

Christ the Saviour Phonics Workshop

Thursday 6th November 2021

Aims of this workshop

- To develop your understanding of phonics.
- To share how phonics is taught in school.
- To develop your confidence so that you can support your child.
- To show examples of activities and resources you can do at home.
- To give you an opportunity to ask any questions about phonics.

Everything starts with reading.....

Teach a child to read
and keep that child reading [and talking]
and we will change everything.

And I mean everything.

Jeanette Winterson

The “expected” reading level for the end of Reception

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending;

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

The “expected” reading level for the end of Reception

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories;

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

The “expected” reading level for the end of Reception

Writing

Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.

What is phonics?

Phonics is the link between letters and the sounds they make.

Although there are 26 letters in our alphabet the English language has 44 phonemes (speech sounds).

A phoneme is the smallest unit of **sound** that makes a difference to a word

RWI



We are using the Read Write Inc (RWI) scheme as our phonics programme.

This is a more structured and repetitive approach with writing aspects included.

Children learn a simple code first

Simple Speed Sounds

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng	nk
---	---	---	---	---	---	---	---	----	----	----	----

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

Vowels: stretchy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

The complex English alphabet code

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

The children are regularly assessed and then split into smaller groups tailored to their needs where focused teaching using the storybooks alongside the phonics will enable them to read with increasing accuracy and fluency. When the children can read fluently they are much better equipped to understand the text.

The children work through this programme from Nursery to Year 2.

Any children who require additional support will have a period of 1:1 phonics tuition or small group intervention.

Set 1 sounds

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

Letter formation rhyme

My Sound Mat

								
Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair an give her a curl
								
All around the orange	Curl around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
								
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn , up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side	

Set 2 sounds

ay



may I play?

ee



what can you see?

igh



fly high

ow



blow the snow

oo



poo at the zoo

oo



look at a book

ar



start the car

or



shut the door

air



that's not fair

ir



whirl and twirl

ou



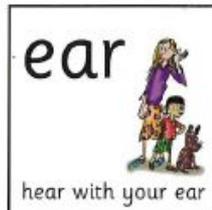
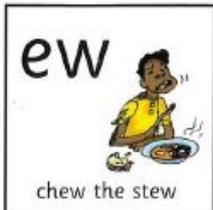
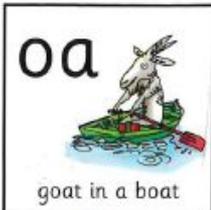
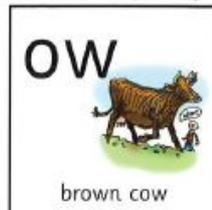
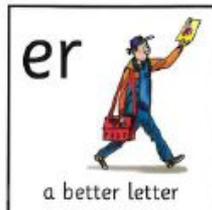
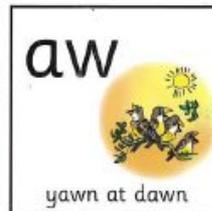
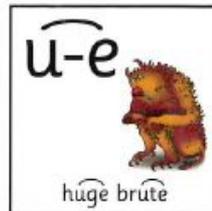
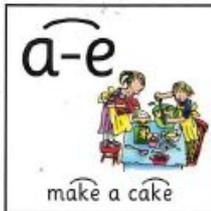
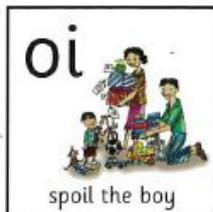
shout it out

oy



toy for a boy

Set 3 sounds



Blending

Blending - joining a series of sounds together to make a word.

To read an unfamiliar word children must link a phoneme to each grapheme, digraph or trigraph in a word and then merge them together to say the word.

/b/ /e/ /d/ = bed

/ch/ /i/ /n/ = chin

/m/ /u/ /g/ = mug

// /igh/ /t/ = light

Fred

At school we use a puppet called 'Fred'

Fred helps children to read.

Fred can only talk in sounds e.g. c-a-t

This is called Fred talk.

If children can understand Fred then they can orally blend.



Fred games



I Spy

Fred says 'I spy something beginning with r-e-d. Children blend the sounds and find something beginning with red.

