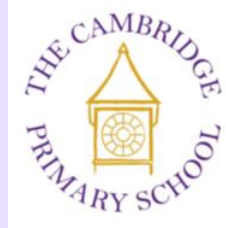


'Inspiring Minds Together'



Phonics and Reading Workshop 2021



"Once you learn to read, you will be forever free."

Frederick Douglass



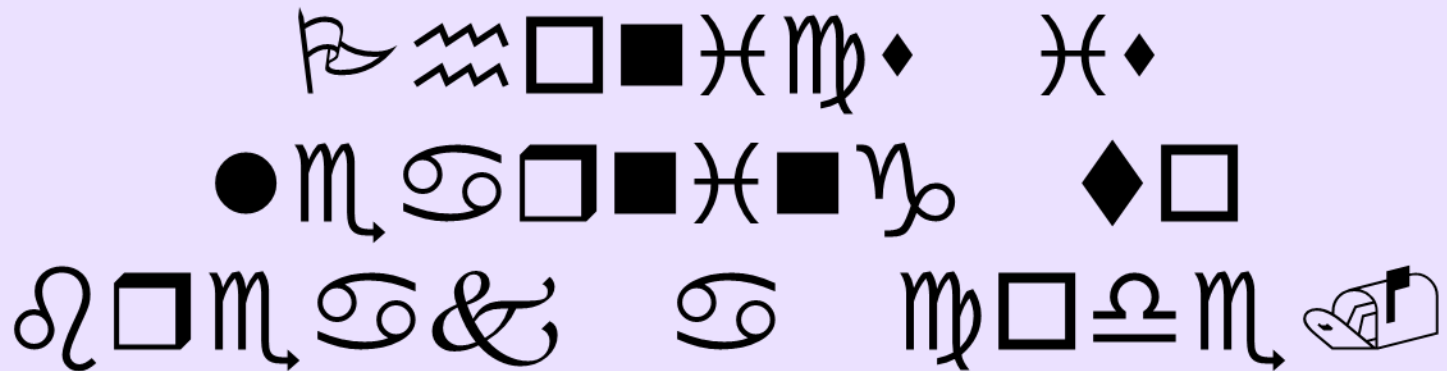
Aims

- To explain how we teach children to read at The Cambridge Primary School
- To suggest some ways to support children at home with phonics and ultimately reading
- To explain when we read in school





What is Phonics?



Phonics is learning to break a code.

Linking letters to sounds; children can read.



Why Phonics?

Try reading these words...

Phalanstery

Doronicium

Palmaceous



Why Phonics?



Early readers should use their **phonic knowledge** as the **only route** to decoding unknown words.



Decoding

To read...

1. Children need to look at the letters and say the separate sounds in order from left to right. We ask the children to 'sound out'
2. Then children need to blend the sounds together from left to right, to say the whole word. We ask the children to 'blend' or 'push the sounds together'

