

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**



# 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

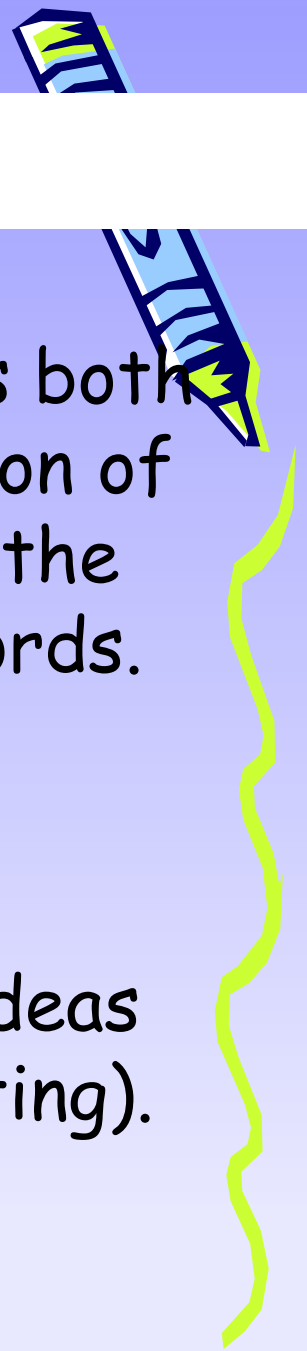
- Develop **pleasure** in reading, motivation to read, vocabulary and understanding by:
  - Listening to and discussing a **wide range** of poems, stories and non-fiction at a level beyond that at which they can read independently
  - Being encouraged to link what they read or hear read to their **own 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.



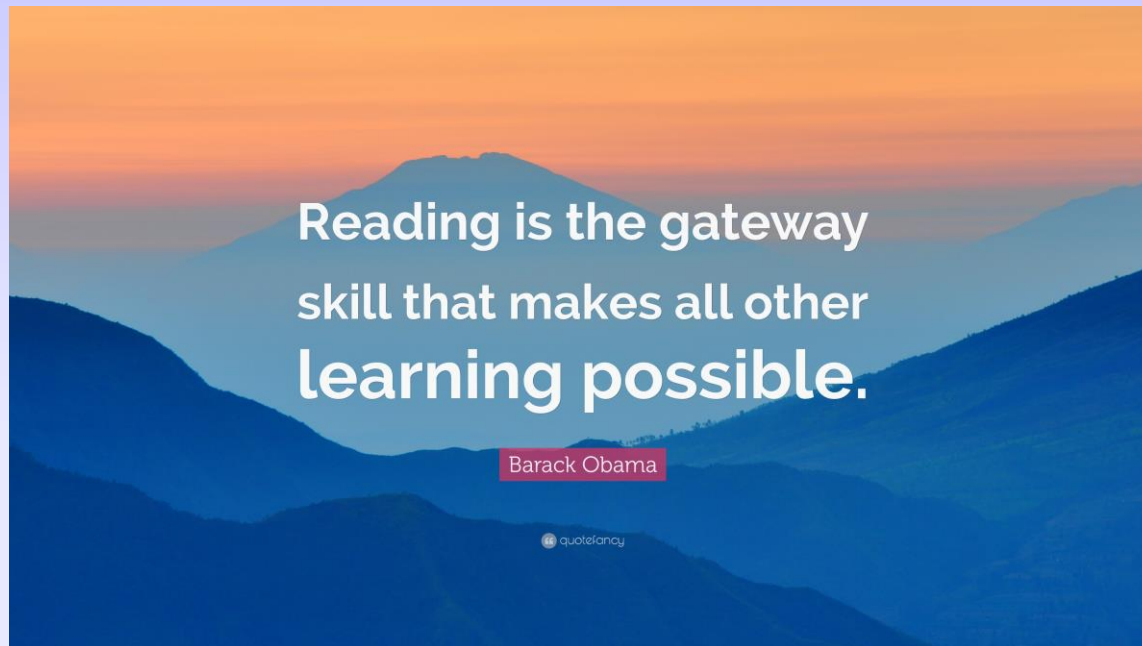
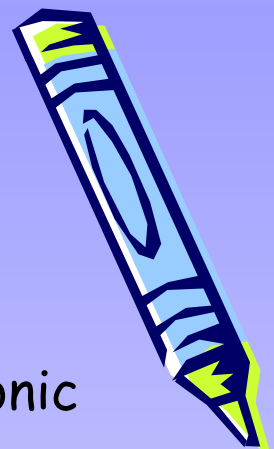
# What is Phonics?

