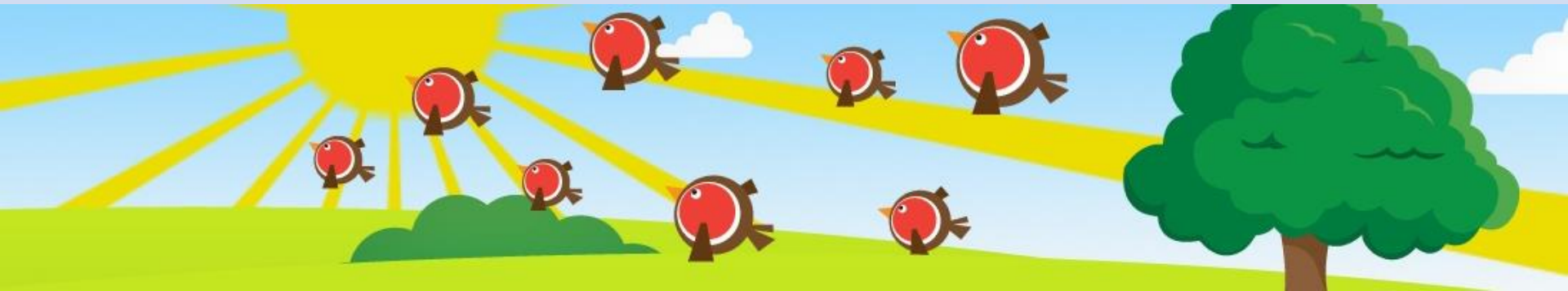


Parent Workshop

**A reader lives a
thousand lives before
he dies... The man
who never reads lives
only one.**

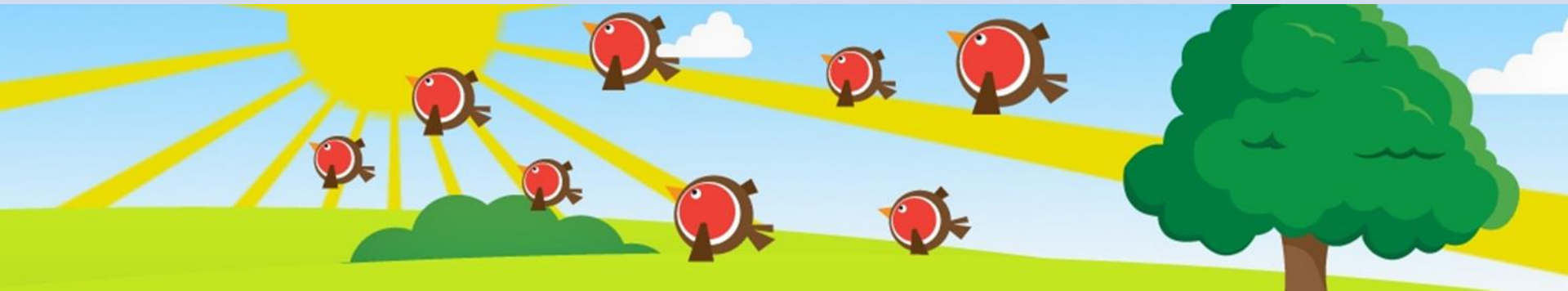
GEORGE R.R. MARTIN

2nd December 2019



Aims of the workshop:

- To share with you the ways in which we teach phonics and how this is applied to reading and early spelling
- To share with you the resources available to you to support your child at home
- To help you become aware of the expectations for your child



Reading has two components

Word Recognition

The ability to recognise words presented in and out of context.

The ability to apply phonic rules - blending phonemes to decode.

High quality phonics work – prime approach for beginners in learning to decode and encode.

Comprehension

The process by which word information, sentences and discourse are interpreted.

The same processes underlie comprehension of both oral and written language.

Continues to develop throughout life!

**Good language
comprehension
and poor word
recognition**

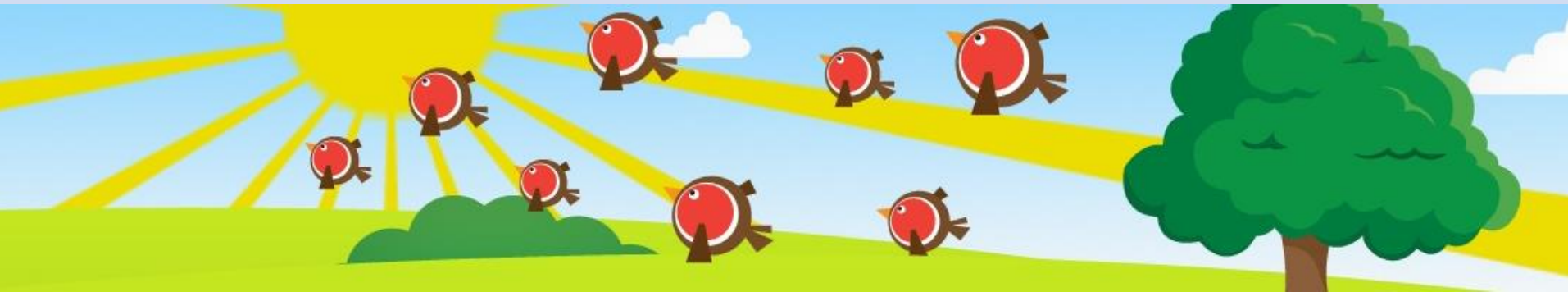
**Good word
recognition and
good language
comprehension**

**Poor word
recognition and
poor language
comprehension**

**Good word
recognition and
poor language
comprehension**

Phonics at Newchurch

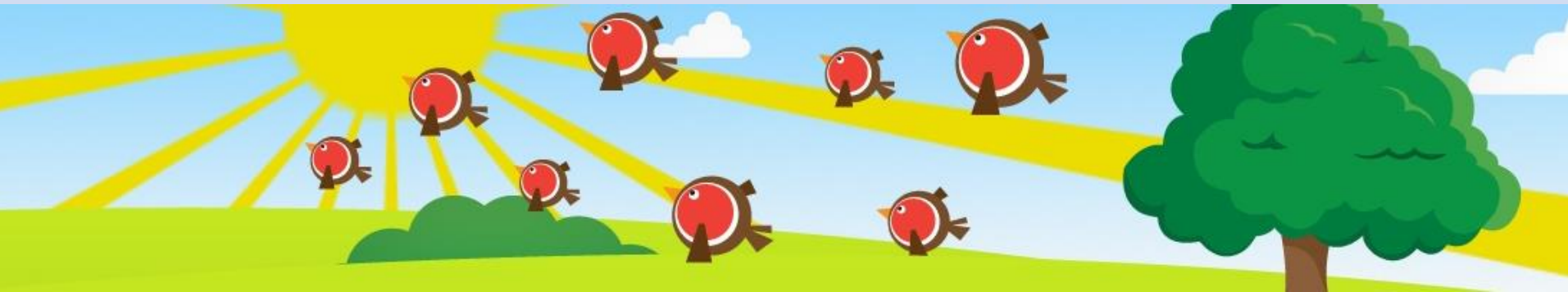
- ❖ Daily session for twenty minutes
- ❖ Reception and Year 1
- ❖ Ends in Year 1 with the Phonics Screening Check in June where the children have to meet a threshold



Technical Vocabulary

The children will use and understand specific technical vocabulary throughout the phonics session.

