

Phonics and Reading Workshop

Woodstone Community Primary School

Session aims

- To introduce how reading is taught at Woodstone
- To explain Phonics itself, the phases within Phonics and the structure of a Phonics session
- To discuss how Phonics develops into Year 1 and the Phonics check
- To share some of the ways you can help at home
- To answer any questions

What is phonics ?

- ▶ Phonics teaching involves teaching children the sounds of letters (and their names) and how to segment and blend them together to make words , e.g c - a - t can be blended to make cat.

Phonics consists of :

- identifying sounds in spoken words eg sat, pin
- recognising the common spelling of each phoneme eg sh, ay
- blending phonemes for reading eg ship
- segmenting words into phonemes for spelling e.g sh-i-p.

How it works ..

- Reception: Phonics is delivered 4 days per week for a 25 minute block each morning.
- Year 1: Phonics is delivered daily for a 30 minute block each morning
- The children will learn a new sound each day. They will learn to read, write, hear and say this sound in isolation and within words- both real and nonsense (alien) words.
- The children also learn 'tricky words' which are words which cannot be sounded out e.g. go, no, the

Letters and Sounds Phases

- Phonics and reading skills are taught in six distinct phases
- These phases are set out in the Letters and Sounds Programme.
- Phases are taught sequentially.

Overview of Phases

- ▶ Phase 1 : Rhyming , keeping rhythms and start to relate letter sounds to words e.g. b is for bag **Nursery/ Pre school**
- ▶ Phase 2 : Learn initial letters sounds and build 3 letters words **Reception**
- ▶ Phase 3 : Learn all 44 phonemes and blend sounds together to read words
Reception
- ▶ Phase 4 : Blend consonants together to read difficult words e.g. train , grab
Reception/ Yr 1
- ▶ Phase 5 : Learn how to spell letter sounds in more than one way e.g rain, day , make **Yr 1**
- ▶ Phase 6 : spelling- **Years 2 – 6.**

Phase 2

- Children learn 23 sounds
- Segment and blend CVC words e.g. cat, hen. Pig
- Tricky words I, no, go, to, the, into

Phase 3

In this Phase the children learn:

- 25 more sounds (graphemes)
- Digraph and trigraphs e.g. ch, sh, ee, air, ear
- New set of tricky words

Phase 4

In this phase children learn:

- CVCC words (consonant, vowel, consonant, consonant) words

land, lamp, dump, help

- CCVC words (consonant, consonant, vowel, consonant)

trip, clap, gran, skip,

No new sounds in this phase

Phase 5

- Learning many new graphemes (sounds) and some alternative pronunciations to sounds they have already learnt. – ph, wh, oi
- They are all more than 1 letter sounds and some are split up=

Split digraphs: a-e, = make, made,

e-e = these, even, Steve

: i-e = like, bike, write

: o-e = home, phone, alone

: u-e = cube, tube,

New tricky words

- Oh, their, people, asked, called, looked, Mr and Mrs

Phase 6

- Reading at this stage means reading slightly longer books with more fluency and expression. = knowing all the sounds with greater familiarity is really important in this stage.
- Introducing the past tense and word endings (suffixes) – ed, ied
- Some of the other word endings and spelling rules we will be focusing on : ing, er, est,
- This will include- if there is a y on the end, change it to an 'I'
=happy= happier, happiest

Sequence of each session

- ▶ 1. REVIEW - Revisit and review previous sound and word building
- ▶ 2. TEACH - A new phonic skill
- ▶ 3. PRACTISE - the new skill
- ▶ 4. APPLY - in a new situation e.g reading or writing in a sentence















How Phonics develops in Year 1

- In Year One we start recapping sounds and then push on through the phases.
- Reading books have more content as the children progress with Phonics
- More focus on comprehension

Phonics screening test

A test that all Year 1 children do in England.

- The week of **11th June**.

- It is not a formal test but a 1 to 1 assessment between the teacher and child.

- Children are shown a variety of words, some of which are real and some which are made up with random sounds-we call these alien words.

baim		rain
thrayd		pray
strabe		cane
vaink		waiting
chayp		delay
whape		cupcake
braig		portrait
envay		spray
splake		graze

The test

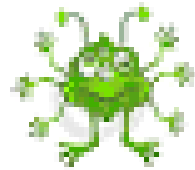
- Uses sounds from Phase 2 to Phase 5.
- Children need to sound each word out and blend into a word. = ch, or, t = chort
- Out of 40.
- Often a pass rate is normally around 33

Have a go at sounding these out

geck



chom



tord



thazz



day

slide

newt

phone

- <https://www.phonicsplay.co.uk/Phase5Menu.htm>

Practicing these alien words.

- <https://www.phonicsplay.co.uk/Phase5Menu.htm>

How we teach reading at Woodstone

- Individual reading
- Guided reading
- Reading during Phonics
- Cross curricular

How you can help at home?

- Encourage and model correct pronunciation of sounds
- Listen to them read daily and write a note in their reading diary
- Encourage sounding out as one strategy when they are having trouble reading a word
- If a word is 'tricky' explain that this is just a word which we have to know by sight.
- Review flash cards and 'tricky' words daily
- PRAISE all attempts

How can you help at home?

- Incorporate reading into daily routines e.g. at the shops, reading road signs, reading recipes, reading instructions
- Reading to siblings, other member of the family
- Read to your child and ask questions, talk about the plot
- Make up stories, characters etc.
- Work with us- we are here to help!
- Website- 'Curriculum news'

Useful definitions

- PHONEME - smallest unit of sound
- GRAPHEME - written representation of the sound
- DIGRAPH - two letters making one sound e.g ee, ai, ar
- TRIGRAPH - three letters making one sound e.g igh, ear, air
- SPLIT DIGRAPH - where two letters are not adjacent e.g i-e as in bike