

PHONICS & READING

Tuesday 20th September 2022



Reading and Phonics

What is Phonics?

--

26 letters 42 sounds



The letters of the alphabet form a code which, to someone who has not learnt what the code means, would seem to be a complete mystery. For instance, unless you have learnt to read Greek, you will not know that this:

μυστηριώδη γραφή

is a group of written symbols which represent the spoken sounds "mystiriódi grafí", meaning "mysterious writing."

If you have not learnt to read, all the symbols you see will indeed seem to be "mysterious writing." In order to read English, Greek or any other alphabetic writing system, you need to learn that each squiggle that your eyes see is a **grapheme**, a visual symbol on paper that represents a particular **phoneme** or spoken sound.

Phases in learning 1-4

- children will usually have already been taught all these phases in Reception Year



Phase 1 - listening, identifying, tuning in, remembering sounds

Phase 2 - common single letters (most of the alphabet) – **graphemes** - representing phonemes

Phase 3 - the rest of the alphabet plus 2 and 3 letters - **digraphs and trigraphs** representing 1 phoneme

Phase 4 - using what we know in more complex words - **polysyllabic words and compound words**

Definitions we use with the children

Phonics buzz-words - decoded!

Phonics: using the sounds made by individual letters and groups of letters to read words.

Decoding: using your phonic knowledge to sound out and read words.

Grapheme: a written letter or group of letters, like 's', 'a', 'she' or 'air'. Some graphemes are single letters like 'a'; others are digraphs like 'ai'.

Digraph: two letters that make one sound together, like 'sh', 'ai', 'oo'.

Phoneme: the sound a letter or group of letters make - e.g. the word 'mat' has three phonemes, 'm', 'a' and 't'. The word 'through' is longer, but it also has three phonemes, 'th', 'r' and the 'oo' sound in 'ough'.

Sounding out: using your phonic knowledge to help you say each sound within a word, e.g. 'r-e-d' or 's-au-ce-p-a-n'.

Blending: running the sounds in the word together to read the whole word, e.g. 'r-e-d, red', 's-au-ce-p-a-n, saucepan'.

High-frequency words (also known as 'common exception words'): the very important, very common words which we use a lot, but which aren't always decodable using phonics. This includes crucial words like 'the', 'one', 'where', etc. Children are taught to recognise these words on sight - a few of these words are introduced and learnt at a time.

[How To Teach Your Child Phonics | Tips And Tricks For Parents \(penguin.co.uk\)](https://www.penguin.co.uk)



Phase 5 and 6 - most of Y1 and all of Y2

So now we know the grapheme phoneme correspondences ...

We have a problem ...

Dalmatian (3 A's pronounced differently)

Aggravating (3 A's pronounced differently)

Extremely (3 E's pronounced differently)

Parentheses (3 E's pronounced differently)

Bioengineering (3 I's pronounced differently)



Phase 5 and 6

The complexities of English and particularly spelling

I take it you already know

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you,
On hiccough, thorough, lough and through?
Well done! And now you wish, perhaps,
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like beard and sounds like bird,
And dead: it's said like bed, not bead -
For goodness sake don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt).

A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there's dose and rose and lose -
Just look them up - and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart -
Come, come, I've hardly made a start!
A dreadful language? Man alive!
I'd mastered it when I was five!

Quoted by Vivian Cook and Melvin Bragg 2004,
by Richard Krogh, in D Bolinger & D A Sears, Aspects of Language, 1981,
and in Spelling Progress Bulletin March 1961, *Brush up on your English*.



Want to know more?

websites for more support

[How To Teach Your Child Phonics | Tips And Tricks For Parents](https://www.penguin.co.uk/parenting/phonics/)
(penguin.co.uk)

<https://home.oxfordowl.co.uk/>

[PhonicsPlay - Parent Information](#)



Bug Club in class...



Bug Club



A very structured approach...

Phase 2

Unit	Sessions
<u>1</u>	<ul style="list-style-type: none"> • Phoneme /s/ written as 's' • Phoneme /a/ written as 'a' • Phoneme /t/ written as 't' • Phoneme /p/ written as 'p' • Phonemes /s/, /a/, /t/, /p/ written as 's', 'a', 't', 'p'
<u>2</u>	<ul style="list-style-type: none"> • Phoneme /i/ written as 'i' • Phoneme /n/ written as 'n' • Phoneme /m/ written as 'm' • Phoneme /d/ written as 'd' • Language session
<u>3</u>	<ul style="list-style-type: none"> • Phoneme /g/ written as 'g' • Phoneme /o/ written as 'o' • Phoneme /c/ written as 'c' • Phoneme /c/ written as 'k' • Language session
<u>4</u>	<ul style="list-style-type: none"> • Phoneme /c/ written as 'ck' • Phoneme /e/ written as 'e' • Phoneme /u/ written as 'u' • Phoneme /r/ written as 'r' • Language session
<u>5</u>	<ul style="list-style-type: none"> • Phoneme /h/ written as 'h' • Phoneme /b/ written as 'b'

