

"READING IS A PASSPORT
TO COUNTLESS ADVENTURES."
- MARY POPE OSBORNE



Key Stage 1 English Parent Workshop

Phonics and Early Reading

Aims of the Session

📖 How is Phonics and Early Reading taught?

📖 What is the Year 1 Phonics Screening Check?

📖 How can I support my child at home?

📖 How are Home and School reading books organised?

Set 1 Sounds

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

Set 2 Sounds

ay	ee	igh	ow	oo	oo
or	ar	air	ir	ou	oy

Set 3 Sounds

ea	oi	a-e	i-e	o-e
u-e	aw	are	ur	er
ow	ai	oa	ew	ire
ear	ure	tion	ious	ous

Read Write Inc.
Phonics

Phonics and Early Reading: What do the experts say?

- 📖 Reading is **fundamental** to education.
- 📖 Proficiency in reading, writing and spoken language is vital for children's life-long success.
- 📖 Reading develops communication skills for education and for working with others: in school, in training and at work.
- 📖 The National Curriculum is designed to make sure that all pupils can read and write fluently and proficiently by the time they leave Year 6, so that they can make progress at secondary school.
- 📖 A vital element of this is the early and successful teaching of phonics, complemented throughout the school years by teaching that promotes fluency and comprehension.



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How is Phonics and Early Reading Taught in School?

- 📖 We follow the Phonics scheme Read Write Inc.
- 📖 Children complete a Read Write Inc Phonics Assessment and a Phonics Screening Practise each term.
- 📖 Based on their Phonics knowledge and comprehension skills they are placed into coloured groups.
- 📖 Phonics sessions are taught for half an hour every morning.

Phonics Session In School

- 📖 Quick **Speed Sound** sessions.
- 📖 Practise **Tricky Words** that appear in the book they are working on that week.
- 📖 Learn **2 sounds** a week, building to 3 . E.g. OU and OW
- 📖 Practise using the sounds to **write words** e.g. Cloud (Dot and Dashing)
- 📖 Play **Quick Fingers** with the Red Words in their book.
- 📖 These sessions enable the children to have skills they need to read the text.
- 📖 They will read it in their heads, read it to a partner and then it out loud to either an adult or as part of a group (confidence dependent).
- 📖 Finally, children will answer the comprehension questions about the text.







What is the Year 1 Phonics Screening Check?

- 📖 The purpose of the phonics screening check will be to confirm that all children have learned phonic decoding to an age-appropriate standard.
- 📖 The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words (alien words).

📖 **Beginning the Week:** Monday 10th June 2024

📖 Children must score 32+ to pass the assessment.

📖 If a child doesn't pass, they will re-take the assessment in Year 2.

Practice sheet: Real words	Practice sheet: Pseudo words
in	ot 
at	vap 
beg	osk 
sum	ect 

How can I support phonics at home?

Repetition of Sounds

Use different voices, different pitches to make it more fun.
For example, say the sound like a monster, or a whisper voice

Writing Words Using the Sounds

For Example, 'oa' sound: boat coat float moat soap
Encourage dotting and dashing

Repeat the rhymes on the cards that link to the sound

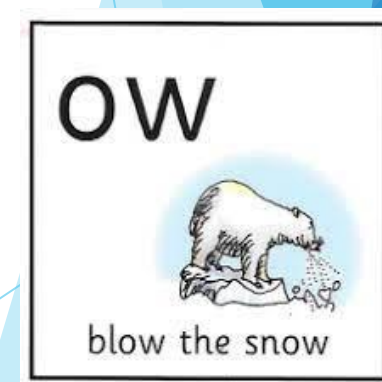
OW - Blow the Snow

Play Sound Games

- 📖 Write the sounds on post – it – notes and place around the house
- 📖 Snap: Lay all cards face down on the table try and find the card that matches the sound you agree together.
- 📖 Hide and Seek – Hide different sounds in different places around the house or garden. 'Can you find ee?'
- 📖 Throw a bean bag to land on the sound – Good for children who like sport
- 📖 Lay the sounds out on the table and set a timer to see how many sounds they can splat in a minute.



ba <u>ll</u>	3
al <u>so</u>	4
al <u>mo</u> st	6
ca <u>ll</u>	3



How can I support phonics at home?

