

# Welcome to Sapphire Class Phonics Workshop

---



# Aims

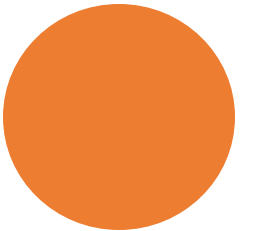
- To support your understanding of phonics
- To share some of the terminology and teaching practices we use with the children
- Guidance on how to help your child with their reading and spelling at home

# Why teach phonics?

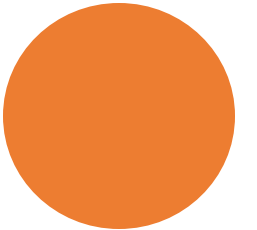
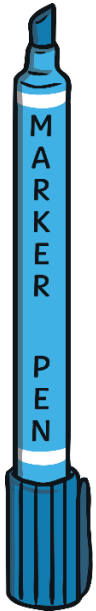
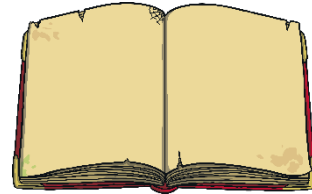
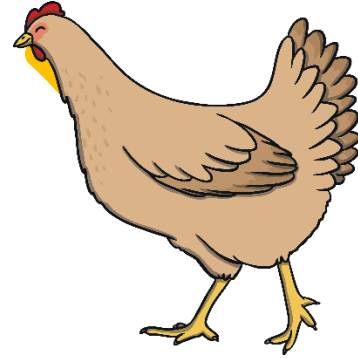
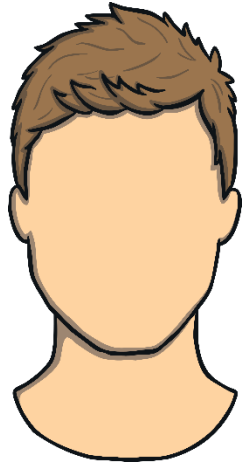
- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills

The first phase of phonics is **Phase 1** which concentrates on developing children's **speaking and listening skills**. This includes:

- Listening for environmental sounds
- Rhythm and rhyme (including syllables)
- Alliteration
- Oral blending and segmenting

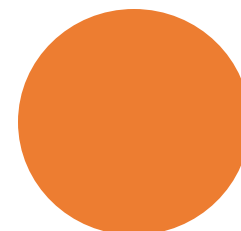
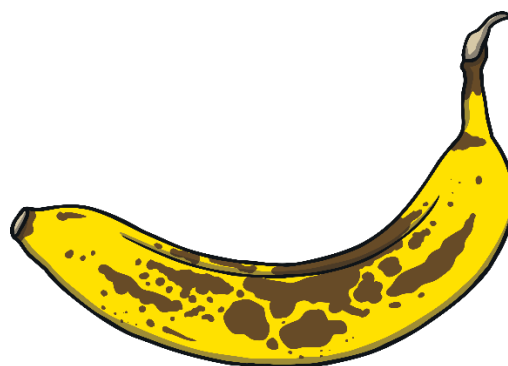
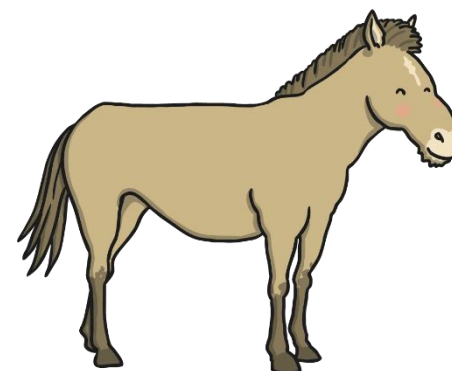
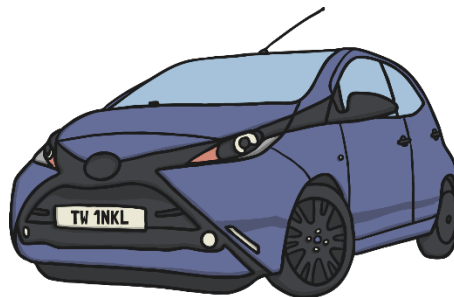
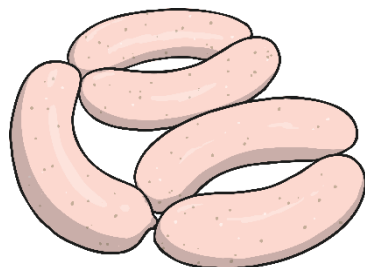