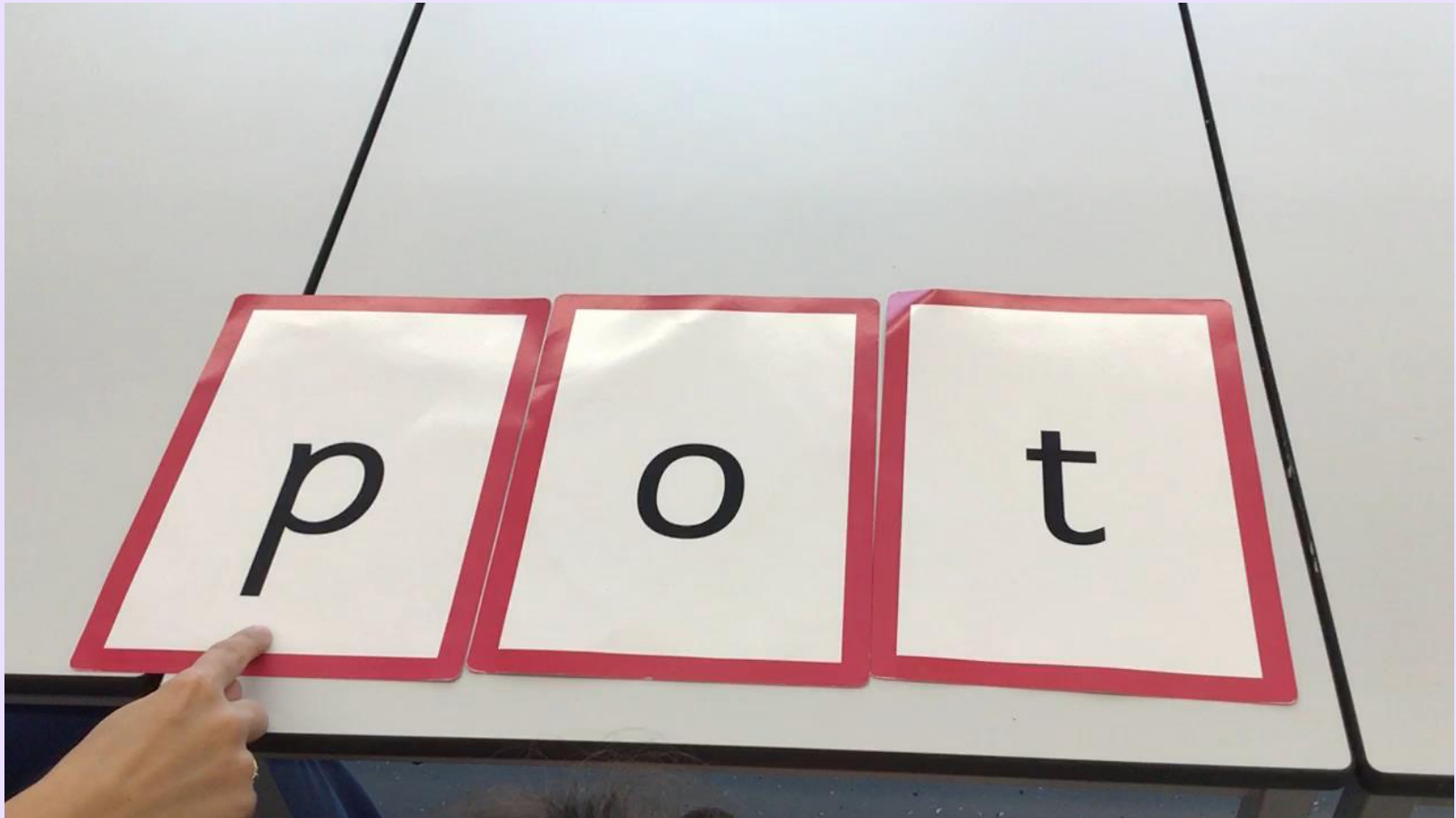
m-a-p = map

sh-ee-p = sheep





Decoding and Blending





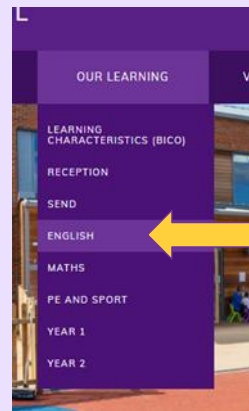
How we teach phonics

| | | | | | |
|--------------|-----------|---------|---------|---------|--|
| Year Group | Reception | | | | |
| | | Year 1 | | | |
| | | | | Year 2 | |
| Phonic Phase | Phase 2 | Phase 3 | Phase 4 | Phase 5 | |

Programme overview

Autumn 1

| | Phase 2 graphemes | New tricky words |
|--------|-------------------|------------------|
| Week 1 | s a t p | |
| Week 2 | i n m d | |
| Week 3 | g o c k | is |
| Week 4 | ck e ur | I |
| Week 5 | h b fl | the |



In this section

- Reading
- Spoken Language
- Writing

- Bedtime Story
- Phonics
- Phonics and Early Reading Policy
- Phonics and Reading Workshop 2021
- Reading Corner-Newsletter
- Reading during Lockdown 3.0
- Reading Skills Progression Map
- Recommended Books
- Room on the Broom by the children of The Cambridge Primary School
- Supporting Reading At Home

Grapheme Mats

How to say the sounds

How to write the sounds

Interactive Phonics Resources

Overview of Little Wandle Letters and Sounds Revised



Learning the sounds

Letters and images



**Daily lessons
(20-30 minutes)**



Letters and catchphrases



Learning the sounds





How to say the sounds

Oxford **OWL**



**How to pronounce
pure sounds**



Oral Blending

Helps children to just focus on listening to the sounds.

Simon says...





Oral Blending

Helps children to just focus on listening to the sounds.

What's in the Basket?





