

**Phonics/Reading information
Workshop
Welcome!**

**Tuesday 8th October
2019**

In school, we follow the Letters and Sounds programme. Letters and Sounds is a phonics resource published by the Department for Education and Skills which consists of six phases.



TERMINOLOGY

Phoneme- The **smallest unit** of sound in a word.

Graphemes – **graphical representation**

of a sound/ phoneme

•for some phonemes, this could be more than one letter.

e.g. ai, igh

Digraph – a phoneme with **two letters** eg. ai, or, ee

Trigraph – a phoneme with **three letters** eg. igh, ure

Split digraph – a phoneme where the **two letters are split between a consonant**. The 'e' on the end is silent eg. a – e (make), e – e (Pete), i – e (Mike), o – e (hope), u – e (cube)



TERMINOLOGY

A **consonant digraph** contains two consonants next to each other, but they make a single sound.

e.g. sh, ck, th, ll

A **vowel digraph** contains at least one vowel but the two letters still make a single sound

e.g. ai ee ar oy

Adjacent consonants - two or three consonants that can be sounded out separately –

cr, sp, bl, tw, sk, nd, lp, lk

They can be in the initial or final point in a word -

stop frog pond best twists crunch street



SKILLS USED IN PHONICS

Blending for reading

- Merging phonemes together to pronounce a word.
- To read an unfamiliar word, a child must link a phoneme to each letter or letter group in a word and then merge them together to say the word = Grapheme-Phoneme Correspondence (GPC)
- Children are taught to use sound buttons to help them.

sh – o – p
• •

t – ai – l
• •



Segmentation for spelling

- Hearing individual phonemes within a word –

crash has 4 phonemes c – r – a – sh

- To spell a word a child must segment a word into the individual phonemes and choose a letter or letter combination to represent the phonemes.
- For example a child may write:

'The cat was blak. It had a wiet tayl and a pinc noas.'



PHASE 1

- There are 7 aspects with 3 strands.
- A1 – Environmental
- A2 – Instrumental sounds
- A3 – Body Percussion
- A4 – Rhythm and rhyme
- A5 – Alliteration
- A6 – Voice sounds
- A7 – Oral blending and segmenting.



PHASE 2

- **Set 1:** s, a, t, p
- **Set 2:** i, n, m, d
- **Set 3:** g, o, c, k
- **Set 4:** ck, e, u, r
- **Set 5:** h, b, f, ff, l, ll, ss



PHASE 3

- **Set 6:** j, v, w, x
 - **Set 7:** y, z, zz, qu
 - **Consonant digraphs:** ch, sh, th, ng
 - **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er
- 

PHASE 4

- This phase consolidates all the children have learnt in the previous phases.



PHASE 5

- Children will be taught new graphemes and alternative pronunciations for these graphemes.
- **Vowel digraphs:** wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au
- **Split digraphs:** a_e, e_e, i_e, o_e, u_e



PHASE 6

- The focus is on learning spelling rules for suffixes.

-s -es -ing -ed

-er -est -y -en

-ful -ly -ment -ness



SEGMENTING

- Breaking down words for spelling.

cat

c a t .

SEGMENTING

Queen

qu ee n



The image shows the word 'Queen' segmented into three parts: 'qu', 'ee', and 'n'. Below 'qu' is a thick orange horizontal bar. Below 'ee' and 'n' are small orange circles. To the right of 'n' is a larger orange circle. The entire diagram is flanked by vertical orange lines on both sides.

BLENDING

Building words from phonemes to read.