Get the children involved in creating their own alien words.

Choose a sound: **-ai**

Easy Examples: shaib baip gaig

Gaining Confidence: Draigl Raithin traij clompaik graigling

kait



traim



craif



jai



gaid



shaig



jait



paib



Organisation of Reading Books for School and Home

Phonics Book

Look closely at what sounds are in the book your child brings home and practise these when possible.

1st Read: Let your child read the book on their own.

2nd Read: Then get them to practise reading to someone with support.
(Model reading with expression, pausing at punctuation, correcting misread words and not just moving on if it doesn't make sense)

3rd Read: Your child should read the book fluently on the final read.

Stage Book

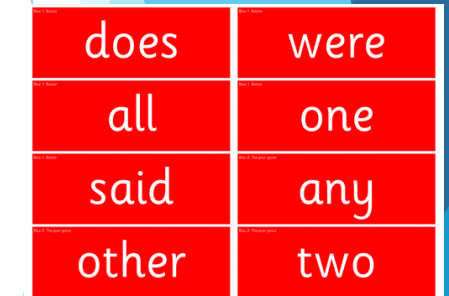
This book is to add further exposure to tricky words, for example, **said, what, that, come, some, would, should**. Words that are not phonetic: **RED WORDS**

These books can also help with comprehension: Ask meaningful questions as your child reads.

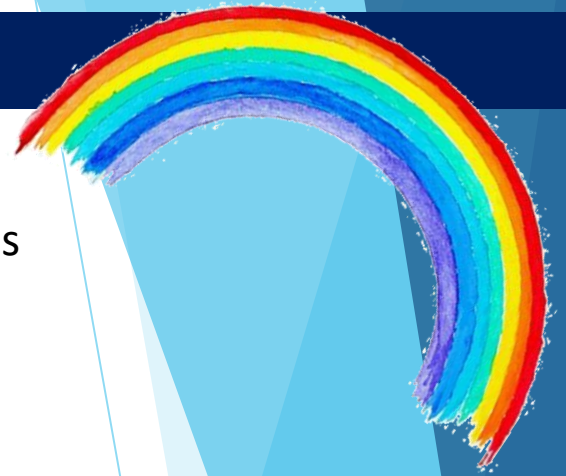
For example: How many dogs are there? How do you think the monkey was feeling? Where did Ben go yesterday?

Picture Book / Book Corner Book

This is to encourage reading for pleasure and a love of reading. Adults can read this book it doesn't have to be read by the child. It's to enjoy, talk about the pictures, the characters and explore a variety of genres.



Supporting Spelling and Writing at Home



Continue to practise weekly spellings and the coloured words ([Rainbow Spellings](#)) at home.

Repeat them, Write them, Look Cover Write Check, Place the words around the house, Play Games with the Words etc.

Focus on one phonics sound and include some of the coloured words they have been learning.

For example, The **'ew'** Sound

I **flew** to the shop. He thr**ew** the **ball** at the shed. She dr**ew** a cat on a mat.

Verbally decide as a team what the sentence is going to be.

Repeat the sentence lots of times, discuss any words that might be tricky. For example, *'Ball might be tricky. Do we know how to make the **all** sound?'* If not discuss this before they begin so they feel they have achieved it independently and can feel proud of their sentence when they finish.

As they gain confidence you can increase the length of the sentences and the difficulty of words they would like to include.

For example, The **ou** sound: Can I come to your **house tomorrow**?

(Discuss the word **tomorrow** before they begin or write it down and have a look at how they might remember how to spell it: **Tom or row**)

Thank you for supporting your children's learning

There is no greater support that you can provide for your child, in terms of their cognitive, social and emotional development, than to support phonics and reading at home.

