

Reading and Phonics Workshop



[https://www.youtube.com/watch?v=Djz82F
BYiug&safe=active](https://www.youtube.com/watch?v=Djz82F
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Aims of the morning:-

- ❖ To understand how we teach reading at YM in the Reception Year
- ❖ Develop an understanding of phonics
- ❖ To understand how phonics helps support the development of reading
- ❖ To explore the importance of books and pictures in reading.



The two parts of reading

This workshop will be split into two parts:

- Decoding words – being able to turn letters on a page into words

Phonics

- Reading – being able to understand what the words are telling us

Reading for meaning/ comprehending



What is phonics?

- ❖ When you start to read, it is about making sense of 'squiggles' on a page.
- ❖ This is like working out a code – the phonics code.
- ❖ You have to break the code and then change the 'squiggles' (letters) into sounds
- ❖ Phonics is understanding the sounds that the "squiggles" on the page make.



Phonics knowledge

- There are 44 (ish) **phonemes** speech sounds
- and 140 (ish) **graphemes** (ways of writing phonemes)

How is phonics taught?

- ❑ A phased approach to learning from nursery to the end of Year 2 and into Key Stage 2 (Year 3 & 4).
- ❑ Emphasis on pronunciation of the sounds in a way that helps the child.
- ❑ Encouraging children with lots of oral and listening work rather than learning all alphabet sounds first.
- ❑ Not teaching blends such as 'bl' as both sounds in these words can be heard as separate sounds.



Skills needed

Segmenting

reading the phonemes c - a - t

and Blending putting the sounds back together

Taking a spoken word (e.g. him) Identifying the individual sounds h-i-m and working out how to write each sound to create the word



How to articulate phonemes

Take great Care not to add an -uh
sound onto the end of sounds such
as t j p h

https://www.youtube.com/watch?v=BqhXUW_v-1s&safe=active
(articulation of phonemes - youtube)



Phases of phonic teaching

Phonics phases 1 to 6 – *Reception focus on phases 1 to 3*

PHASE 1

- Phase 1- focus is on general sound discrimination & listening i.e. tuning into sounds, recognising rhyme and alliteration. Work also begins on oral segmenting & blending.
- The skills in this phase are taught throughout the primary school.

Games and songs



Phase 2

- letters and letter sounds are introduced.
- The first sounds are **s a t p i n m d**. Children will begin to read and write using these sounds right from the beginning.
- Begin to segment and blend simple vowel + Consonant e.g. at **ot ip up** and
Consonant + Consonant **nk ng**
- and CVC words (Consonant + Vowel + Consonant)
s a t p i n

Flash cards

writing letters

magnetic letters
alphabet

sequencing

Phase 3



- Children are taught to read and write some long vowel sounds eg ee, ay, igh, ow, oo, ar, ir, ou, oy air
- And other double phonemes that make one grapheme e.g. sh ch th
- Children learn to recognise these in words and begin to read simple words containing these graphemes using sound talk.

e.g. m ay n ee d c ow t oy

● — ● sh ar k ● ch air — ● —
— — ● — —

Phase 4

Some children will move into phase 4 in Rec but mainly this is taught in Year 1 onwards

- In phase 4 children focus on using the sound. s they know in longer words e.g.
- g r o w l
- r e f r a i n
- b e t w e e n
- s p o i l
- t o w n



Phase 5

- Alternative vowel sounds are introduced and children begin to explore more unusual spelling patterns *eg:*
- *ea* (*ee*), */or/* (*four*) and silent letters
- *b l ee d - b ea d*
- *f r ow n - b l ow n*
- *f i r e - b i r d*
- *s i t e - s i gh t*



Teaching graphemes with sound buttons

We use

- a dot under each one letter grapheme
- A line under two or three letter graphemes
- And an arc to join each split grapheme (magic e)
- E.g.

Play shake crib splash



Activity

Draw dots, dashes and arcs under
to show graphemes

twist	stiff	press	bluff	thing	spring	drink
slump	spray	boat	tooth	Care	stair	door
make	spark	sprain	brute	bird	spike	flight
hair	join	bloke	floor	stone	brown	fire

Phase 6

For most children this work is the focus of work in Year 2 and into Year 3

investigating spelling patterns, adding suffixes, dealing with tricky bits in words.

- Counting syllables, investigating root words and adding prefixes and suffixes,

e.g. Split these words into syllables

monday

chocolate

eliminate

concentration

poisonous

temperature

acceptance



Tricky Words



- Each phase has tricky words
- These are words that are difficult to decode using phonics.

Examples of tricky words

- The
- Me
- My
- To
- was

Children learn these words by rote and sight.

Reading for Meaning

Phonics help us to decode words – however, reading goes much beyond this.

Read these words please:

un bicchiere di succo

een kop thee

tres pajaros pequenos



Reading for Meaning

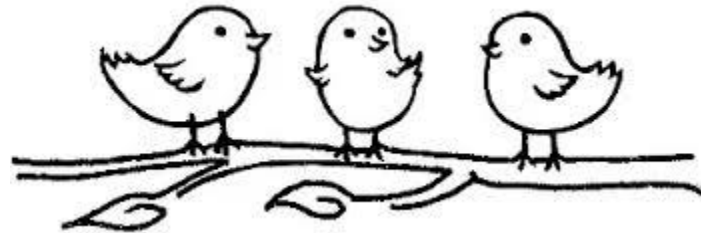
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Why use wordless books

We learn to talk...we learn to read... we learn to write.



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We learn to talk...we learn to read... we learn to write.

What might have been happening just before this?



What do you think is happening in this picture?

What do you think will happen next?

The Race for Words

Picture books develop :

- the ability to use picture clues as an important comprehension strategy helping children to begin to fully comprehend what they are seeing.

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Picture books develop :

- the ability to use picture clues as an important comprehension strategy helping children to begin to fully comprehend what they are seeing.
- understanding of basic story structure – what is happening at each stage? Sequencing beginning, middle and end.
- Increased vocabulary by encouraging words children might not otherwise use. Promoting creativity and allowing children to embellish the story however he or she wants to.

Describe this picture



Describe this picture



Three tall sunflowers.

What will the teaching of reading look like at Yorke Mead?

When your child is ready

- A pot of sounds to learn both as individual sounds and to put together to make words (real and alien words)
s a t p i n
- A reading book which may or may not have words in
- A library book – there is nothing more valuable you can do for your child than to read them stories, allowing them access to language beyond that they can read for themselves

We learn to talk...we learn to read...we learn to write!



Any questions?

Thank you for supporting the
school and your child on
their reading learning
journey.