Phase 3

Unit	Sessions
<u>6</u>	<ul style="list-style-type: none"> • Phoneme /j/ written as 'j' • Phoneme /v/ written as 'v' • Phoneme /w/ written as 'w' • Phoneme /x/ written as 'x' • Language session
<u>7</u>	<ul style="list-style-type: none"> • Phoneme /y/ written as 'y' • Phoneme /z/ written as 'z' and 'zz' • Phoneme /qu/ written as 'qu' • Language session
<u>8</u>	<ul style="list-style-type: none"> • Phoneme /ch/ written as 'ch' • Phoneme /sh/ written as 'sh' • Phoneme /th/ written as 'th' • Phoneme /ng/ written as 'ng'

Phase 4

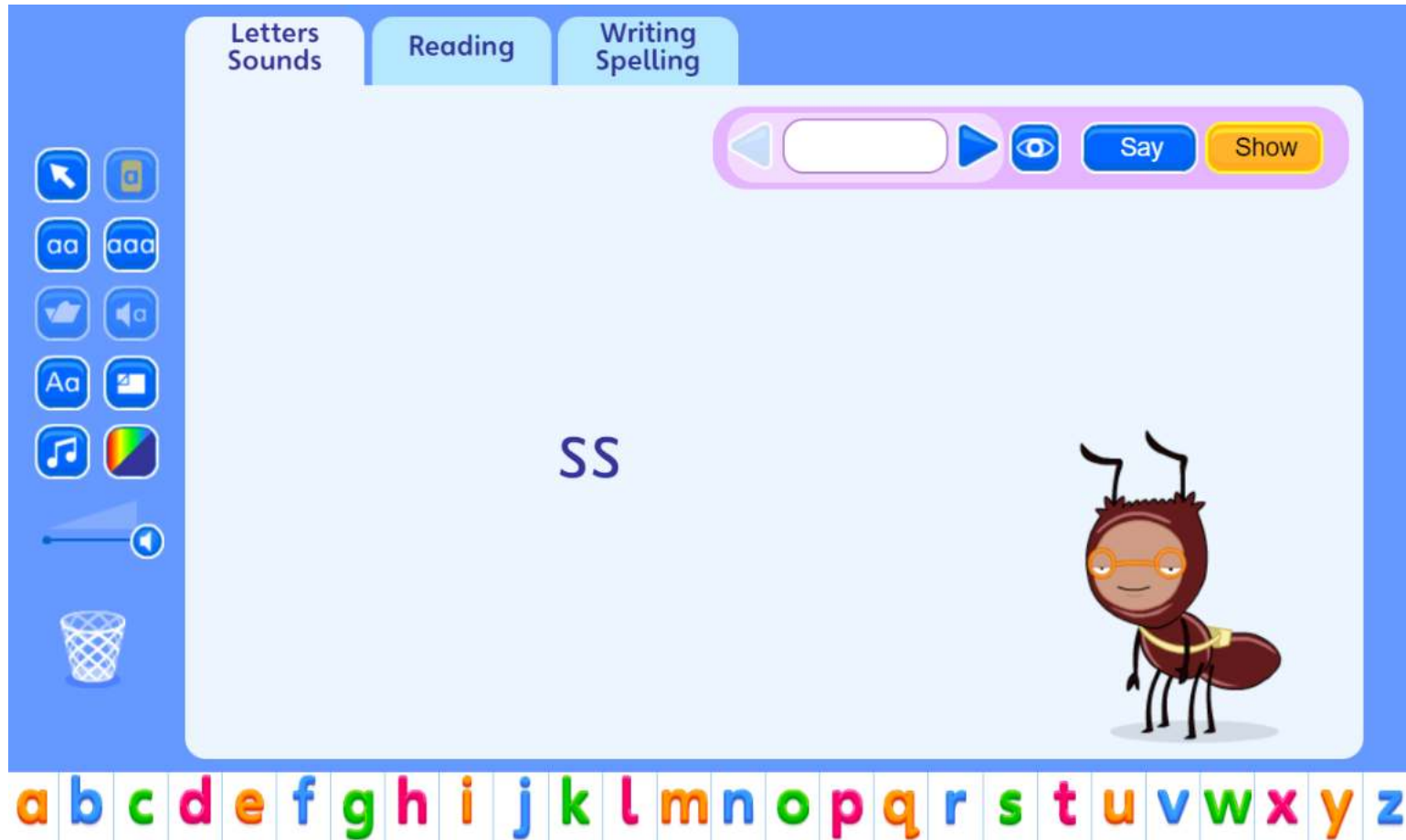
Unit	Sessions
<u>12</u>	<ul style="list-style-type: none"> • Adjacent consonants (cvcc) • Language session 1 • Adjacent consonants (ccvc) • Language session 2 • Adjacent consonants (ccvcc/ccvc/ccvcc) • Language session 3