Let's have a look at it!



Phonic terminology: some definitions

Grapheme

A *grapheme* is the letter, or letters, representing a phoneme.

t

ai

igh

Phoneme

A *phoneme* is the smallest unit of sound in a word.

Digraph

Two letters, making one sound

A consonant digraph contains two consonants

sh ck th ll

A vowel digraph contains at least one vowel

ai ee ar oy

Trigraph

Three letters making one
sound

igh

dge

Segmenting

Segmenting is identifying the individual sounds in a spoken word (e.g. 'him' = h – i – m) and writing down letters for each sound to form the word.

Blending/ decoding

Blending is recognising the letter sounds in a written word, for example c-u-p, and merging or synthesising them in the order in which they are written to pronounce the word 'cup'.

Split digraph

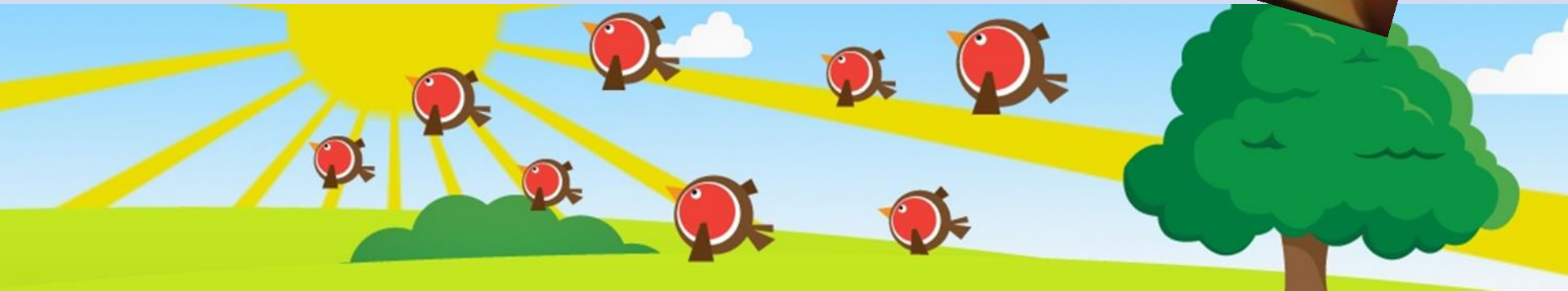
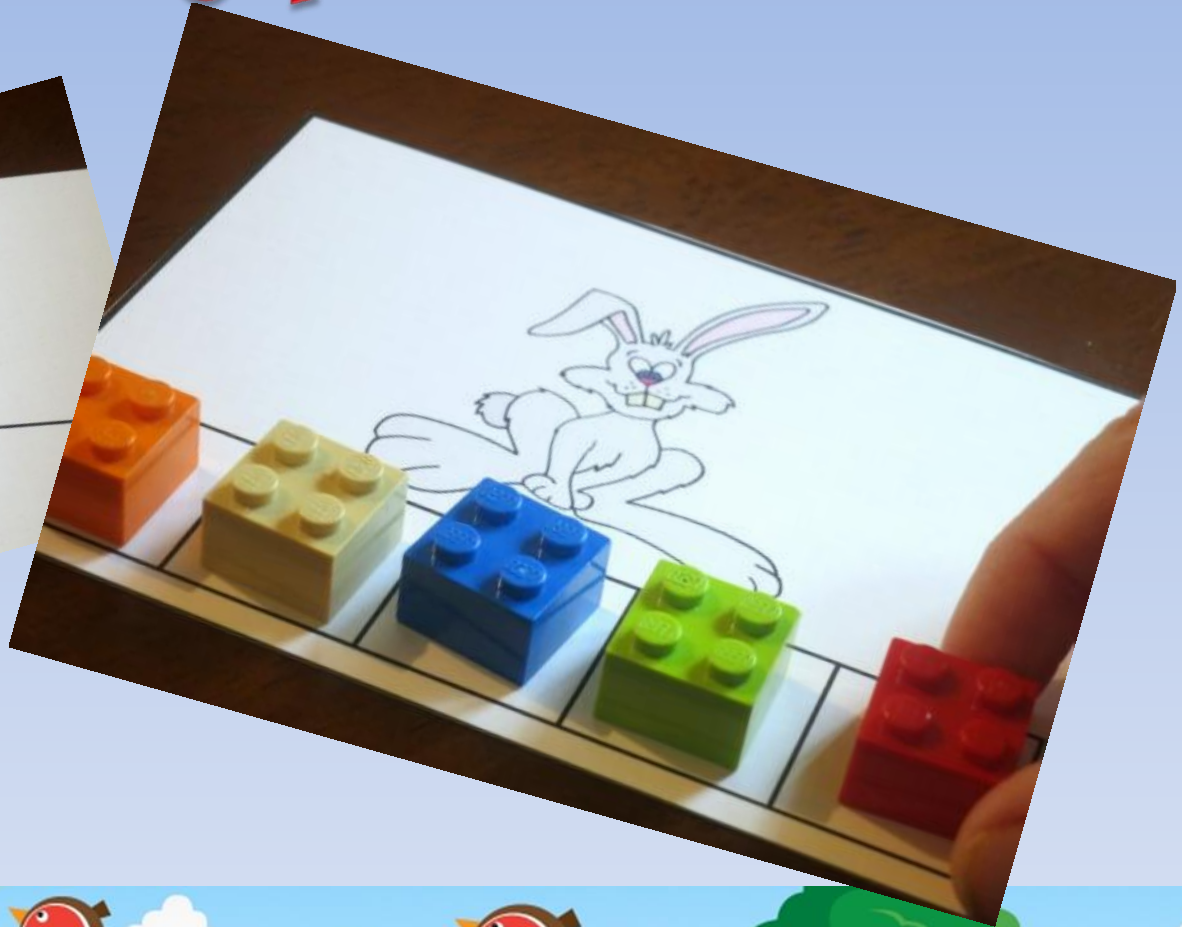
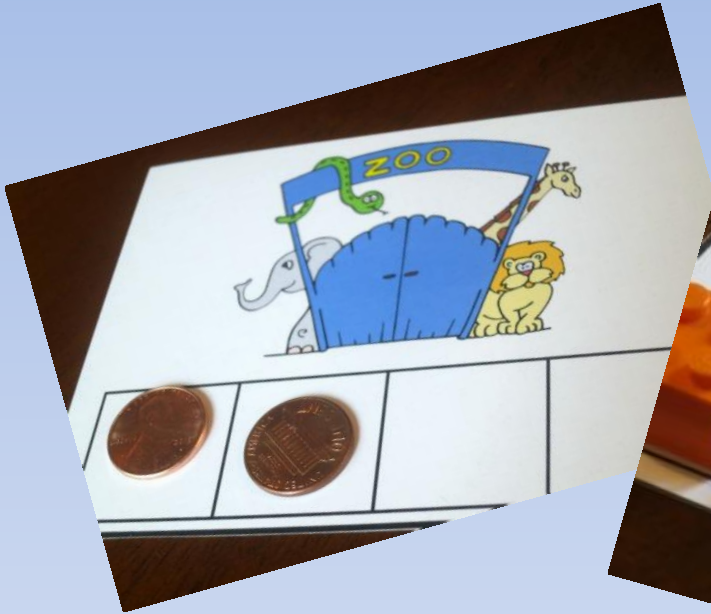
A digraph in which the two letters making the sound are not adjacent
(e.g. make)