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.



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

Barack Obama

quotefancy

# 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 stores- 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

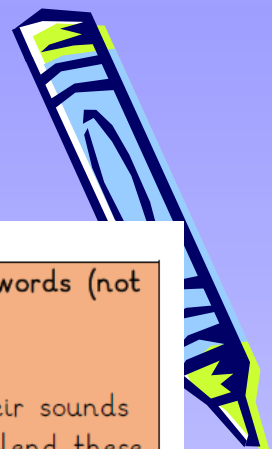


<h2>Phase 2</h2>	<p><b>New sounds</b></p> <p>*- teach these sounds with previous sounds not as explicit lessons</p>	<p><b>Yellow Bee Tricky words</b></p> <p>*exposure to these words</p>	<p><b>High Frequency words (not taught)</b></p> <p>Chn can use their sounds to segment and blend these words</p>
	<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>

# Tricky Word Mats



I

a

the

to

into

is





# Letter and Sounds- Phase 3

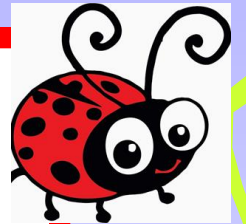
Phase 3 tricky words are spilt into two parts to match with the two levels in our reading book scheme 2a/2b

he

you

she

we



all

they

are

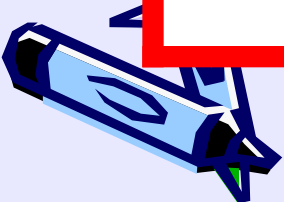
was

be

her

me

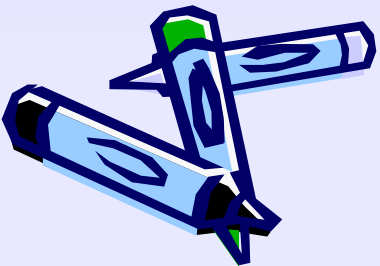
my



# 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 4

Phase 4 tricky words are spilt into two parts to match with the two levels in our reading book scheme 3-4

Yellow Tricky



have	little	like	do
come	some	there	so
here	house	what	out

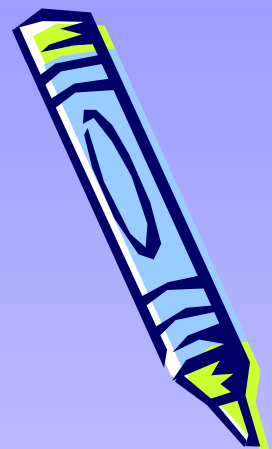
Blue Tricky Words



said	children	says	one
when	today	love	ask
want	school	were	our



# 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				



# 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.



# Letter and Sounds- Phase 5

Phase 5 tricky words are spilt into two parts to match with the two levels in our reading book scheme 5-6