c a t

cat



BLENDING

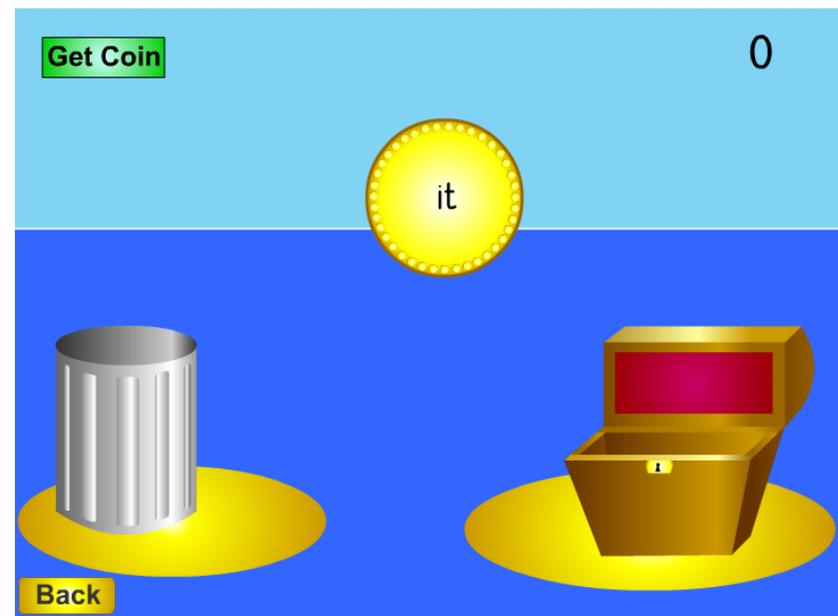
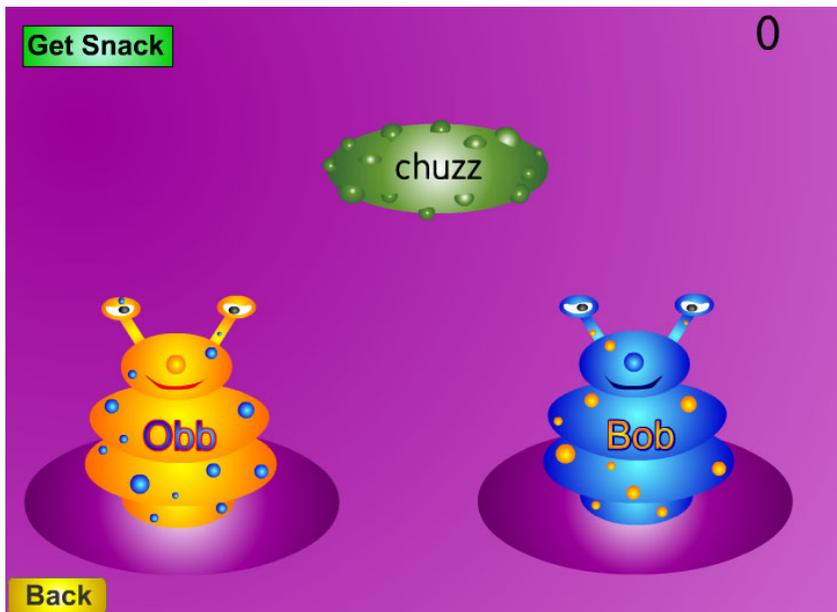
Qu ee n

