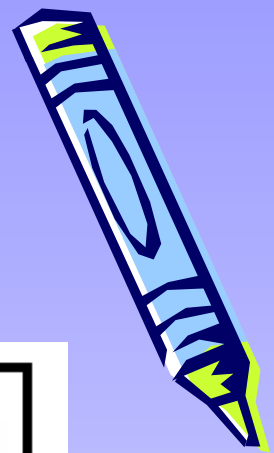
To confidently use their sounds to read sentences and explain what they have read.



Reading an  
orange  
level 6  
book



# Phonics screening check



blain



glape



blashay



clais



glaxe



claphay