# Find the rhymes

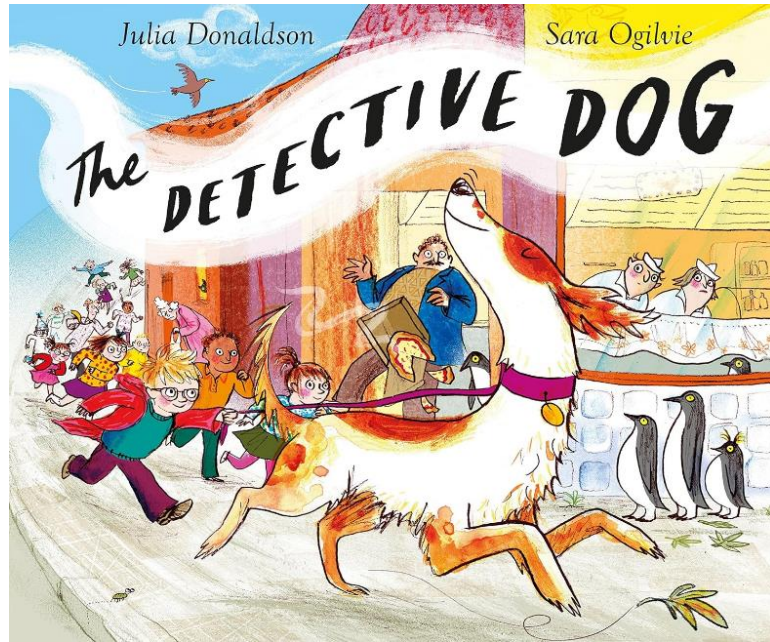


# Initial sounds

What begins with the  
sound \_\_\_\_\_?

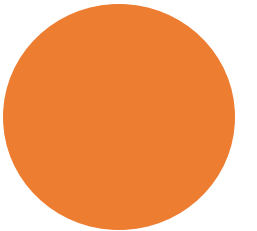






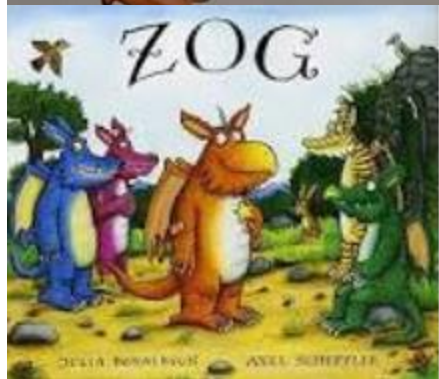
Books are full of many  
learning opportunities!

I can see the s-u-n  
I can see the b-oo-k





# Rhyming with picture books



# Phonics consists of:

- Identifying sounds in spoken words
- Blending phonemes (sounds) into words for reading.
- Segmenting words into phonemes for spelling.





# How to say the sounds































- Saying the sounds correctly with your child is extremely important.
- The way we say a sound may well be different from when you were at school.
- We say the shortest form of the sounds. Sounds should be pronounced softly and in a clipped, short manner. Not with a 'schwar'
- Otherwise blending or spelling cat e.g. cur- a -tur becomes very tricky!

So it's c - a - t



We use a systematic synthetic scheme called 'Rocket Phonics'.