queen



RESOURCES

<http://www.phonicsplay.co.uk>



YEAR 1 PHONICS TEST

grit

start

best

hooks

blan



steck



hild

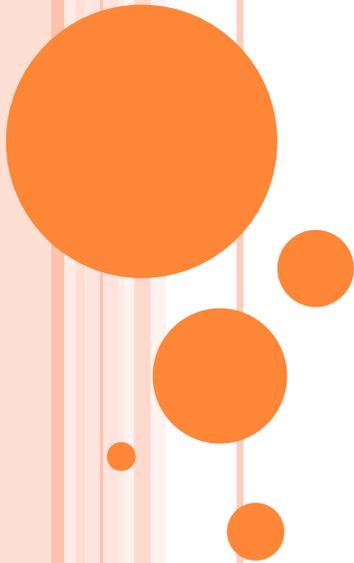
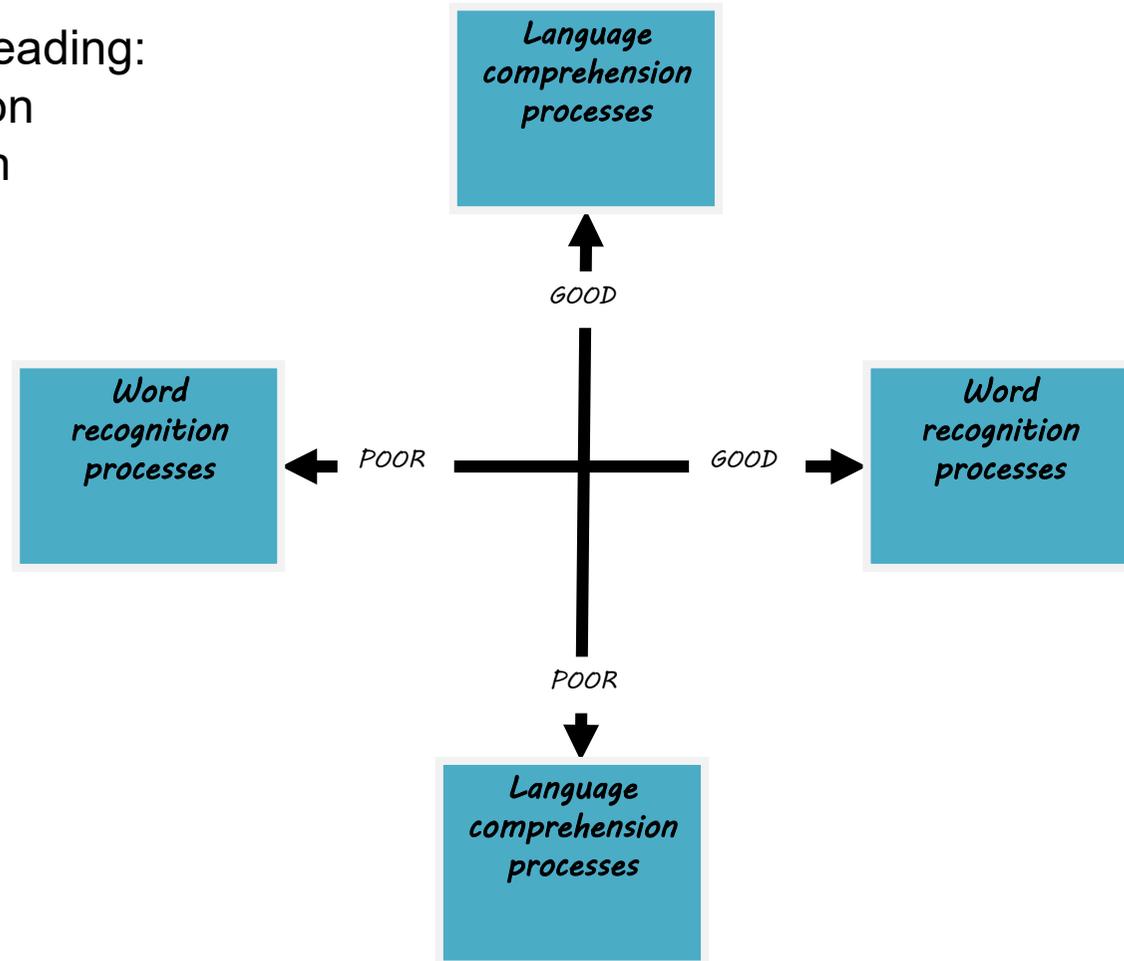


quemp



SUPPORTING READING AT HOME

2 elements to reading:
Word recognition
Comprehension



Word Recognition

Pause, Prompt and Praise

PAUSE to help them work out the new words

PROMPT by using some of the suggested strategies

PRAISE them for trying whether they are right or wrong

It is important to use as many clues as possible to help your child when they encounter difficulty.



READING STRATEGIES USED TO HELP TACKLE NEW WORDS

Sharp Eye



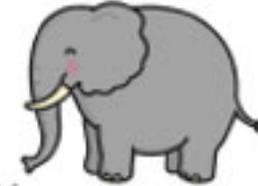
Look at the pictures.

Mouse the Mouth



Say the first sound.

Don't Forget!



Use your memory,
where have you seen the word before?

Hop, skip and jump



Read to the end and
come back.

Sound Talk It



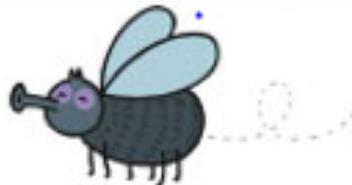
Say each sound.

Chunky Monkey



Look for chunks.

Try on the fly!



Try a word that
makes sense.



Comprehension

Literal Retrieval

- Where does the story take place?
- When did the story take place?
- Can you describe the character's appearance?
- Can you predict what the story may be about the title?
- Where do the characters live?
- Who are the main characters?
- What happened in the story?
- Can you describe the problem in the story?
- How would you solve it?
- Can you identify words that describe the setting or character?
- What happened after....?
- Can you tell me why....?
- Look at the picture of the character, how do you think they are feeling? Why might this be?
- Describe what happened at/when.
- What do you think will happen next?
- What did the character say to....?



Comprehension

Inference

- What does the word ... imply/make you think of?
- If you were going to interview/ask a character a question-who would you ask and what would your question be?
- What do you think will happen because of?
- Through whose eyes is the story told? Why do you think ... feels...?
- If this was you, what would you do next?
- How have the characters changed during the story?
- Predict what you think is going to happen next. What makes you think this?
- How do you know that...? (Deduce/Infer)
- What does the main character feel at this point in the story?
- How do you know this-can you pick out a sentence?