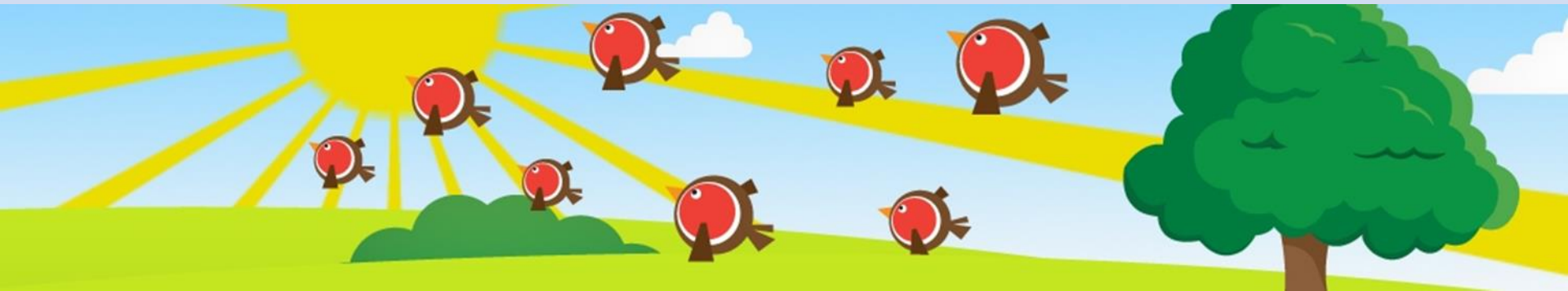
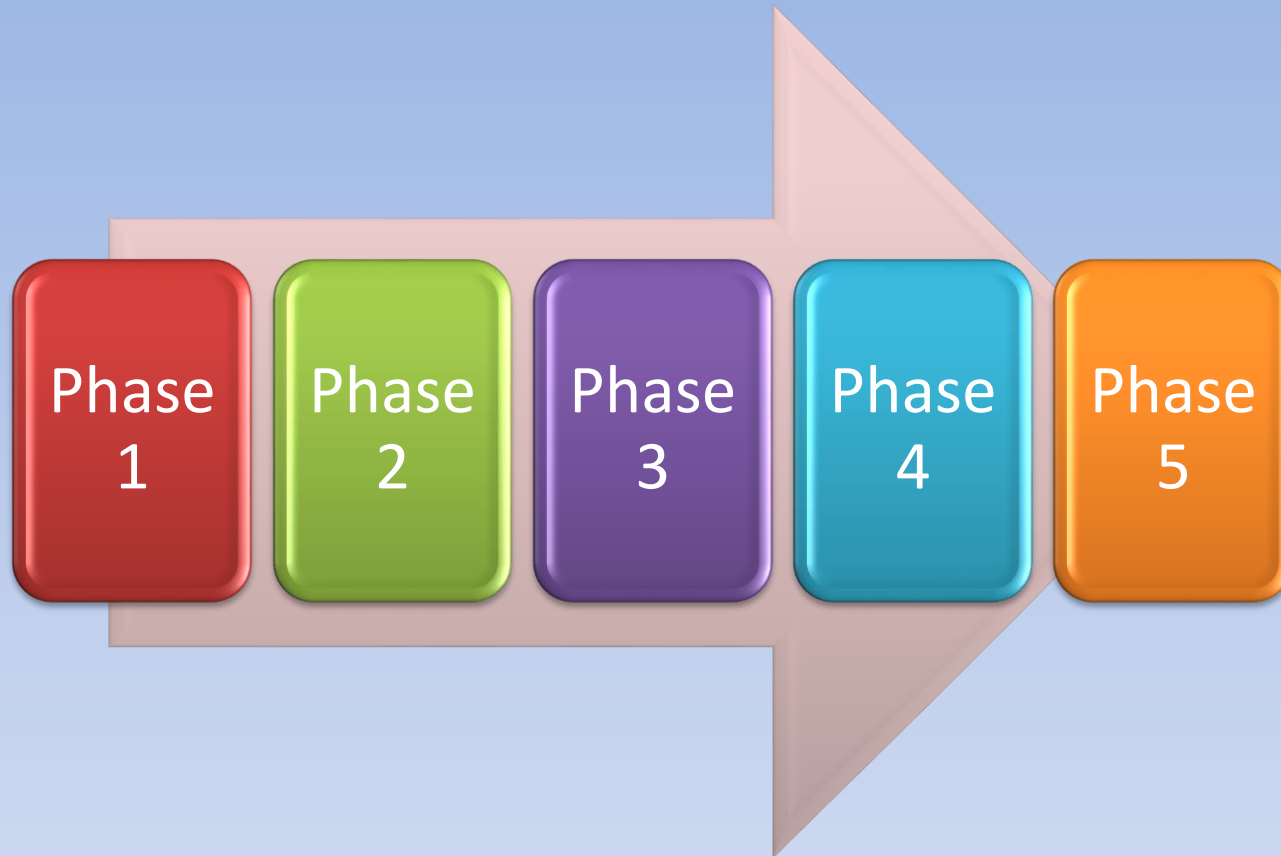
Adjacent Consonant

Consonants next to each other in a word that make their own sound

e.g. went, thump, burnt, helper

Counting phonemes





Structure of a phonics session

Revisit and Review

- To review the previous learning and reinforce spelling and blending of words using phonic knowledge

Teach

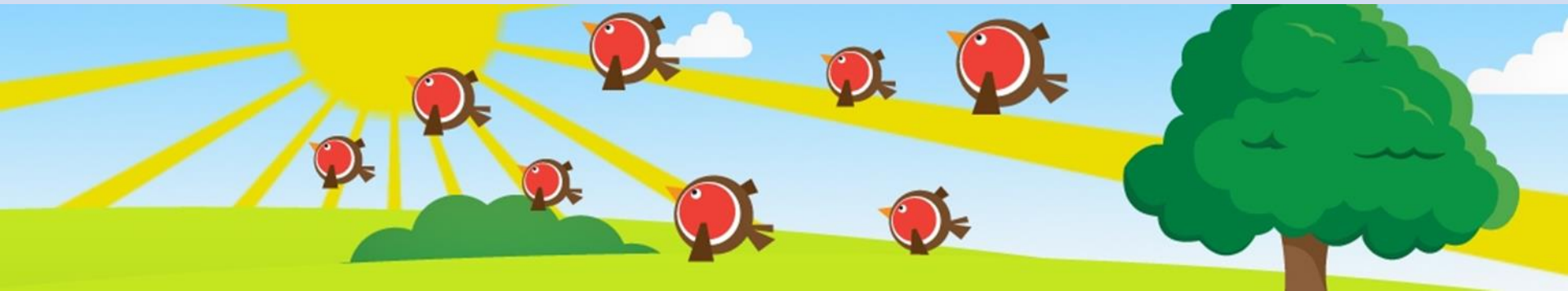
- To teach the new learning - the grapheme/phoneme

