



Phonics and Reading

Parent Workshop

Wednesday 30th September 2020



Aims:

1. Understand how phonics can teach learners to read and spell
2. Explore how children learn phonics and reading at Newton Primary School
3. Find out ways you can encourage and support reading and phonics at home

Phonics

Phonics is the ability to decode letters on a page into words. Until the ability to do this is secure, reading will be hard work and quality comprehension will not take place!

c-a-t



s-n-ai-l



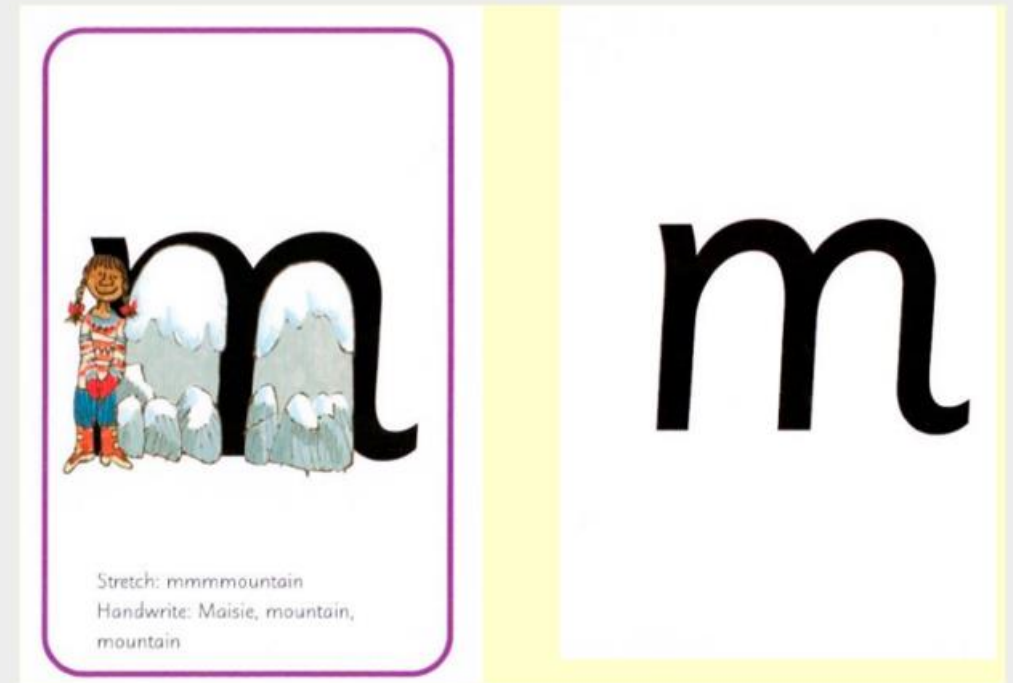
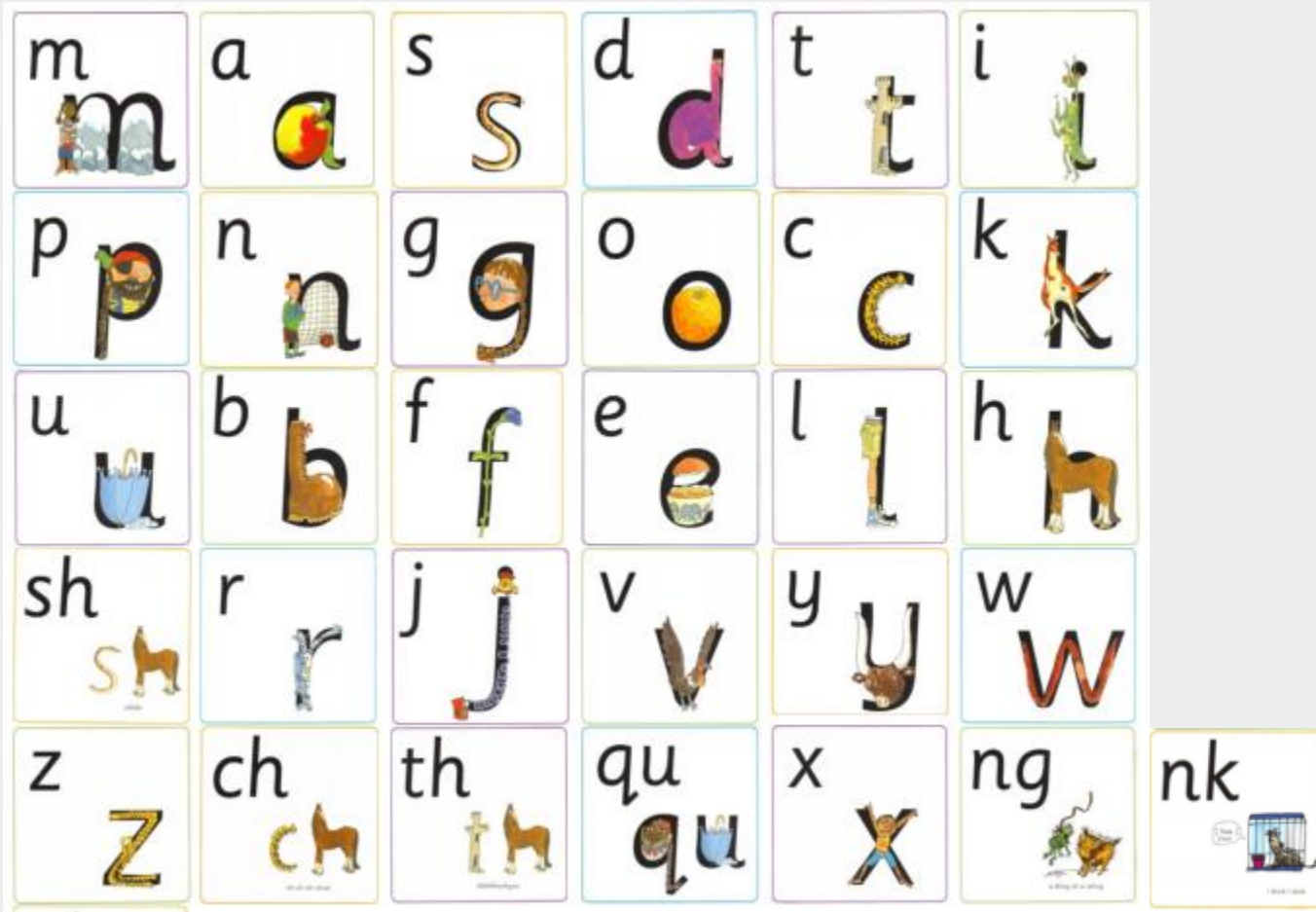
How do we teach phonics at Newton?

