

Welcome to Sapphire Class Phonics Workshop



Aims

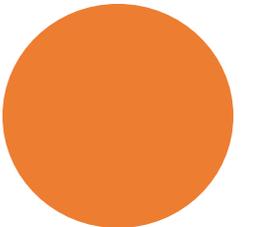
- To support your understanding of phonics
 - To share some of the terminology and teaching practices we use with the children
 - Guidance on how to help your child with their reading and spelling at home
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Why teach phonics?

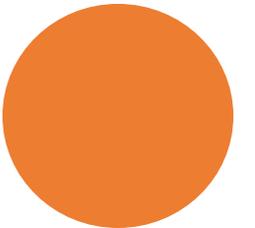
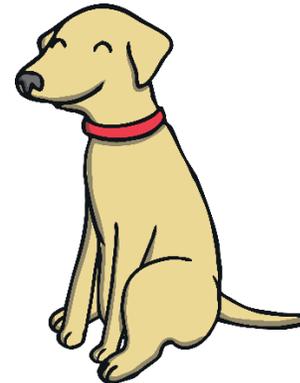
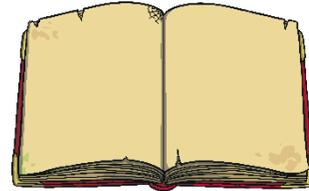
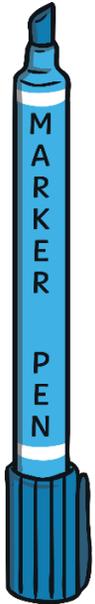
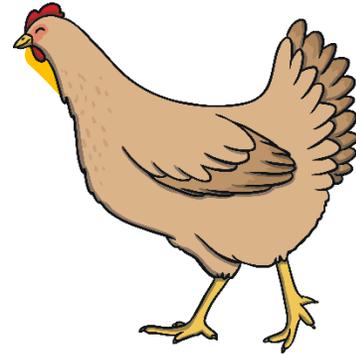
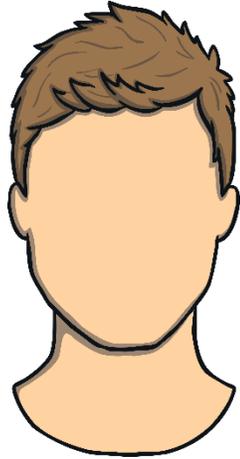
- The ability to read and write well is a vital skill for all children, paving the way for an enjoyable and successful school experience.
- Phonics helps children to develop good reading and spelling skills

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

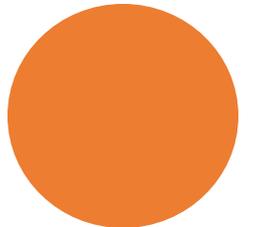
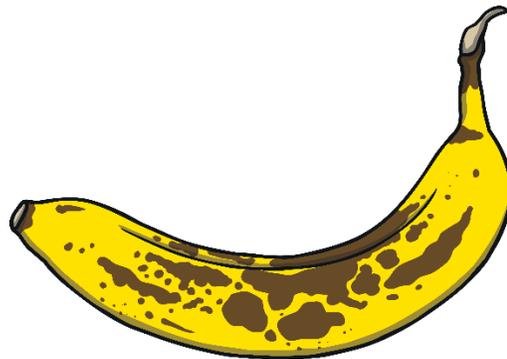
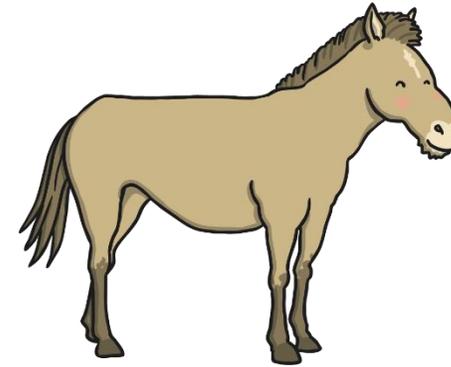
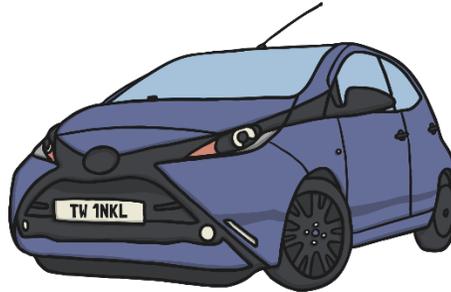
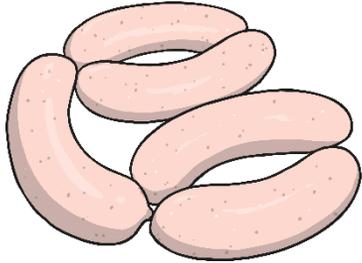