The session begins with an alphabet song...



Revision...



Revision...

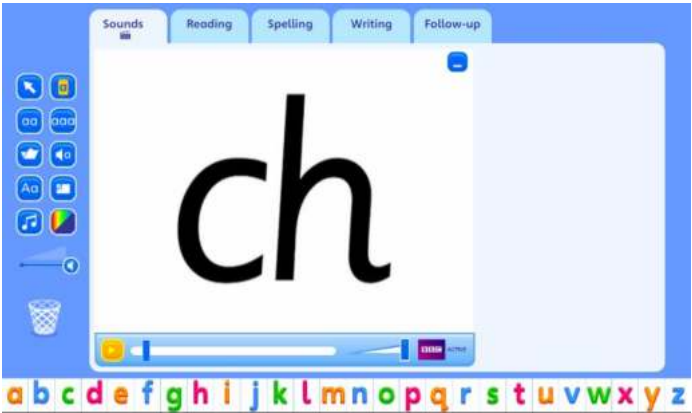


Revision...

The screenshot shows a digital spelling revision tool. At the top, there are three tabs: "Letters Sounds", "Reading", and "Writing Spelling". The "Writing Spelling" tab is currently selected. On the left side, there is a vertical toolbar with icons for a cursor, a document, sound effects (aa, aaa), a folder, a speaker, text case (Aa), a document with a pencil, a music note, a rainbow, a volume slider, and a trash can. The main workspace features a large blue area with horizontal lines for writing. The letter "X" is displayed on the first line. Above the workspace, there is a control bar with a left arrow, a text input field, a right arrow, an eye icon, a "Say" button, and a "Show" button. At the bottom, a colorful alphabet bar displays the letters from a to z.



Lesson...



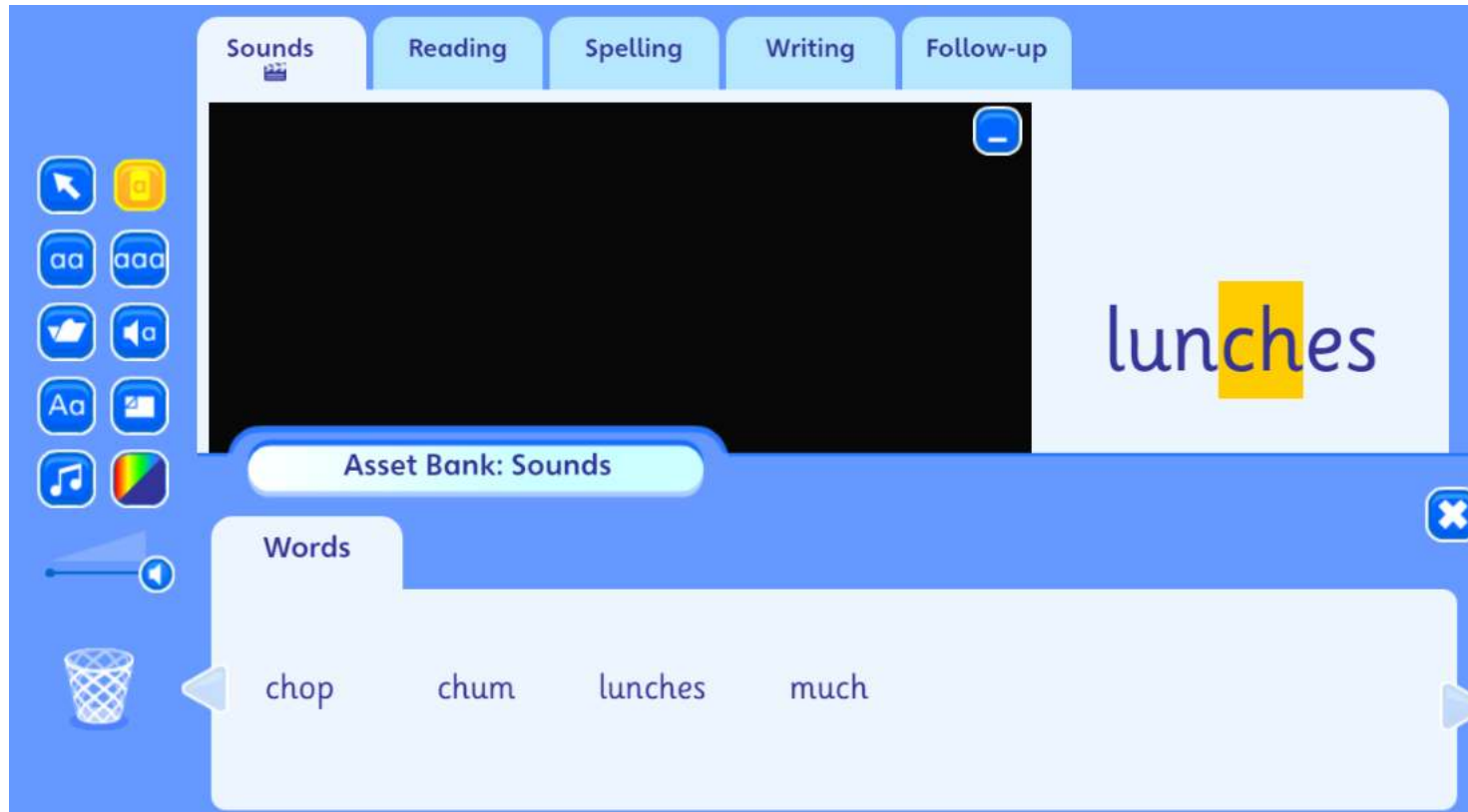
<u>ch</u>	Train chugging	Train arm movement by sides
<u>sh</u>	Sleeping <u>sh</u>	'shh' finger on lip
<u>th</u>	Th struggling to walk	Slow motion walking arms – one arm for each <u>th</u> sound