# Graphemes we teach in Reception

|   |  |   |   |   |  |  |
|---|--|---|---|---|--|--|
| <br><b>Rocket<br/>Phonics</b><br>Sounds Mat<br><b>1</b> |  | <b>s</b><br><br>sun      | <b>a</b><br><br>apple    | <b>t</b><br><br>tap      | <b>i</b><br><br>insect  | <b>p</b><br><br>pan |
| <b>n</b><br><br>net                                    | <b>m</b><br><br>mouse | <b>d</b><br><br>dog      | <b>g</b><br><br>goat     | <b>o</b><br><br>octopus  | <b>c</b><br><br>cat     |  |
| <b>k</b><br><br>kite                                   | <b>ck</b><br><br>duck | <b>e</b><br><br>elephant | <b>u</b><br><br>umbrella | <b>r</b><br><br>rabbit   | <b>h</b><br><br>hat     |  |
| <b>b</b><br><br>bat                                    | <b>f</b><br><br>frog  | <b>ff</b><br><br>cliff   | <b>l</b><br><br>ladder   | <b>ll</b><br><br>shell   | <b>ss</b><br><br>dress  |  |
| <b>j</b><br><br>jug                                  | <b>v</b><br><br>van | <b>w</b><br><br>web    | <b>x</b><br><br>fox    | <b>y</b><br><br>yellow | <b>z</b><br><br>zebra |  |

Rocket phonics uses a mnemonic system to help children to remember letter-sound correspondences. E.g. 'm as in mouse'

# Graphemes we teach in Reception

|  |  |   |   |  |  |
|--|--|---|---|--|--|
|  <b>Rocket Phonics</b><br>Sounds Mat<br>2 | <b>zz</b><br>fizzy    | <b>qu</b><br>queen     | <b>ch</b><br>chick     | <b>sh</b><br>sheep    | <b>th</b><br>thumb feather  |
| <b>ng</b><br>ring                         | <b>ai</b><br>train    | <b>ee</b><br>bee       | <b>igh</b><br>light    | <b>oa</b><br>boat     | <b>oo</b><br>book moon      |
| <b>ar</b><br>car                          | <b>or</b><br>fork     | <b>ur</b><br>purse     | <b>ow</b><br>owl       | <b>oi</b><br>coin     | <b>ear</b><br>ear           |
| <b>air</b><br>chair                       | <b>ure</b><br>manure  | <b>er</b><br>hammer    | <b>wh</b><br>wheel     | <b>ph</b><br>dolphin  | <b>ay</b><br>crayon         |
| <b>a-e</b><br>cake                      | <b>a</b><br>acorn   | <b>e-e</b><br>scene  | <b>ie</b><br>shield  | <b>ea</b><br>peach  |                           |

[Pronunciation of phonics sounds in Reading Planet Rocket Phonics: Pink A/Phonics Phase 2 - YouTube](#)

# Blending for reading

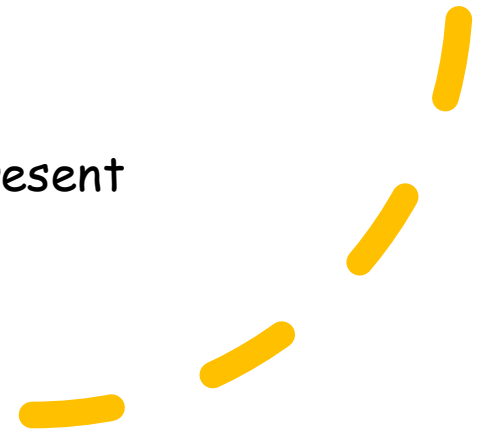
First, children need to recognise the graphemes\* in a written word

e.g. cup

Then children need to blend them in the order in which they are written to pronounce the word 'cup'

\*A **grapheme** - These are the letters that represent the phoneme (sound).

A grapheme you see





# Segmenting for spelling

- To spell a word, we need to be able to identify the individual sounds in the spoken word

E.g. dog → d-o-g

## Phonics Fingers

We use the left hand (palm facing) to tally sounds from the thumb across the fingers to work out how many sounds can be heard in a word before attempting to write it.



