

PHONICS & READING

Tuesday 26th September 2023



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://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)



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...



Follow up at home...



Follow up at home...




My Stuff

My HomeMy StuffMy LibraryMy RewardsLog OutGrown-ups

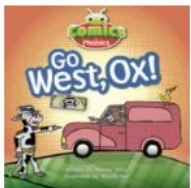
Close

4

5 items



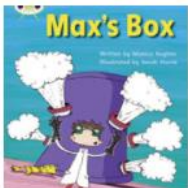
Independent



Go West, Ox!

New

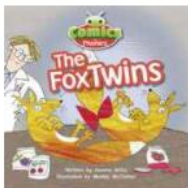
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Max's Box

New

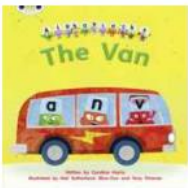
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The Fox Twins

Opened

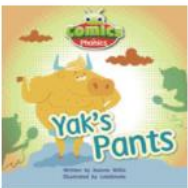
3



The Van

New

3



Yak's Pants

New

3


THE HAMPDEN WAY

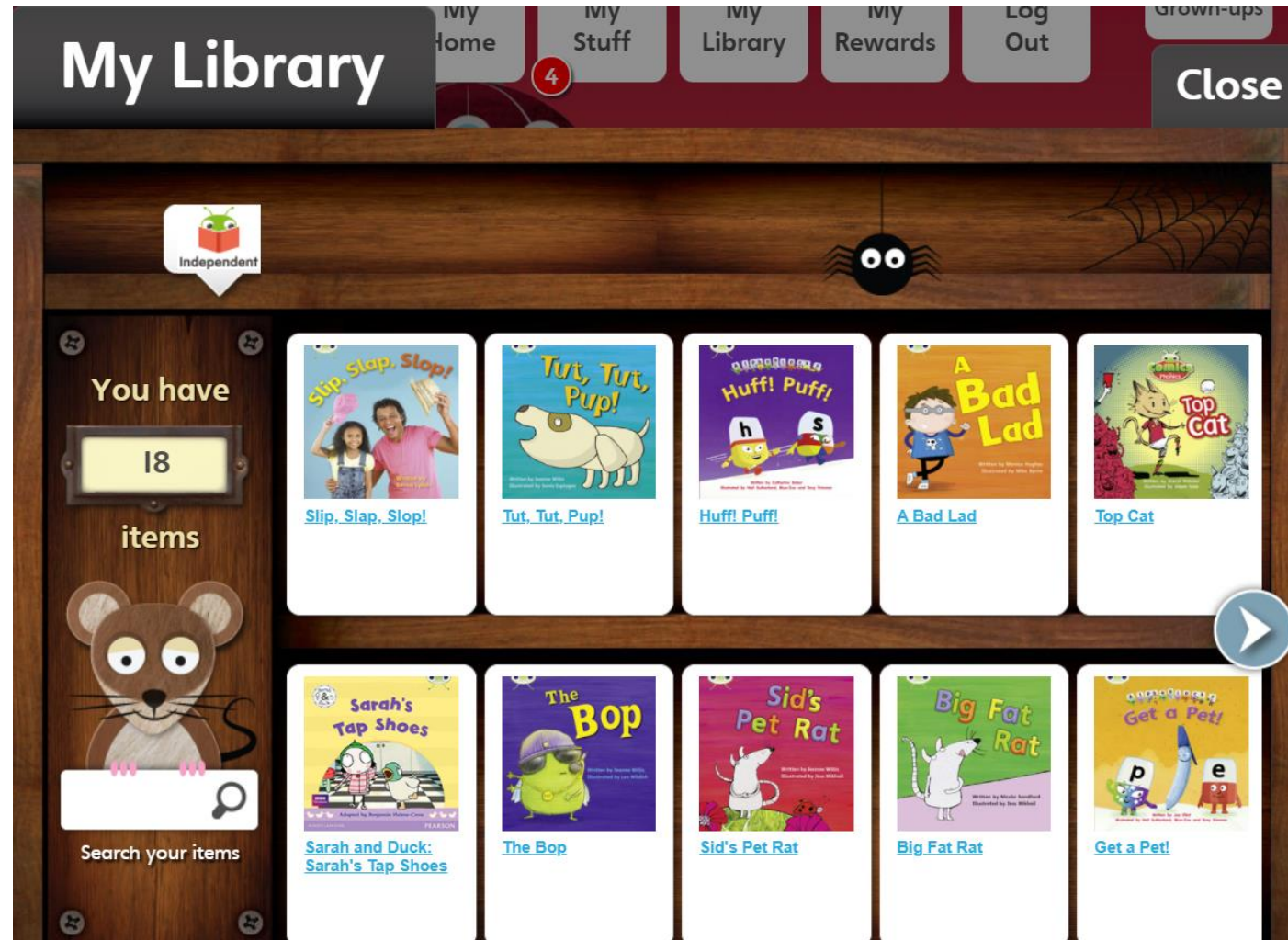
Aspiration & Opportunity

We do our best

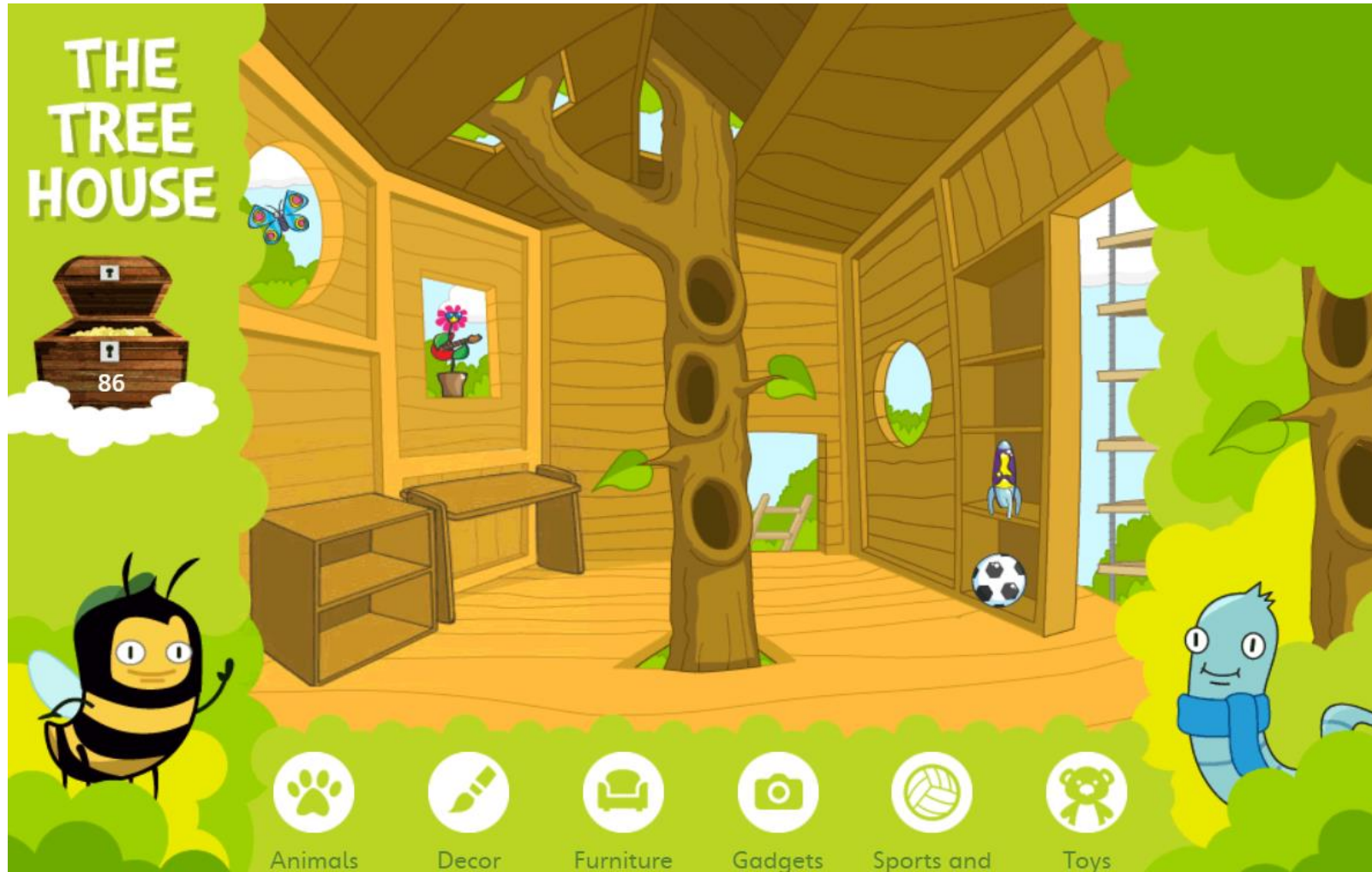