Lesson...



Lesson...

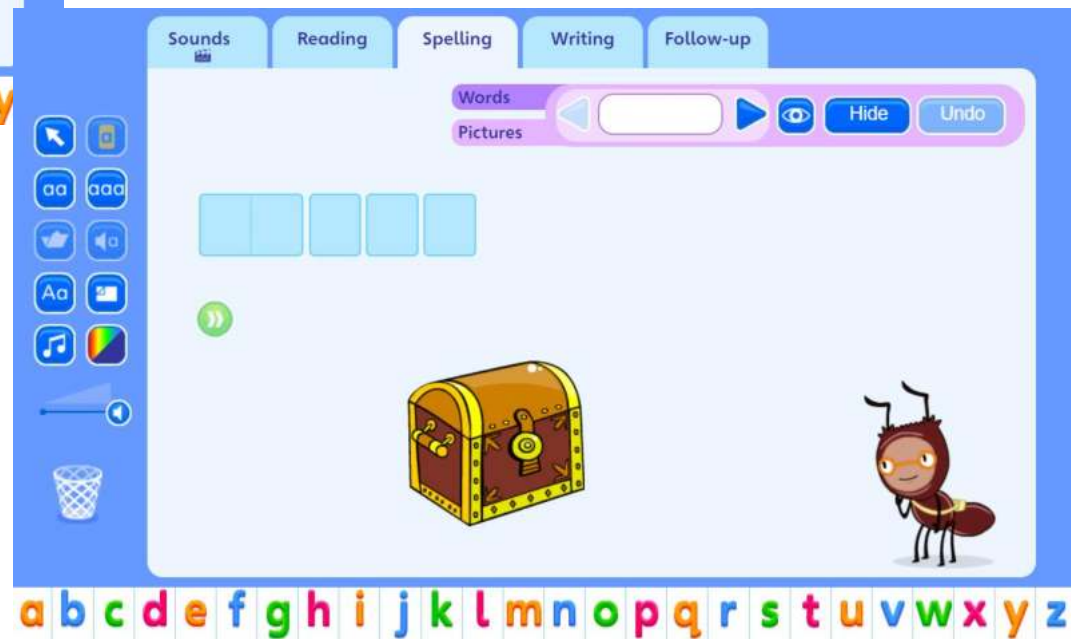


Lesson...