Practise

- To enable the children to practise their new learning - reading and writing

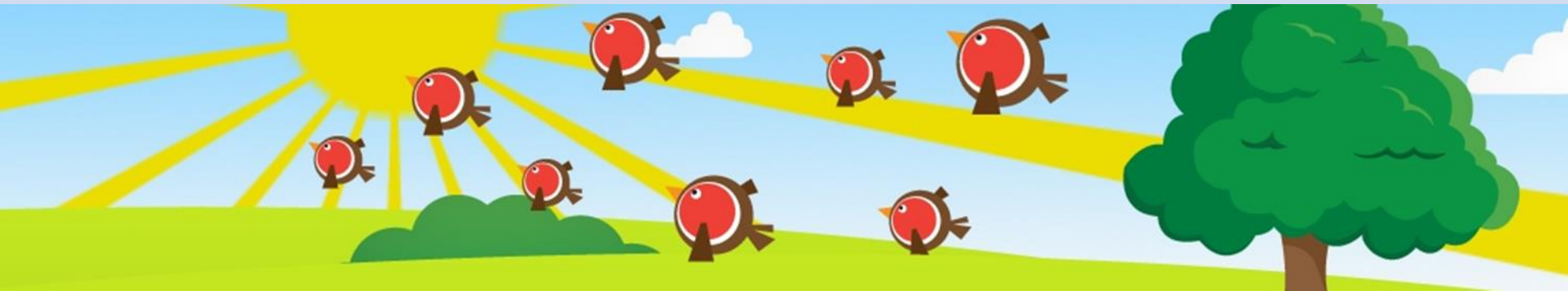
Apply

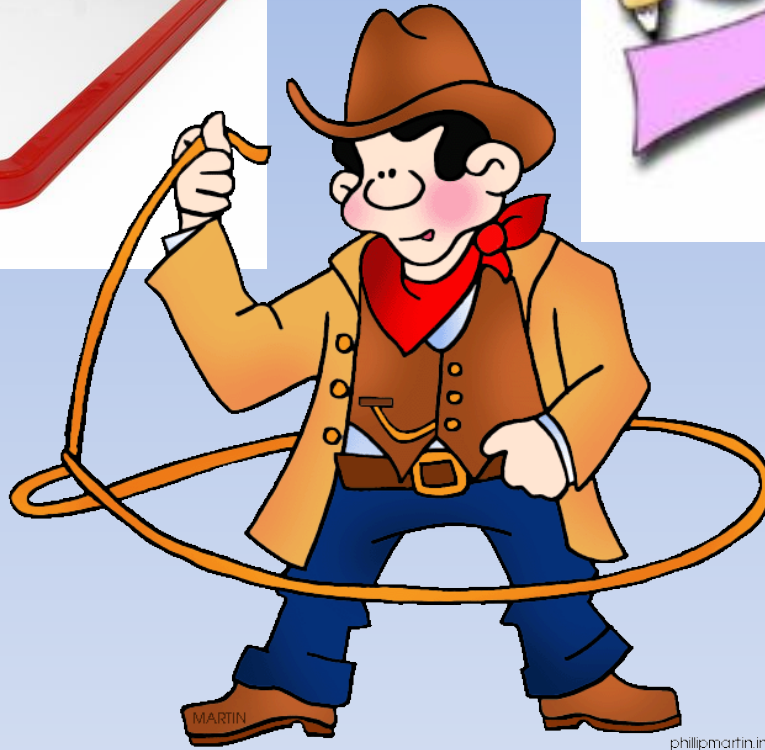
- To apply what they have learned - to read or write a sentence



Revisit and Review

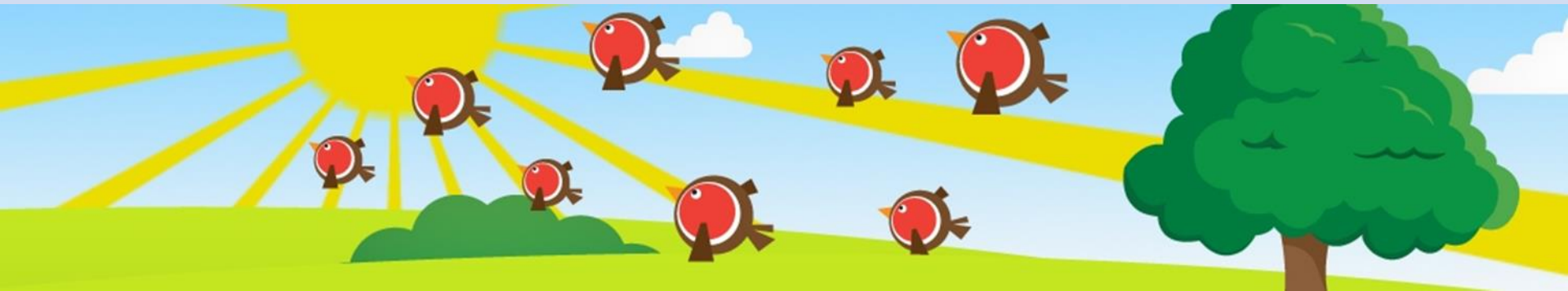
Phase 2 Graphemes					
s	a	t	p	i	n
m	d	o	g	c	k
e	u	r	h	b	f
l	<u>ss</u>	<u>ll</u>	<u>ff</u>	<u>ck</u>	
Phase 3 Grapheme recognition					
j	v	w	x	y	z
<u>qu</u>	<u>ch</u>	<u>zz</u>	<u>th</u>	<u>sh</u>	ng
<u>ee</u>	<u>oo</u>	<u>oa</u>			