# Segmenting activity

Phoneme = sound  
A phoneme you hear



Using phonics fingers, can you say how many phonemes are in each word?

- cat
- dress
- sprint



# How many phonemes are in each word?

- cat = c - a - t = 3 phonemes
- dress = d - r - e - ss = 4 phonemes
- sprint = s - p - r - i - n - t = 6 phonemes

Phoneme = sound  
A phoneme you hear

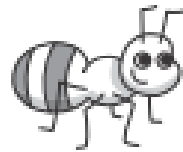


# Supporting segmenting to write

In rocket phonics we use:

- Phonics fingers
- Phonics dashes

Segmenting practice: Look and write the words.



\_\_\_\_ \_  
a p t

\_\_\_\_ \_  
t n a



# Common Exception Words

Alongside the teaching of phonics, we cover **Common Exception Words (CEWs)**. They are taught as whole words and need to be recognised by sight.

Many of these words are not phonically decodable

- e.g. was, the, I
- Some are 'tricky' to start with but will become decodable once they have learned the harder GPCs (Grapheme Phoneme Correspondences)
- e.g. out, there

# Common Exception Words



I  
the  
go  
to  
no  
into

he  
she  
we  
me  
be  
was  
my  
you  
her  
they  
all  
are

one  
some  
said  
come  
do  
so  
when  
were  
have  
there  
out  
like  
little  
what

Something that often holds a child back from becoming a fluent reader, is their common exception words recognition. Please help your child become confident at reading these: I, the, to, go, no, into

# Autumn 1

Our aim is for children to be able to do the following by the end of Autumn 1.



|               |                  |  |
|---------------|------------------|--|
| Autumn term 1 | Letter-sounds    | Recognises, says and identifies s, a, t, i, p, n, m, d, g, o, c, k |
|               | Blending         | Can orally blend words   |
|               | Segmenting       | Can orally segment words with support                              |
|               | Letter formation | Begins to form letters correctly with support                      |

# Daily Phonics

15 minutes phonics input (Revise, teach, practise and apply)

15 minutes Pupil Practice Booklet

15 minutes paired reading

Extra phonics practice to consolidate and revise

Short oral blending session daily

Letter formation is taught at the same time when introducing each grapheme





# Order of sounds taught in Reception

| Letter-sounds taught             | <i>Rocket Phonics</i> colour band | Teaching week (at the end of which the colour band becomes decodable) |
|----------------------------------|-----------------------------------|---|
| s a t i p n<br>m d g o c k       | Pink A                            | Week 6  |
| ck e u r h<br>b f ff l ll ss     | Pink B                            | Week 11   |
| j v w x<br>y z zz qu             | Red A                             | Week 16   |
| ch sh th ng<br>ai ee igh oa oo   | Red B                             | Week 23   |
| ar or ur ow oi<br>ear air ure er | Yellow                            | Week 29   |

## Every week we teach:

- 2 sounds (graphemes)
- 1 or 2 Common Exception Words

At the end of each unit, we assess the children to see if they can use and apply the sounds taught in their **reading and writing**.

If they are confident with a set of sounds, they can then move onto the next reading book band (as long as all the sounds in the next set have been taught).

# How can I help my child at home?

|  |
|--|
|  |
| sat                                      |
| ant                                      |
| tap                                      |
| pat                                      |
| it                                       |
| nip                                      |
| Rocket Phonics: I can blend words Pink A |

'I can blend' sheets will be sent home weekly. Please help your child to read and write the words to help consolidate the learning at home.





We will also be sending home **common exception word hands** for children to colour in and stick up at home to help them learn the words. These words need to be learnt by sight.