The screenshot shows a phonics learning application with a blue border. At the top, there are five tabs: 'Sounds' (selected), 'Reading', 'Spelling', 'Writing', and 'Follow-up'. On the left side, there is a vertical toolbar with icons for a cursor, a document, two 'aa' icons, a speaker, 'Aa' icons, a music note, a rainbow, a volume slider, and a trash can. The main workspace is light blue and contains the text 'chum' in a large font, followed by 'ch u m' in a smaller font with spaces between the letters. Below the text is a green double-right-arrow button. At the bottom, there is a colorful alphabet bar with letters 'a' through 'z'. In the top right of the workspace, there is a pink bar with a left arrow, a text input field, a right arrow, an eye icon, and buttons labeled 'Blend' and 'Undo'. A cartoon ant character wearing glasses and a yellow sash is standing in the bottom right corner of the workspace.



Lesson...



Follow up...

Name: _____

Unit 8
Phoneme (ch)

- 1 Put a ring around **c** and **h** in the alphabet.

abcdefghijklmnopqrstuvwxyz

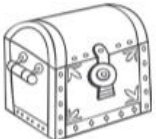
- 2 Put a ring around **ch** in the words.

chum much chop lunches

- 3 Write the letters **ch** and **Ch**.

ch

Ch



THE HAMPDEN WAY

Aspiration & Opportunity

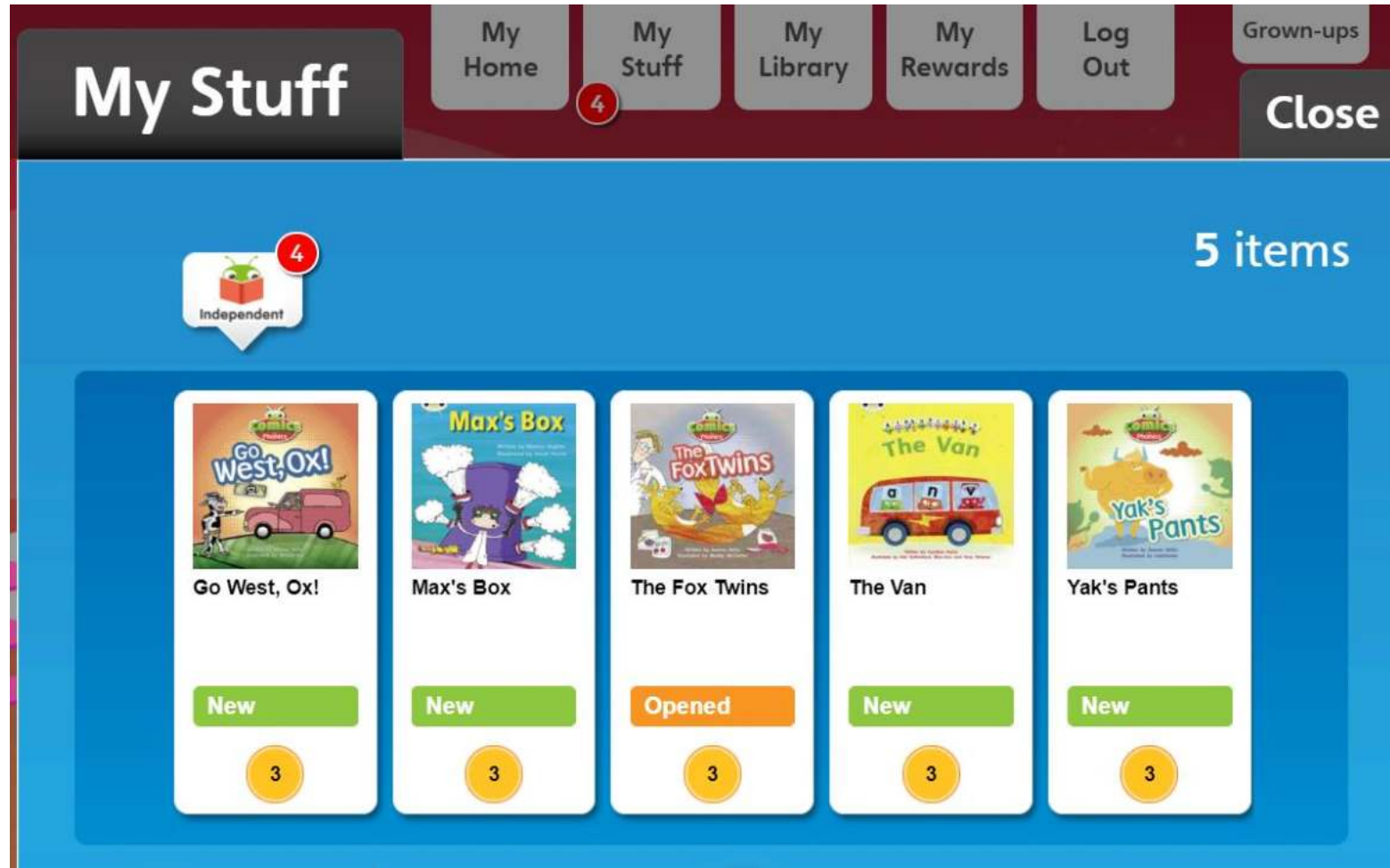
We do our best

We are kind

We are a team



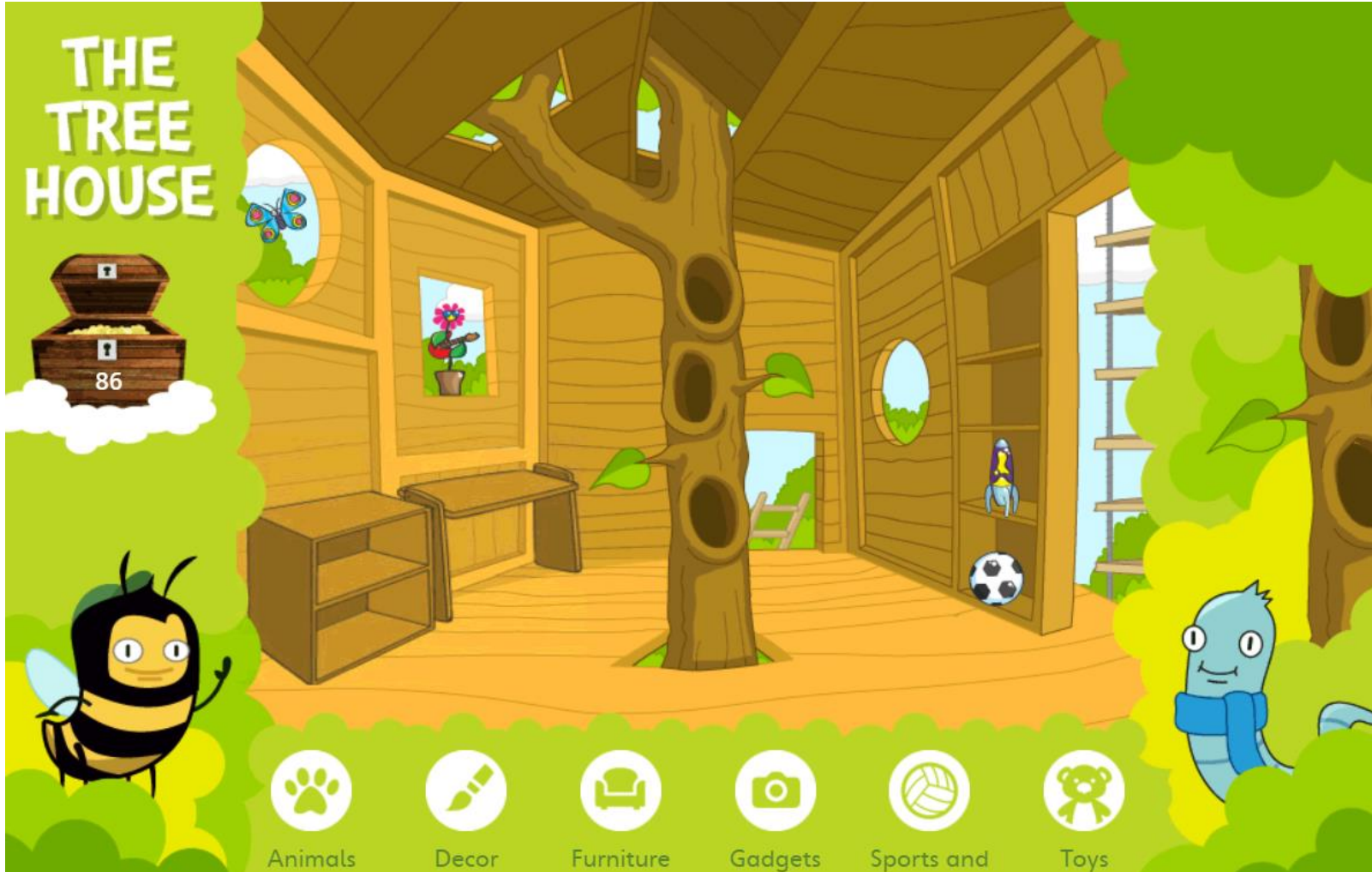
Bug Club at home...



Bug Club at home...



Bug Club at home...