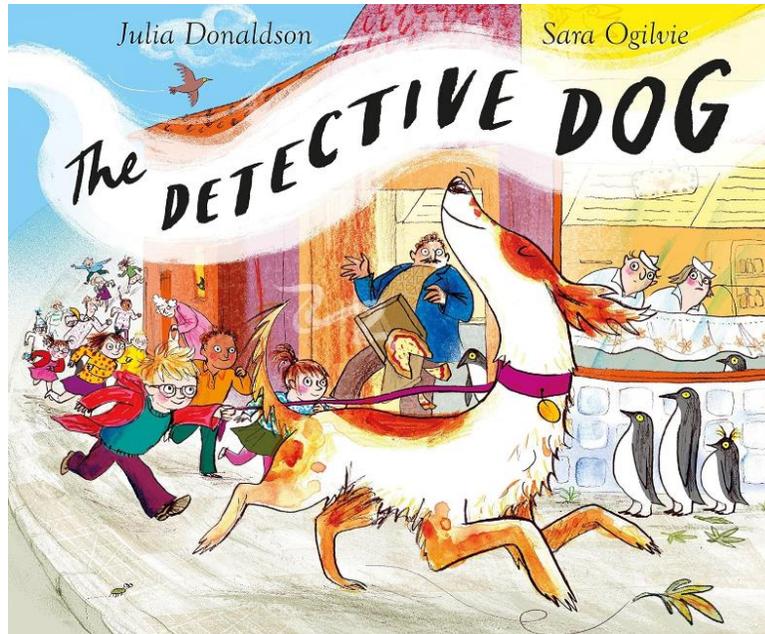
Find the rhymes



Initial sounds

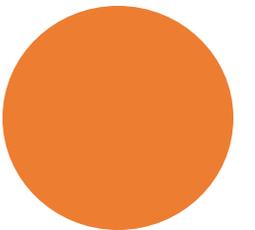
What begins with the sound _____?



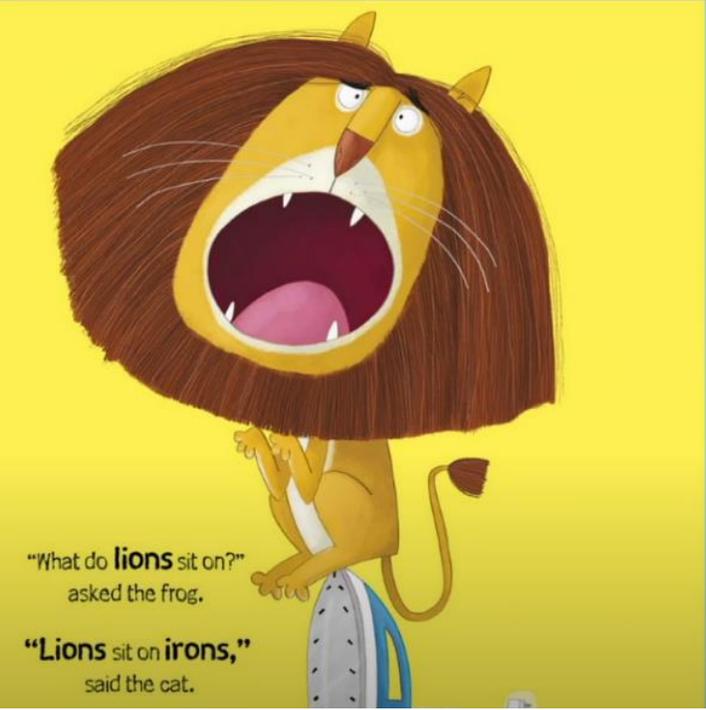
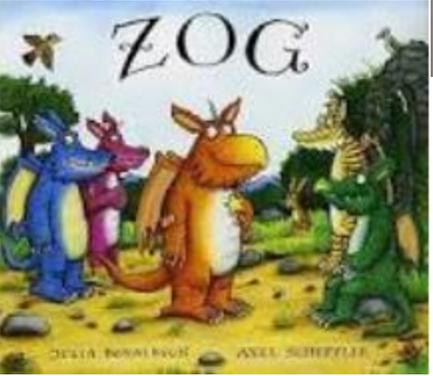
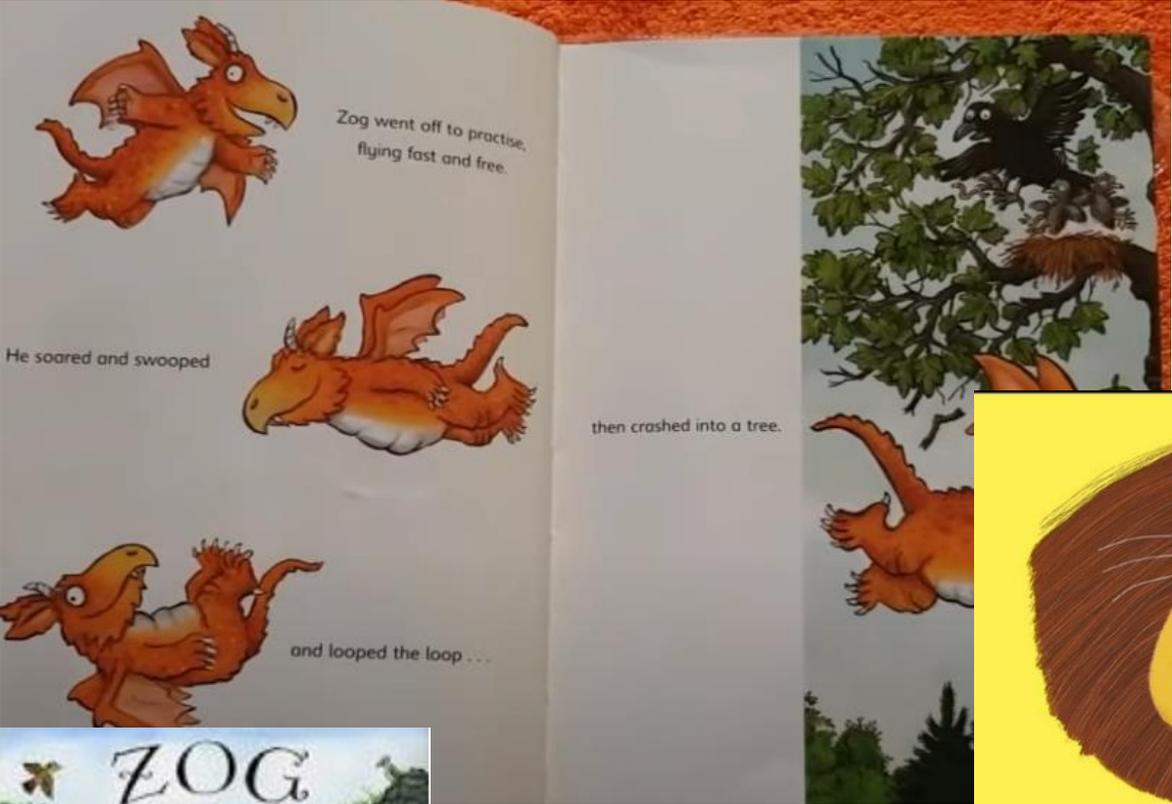


