

# Phonics and Reading Workshop

November 2018



# Phonics at Thorpe

- Phonics is taught daily in a phonics session.
- There are six stages of phonics, beginning with initial sounds, and then the introduction of spelling rules and patterns in Year 1. There are 44 sounds to be learnt.
- The sounds covered each week are put on the whiteboard outside the classroom. It is really beneficial that these sounds are practised with the children.

# Letter Sounds

- There 26 initial sounds- these are not taught in the order of the alphabet. Eg; s,a,t,p,i,n.
- After learning these the children then move onto learning sounds made up of two letters(digraphs) or three letters(trigraphs) Phase 3 has some of these in.
- Eg; ee(feel) and igh (high)

# What does a phonics lesson look like?

- Recap on the sounds and tricky words
- Introduce new sound and tricky word
- Read and write words with the new sound
- Apply the new sound to a piece of writing or reading often in a piece of shared writing

# Phonics Flashcards

- Every phonics lesson starts with the children recapping on the sounds they have learnt so far.
- The children learn the sound and the name of each new letter. This is 's' and it's name is 'S'.
- Use the pure sound 's' and 'f'.
- The children learn actions to go with each letter sound. This is from a programme called 'Jolly Phonics'.
- At this stage it is common for the children to confuse many of the letter sounds- a lot of the letters look alike!
- On the website, under parents is the Jolly phonics video to show how the sounds are spoken.

# Segmenting and Blending

- Segmenting- breaking the word down into each sound. Some sounds are made by one letter and others by two or three.
- Blending- putting these sounds together to be able to read the word.
- This takes a bit of practice! They may need to sound out the word more than once or hear an adult model it to them.

# Tricky Words

- In addition to the letter sounds the children also learn how to read and write tricky words.
- Tricky words are words that can not be sounded out but have to be learnt as whole words.
- Tricky words are taken from the list of the 100 most commonly used words-the odd one can be sounded out but as they are used so frequently they are best learnt as a whole.

# End of Reception Expectations

The Early Learning Goals for the end of Reception state:

- **Reading:** Children read and understand simple sentences. They use their phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking to others about what they have read.
- **Writing:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



# End of Year 1 Expectations

The New Curriculum gives the following expectations:

## Reading: Word Reading

- apply phonic knowledge (all 40+ phonemes) and skills as the route to decode words
- read common exception words
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read words with contractions, and understand that the apostrophe represents the omitted letter(s)

# End of Year 1 Expectations.

## Spelling:

- spell words containing each of the 40+ phonemes already taught common exception words the days of the week
- name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words

# End of Year 1 Phonics Screening

- In June of each year all year 1 children across the country have to take part in a phonics screening check.
- This is a benchmark used by the government to indicate children's phonic awareness.
- The screening uses the children's ability to read real and 'unreal' words, eg bone and sone by sounding out and blending. We call unreal words alien words.

# Reading

- Reading at home and school is of huge importance.
- As their knowledge of sounds and letters increases they begin to read simple books with a few words or short sentences.
- The children progress through a reading scheme marked with different colours until they are confidently reading short chapter books.
- Well resourced book corners and our library area ensure the children have access to a wide range of books to support their enjoyment of reading.
- We are currently auditing and reviewing our early stage reading books and will be purchasing some more titles.

# Reading

- Hearing your child read every night will allow them to move through the book band colours.
- Encourage your child to use their phonic knowledge alongside context cues to help read new words.
- In Reception, children change books at the beginning of the day ideally each day until they move onto longer books where this is no longer possible.

# Book Band Colours

- Reception – Year 2