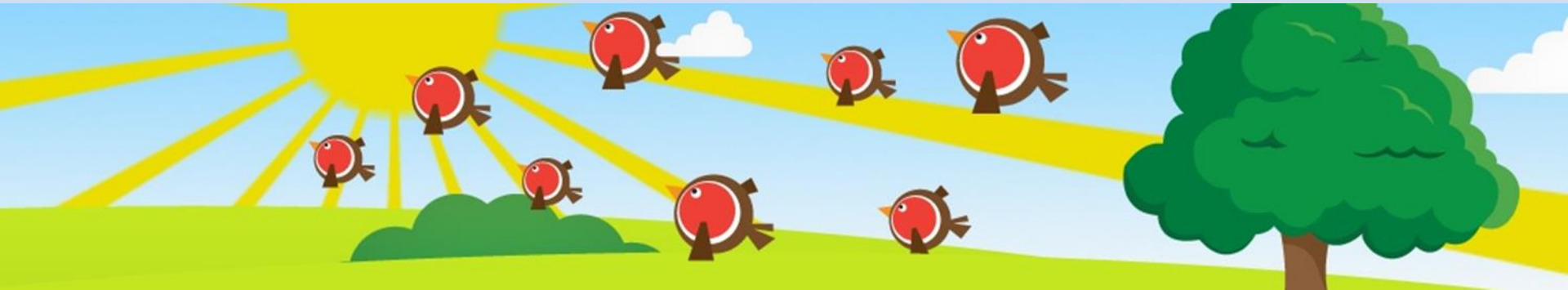
phillipmartin.info

Active Learning

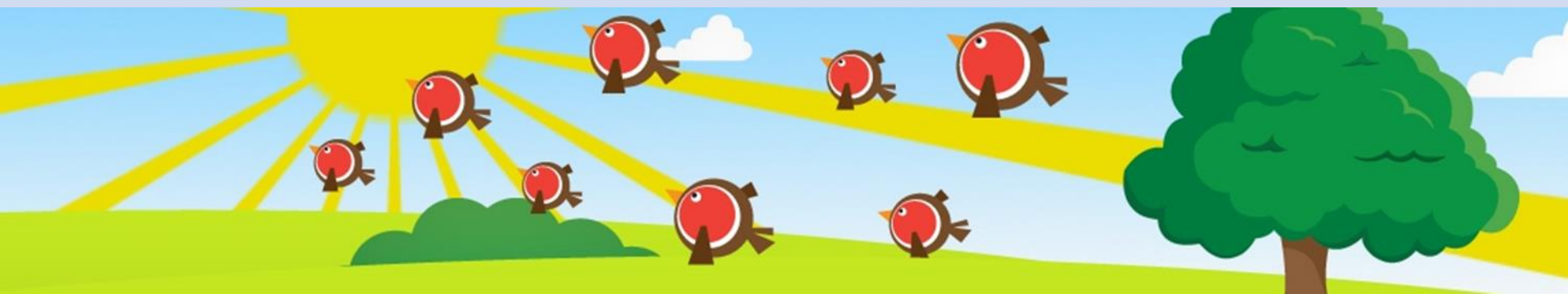


Phase 4

Adjacent consonants



Phase 2 Graphemes					
s	a	t	p	i	n
m	d	o	g	c	k
e	u	r	h	b	f
l	<u>ss</u>	<u>ll</u>	<u>ff</u>	<u>ck</u>	
Phase 3 Grapheme recognition					
j	v	w	x	y	z
<u>qu</u>	<u>ch</u>	<u>zz</u>	<u>th</u>	<u>sh</u>	ng
<u>ee</u>	<u>oo</u>	<u>oa</u>	<u>ai</u>	<u>ar</u>	or
ur	oi	ow	<u>igh</u>	ear	air
<u>ure</u>	<u>er</u>				
Phase 5 Grapheme recognition					
ay	<u>ou</u>	<u>ie</u>	oy	<u>ir</u>	<u>ue</u>
aw	<u>wh</u>	<u>ph</u>	<u>ew</u>	<u>oe</u>	au
a-e	e-e	i-e	o-e	u-e	ea