Now it's your turn – phase 2 and 3 - YR and beginning Y1

1. identifying phonemes - oral blending and segmenting

Come and get your c-oa-t

2. identifying phonemes - sound buttons

c a t s n o w l i g h t c h u r c h

3. counting phonemes - phoneme frames

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Phonics Screening

12th - 16th June 2023

crust

trails

strip

scraps

Reading only

20 real words
20 pseudo words

Can change mind / try more
than once

No help given

Standard = approx. 32 /40 words

Met the standard / not met the
standard

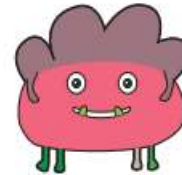
blem



drell



fusp



quisk



THE HAMPDEN WAY

Aspiration & Opportunity



We do
our best

We are
kind

We are
a team



Reading at home...

three types of books:

- decodable reading scheme book (up to stage 6)
- partially-decodable reading scheme book
- school library book



Decodable reading scheme book

- these books are selected to reinforce the phonics your child is learning at school and contains words that can be mostly sounded out using letter patterns and sounds your child has learned
- your child should be able to read this book to you with very little support
- if you need to prioritise the reading your child does - make sure this is the one they read

Before and during reading

1 Say the sounds and look at the new spellings

/ai/ ay a-e eigh ey

2 Blend the sounds

cake	plate	Jake
eight	tastes	says
take	make	they
hoo/ray	scrape	stay
made	shapes	
weigh/ing		

3 Read the tricky words

Mr Mrs

Explain that Mr and Mrs are short versions of the words 'Mister' and 'Mistress'.

More than one syllable? Blend one syllable at a time, e.g. hoo/ray

Comprehension

Ask children to read the title and look at the cover.

Ask children to talk about what Jake is having for dinner. Talk about what the book might be about.

Vocabulary check

Check that children understand the meaning of the following words: explain, scrape, weighing, finishing. Explain that we scrape - or peel - vegetables that come out of the ground before we eat them, to make sure they are clean.

Reading the book

1 Listen to children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.

2 When you get to page 3, point out the speech bubble. Make sure children understand this tells us the words are spoken by the person in the picture.

3 On page 13, check that children know this photo is taken in a factory where they make fishfingers.

4 On page 16, ensure that children understand what weighing and finishing mean in the context of baking a cake. Use the photos to help you.



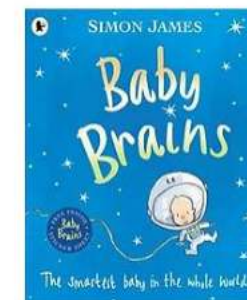
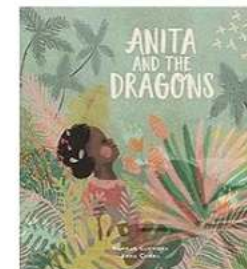
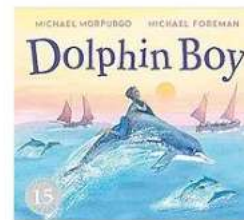
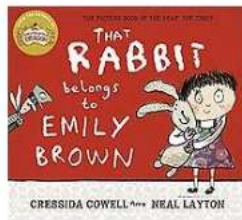
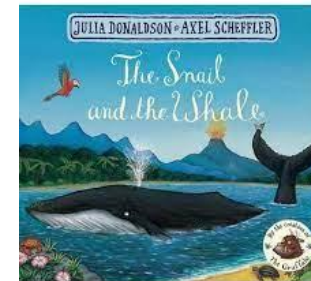
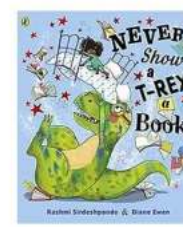
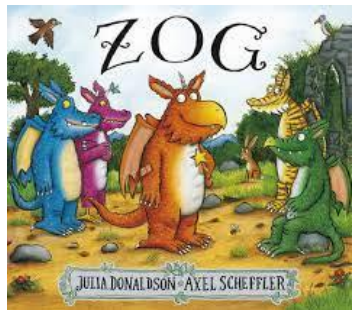
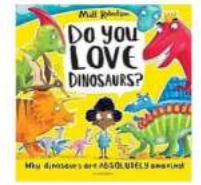
Partially-decodable reading scheme book

- contains words which may not be able to be sounded out or may include sounds not yet learned
- contains lots of common and high frequency words which your child will need to learn by sight
- children will require more adult support with these books
- the books can be identified with a white dot at the top right-hand corner of the front cover



School library book

- just for fun and pleasure!
- this book may often need to be read by an adult to your child
- this book gives children the chance to hear stories and information which contain language and concepts which may be just out of their own grasp
- fantastic for bedtime or a cuddle on the sofa
- the class teacher will aim to change this book fortnightly



Daily reading...