Comprehension

Structure

- How do headings help you when you scan the text?
- How does the layout help the reader?
- How does the title of the story encourage you to read more?
- How does the story blurb on the back cover encourage you to read the book?
- What things do you now want to find out after reading the blurb?
- Some of the text is printed in a different way, why do you think the writer does this?
- Why has the author repeated structures, words and phrases?
- What is the purpose of the pictures? What is the purpose of a caption?
- Why did the author choose to change paragraphs here?
- Why has the author used 'fact boxes' for key points?
- What is the purpose of the chapter titles?
- Which words tell you what order to follow?



Comprehension

Language

- What does (word/phrase) mean?
- Which words has the author used to make the writing sound more formal/informal?
- Why has the author used ... (italics, bold, exclamation marks, headings, bullet points, captions etc.)?
- What has the author used in the text to make the characters sound funny/sad/angry?
- Think of another word you can use here. What different effect would your word have?
- As a reader, how do you feel about this character?
- What makes you feel that way?
- Can you find any similes/metaphors in the story?
- Find some adjectives that help you picture the scene/character in your mind.
- Find a sentence that encourages you to want to read more of the story.
- Why has the author set out the text like this?



Top Tips for Reading at Home

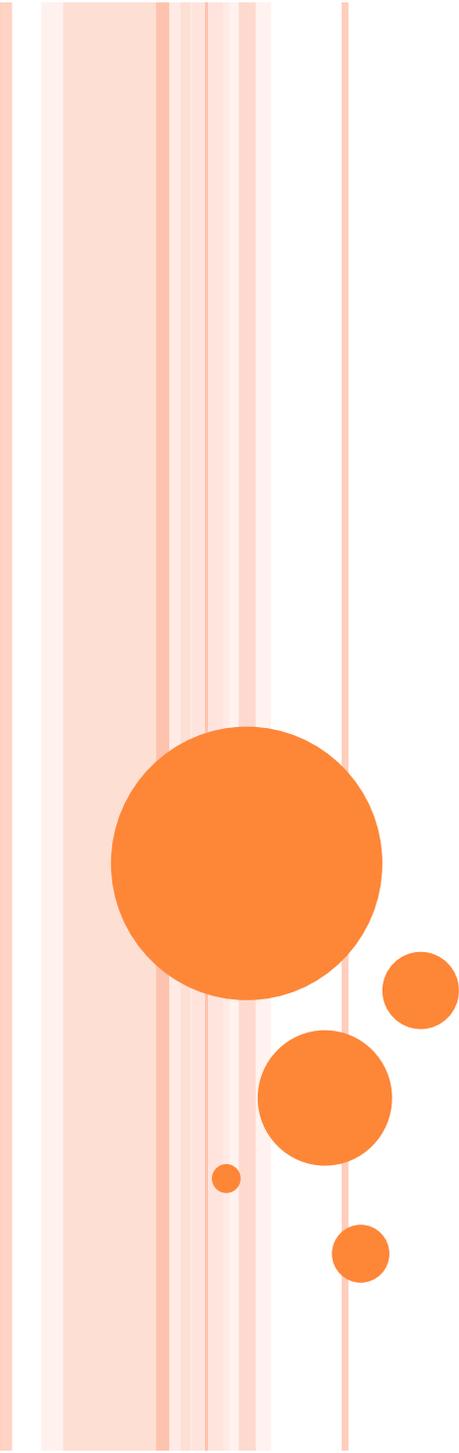
- Keep sessions short and relaxed – find a comfortable place where you and your child can settle down
- Give lots of praise, progress may not always be fast – children do not always find the skill of reading and understanding easy to grasp.
- Talk about the book before you begin to read – look at the front cover, and the pictures (if any) and ask your child to think about or even guess what the book may be about.
- Ask questions to check your child's understanding e.g. What might happen next? Why did something happen?
- Talk about the book afterwards – did your child enjoy it? Why? What was the best bit?
- If your child struggles over a particular word, try to find ways to help them remember it e.g. by looking at the 'shape' of the word, or by guessing the word from the meaning of the sentence.
- Don't give up on the bedtime story, even if your child is a good reader. The more stories and books your child hears, the more they will want to read.



More top tips for reading at home!

- Be a good model for your children – let them see you reading – anything and everything – newspapers, magazines, catalogues, books etc. – let them know that reading is a valuable skill.
- Telling them about a book or story you liked when you were a child. You may still be able to find a copy of it on the internet!
- Making up a story or telling them about when you were a child or something that happened to you at school, remember you don't always need a book to tell a good story.
- Taking it in turns to read parts of the story.
- Telling them one thing you really enjoy when listening to them read.





We will be joined
by some of the
children now to
see phonics in
action.