## Green Tricky



their	Mr	Mrs	once
also	oh	old	these
could	should	would	
don't	people	friend	

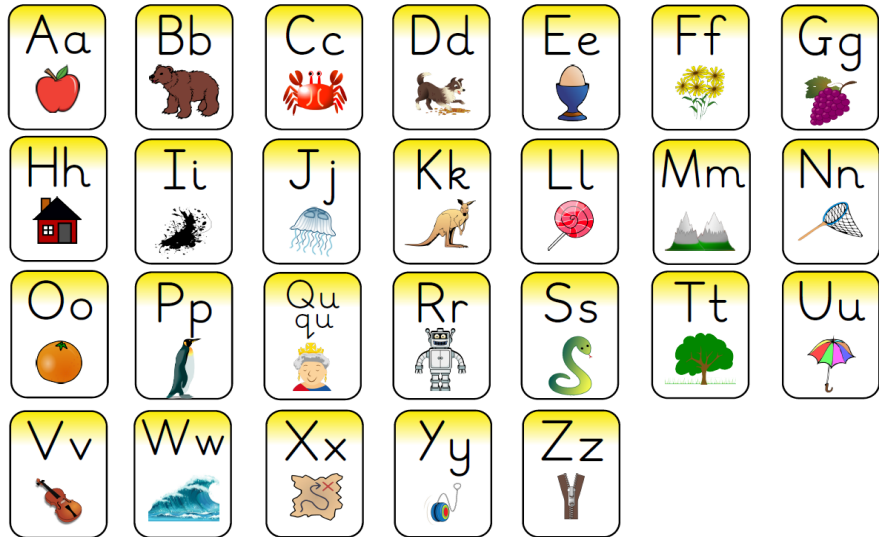
## Orange Tricky Words



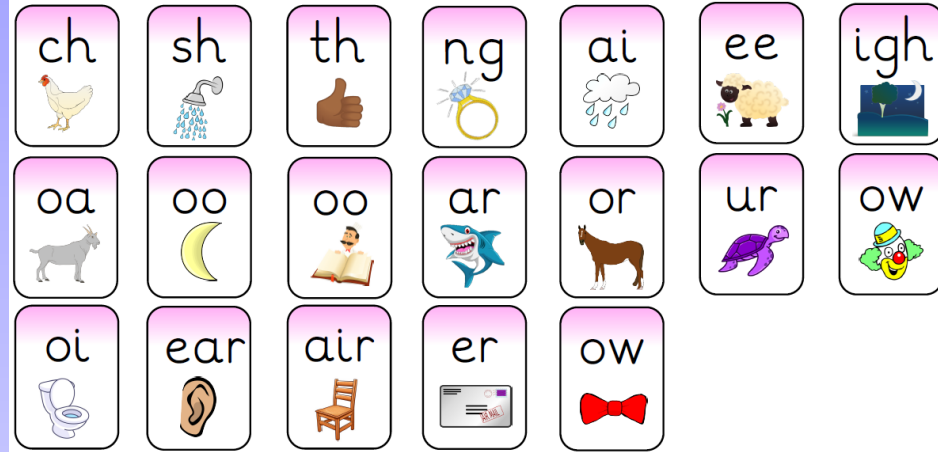
laugh	I'm	very	where
we're	two	call	through
again	because	mouse	
water	different	though	



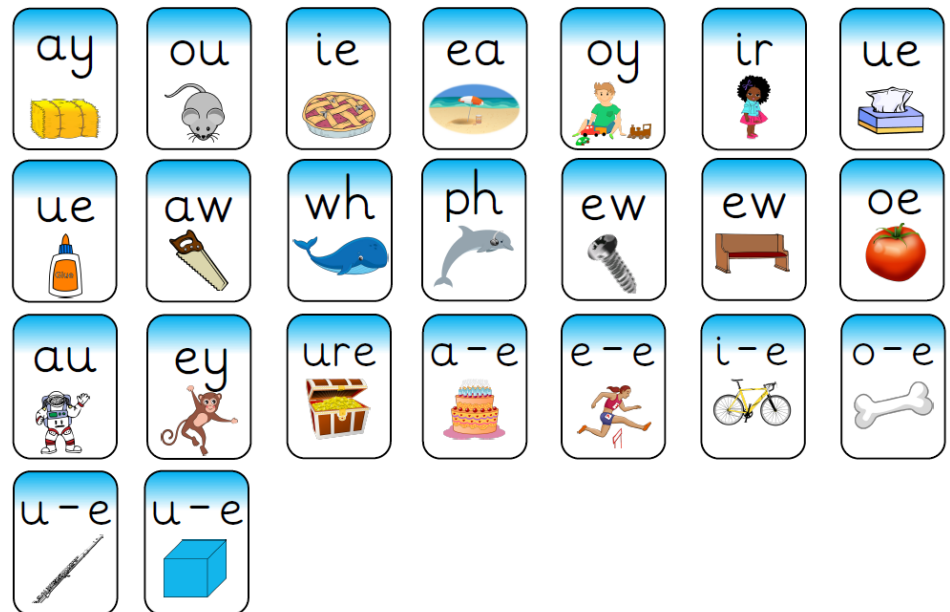
## Phase 2 Sound Mat



## Phase 3 Sound Mat



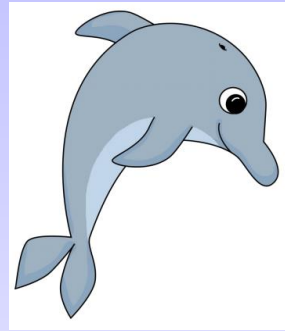
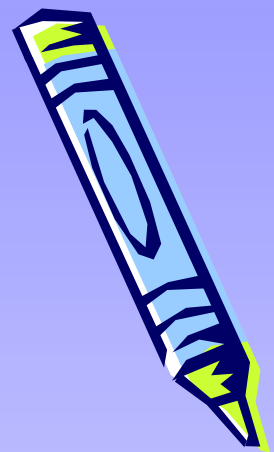
## Phase 5 Sound Mat



Phase 5 is  
the end of  
phonics!