- We follow Read Write Inc. Phonics.



- The children have a 20-minute session of phonics each day.
- They are grouped depending on what stage they are at and are assessed half-termly.
- The children learn up to 3 new sounds a week. They will bring home practice sheets for these sounds and have a spelling test on a Friday to check that they are secure.
- Your child's reading book will be decodable and will correlate with the sounds they have learnt.

Set 1 Sounds



Set 2 Sounds



ay

Set 3 Sounds

a-e



make a cake

ai



snail in the rain

u-e



huge brute

ew



chew the stick

i-e



nice smile

ea



cup of tea

oi



spell the boy

aw



barn at dawn

ow



brown cow

o-e



phone home

oa



goat in a boat

ur



nurse with a pussie

er



a letter carrier

are



cat and shoe

ire



fire

ure



sure it's pure

ear



hear with your ear

- ea (as in tea)
- oi (as in spoil)
- a-e (as in cake)
- i-e (as in smile)
- o-e (as in home)
- u-e (as in huge)
- aw (as in yawn)
- are (as in care)
- ur (as in nurse)
- er (as in letter)
- ow (as in brown)
- ai (as in snail)
- oa (as in goat)
- ew (as in chew)
- ire (as in fire)
- ear (as in hear)
- ure (as in pure)

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				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

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

Pronunciation guide – pure sounds

<https://www.write-inc-phonics--1/phonics-pure-sounds-video>

Learning to blend and segment with the
sounds we know...

Three types of word

DECODABLE

TRICKY

ALIEN

Green words – contain all the sounds we know

*Fred talk
*Fred in your head
*No Fred talk

Alien words!

pan

Red words

'If it's red it's hard to Fred'

Grotty grapheme!

I	the
you	your
said	was

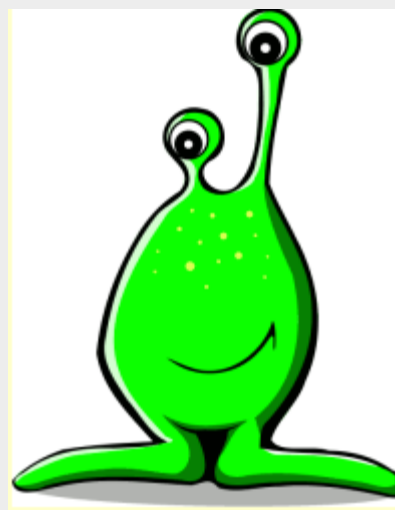
Decodable, tricky or alien?