What's in Fred's fridge?

Sound talk items you may find in a fridge, e.g. h-a-m, j-oo-s

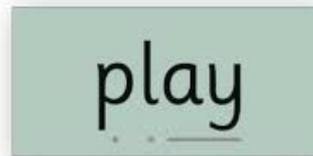
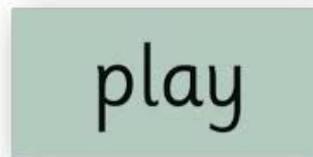
Fred says...

Touch your l-e-g, can you h-o-p?

Fred has a farm

Replace Old McDonald with Fred and sound talk animals, e.g. c-ow, h-or-s

Children learn to read green words. These are words that we can Fred talk (are phonetically plausible) eg. play and night



Your turn

m a d



Your turn

sh i p
— ● ●

Alien words



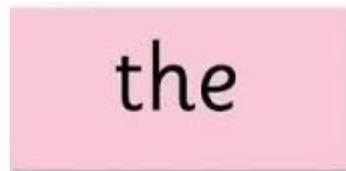
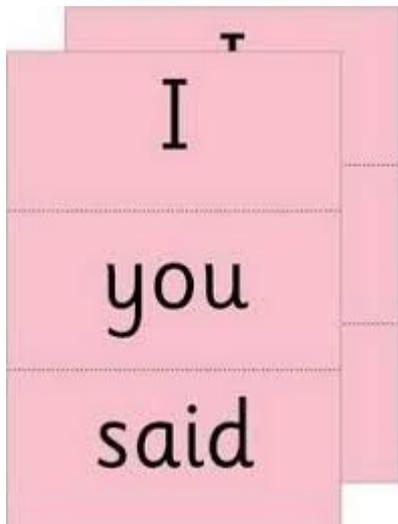
These words are made up.



They ensure that all children understand the sounds and don't just memorise words.

We assess children on real words and nonsense words to ensure that they have a full understanding

Red words are tricky words that we cannot Fred talk e.g. I, the, no



Remember you can't Fred a red!

Segmenting

Segmenting - breaking up words into their individual sounds to spell a word.

pan = /p/ /a/ /n/

bag = /b/ /a/ /g/

rain = /r/ /ai/ /n/

Fred

Fred is also used for spelling.

This is called Fred fingers.



Children say the word then hold up a finger per a phoneme (sound)

They then pinch and say each sound and write them down.

Daily Phonics lesson

Speed sound lesson:

- Introduce new sound
- Spot the sound
- Quickwrite
- Reading green words (blending)
- Spelling green words (segmenting)

Storybooks

Children read each Read Write Inc. Storybook three times in class with their partner.

Re-reading the same book helps children to become confident readers. Each time they re-read, they build their fluency/speed and comprehension. They love reading and want to read because they can read all of the words in the Storybook.

There is a focus for each re-read in school.

1. The first read focuses on reading every word accurately.
2. The second on reading the story more quickly.
3. The third read on comprehension - understanding what they read.

They complete activities such as discussion and role play which help to develop ideas and vocabulary for writing.

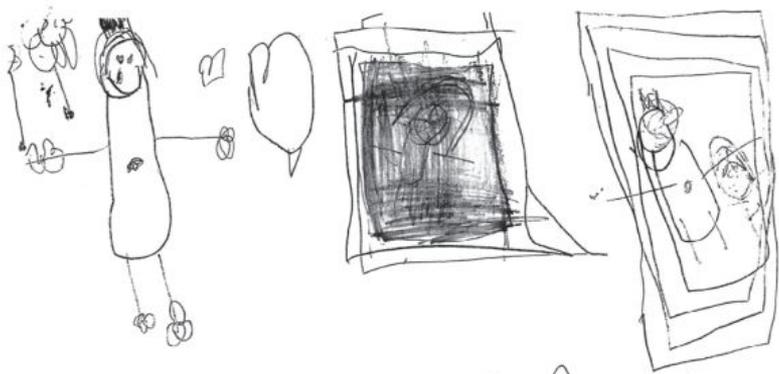
Get Writing

Complete writing activities linked to the core Storybook.
These build on the reading activities.