Rehearsing the Sounds

Finding the letter when hearing the sound.





Rehearsing the Sounds

Finding the letter when hearing the sound.





Rehearsing the Sounds

Saying the sound when seeing the letter.





Resources



Resources



Points:

| | | |
|------|-------|--------|
| ch-1 | igh-8 | ear-10 |
| sh-2 | oa-9 | air-11 |
| th-3 | oo-10 | ure-12 |
| ng-4 | ar-11 | |
| ai-5 | er-12 | |
| ee-6 | ur-13 | |
| or-7 | ow-14 | |
| | oi-15 | |



Online Resources

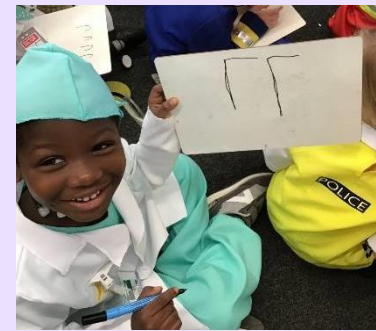




Writing the sounds

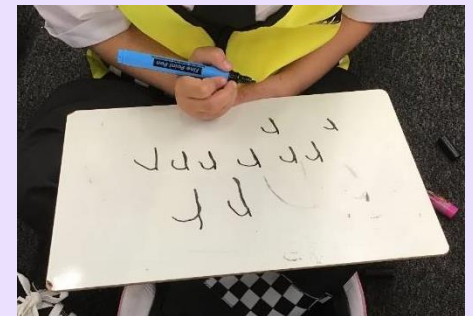
Print letter formation

s a t p i n



Formation phrase

From the cloud to the ground, up
the arch and over the rainbow.





Writing the sounds

Pre cursive letter formation

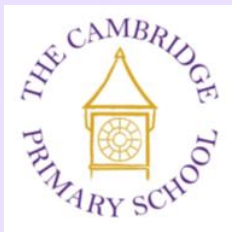
s a t p i n

Coek-a-doodle-doo!
Boo hoo!
Too-whit-too-whooh!
moo!
Mew!



"It's terribly kind of you, Fox, but no — I'm going to have lunch with a gruffalo."





Phonic Terminology



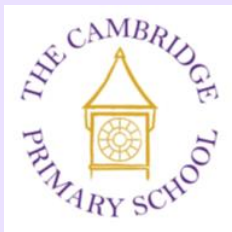
Phoneme -The smallest unit of sound in a word

pet = 3 phonemes p-e-t

rain = 3 phonemes r-ai-n

frog = 4 phonemes f-r-o-g

spoon = 4 phonemes s-p-oo-n



Phonic Terminology



How many phonemes?

pen

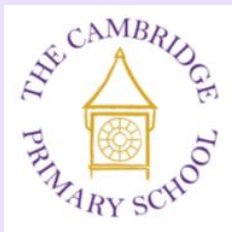
star

sport

twenty

coach

stretch



Phonic Terminology



How many phonemes?

pen

3 p-e-n

star

3 s-t-ar

sport

4 s-p-or-t

twenty

6 t-w-e-n-t-y

coach

3 c-oa-ch

stretch

6 s-t-r-e-t-ch



Phonic Terminology

Grapheme - The letter or letters that represent a phoneme
e.g. the letters ai represent the single sound in the word rain

Digraph - Two letters that represent one sound
e.g. sh ee ar

Trigraph - Three letters that represent one sound
e.g. air ear igh

Split digraph - A digraph in which the two letters are not next to each other. They are split by a consonant. e.g. ie



Adjacent consonants - Consonants that appear next to each other to form a 'blend'
e.g. **str mp bl** These make separate sounds NOT ONE.



Sound Buttons

Help children to identify sounds

Single sounds:

j a m



Digraphs :

c h i p



Trigraphs :