moon

DECODABLE

Decodable, tricky or alien?

airp



Decodable, tricky or alien?

cup

DECODABLE

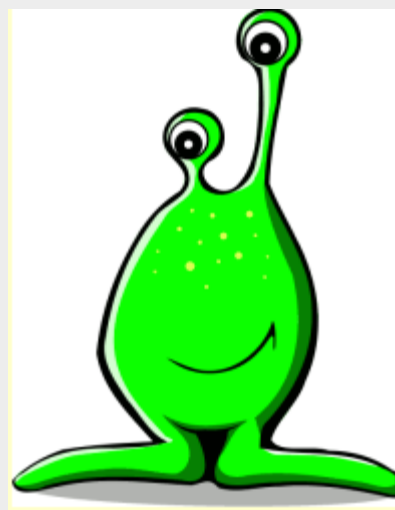
Decodable, tricky or alien?

TRICKY

into

Decodable, tricky or alien?

jurp



Decodable, tricky or alien?

TRICKY
was

How can you support your child at home?

- When reading with your child, encourage them to 'Fred Talk' unfamiliar words and then blend the sounds together from left to right.



dog

- Ask your child if they can spot any **special friends** in the word.

night

- Play games like 'I Spy', sounding out the words. "I spy a c-a-t."



a a a



Practise handwriting

Round the apple, down the leaf

a a a a a

Practise sound-writing

a

Speed Sounds Set 2

oo



post at the post

2. top, stop, mop, pop, mop, stop,
mop, stop

oo

Practise reading

too

zoo

food

pool

moon

spoon

Ditty 1: pop

Speed Sounds - read the sounds (not the letter name)

a g t p n s d o i

Green Words - read these words by blending the sounds together

not got sip pop dad did dog

Red Words - read these words but tell your child the word if they get stuck

I the

I got pop

dad got a sip

the dog did not



Applying phonics when reading



1st read: children use their knowledge of sounds and blending. This may be quite slow.

2nd read: encourage your child to speed up a little bit. Combine sound blending with the meaning of the passage.

3rd read: encourage your child to read with lots of enthusiasm to develop a 'storyteller voice'.

Some useful links for Phonics

- **Phonics Ten Top Tips**

<https://www.youtube.com/watch?v=i5O4yvZSOsc>

- **Free games for practicing blending**

<https://www.phonicsplay.co.uk/resources>

- **Online Ditty Sheets (to use when children can read all Set 1 sounds)**

https://cdn.oxfordowl.co.uk/2020/03/25/12/12/55/1a5fba52-4af4-4008-9fcf-56517ab25cb7/RWI_OnlineDitties.pdf