Prompts in books to use:

- Finger spaces
- Capital letters
- Full stops
- Red words





I went to
London I saw dinosaurs
bong I went to
the m moystles

I haf moyd his sumreeyn
it is speshe

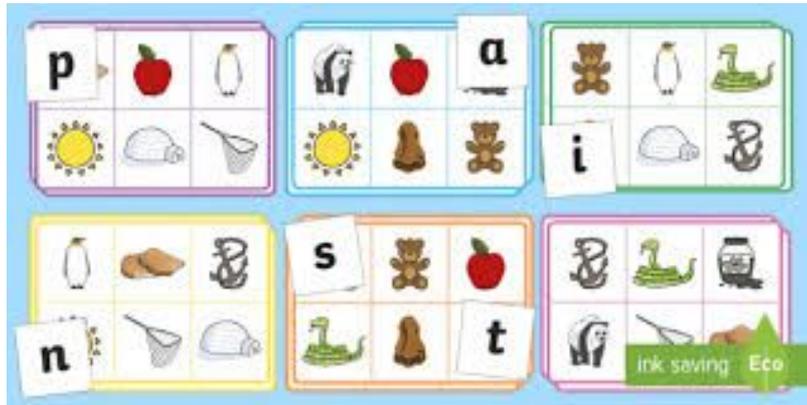
dot tuck!

Mum
dad
Grammar
UCL Tom
ani m
Sashr
Huddsn
Cidy

Jordan's garg
CAS
Peess fore
HooWLS
McAnck's
CholGT

Games and activities

Bingo Sound / Word Lotto



Reading at home

Once your child can read the story books they will bring home a book bag book which is matched to their phonetic knowledge and they will bring home the **same book** that they have been reading in their phonics group.

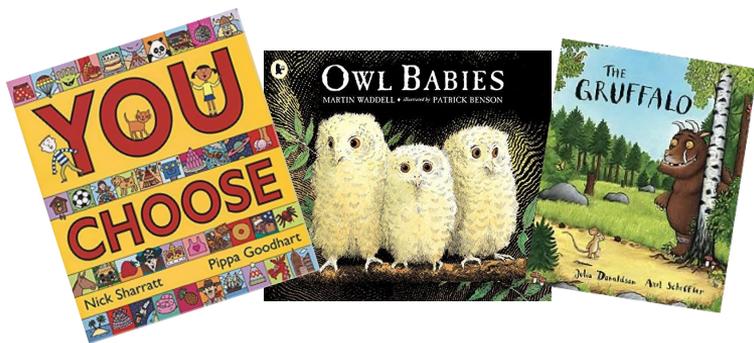
We do not send stories home the children cannot read because we always want them to be set up to succeed in their reading. We want to make sure they enjoy reading so that they want to read. The more they read, the faster progress they will make.

How you can help at home

- Read, Read, Read!
- Ask lots of questions and share opinions
- Encourage speaking and listening skills

Talk about the things you see and do when you're out

They need to be able to say it to write it!



You're never too old, too wacky, too wild, to pick up a book and read to a child.

Dr Seuss

How you can help at home

Talk to your child as much as possible and ‘feed’ them new and ambitious vocabulary.

“Let’s **eat** our lunch now.”

“Let’s **munch** our lunch now.”

“Let’s **scoff** our lunch now.”

“Let’s **devour** our lunch now!”

How you can help at home

Enrich conversations through description:

“Look at that rain. It looks like little diamonds sparkling on the window pane!”

Have fun with words and language.

“I’m as hot as a spud in a cooking pot!”

Praise your child for using new words or interesting phrases

How you can help at home

- Sound talk words

Where is you c-oa-t?

Time for b-e-d!

- Print in the environment e.g. recipes and street signs
- Flashcards - snap
- Magnetic letters
- Practise letter formation
- Purpose for writing - shopping list, postcards, letters to family or teacher

Helpful resources

CtS website - [phonics](#)

RWI - [RWI for parents](#)



Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

Michael Morpurgo