Reading strategies learnt  
throughout year one.



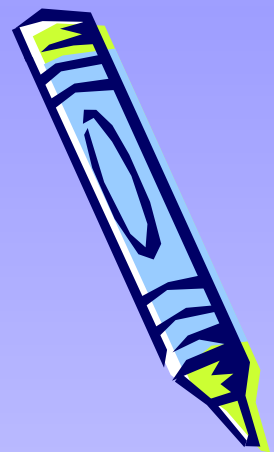


# Trying Lion



The dog **wanted**  
to go to the park.

Does that make sense? Can you reread your sentence and check it makes sense if it doesn't try another strategy.

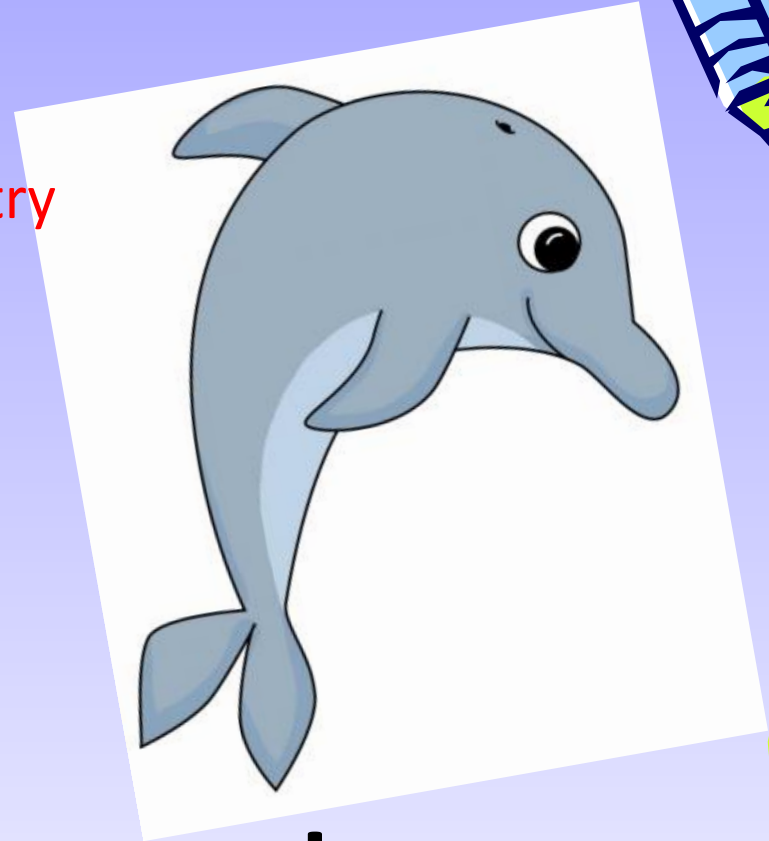


# Flippy the dolphin

If the short vowel sound doesn't work try  
the long vowel sound instead.

Short vowel – **cat**

Long vowel- **cake**

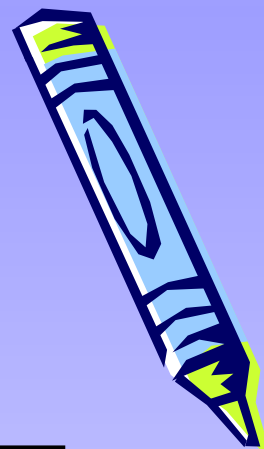


snake





# Dot the giraffe



Wow! Can you see  
that over there?

Look at the punctuation and read with

EXPRESSION



# Skip the Kangaroo

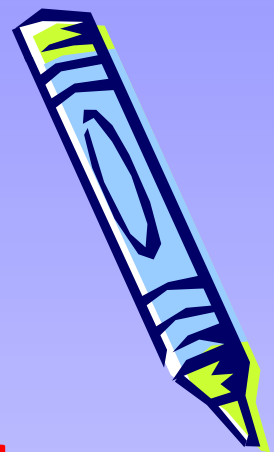


Skip the tricky word and then  
read to the end of the sentence.

..

Then jump on back and try  
again.

I like pears, grapes and bananas.