- in line with our school policy we ask that you read with your Year One child **daily for up to 10 minutes**
- how do we support reading at home



Supporting reading at home 1

- Thank you for all your support at home – it really does make a huge difference!
- Make reading part of your child's routine – little and often is best
- Find a time and place that works for you both
- If the book is a new one, take time to look at the front cover and discuss
"I wonder what this book is about?"
- If part way through, encourage your child to give a quick recap of the story or ask questions about who the characters are etc.
- Find opportunities for discussion about the text - ask questions, make comments, encourage your child to make a prediction about what might happen next (lots of the books have ideas on the inside front/back cover)
- Give lots of praise!
- Don't forget to make a quick note in the reading journal!



Supporting reading at home 2

- Encourage your child to use their finger or a bookmark to help them keep track of where they are (I often run my pen along the top of the line as they go as well)
- Keep reminding them to decode words by sounding out and blending
- Digraphs and trigraphs are often hard to spot – if necessary, cover up the rest of the word so they are more obvious.
- Endings of words (-s/-es/-ing/-ed) are often confusing so try covering them up and reading the root word first and then adding the ending
- Polysyllabic words can be 'chunked' (pic-nic / fun-fair)
- Re-read sentences/pages/whole books to consolidate new words, practise fluency and expression and aid comprehension
- The partially decodable/higher stage books contain more non-decodable words - children will need to employ other strategies such as reading on.

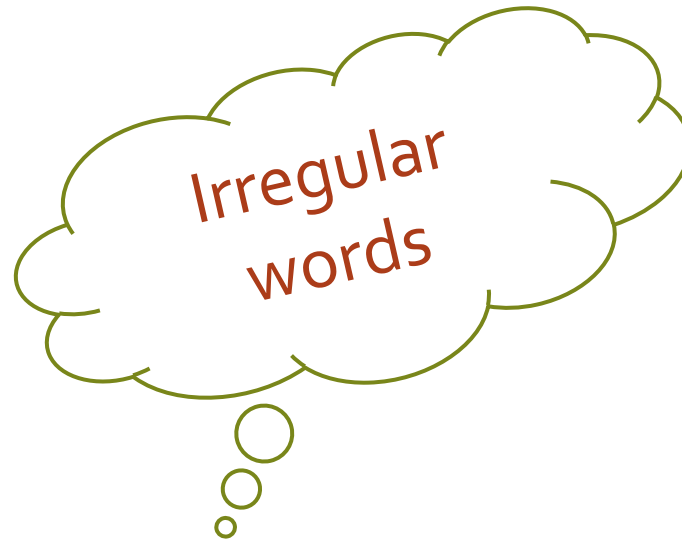


Supporting reading at home 3

- Learning to read is very complex – most children will experience times when they plateau or even dip – don't underestimate how hard it is for them!
- There will always be some days where everyone is just too tired, or there's too much going on - don't worry, just pick up again tomorrow!
- If they are really reluctant:
 - continue to read to them
 - find books/comics they are interested in, go to the library/bookshop
 - read anything and everything – cereal packets/posters/signs
 - try paired reading
 - be clear about the number of pages and stick to it
- Give lots and lots of praise and encouragement!



Word cards



Some words cannot be read using phonics alone.

Look for the parts that are phonically decodable first.

Use repetition and practice to remember these irregular spellings



Word cards

Level 1+ Pink Phonics Phase 2 Units 1-5	Level 2 Red Phonics Phase 3 Unit 6 - 11	Level 3 Yellow Phonics Phase 4 Unit 12
to	me	said
the	be	have
no	he	like
go	my	so
I	By	do
into	she	some
her	they	come
	we	were
	are	there
	you	little
	all	one
	was	when
	give	out
	live	what
		


Reception Class
Irregular words
Reading & Recognising

Y1

1. Irregular Words
 2. Common Exception Words
 3. Links to our phonemes and graphemes
- Read and Spell


Unit 10 - stage 2 Red phonics phase 3

I can make these sounds
ar or ur ow oi



Read irregular words
and common
exception words
you March three


Remember & Read
into her and of his
has put wax yes
buzz




Spell
we are car for turn
down now coin sharp

Unit 11- stage 2 Red phonics phase 3

I can make these sounds
ear air ure er





Read irregular words
and common
exception words
all was give live

Remember & Read
me be he my
by she full pull
ship ring

Spell
you March three hear fair
pure pair nearer cure fern



Changing levels...

- we encourage you to 'repeat read' books with your child two or three times!
- improve blending skills
- improve fluency skills
- improve reading with expression
- improve comprehension



Any questions