Books are full of many learning opportunities!

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

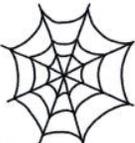
- Saying the sounds correctly with your child is extremely important.
- The way we say a sound may well be different from when you were at school.
- We say the shortest form of the sounds. Sounds should be pronounced softly and in a clipped, short manner. Not with a 'schwar'
- Otherwise blending or spelling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

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

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

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

Blending for reading

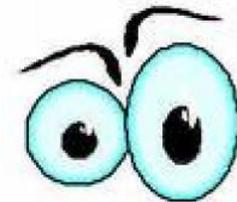
First, children need to recognise the graphemes* in a written word

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

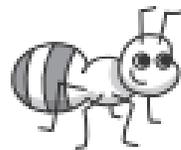


Supporting segmenting to write

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)

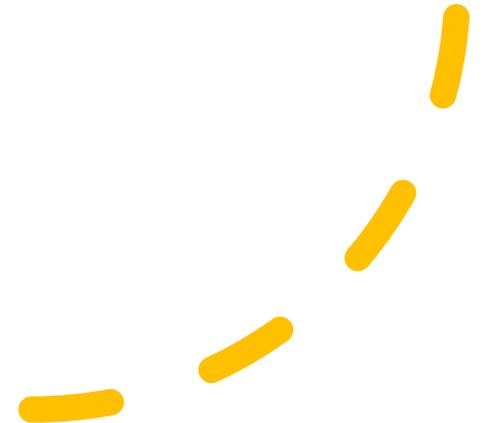
15 minutes Pupil Practice Booklet

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 m d g o c k	Pink A	Week 6
ck e u r h b f ff l ll ss	Pink B	Week 11
j v w x y z zz qu	Red A	Week 16
ch sh th ng ai ee igh oa oo	Red B	Week 23
ar or ur ow oi 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?

1
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.

s	a	t	i
			
sun	apple	top	insect
s as in sun	a as in apple	t as in top	i as in insect

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 **eggs**, not **egs**, and it's not **egg**.

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:
 - **1st reading** - Look at the **pictures** and talk about what is happening
 - **2nd reading** - Ask your child to read the book concentrating on the **phonics**
 - **3rd reading** - Focus on using a **storyteller voice** and developing fluency for the words read.
 - **4th reading** - Ask your child questions about the **story** to develop their **comprehension**.



On the Dot

Abigail Steel

PINK A

Level 1A
Phonics Phase 2



On the Dot

The cat is on the dot!

More books
in the series



Simple story

ISBN 978-1-4718-7892-3



RISING STARS

www.risingstarsreadingplanet.com





Reading Planet Notes

In this book

Your child will practise these key sounds:

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

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. 1st read - Joe looked at the pictures and was able to oral blend to spot different things 😊

2nd read - pat ✓
dot ✓
Joe needed help with not

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

4th 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?