Teaching a split diagram

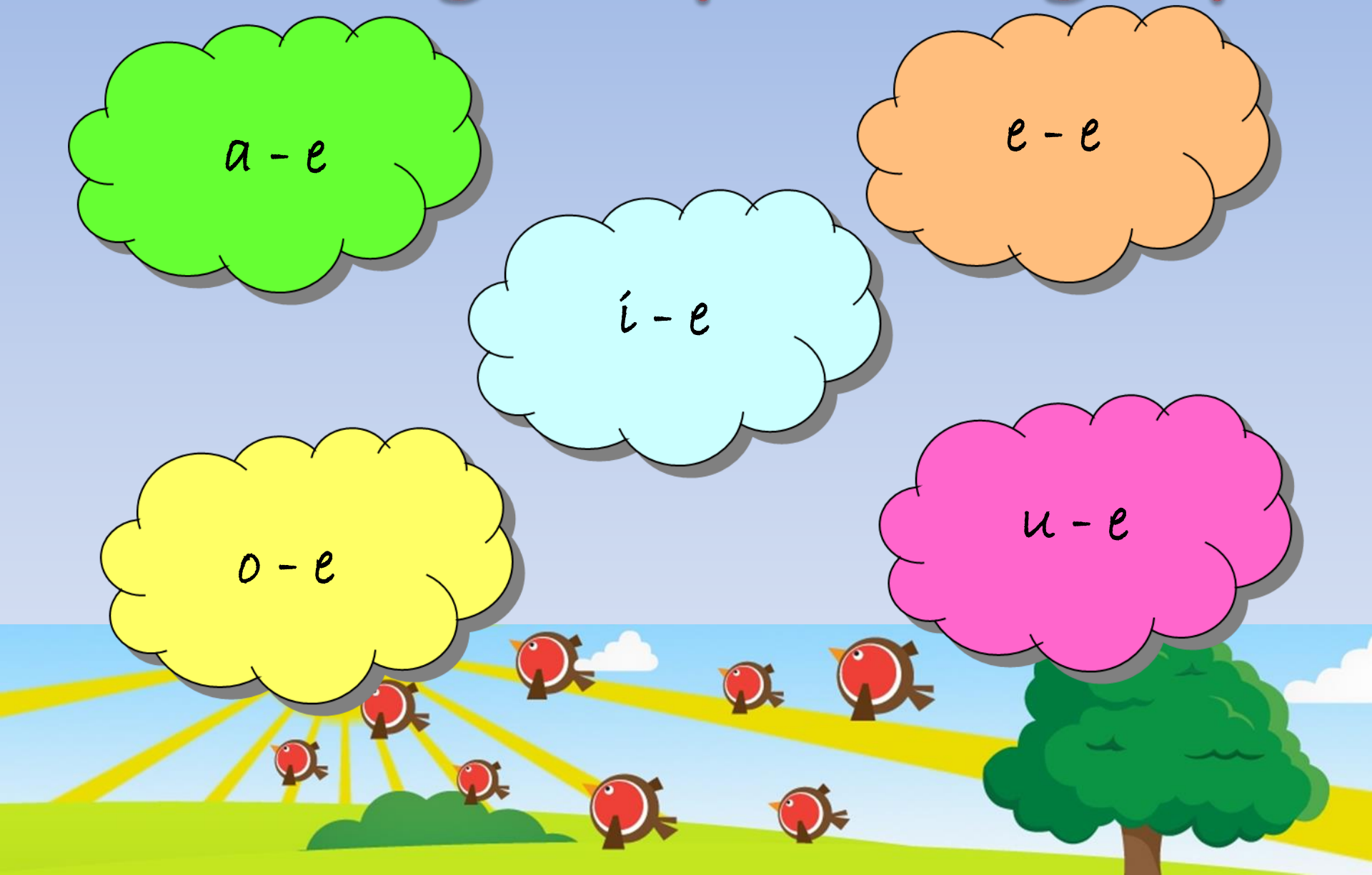
a - e

e - e

i - e

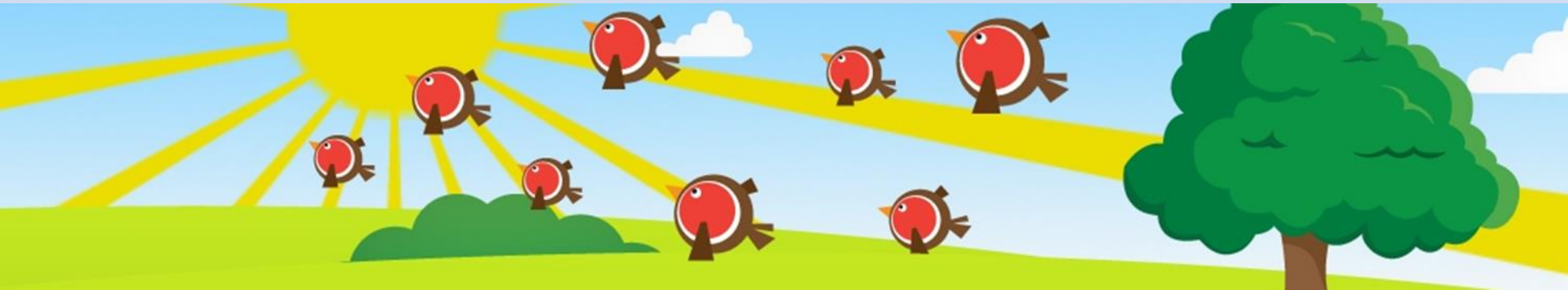
o - e

u - e



Phase 4

Alternative Pronunciations



Homographs

Wind the bobbin up!

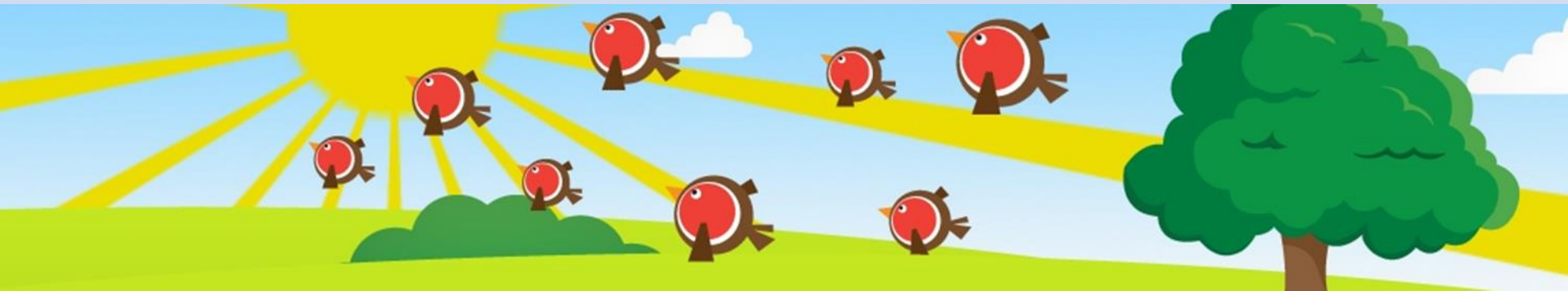
She will read it to her little brother.

The wind blew the leaves off the trees.

You have to bow when you meet the queen.

He read about the frightening monster.

Robin Hood used a bow and arrow.



Alternative spellings

Tom was very happy. It was the weekend and he was off to the beach with his mum and dad, his puppy and baby Pete.

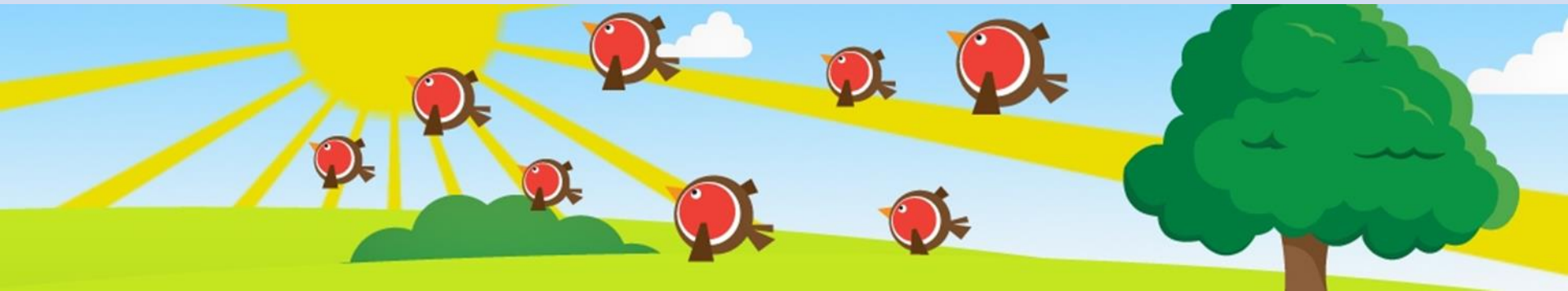
'Help me pack the green bag,' said mum. 'We need sun cream and lots to eat.'

Tom got into his seat in the back of the car and the puppy got on his knee. Pete held his toy sheep. Off they went. Beep! Beep!

At the end of the street there was a big truck. It had lost a wheel.

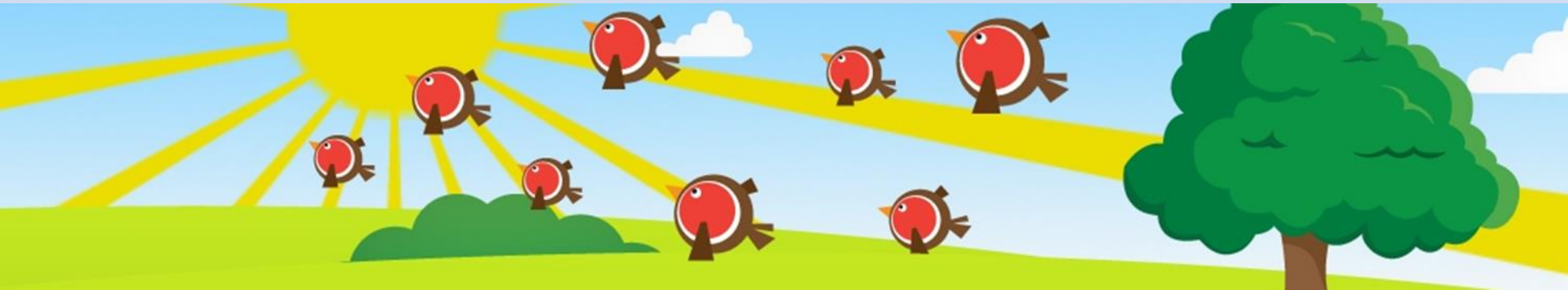
'Oh, no,' said Tom. 'We'll be here for a week!'

Dad went to speak to the driver to see if he could help.