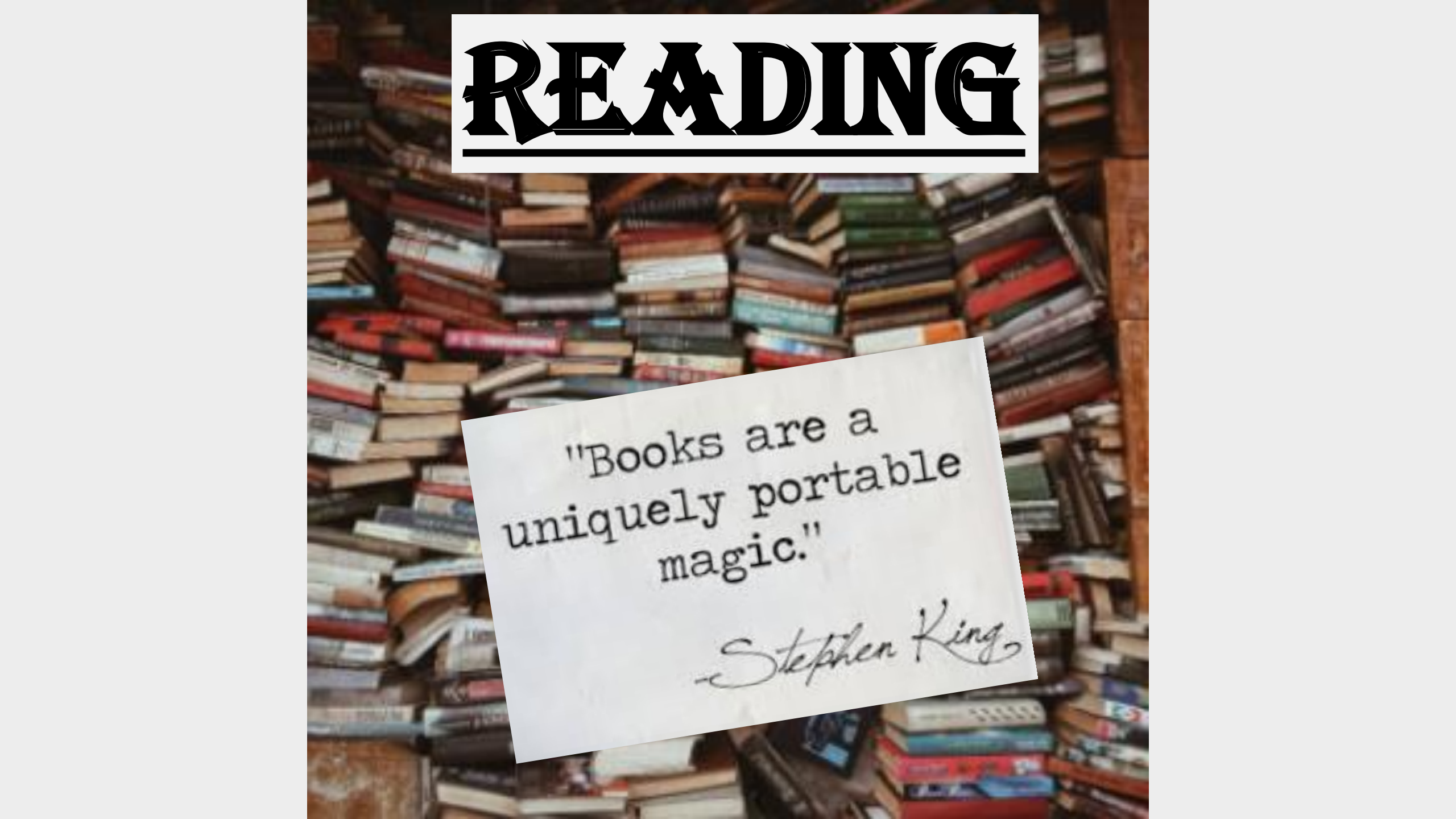
- **Read Write Inc guide for parents**

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

- **Learning to Read through Phonics – Information for Parents (DFE)**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/194057/phonics_check_leaflet_2013_.pdf

READING



"Books are a
uniquely portable
magic."

-Stephen King

Reading



- Each day the children have many opportunities to read for a range of purposes and are listened to. Reading is taught in Whole Class sessions following a bespoke-to-the-school bi-weekly planning format, based loosely on Pie Corbett's reading programme and designed to work in line with our writing structure.
- 5/7 key reading skills are taught across school depending on the key stage.
- Sentence stems are encouraged during reading sessions to provide children with the opportunities to both 'read as a writer' and 'read as a reader'.
- The texts used within these reading sessions are of high quality and designed to be 'unpicked' over the course of two weeks with a focus on high level vocabulary.
- Regular cross-curricular opportunities for comprehension and similar application of skills are provided.
- Each class also has a whole class reading book which is read to them by the teacher at the end of each day. This book is selected from Pie Corbett's reading spine and is purely an opportunity for the children to listen to and enjoy.
- Accelerated Reader in KS2

How Talk for Reading looks at Newton

Three key parts:

- Immersion (Picture clues / drama / vocabulary focus / lots of discussion)
- Comprehension opportunities - Introduce a 'big question' (Class teacher modelling, lots of discussion and paired practise)
- Apply understanding to a new text (paired practise answering the same kind of big question to a new text / final independent application to another new text)



How you can support at home with reading.

- Listen to your child read as often as possible.
- Refer back to the techniques discussed previously if they come across unfamiliar words
- Encourage them to make a note of any interesting words or phrases
- Model reading with your child – this is better if you can share a story that is more complex than the material they are reading by themselves.
- Share and celebrate new words.
- To find a book that they will like, use the website <https://www.lovereadings4kids.co.uk/> to read the introductory extract

Some useful links for Reading

- BBC Sounds – Cbeebies Radio

https://www.bbc.co.uk/sounds/play/live:cbeebies_radio

- World Book Day – Free audio books

<https://www.worldbookday.com/world-of-stories/>

- Pie Corbett's Reading Spine

<https://shop.scholastic.co.uk/reading-spine>

- To find recommended books

<https://www.lovereadings4kids.co.uk/>

- Reading Eggs

<https://readingeggs.co.uk/>

- Teach your monster to read

<https://www.teachyourmonstertoread.com>

- Read Theory – Free comprehension practice

www.readtheory.org

- Revision videos on BBC bitesize

<https://www.bbc.co.uk/bitesize/topics/zs44jxs>

- Oak Academy - Videos and lessons on reading

<https://classroom.thenational.academy/lessons>