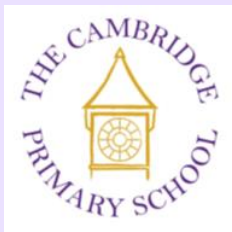
h a i r



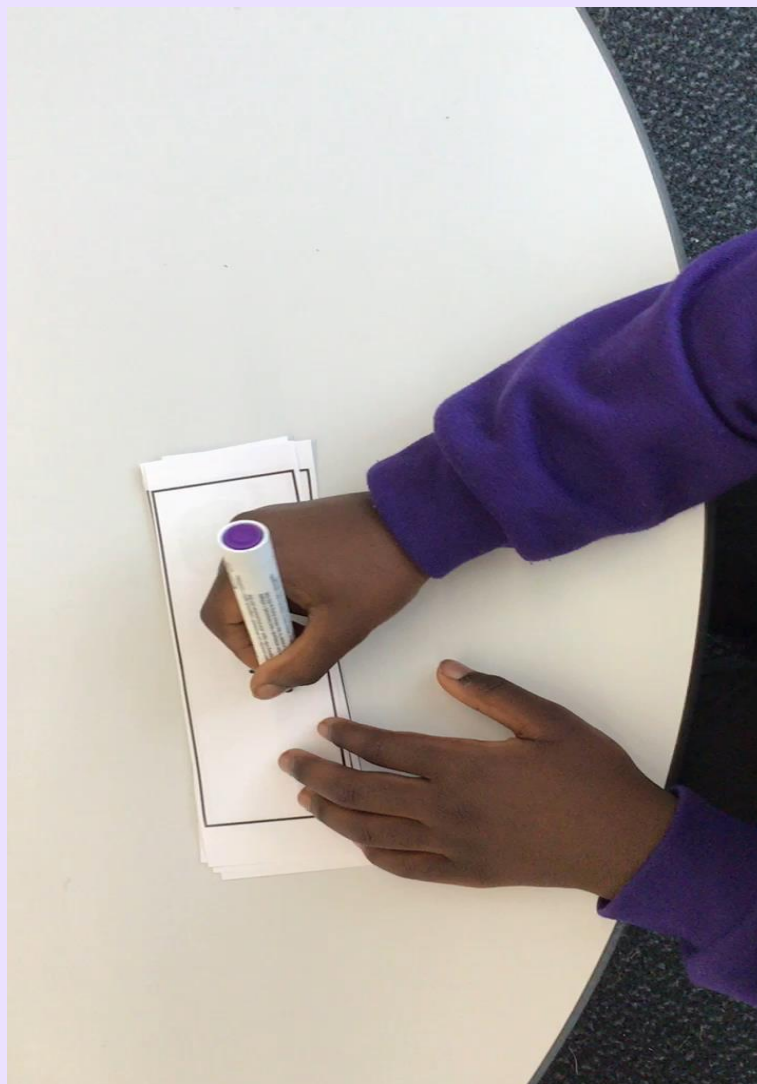
Split digraph:

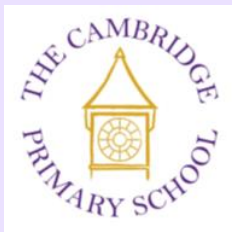
s n a k e





Sound Buttons



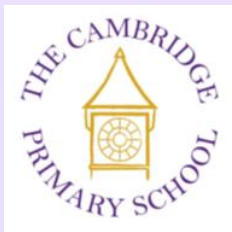


Sound Buttons



Can you add sound buttons?

| | |
|------|----------|
| pat | speed |
| fog | toast |
| star | gate |
| mist | spoke |
| foil | floating |



Sound Buttons



Can you add sound buttons?

| | |
|------|----------|
| pat | speed |
| fog | toast |
| star | gate |
| mist | spoke |
| foil | floating |



High-frequency and Tricky Words

Phase 2

| | |
|--|--|
| is I the as and has his her go no to | into she he of we me be push put pull full |
|--|--|

Phase 3

| | |
|--------------------------------|----------------------------|
| was you they my by | all are sure pure |
|--------------------------------|----------------------------|

Phase 4

| | |
|--|--|
| said so have like some come love do were | here little says there when what one out today |
|--|--|

Phase 5

| | | |
|---|---|--|
| their people oh your Mr Mrs Ms ask could would | should our house mouse water want any many again who | whole where two school call different thought through friend work |
|---|---|--|