# 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.

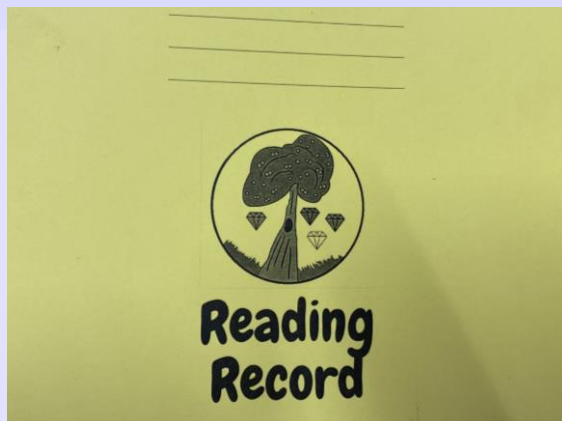
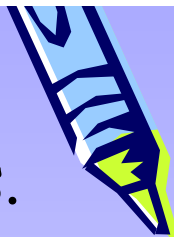


**Please look after reading books!**

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 at Home

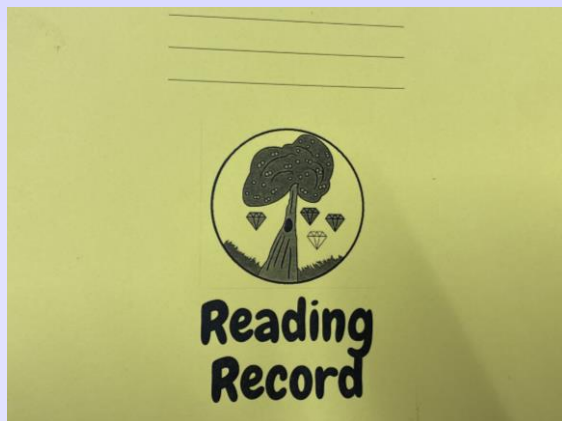
- Read books together
- Go to the library
- Role play stories
- Rhyming games
- Phonic games
- Listening games
- Read for purpose labels/  
signs/posters/postcards/recipes





# 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.

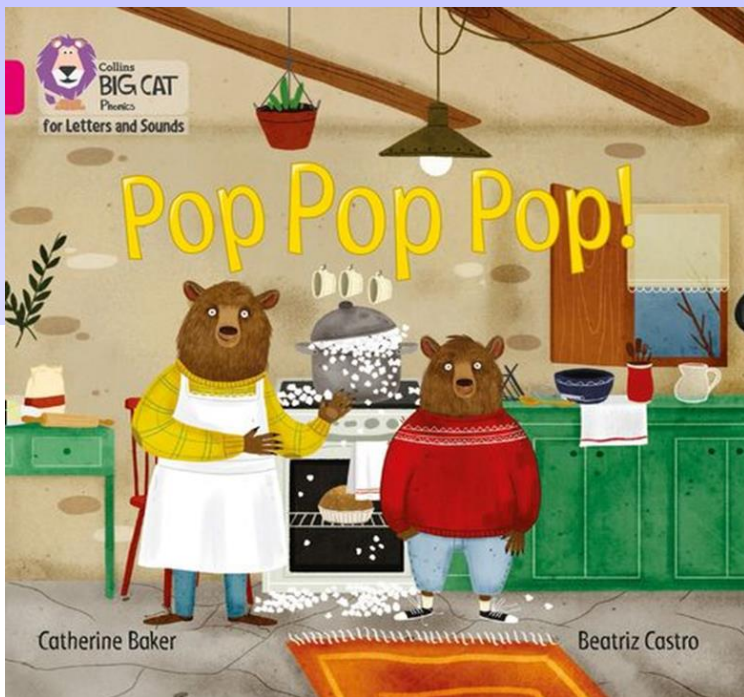


Date	Book Title	Teacher Guidance	Rewards	Parent to sign

# End of year expectations

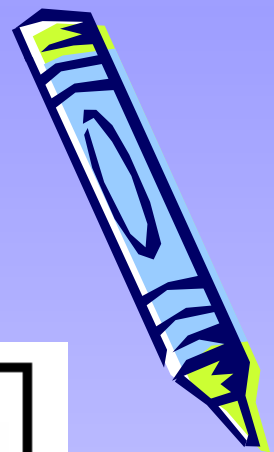
To recognise and spell all the tricky words up to level 6 (Orange words).

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