We are kind

We are a team





Bug Club at home...



Phonics Screening

w/c 10th June 2024

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

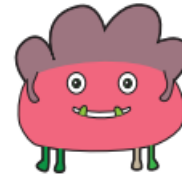
blem



drell



fusp



quisk



THE HAMPDEN WAY

Aspiration & Opportunity



We do
our best

We are
kind

We are
a team



Reading at home...

two types of books:

- decodable reading scheme book (up to stage 6)
- partially-decodable reading scheme 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 'Missus'.

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

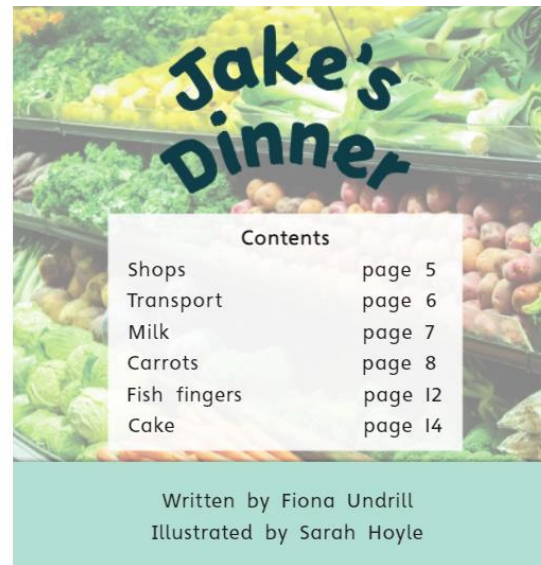
1 Listen to children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.

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

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



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



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!



Any questions