Tricky Words

Training our brains



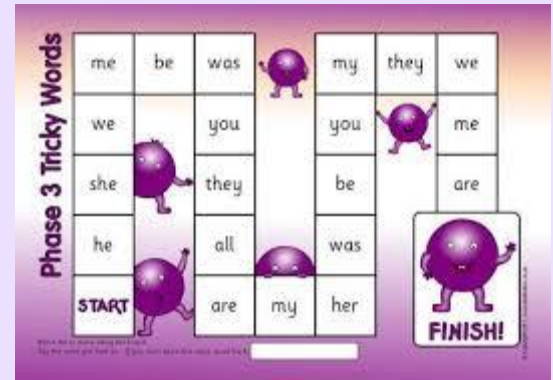
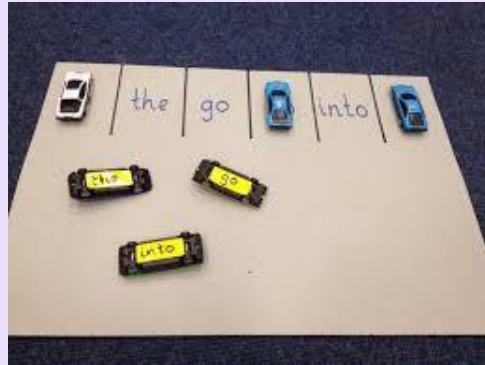
What is the tricky part?

was

“The **a** sounds like an **o**.”



Tricky Words





Our Reading System

‘Phonics Readers’

This is supported by the National Curriculum (2013) that states:

Children should *“read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.”*

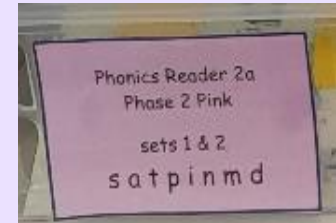




Our Reading System

'Phonics Readers'

- Organised in book boxes to follow the teaching sequence of our phonics programme.
- Aim to match to the sounds and words the child is currently learning in school so they can decode the words by sounding out and blending, and **not** by using any other strategy.
- Changed weekly to develop fluency, pace and comprehension.

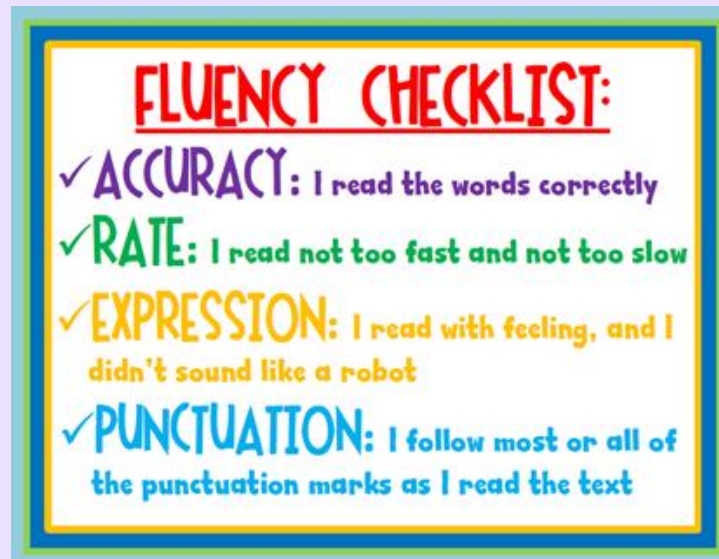




Fluency

Children should “read easily, fluently and with good understanding.” National Curriculum (2013)

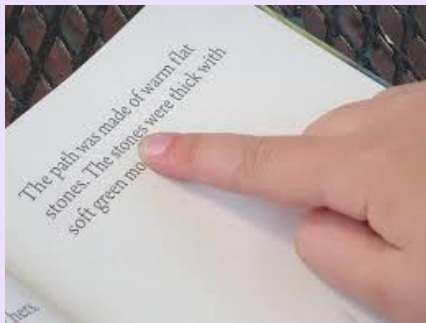
- Link between fluency and understanding
- Measuring fluency -Year 1 child - 60 words per minute
Year 2 child - 90 words per minute





Developing Fluency

- Re-read sentences.
- Choral reading - read together whilst pointing to the text.
- Cloze reading - adult reads and misses out words that the child has to read.
- Partner reading - the adult reads a sentence and then the child reads it.

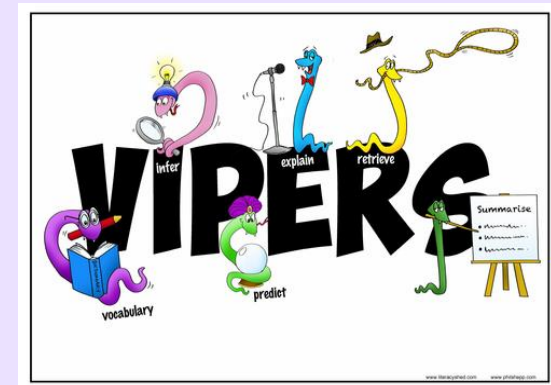




Reading at The Cambridge

When are children taught to read and when do they practise their reading skills?