Practise oral blending e.g. b-o-x

I went to the farm and I saw a sh-ee-p. (one syllable words)

Sophia's Class Home Learning - WC 1st September 2021

The children have been learning to recognise and write the following graphemes. Please practise reading and writing these at home.

|  |  |  |   |
|--|--|--|---|
| <small>s</small><br><br>sun | <small>a</small><br><br>apple | <small>t</small><br><br>top | <small>i</small><br><br>insect |
| <small>s as in sun</small>   | <small>a as in apple</small>   | <small>t as in top</small>   | <small>i as in insect</small>   |


S S S S

a a a a

t t t t

i i i i

Please use the following QR code for correct pronunciation. Remember it's **tap**, not **top** and **it** not **top**.  
Thank you!



Reading at  
home

Decoding,  
fluency and  
comprehension

- Once we have covered the first set of sounds (satipnmdgock) we will assess each child. If they can recognise and blend words with these sounds in, they will start reading Pink A.
- All children in Reception will receive a reading book, an e-book and a library book
- The reading book needs to be read at home and need to be returned to school on a **Thursday**. Please ask your child to read and re-read the story over several days to develop their fluency.
- We suggest this pattern:
  - **1<sup>st</sup> reading** - Look at the **pictures** and talk about what is happening
  - **2<sup>nd</sup> reading** - Ask your child to read the book concentrating on the **phonics**
  - **3<sup>rd</sup> reading** - Focus on using a **storyteller voice** and developing fluency for the words read.
  - **4<sup>th</sup> reading** - Ask your child questions about the **story** to develop their **comprehension**.



## On the Dot

The cat is on the dot!

More books  
in the series



Simple story

ISBN 978-1-4718-7892-3



# On the Dot

Abigail Steel







# Reading Planet Notes

## In this book

Your child will practise these key sounds:

|                               |                              |
|-------------------------------|------------------------------|
| <b>s</b> (as in <b>sun</b> )  | <b>m</b> (as in <b>mat</b> ) |
| <b>a</b> (as in <b>ant</b> )  | <b>d</b> (as in <b>dot</b> ) |
| <b>t</b> (as in <b>tent</b> ) | <b>g</b> (as in <b>got</b> ) |
| <b>p</b> (as in <b>pat</b> )  | <b>o</b> (as in <b>on</b> )  |
| <b>i</b> (as in <b>tin</b> )  | <b>c</b> (as in <b>cat</b> ) |
| <b>n</b> (as in <b>net</b> )  |                              |

Your child may need help with these words:

**is the**

## Ready-to-read activity

Say the title of the story (*On the Dot*).  
Take turns to clap a simple three-beat rhythm as you say the words.  
Experiment by speeding up, slowing down and adding extra words, e.g. *On the big red dot!*

## Before reading

Before you begin, talk about the cover and the title. Ask your child:

*What do you think the story is about?*

*What kind of game are the boys playing?*

## While reading

- ★ Encourage your child to re-read each whole sentence. This will help them to understand the meaning.
- ★ Point out and discuss the use of capital letters for the characters' names.
- ★ Stop occasionally and ask questions to check your child's understanding of the story. For example, after page 3, ask: *Who is on the dot? What colour is it?*
- ★ Build your child's confidence by telling them when they have done well, e.g. *You realised that word wasn't right and you tried again ... Well done!*

After reading, encourage your child to talk about the story. You'll find ideas for questions and activities at the back of this book.



Pat is on a dot.



## Talk about the story

Ask your child these questions:

- 1 How many boys were playing the game?
- 2 What were the boys called?
- 3 What did the cat do to ruin the game?
- 4 How do you think the boys felt about the cat?
- 5 Have you ever played a game like this?
- 6 What is your favourite game?



Can your child retell the story using their own words?



Please record in your child's home school link book what they have read.

I.e. 1<sup>st</sup> read - Joe looked at the pictures and was able to oral blend to spot different things 😊

2<sup>nd</sup> read - pat ✓  
dot ✓  
Joe needed help with not

3<sup>rd</sup> read - Joe re-read the story well and was able to sight read dot.

4<sup>th</sup> read - 1. 3 boys  
2. Pat

Children are able to look back in their book if they need to find the answer!

Thank you for coming!

Any questions?