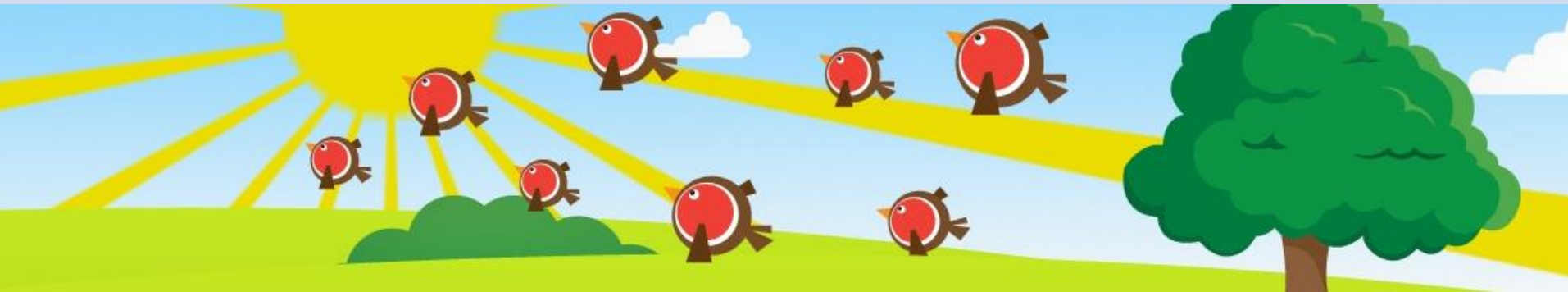
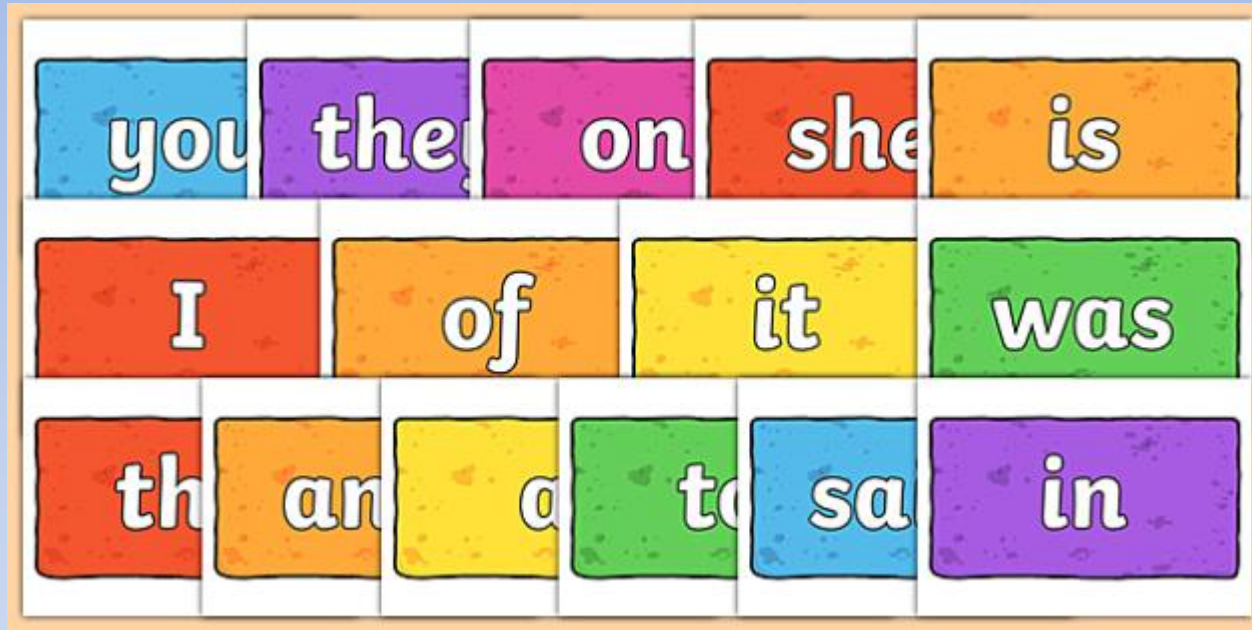