- Phonics lessons
- Reading Practice Sessions
- One to one reading with an adult
- Whole class guided reading lessons

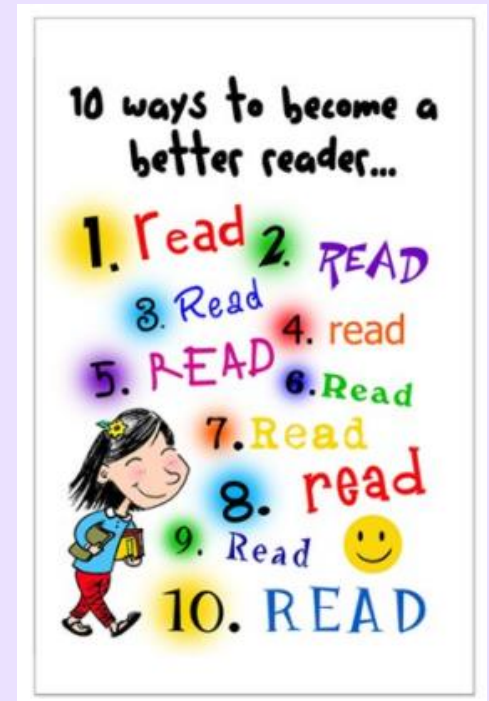




Reading at Home

Ten benefits of reading at home

1. Reading to children has a positive impact on their outcomes.
2. Reading exercises our brain.
3. Reading improves concentration.
4. Reading teaches children about the world around them.
5. Reading improves vocabulary and language skills.
6. Reading develops a child's imagination.
7. Reading helps children to develop empathy.
8. Reading is fun.
9. Reading is a great way to spend time together.
10. Children who read achieve better in school.



“Children are made readers on the laps of their parents.”

Emilie Buchwald

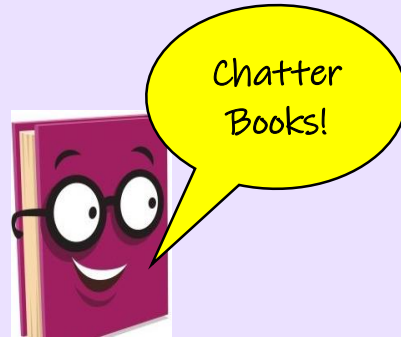


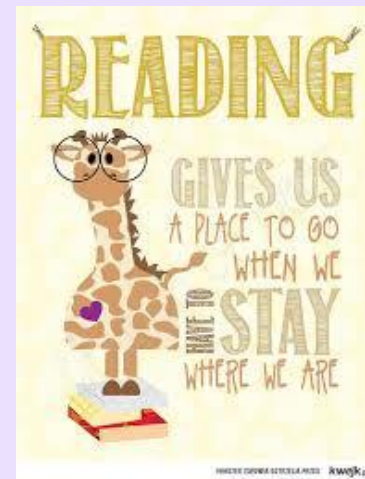
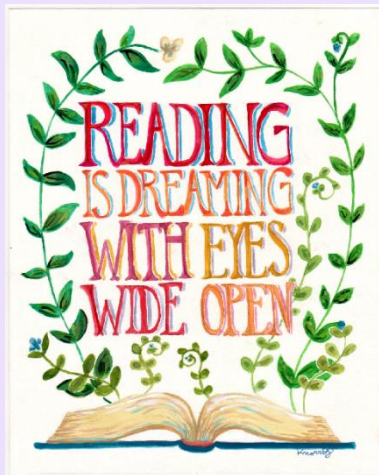
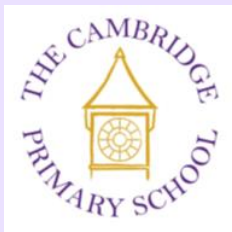
Reading for pleasure

*"There are many little ways to enlarge your child's world.
Love of books is the best of all."*

Jacqueline Kennedy Onassis

- Story time
- Book Buddies
- Chatter Books
- English Lessons
- Bedtime Stories
- World Book Day
- Mystery Readers
- Reading Challenges
- Family Reader books
- Book friendly learning environments





Thank you for joining the workshop.

Happy reading!