Alternative spellings

y ee ea e e_e ey



High Frequency Words



Y1 Phonics Screening Check

Practice sheet: Real words

in

at

beg

sum

Practice sheet: Pseudo words

ot



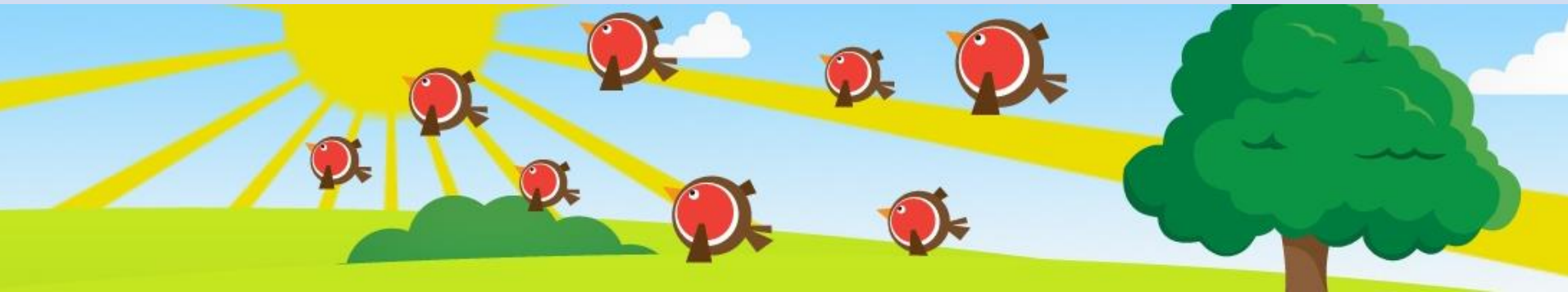
vap



osk



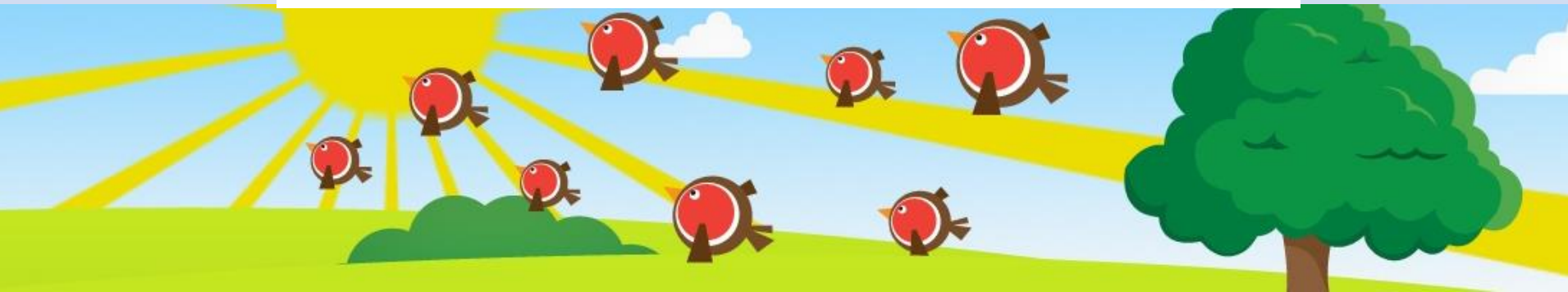
ect



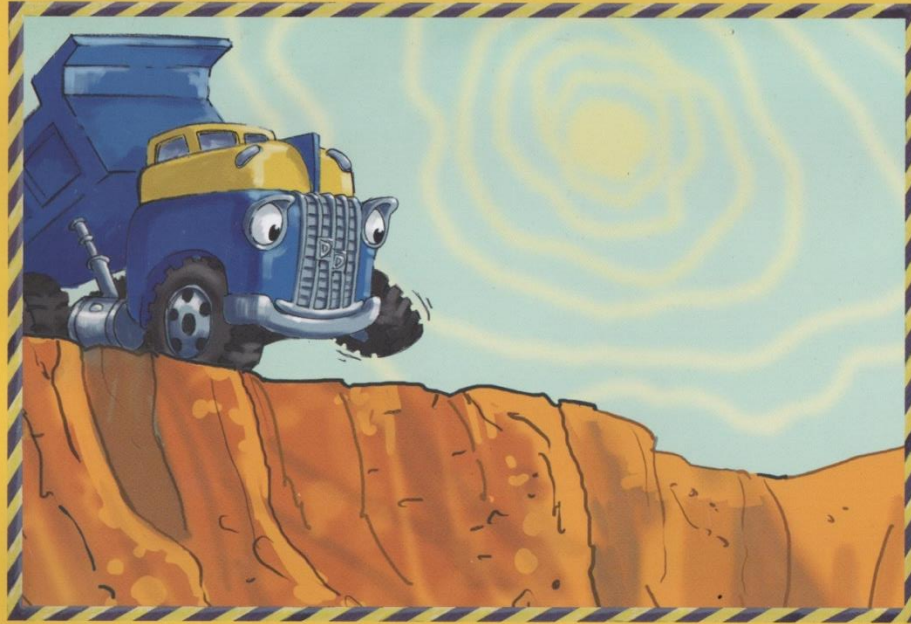
Alien Words

 ect	 shog
 jat	 stip
 yod	 bulm
 keb	 quock
 toin	 voisk

no added sugar

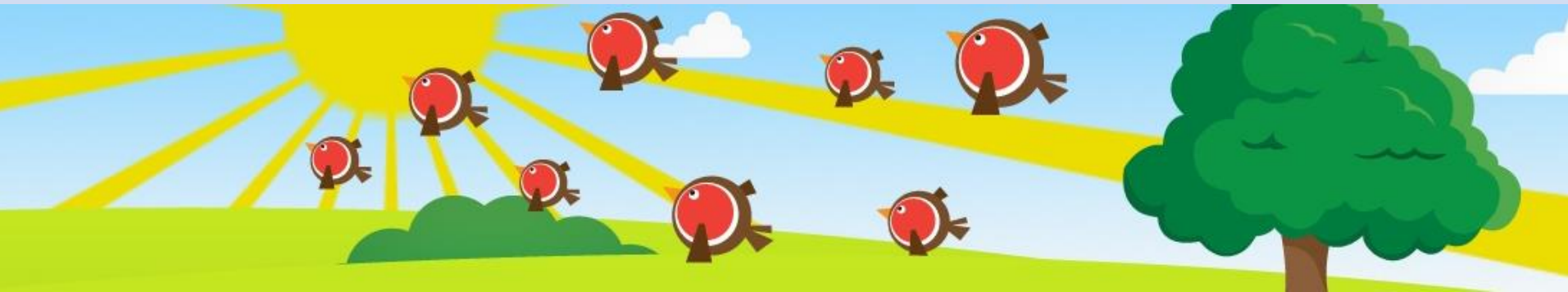


Over reliance on sounding out?

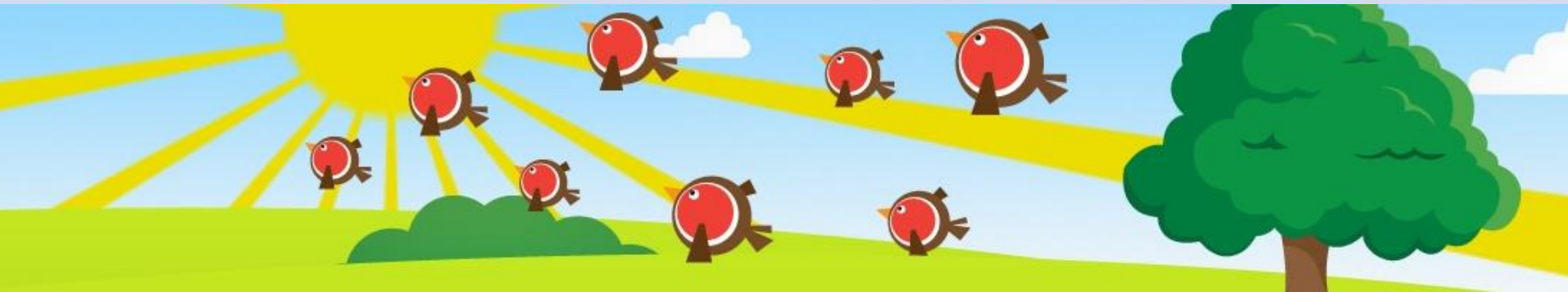
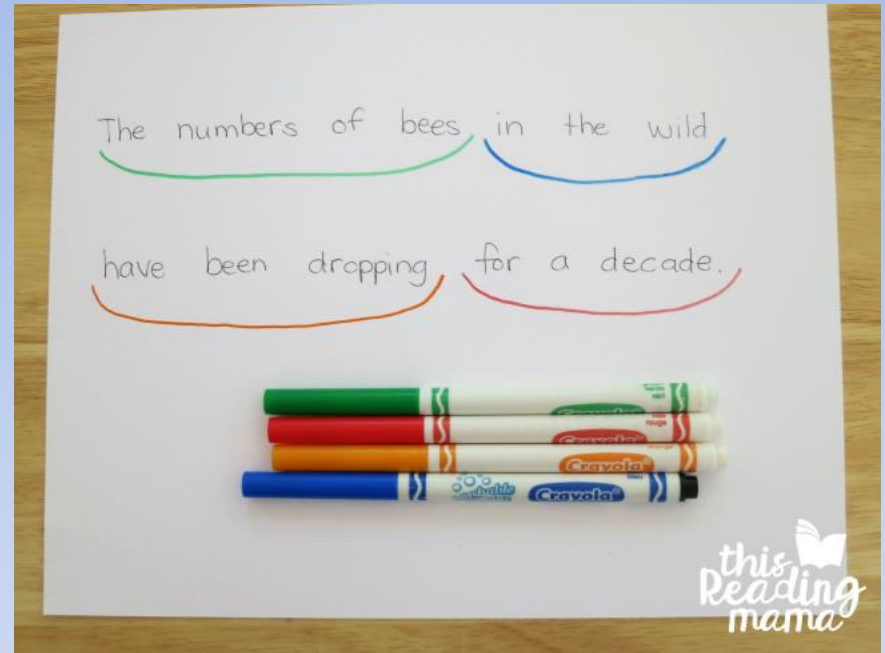


"I can see the sun," said Dan.

4



Scooping Phrases



Improving reading speed

- ❖ Reading aloud to children as a model of fluency
- ❖ Opportunities for children to listen to audio recordings with books to follow
- ❖ Practise sight words through fun activities every day
- ❖ Paired reading
- ❖ Repeat reading (individual and measured)

